

WIL Curriculum Framework

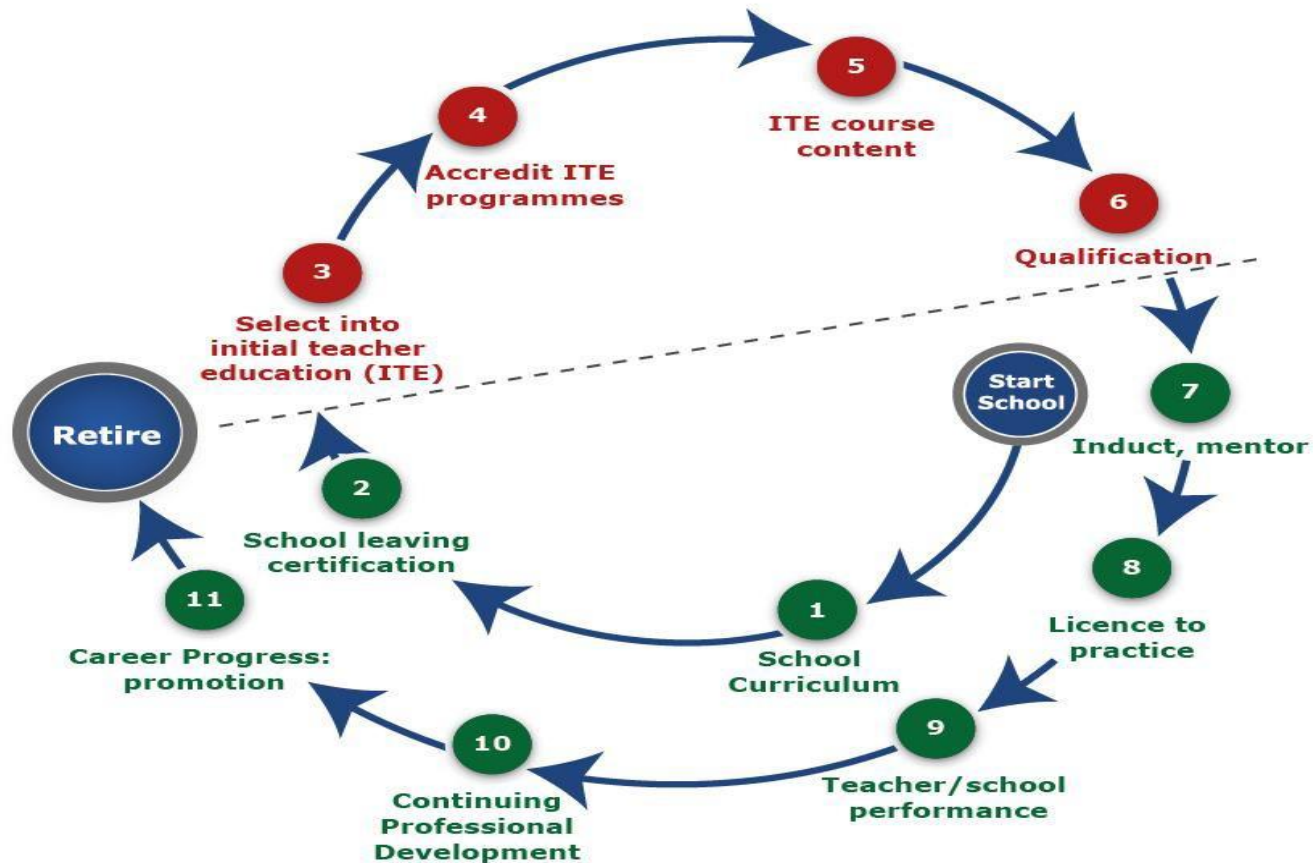


higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Teaching Life Cycle



Flashlight to guide WIL Curriculum Development: Coursework & Practicum



- Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
- HEQC review & Research reports
- South African Council for Educators – Draft professional teaching standards
- Disciplinary standards (Language and Mathematics) – in development
- DHET policy – Minimum Requirements for Teacher Education Qualifications – Basic Competences (Minimum) of a Beginner Teacher
- International research/documents/support
 - edTPA (SCALE - Dr. R. Pecheone & Dr. A. Whittaker)
 - Embedded Signature Assessments
 - Core teaching practices
 - CAEP – performance-based assessment rubrics (Dr. John Henning – Monmouth University)



HEQC & ITERP Reports

- HEQC review of BEd programmes – lack of internal coherence and alignment in terms of the relationship between theoretical, practical and experiential knowledge.
 - A disconnect between theory and practice.
- ITERP – WIL component inadequate, characterised by limited & skewed exposure to prevailing school practices & conditions, insufficient and inexpert supervision and inconsistencies in amount & quality of feedback & assessment
 - Weak school based learning.



