

**ACCREDITED SKILLS
DEVELOPMENT TRAINING
COURSES FOR FET HSS
TEACHERS: A PROPOSED
MODEL**

FOR THE

**SASHT
CONFERENCE**

**21- 22 SEPTEMBER
2006**

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**COMMENTS FROM FET HISTORY DISTRICT CO-ORDINATORS ON HISTORY
TEACHER EVALUATION FORMS SUBMITTED DURING 10-14 JULY 2006**

DO	Quality of Training Materials and Resource Packs	Quality of Training
D1	Good training manuals	Very good, developmental and thought provoking
D2	Good and User friendly	The quality of the training was excellent. The material was user friendly and the educators benefited a lot. The involvement of educators indicated that the activities were meaningful
D3	Good quality and activities were structured in a way that they focused directly on the application of NCS in the classroom	Training was of good quality and participants were positive from the beginning to the end of the training.
D4	The resource manuals are of good quality and standard. However we made some important changes e.g. more practical work on the programme of assessment – assignments.	The training was of high standard. This was according to the questionnaires completed daily. The trainers created an atmosphere for every educator to experience learning
D5	Very good. Participant friendly	High quality. Very focused. Trainers were knowledgeable – able to handle training very well
D6	The training manuals were of good quality and educators were impressed with the manuals	The training was of high quality and it was very practically presented for the needs of educators. Educators were very happy and feel very confident to implement NCS next year at their schools
D7	No problems	No Problems
D8	The quality of the material was acceptable and user friendly. Activities were enough to cover the entire training process. Well developed manuals	After having perused the participants evaluation forms, educators benefited from this training. They requested ongoing workshops
D9	Good quality	More activities were included in the focus areas which made teachers more actively involved throughout. Took teachers to Constitution Hill heritage site. Attendance very good throughout training
D10	No Problems	No Problems
D11	Good quality training manuals, with minor errors	The training was excellent and very successful. Facilitators were very efficient and well prepared. Participants gave maximum participation and co-operation – satisfied with the training received
D12	Very Good - Contextualised	According to educators, above average

		training concentrated their classroom needs
COMMENTS FROM FET GEOGRAPHY DISTRICT CO-ORDINATORS ON GEOGRAPHY TEACHER EVALUATION FORMS SUBMITTED DURING 10-14 JULY 2006		

DO	Quality of Training Materials and Resource Packs	Quality of Training
D1	Good but was not in colour	Teachers comments were favourable in the evaluations. A lot of time was spent on lesson planning, assessment and developing work schedules
D2	Excellent – Used by other subjects where materials were delayed	Teachers impressed
D3	The training and resource books and transparency package were excellent	Good
D4	Excellent and User friendly	Went well. The involvement of facilitators and teachers in developing the manuals was well received
D5	Of good quality and participants were happy. Praises were heaped on the job well done on the resource packs and training manuals	From the evaluation forms, teachers were happy about the quality of training received. Said it was much better than last year
D6	No Problems	No Problems
D7	Teachers were very impressed – of a good quality	According to teachers that were trained, the training went well. They feel more confident about the NCS. Trainers guided them with setting question papers.
D8	Training materials were of a good quality	The NCS training was well organised. Policies regarding the NCS were outlined. The three levels of planning were highlighted and educators designed their own subject framework, work schedule and lesson plan
D9	The quality of the training materials was very good	The training was good and informative as indicated on the teacher evaluation forms. Educators were highly co-operative throughout. They felt that it allowed them to participate & share good teaching practices
D10	Materials not delivered till Thursday	Impact of training greatly undermined–district facilitator demoralised
D11	Excellent – teachers very impressed	Very good trainers. Teachers participation high.
D12	Very Good	Feedback was good – very productive week. External Moderator Comment – The training was undertaken by a well equipped, competent and subject passionate team. Delivery was well structured and produced a clear vision of