HEQC & ITERP Report

- Issue raised - the **design, monitoring and assessment** of **teaching practice**
- “... a very uneven area and represents a significant challenge to quality in the sector”
- “...a great range of practice across institutions and the lack of a sectoral consensus regarding quality issues”
- “Lack of common understanding of mentoring and assessment rubrics”
- “limited value attached to assessment by school mentors”
- “Lack of systems to monitor student performance over successive years .. Year-by-year progression in outcomes and assessment standards”
- Inconsistencies in the **amount and quality of feedback and assessment**
- Teaching practice assessment **instruments - diverse**



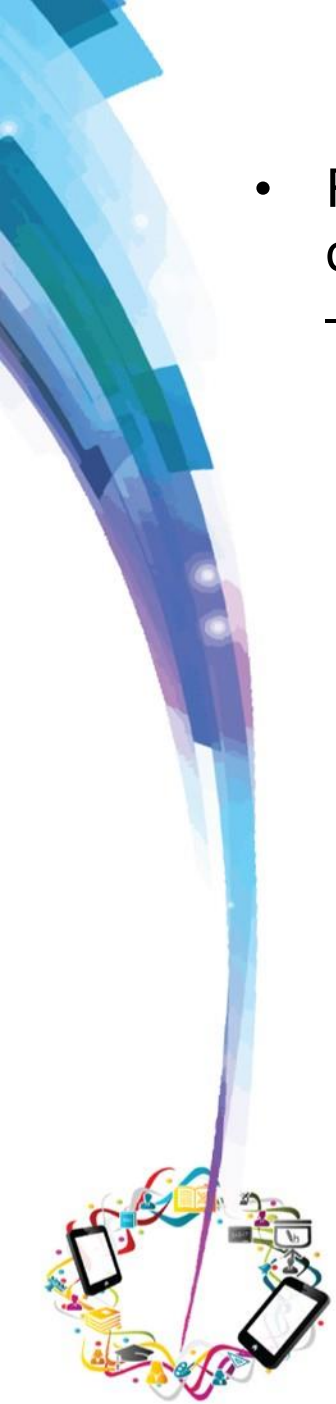


What Research Says

In most cases, the focus is on what teachers **need to know** about instructional practices **rather than** systematically preparing teachers to **use instructional practices in classrooms** (Grossman et al., 2009).

Help teachers learn to skillfully **enact teaching practices.**

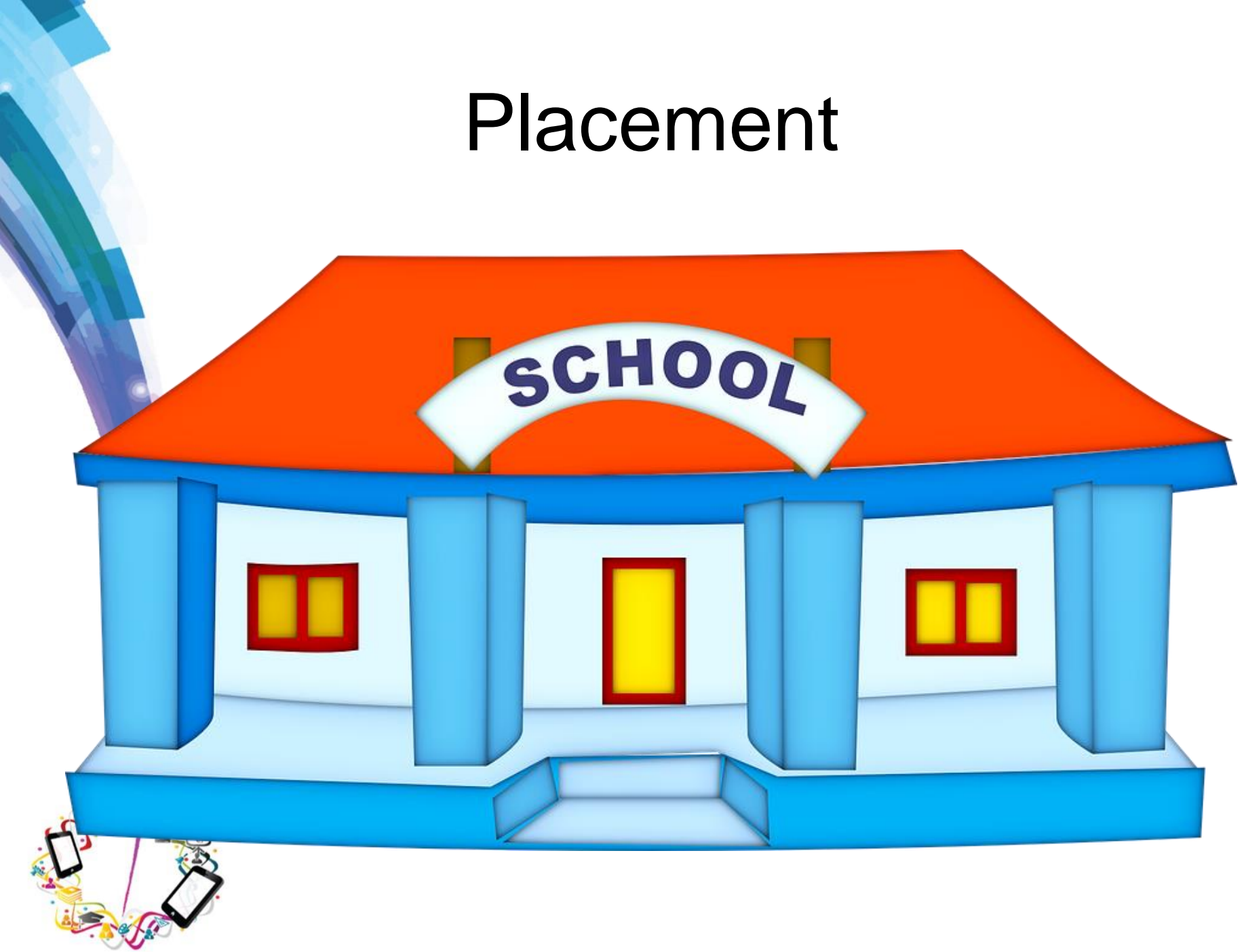
- Seeing examples of tasks;
- Learning to dissect and analyse the work;
- Watching demonstrations;
- Practicing under **close supervision** and with **detailed coaching** (Ball & Forzani, 2009:497-498).

- 
- Redesigning the WIL curriculum (e.g., **embedding** [not add on] performance assessments (i.e., portfolio) in the curriculum – Darling-Hammond & Snyder, 2000)

*[o]nce the activities of teachers are identified, the curriculum of teacher education programs should focus on preparing teacher student teachers to know and do these things. Teachers should be **evaluated on how well they know and do them** rather than on the completion of certain required courses*

(Zeichner, 2012:377)

Placement



WIL Curriculum Framework

Professional Partnership Schools Network		WIL Practice-based opportunities	
Placement	Supervision & Mentoring	Learning From Practice	Learning In Practice
<ul style="list-style-type: none"> • Criteria for Trained Practicum Mentor Coordinator <ul style="list-style-type: none"> ➢ Identified by SMT ➢ Successfully completed an accredited mentorship course • Criteria for Mentor Teachers in Partnership Schools <ul style="list-style-type: none"> ➢ Identified by the SMT, with input from the trained practicum mentor coordinator ➢ Have at minimum three-five years teaching experience ➢ Willingness to coach and support student teachers ➢ Possess full registration and teach in the major subjects and phase of their preparation. Student teachers they mentor – seeking registration in the same subjects and phase. 	<p>School partners</p> <ul style="list-style-type: none"> • Principal and SMT <ul style="list-style-type: none"> ➢ Partnership quality control • Trained Practicum Mentor Coordinator <ul style="list-style-type: none"> ➢ Liaison with WIL Supervisor ➢ Signing off on Student Teacher Competences at the end of each practicum • Mentor Teachers <ul style="list-style-type: none"> ➢ Coaching of student teachers ➢ Formative assessment of student teachers <p>Professional Learning Community</p> <ul style="list-style-type: none"> ➢ WIL Supervisor ➢ District subject advisor ➢ Discipline/Phase supervisor ➢ Trained practicum mentor coordinator ➢ Mentor teachers ➢ Supplemental Instruction facilitators ➢ Student teachers 	<ul style="list-style-type: none"> • Microteaching • Case-based instruction • Virtual Simulation • Coaching • Laboratory-like experiences • Video analysis • Tutoring • Lesson study • Research-based projects • Instructional Rounds 	<ul style="list-style-type: none"> • Internship • Practicums <ul style="list-style-type: none"> ➢ Observation ➢ Co-planning & Co-teaching (gradual release of responsibility) ➢ Assessment ➢ Critical reflective dialogues • Service Learning



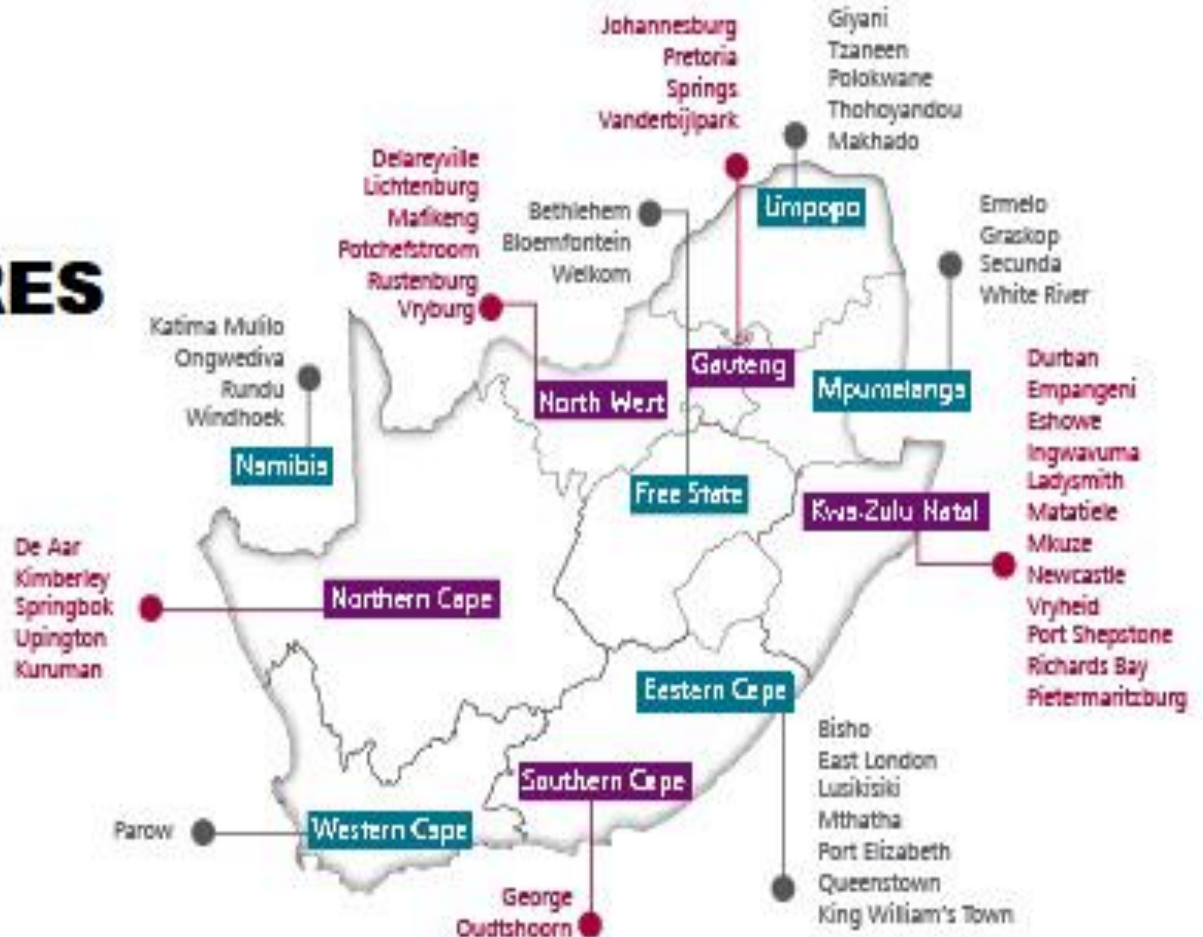
Student Teachers: Placement, Supervision and Monitoring & Feedback – On Campus & Distance Students



Professional Partnership Schools Network



STUDY CENTRES
ALL OVER
SOUTH AFRICA



Unit for Open Distance Learning

WIL Curriculum Framework

Student Teacher Competences (Embedded Signature Assessments)	Core Practices	Performance-based Assessment Criteria
<ul style="list-style-type: none"> • Learner’s Learning & Development • Learning Environment • Planning & Preparation • Instruction • Assessment 	<p>Teaching a developmentally appropriate lesson or segment of instruction (large group)</p>	<p>Planning: Did the student teacher</p> <ul style="list-style-type: none"> • Create a developmentally appropriate plan? • Is the plan differentiated for individual learners? • Justify the plan using knowledge of child/adolescent development and theory and/or research? <p>Enactment: Did the student teacher</p> <ul style="list-style-type: none"> • Introduce tasks that allowed for developmental flexibility? • Provide scaffolding when appropriate? • Consider developmental differences in their assessment of learner learning? <p>Learner Response: Did the learners</p> <ul style="list-style-type: none"> • Engage with the lesson and remain on task for its duration? • Ask appropriate questions? • Engage in thinking at all levels of Bloom’s taxonomy? <p>Reflection: Did the student teacher</p> <ul style="list-style-type: none"> • Explain how he/she will analyze and use what the learners learned to improve instruction and learner learning? • Propose specific changes to future lesson planning and instruction that would address individual and collective learning needs related to the central focus? • Justify approaches using knowledge of child/ adolescent development and theory and/or research?

Portfolio



Portfolio
Content –
Too
difficult?

	Previous	Re-designed
Credits	1	8 per portfolio (2 portfolios per year)
Assessment type: Portfolio	5 lesson plans (generic templates) 5 observations of mentor teachers' lessons 5 reflections on own lessons ✓ Observations are not directed The same from Year 1 to Year 4	4 Embedded Signature Assessments per portfolio Aligned to standards/competences Developmental progression from Year 1 to Year 4





Portfolio: Assessment



	Previous	Re-designed
Assessment by mentor teacher	4/5 lessons per placement period (generic rubric)	Assesses each competence in the ESA. Rubric focussed on competence
Assessment – admin staff & university lecturer Versus WIL assessment team (trained)	Year 1-Year 3 – portfolio compliance in terms of paperwork (checklist) – administrative staff 4 lessons in the fourth year (2 per semester)	Mentor teacher assessment acknowledged. Team assesses each portfolio and moderated by a trained/accredited assessor



Lesson Feedback



LESSON-ASSESSMENT-FORM

Surname		Phase		Supervising-teacher	
First-Name		Year-of-study		University-Lecturer	
Student-number		Subject		School	
				Date	

Preparation-file-properly-organized;-kept-up-to-date:

YES	X
NO	

Mark-Allocation:-90%

KEY-CONCEPTS:

CK=Content Knowledge: (The academic content knowledge of the teacher as a subject specialist).

PCK=Pedagogical Content Knowledge: (The teacher's knowledge of how to teach specific content (for example, adding fractions, or the concept of millennia) by using particular explanations, analogies, models or activities).

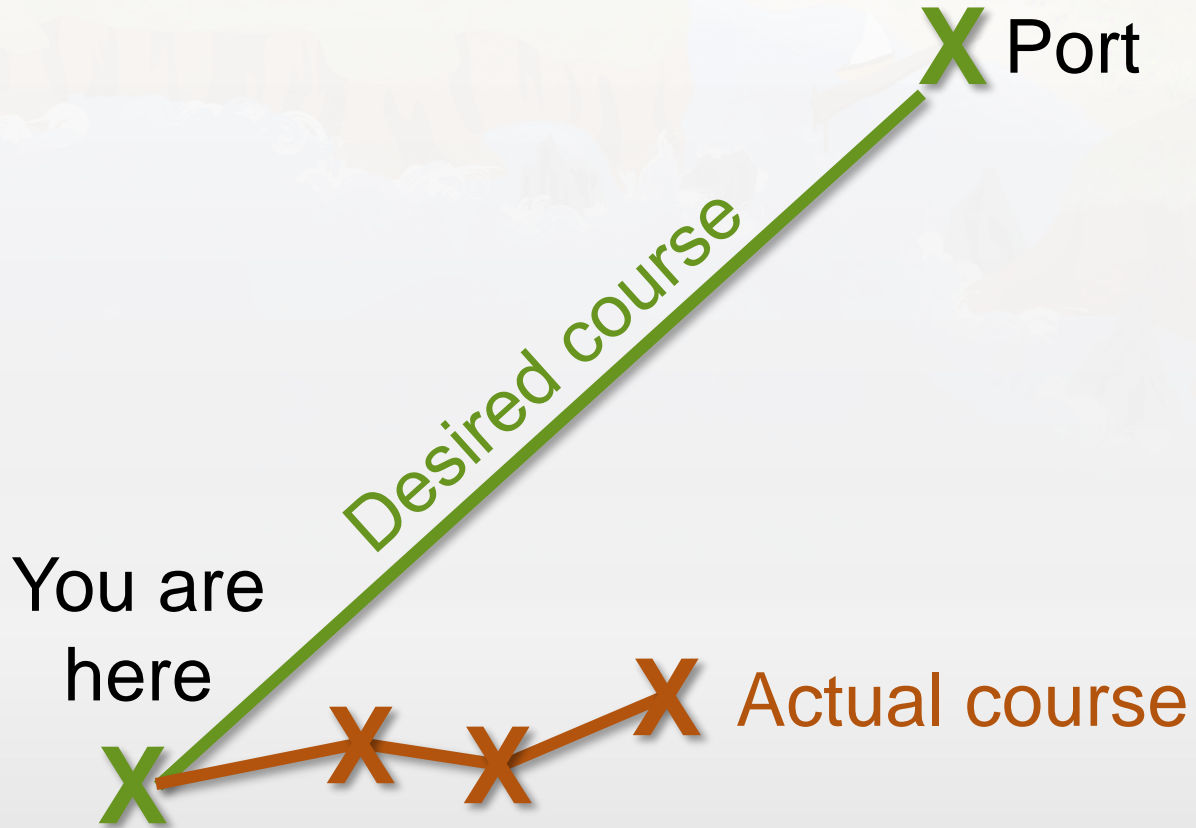
GPK=General Pedagogical Knowledge: (A teacher's understandings of a range of teaching, assessment, classroom organisation, and lesson-planning strategies, as well the ability to use these strategies appropriately).

KoC=Knowledge of Context: (The teacher's knowledge of the specific context in which teaching takes place (The curriculum, school policies, school environment and the learners' context)).

CRITERIA	Not-yet-coping	Emerging-teaching-competence	Developing-skilled-teaching-competence	Thoughtful,insightful-teaching-competence	Marks	Teacher/Tutor-comments
Lesson-Planning <i>(CK, PCK and KoC should be portrayed)</i>	1--2 Various-parts-of-the-lesson-are-missing-in-the-student's-planning.	3--4 The-student-portrays-some-understanding-of-lesson-planning-but-slips-up-in-various-parts.	5--6 The-student's-planning-portrays-several-positive-signs-but-he/she-needs-more-training-in-formulating-lesson-objectives-(and-or-identifying-key-questions),-alignment-of-teaching,-learning-and-assessment,-and-planning-of-tailor-making-resources.	7--8 The-lesson-has-been-planned-thoroughly.-CAPS-aims-have-been-broken-down-into-clear-lesson-objectives-(and-or-key-questions-have-been-identified),-teaching-and-learning-activities-make-perfect-sense-with-the-learning-activities-progressing-from-lower-to-higher-levels-of-cognition.-Assessment-has-been-perfectly-aligned-with-teaching-and-learning.-Resources-have-been-planned-to-enhance-the-quality-of-teaching,-learning-and-assessment.	7	Good Good-understanding-shown Well-planned

CRITERIA	Not-yet-coping	Emerging-teaching-competence	Developing-skilled-teaching-competence	Thoughtful,insightful-teaching-competence	Marks	Teacher/Tutor-comments
Assessment	1-3 Little-or-no-evidence-of-meaningful-assessment-in-order-to-promote-learning.	4-6 Some-evidence-of-meaningful-assessment.	7-9 More-can-be-done-to-ensure-the-successful-implementation-of-meaningful,-aligned-and-appropriate-assessment-strategies-(Types,-tools,-agents,-methods).	10-12 Assessment-is-perfectly-aligned-with-lesson-objectives-and-drives-learning-effectively-(<i>excellent-PCK-and-GPK</i>).-Effective-use-of-appropriate-assessment-strategies-(Types,-tools,-agents,-methods).	10	Needs-a-bit-of-attention
Resources (CK,-PCK,-GPK-and-KoC-should-be-portrayed)	1-2 Ineffective-or-no-use-of-resources-needed-to-support-teaching-and-learning.	3-4 Unintelligent-use-of-resources-it-is-evident-that-more-formal-thinking-is-required-in-this-regard.	5-6 Resources-are-helpful-but-may-be-used-more-effectively.	7-8 Resources-have-been-perfectly-tailor-made-to-effectively-support-teaching-and-learning-in-the-unique-context.	8	The-resources-were-colourful-and-the-learners-liked-it-very-much. The-song-was-very-effective.
Consolidation-phase (CK,-PCK,-and-GPK-should-be-portrayed)	1-2 No-logical-evidence-that-objectives-had-been-attained.	3-4 An-attempt-is-made-to-consolidate-the-lesson-but-it-is-not-quite-clear-which-objectives-have-been-attained.	5-6 Some-objectives-have-been-obtained-and-aspects-of-newly-acquired-knowledge-and-skills-are-consolidated.	7-8 New-knowledge-and-skills-(perfectly-aligned-with-lesson-objectives)-have-clearly-been-acquired-and-sensibly-consolidated.-Any-additional-activities-are-aimed-at-promoting-learning.	7	Objectives-achieved.
KoC	1-2 Not-perceptive-of-learners'-needs;-does-not-relate-to-them.	3-4 Too-friendly-or-too-firm;-struggles-to-find-appropriate-balance.	5-6 Aware-of-learner-needs;-considers-their-context-and-diversity.	7-8 Subtle-understanding-of-learner-strengths-and-weaknesses,-empathizing-emotionally-and-intellectually.	8	You-know-the-learners.
Classroom-management (GPK)	1-2 Learners-are-largely-inattentive;-little-attempt-to-address-problems;-fails-to-create-an-environment-	3-4 Experiences-difficulty-in-establishing-and-maintaining-discipline.	5-6 Learners-are-attentive-due-to-effective-class-room-management.	7-8 Takes-control-and-effectively-handles-the-complexity-of-the-classroom-in-order-to-successfully-create-an-environment-conducive-to-learning.	8	Excellent;-learners-were-quiet-and-listened-attentively.



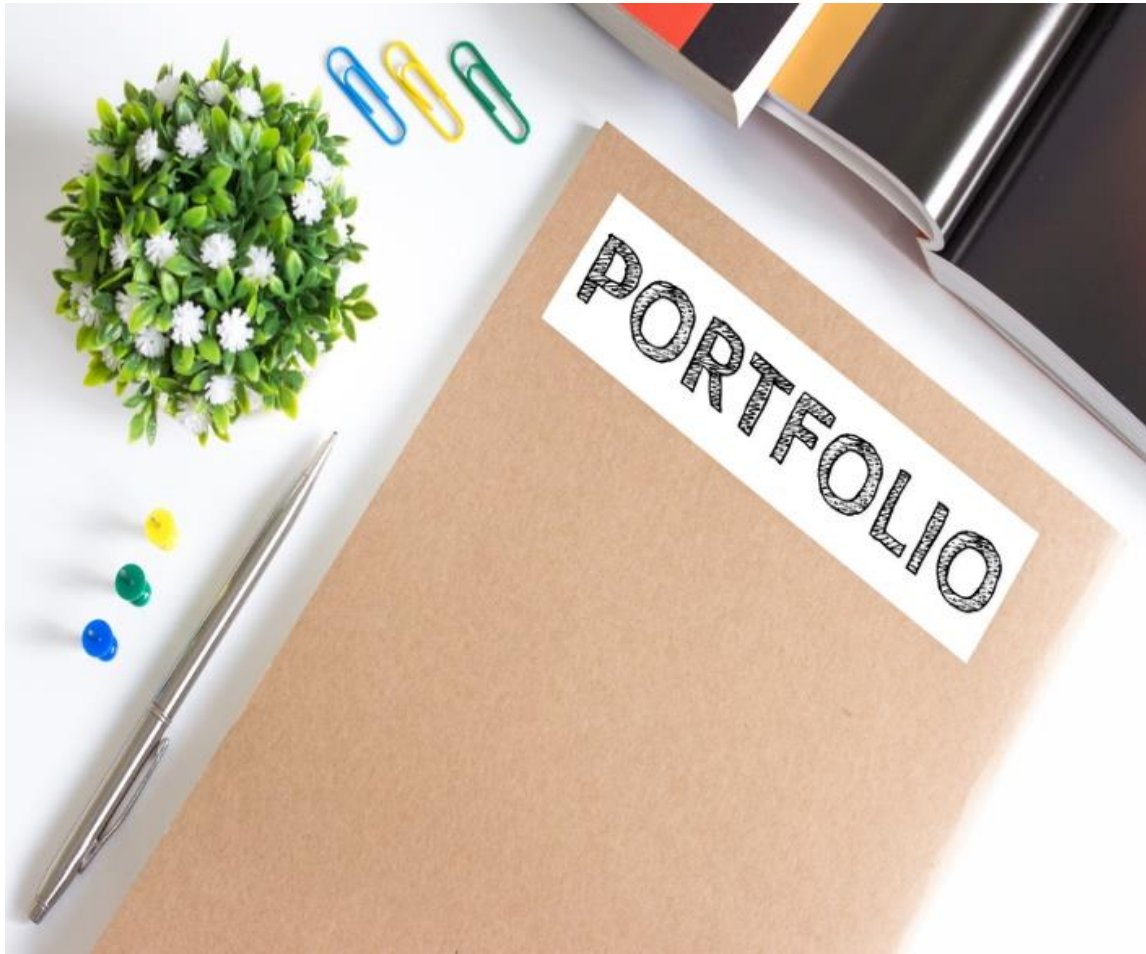


GPS: **ON** Where are we?

Embedded Signature Assessments



Portfolio Content



Rubrics

- Score what counts rather than everything we can count – put rubrics on a diet
- Avoid setting the bar for “ineffective” too low – a lack of learner engagement and academic progress indicates ineffective teaching regardless of what the teacher is doing
- Mentor teachers – asked to do too much; ratings often inflated and inaccurate
- Most rubrics focus on how student teachers deliver instruction rather than picking the right content
- Lesson content should be given the weight it deserves – what are learners being asked to accomplish and to demonstrate in class.





Mentor teacher rubric

Mentor assessment purpose versus WIL lecturers

Assessment Rubric 6: Competence - Planning and Preparation

Student teacher:	Mentor teacher:			
Student Number:	Grade level:	Date:		
Rating scale:	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
Criteria:	Description:			Rating:
<i>Complete-submitted-plans</i>	Creates complete, appropriately-formatted lesson-plans and submits for review in a timely manner.			
<i>Time</i>	Writes lesson-plans and activities appropriate for the amount of time allotted/designated.			
<i>Data-and-Needs-Driven</i>	Uses assessment-data, professional-judgment, and learners' needs to guide planning.			
<i>Standards-based</i>	When writing objectives, uses CAPS, and/or any additional performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge.			
<i>Connects-Content</i>	Connects lesson-content to: learners' experiences, previous lessons within the content-area, other curricular-area, and real-life-situations.			
<i>Active-participation</i>	Plans multiple instructional-strategies that ensure active participation.			
<i>Materials/Technology</i>	Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s).			
<i>Higher-Level-Thinking</i>	Plans opportunities for higher-level thinking through questioning and learner activities.			
<i>Accommodation</i>	Incorporates modifications or accommodations based on learner needs.			
<i>Sequencing</i>	Develops meaningful sequencing of learning experiences.			
<i>Collaborates</i>	Plans collaboratively with mentor teacher and/or other professionals who have specialised expertise.			
<i>Total-out-of-44</i>				

Passing Score: A score of 23.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Rubric

Learner Development - Teaching a Developmentally Appropriate Lesson

The student teacher plans, teaches, and assesses a developmentally appropriate lesson to a large group of learners. The plan should be flexible enough to accommodate learners across varied levels of development, the student teacher should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.

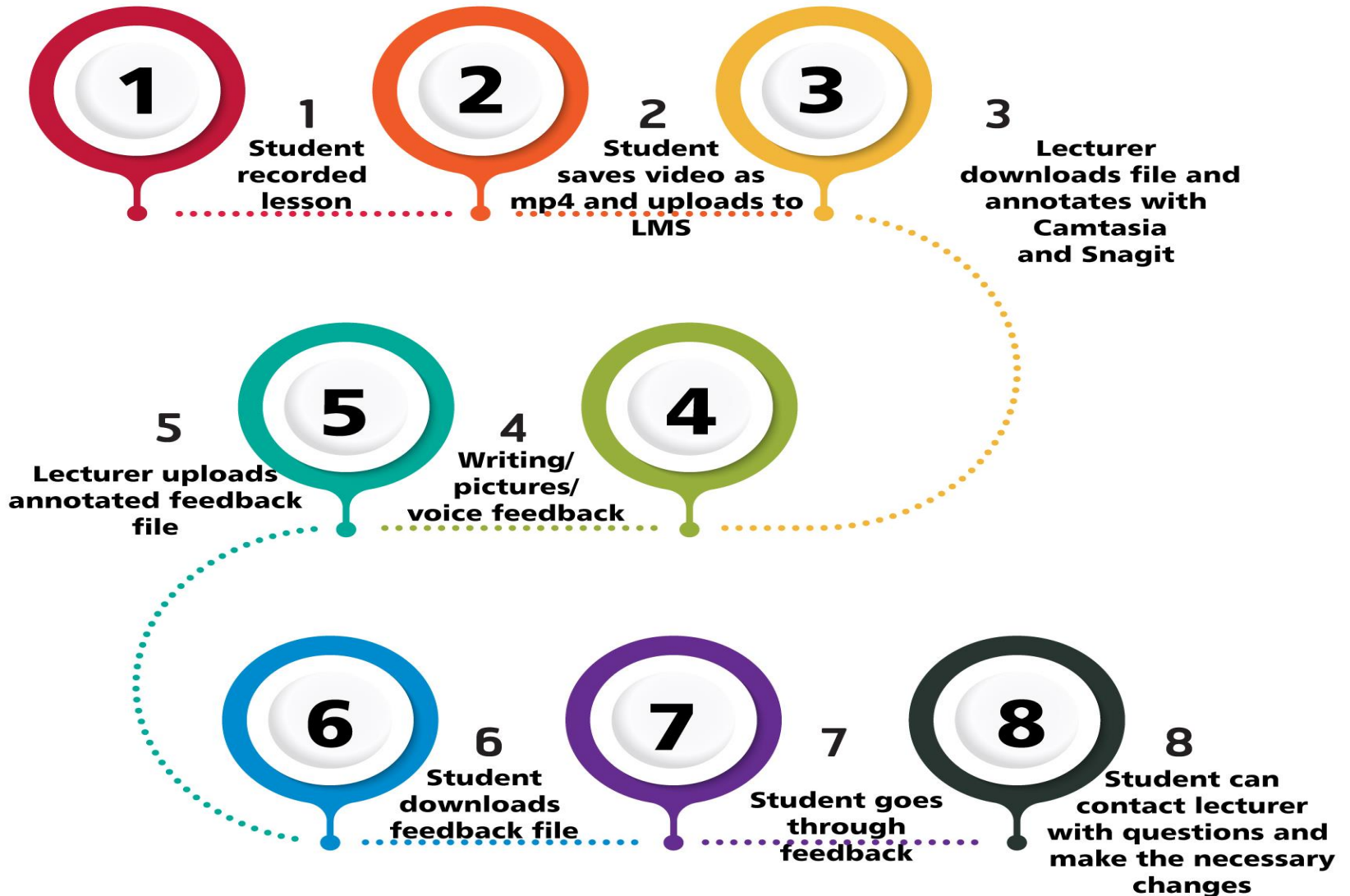
Criteria (Check all that apply)	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Planning: Did the student teacher <ul style="list-style-type: none"> → Create a developmentally appropriate plan? → Is the plan differentiated for individual learners? → Justify the plan using knowledge of child/adolescent development and theory and/or research? 	<p>The student teacher has a limited awareness of individual differences in the classroom. The plan does not address differences in development and does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little or no insight into the developmental levels among learners.</p>	<p>The student teacher demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among learners.</p>	<p>The student teacher regularly discusses the varying levels of learner development with the teacher. The plan includes accommodations for a wide variety of learners based on the student teacher's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical). Multiple connections are made between the plan for instruction and the existing knowledge about child development.</p>	<p>The student teacher designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development and is flexible enough to accommodate learners across varied levels of development. Significant insight is revealed by the connections between the plan for instruction and developmental theory.</p>
Enactment: Did the student teacher <ul style="list-style-type: none"> → Introduce tasks that allowed for developmental flexibility? → Provide scaffolding when appropriate? → Consider developmental differences in their assessment of learner learning? 	<p>Learners are observed in activities that are developmentally inappropriate. Student teacher uses limited strategies (e.g. questions, materials, and facilitated responses) that do not elicit learners' thinking. The student teacher does most of the talking, and learners provide few responses or interactions.</p>	<p>Learners participate in activities that focus solely on one modality for learning. Student teacher primarily asks low-level questions and evaluates learners' responses as correct or incorrect. Student teacher uses some strategies to facilitate and elicit learners' thinking.</p>	<p>Learners are actively participating in learning experiences that occur in multiple modalities. The student teacher consistently uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking and build their understanding of the lesson in a meaning-based context.</p>	<p>Student teacher consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning-based context.</p>



What type of evidence is needed to safely say that a student teacher has not only grasped the essential notions and concepts from the coursework, but is also able to implement them in real world classroom situations?



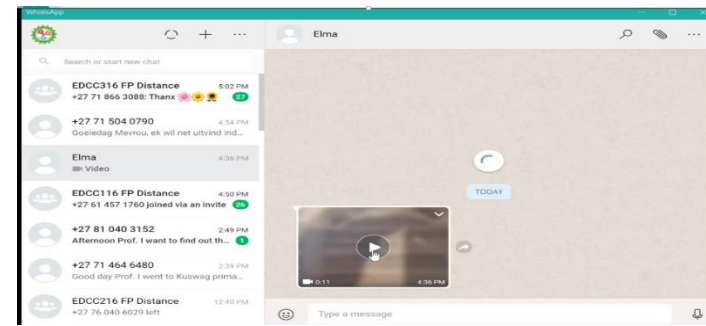
Video feedback on recorded lessons



Lesson feedback



Student Support



WhatsApp

Elma
today at 4:36 PM

Designing

Relevance
Consider
Why are
How is th

Demonstr

CAPS a
For exam

Setting I

Objectives communicate clearly with the learner

Behaviours -learners will exhibit to show learning (What do you want learners to do?)

Conditions - under which the learners will exhibit those behaviours (How will you create the conditions?)

Criteria - the teacher will use to determine whether learners meet the objectives (How will you know if they have learned?)

What will learners know and be able to do as a result of this lesson?
Objectives should be written in the form that addresses the learners' learning needs

Setting Instructional Objectives/Goals

Learner profile & School/Classroom contextualization
Describe any unique characteristics of the class (considerations may include age, gender, language, culture, etc.)
Also include any other circumstances an assessor and/or observer should be aware of

Knowledge of Learners

0:01 / 0:12

0:11



- How do we support the process of learning/performance growth?
- How do we judge student teachers' achievement in relation to course requirements?
 - ✓ **Summative** - aligned with the grading processes of the institution, and has implications for the students' progress through or completion of a course of study (i.e., judgement function).
 - versus**
 - ✓ **Formative** - demonstrated practice of the student teacher, for the purposes of giving feedback that will support reflection, and professional learning, growth and transformation (i.e., learning function).
- How do we maintain the standards of the profession?

Turning Student Teacher Practicum Upside Down