the paradigm shift

CURRENT TEACHER TRAINING MODEL VS PROPOSED IMPROVED ACCREDITED TEACHER TRAINING MODEL

NO	CURRENT TEACHER TRAINING MODEL	PROPOSED IMPROVED ACCREDITED TEACHER TRAINING MODEL
1.	Not needs based	Needs based
2.	Not differentiated competency based	Differentiated competency based
3.	Reward Attendance – Certification of attendance	Reward competency – demonstrated outcomes. Certify
4.	One mode of delivery of training	Multiple modes of delivery of training
5.	More time constrained training- training support structured as once off	Less time constrained training - training support can be structured over a longer period of time as per trainees needs
6.	Training is not necessarily relevant to teacher’s unique context	Training can be made more relevant to teachers context
7.	No teacher Portfolio of Evidence (PoE)	Teacher PoE
8.	Individual competency remains a mystery, current training style draws input from groups	Individual Competency exposed by teacher PoE – Can inform NTA’s
9.	No shared Portfolio of multiple contextualised exemplars of good teaching, learning and assessment exemplars	Accredited process emanates in shared Portfolio of multiple contextualised exemplars of good teaching, learning and assessment exemplars
10.	Structured training	Customised training and support
11.	Can’t make judgements on teacher growth or assessment on tasks	Can make judgements on teacher growth or assessment on tasks
12.	Limited after training support can be rendered	Well Planned and customised training support can to rendered to teachers
13.	Provides limited base for identifying best practices across contexts	Provides an expanded base for identifying best practices across contexts
14.	Produces limited exemplars – mostly group based and decontextualised	Produces multiple exemplars – mostly school/ site based and contextualised
15.	Less reflexive training process	More reflexive training process

PROPOSED RELEVANT TEACHER TRAINING COURSES

NO	COURSES	COURSE CREDITS	UNIT STANDARDS	CREDITS
1.	Subject Teaching and Learning Mediator	24	1 2 3 4	4 10 4 6
2.	Interpreter and Designer of Learning Programmes and Materials	28	1 2 3 4 5	4 10 6 4 4
3.	Assessor	24	1 2 3 4	4 10 6 4
4.	Moderator	16	1 2 3 4	4 4 4 4
5.	Leader, Administrator and Manager	20	1 2 3 4	4 6 6 4
6.	Learning Area/ Subject/ Discipline/ Phase Specialist	20	1 2 3	4 6 6 4
7.	Community, Citizenship and Pastoral role	20	1 2 3 4	4 6 4 6

WHAT COMBINATIONS OF COURSES DO TEACHERS CHOOSE?

Choice factors could include

- **Relevance to subject currently teaching**
- **Relevance to the skills needs base of teachers**
- **Relevance to schools skills needs base**
- **Number of credits needed for professional mobility**
- **Career path focus**
- **Relevance to emerging new curricula**
- **Relevance to changes in subject needs (Multimedia Applications, GIS) etc**

HOW OFTEN?

- **Once a year at least**
- **Depends on competency needs of teachers**
- **Depends on changes in teaching/ learning/ assessment/ research contexts**
- **Depends on time at hand to complete Portfolios**

SUBJECT TEACHING, LEARNING AND ASSESSMENT MEDIATOR - 24 CREDITS

INTENT OF THE COURSE

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

(extracted from the Norms
and Standards Policy)

NO OF UNIT STANDARDS	INTENT OF THE UNIT STANDARDS	CREDIT PER UNIT STANDARD
1	Demonstrate sound knowledge of the development of the subject NCS statement and its links with relevant support legislation	4
2	Demonstrate an understanding of the rationale of the LOs and ASs in the subject and its application	10
3	Demonstrate an understanding of learning and teaching styles that are sensitive to the diverse needs of learners	4
4	Demonstrate an understanding of the learning, resource and assessment environments that facilitate conceptual and cognitive progression	6

UNIT STANDARD	COMPETENT/ NOT YET COMPETENT	COMMENT
1		
2		
3		
4		

UNIT STANDARD	ASSESSMENT CRITERIA	ACTIVITY
1	<p>Identify, analyse and reflect on implications of education policies and other legislation and how they support teaching, learning and assessment in the subject</p> <p>Review the purpose, requirements, principles and rules of combination of the NSC</p>	<p>Participants will be able to demonstrate an understanding of the structures, principles and design features with regard to the subject NCS and how it relates to support policy, the national constitution and education legislation.</p>
2	<p>Analyse the purpose of LOs and ASs in the subject</p> <p>Identify and analyse the content, context and competencies implied by the LOs and ASs in the subject</p> <p>Explain and illustrate how the LOs and ASs facilitate cognitive and conceptual development within and across grades</p> <p>Demonstrate the integration of LOs and ASs within the subject and across subjects</p>	<p>Participants will be able to demonstrate an understanding of the rationale of the LOs and ASs in the subject and its application</p>
3	<p>Apply the philosophy, premise and principles of OBE in the subject</p> <p>Plan thoroughly and thoughtfully for teaching by drawing on a variety of resources; the knowledge, skills and processes of relevant learning areas; learners' existing knowledge, skills and experience</p> <p>Understanding different learning styles, preferences and motivations and understanding different explanations of how learners learn at different ages, and potential causes of success or failure in these learning processes</p>	<p>Participants will be able to demonstrate an understanding of learning and teaching styles that are sensitive to the needs of learners</p>
4	<p>Analyse the purpose of COs in the subject and how they can be applied to generate stimulating learning, resource and assessment environments that facilitate conceptual and cognitive progression</p> <p>Use media and a variety of resources appropriately in teaching (textbooks, chalkboards, charts, OHPs, Computers, video, audio and artefacts etc)</p>	<p>Participants will be able to demonstrate an understanding of the learning, resource and assessment environments that facilitate conceptual and cognitive progression</p>

INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS - 28 CREDITS

INTENT OF THE COURSE

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select; sequence and pace the learning in a manner sensitive to the differing needs of the subject/ learning area and learners

NO OF UNIT STANDARDS	INTENT OF THE UNIT STANDARDS	CREDIT PER UNIT STANDARD
1	Demonstrate sound knowledge of the development of the subject NCS statement and its links with relevant support legislation	4
2	Demonstrate an understanding of Learning Programme Development and Design, and the key role players and their responsibilities at each stage of developing a Learning Programme	10
3	Demonstrate an understanding of the dynamic link between the learning programme and the formal programme of assessment	6
4	Demonstrate an understanding of the key issues that inform the learning programme development process in the subject	4
5	Demonstrate an understanding of how to obtain relevant feedback in the process of revising the learning programme to attain improved teaching, learning and assessment practices	4

UNIT STANDARD	COMPETENT/ NOT YET COMPETENT	COMMENT
1		
2		
3		
4		
5		

UNIT STANDARD	ASSESSMENT CRITERIA	ACTIVITY
1	<p>Identify, analyse and reflect on implications of education policies and other legislation and how they inform the school's curriculum strategy</p> <p>Identify the key elements of a school's curriculum strategy and analyse its implications for an emerging subject framework strategy</p>	<p>Participants will be able to demonstrate an understanding of the structures, principles and design features with regard to the subject NCS and how it shapes the school's curriculum strategy</p>
2	<p>Account for the key stages of developing a learning programme (subject frame work, work schedule and lesson plan)</p> <p>Distinguish between the role players and their responsibilities at each stage of developing a learning programme</p>	<p>Participants will be able to demonstrate an understanding of how to design, develop and implement a learning programme, as well as, identify key role players and their responsibilities at each stage of developing a Learning Programme</p>
3	<p>Select appropriate assessment strategies that facilitate the implementation challenges of the subject learning programme</p> <p>Link the subject learning programme to appropriate assessment plans and approaches that reflect a variety of assessment tasks</p> <p>Illustrate how these tasks accommodate the diverse needs of learners and that promote learner creativity, problem solving and high performance</p>	<p>Participants will be able to demonstrate an understanding of the dynamic link between the learning programme and the formal programme of assessment</p>
4	<p>Identify key issues that inform the learning programme development process in the subject</p> <p>Explain and illustrate how the key issues are accounted for in the subject framework strategy</p>	<p>Participants will be able to demonstrate an understanding of the key issues that inform the learning programme development process in the subject</p>
5	<p>Evaluate the learning programme paying particular attention to learning, assessment and resource implementation challenges</p> <p>Illustrate how relevant feedback is obtained when revising the learning programme</p>	<p>Participants will be able to demonstrate an understanding of how to obtain relevant feedback in the process of revising the learning programme to attain improved teaching, learning and assessment practices</p>

ASSESSOR - 24 CREDITS**INTENT OF THE COURSE**

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes

NO OF UNIT STANDARDS	INTENT OF THE UNIT STANDARDS	CREDIT PER UNIT STANDARD
1	Demonstrate a sound knowledge of all assessment framework policies and guidelines and identify its links with relevant support legislation	4
2	Demonstrate an understanding of a formal programme of assessment and the management strategies required to implement it	10
3	Demonstrate an understanding of quality indicators that inform the planning, development and implementation of learner assessments	6
4	Demonstrate an understanding of those quality indicators and feedback processes that inform the revision of learner assessments	4

UNIT STANDARD	COMPETENT/ NOT YET COMPETENT	COMMENT
1		
2		
3		
4		

UNIT STANDARD	ASSESSMENT CRITERIA	ACTIVITY
1	<p>Analyse assessment framework policies and guidelines and discuss its implications for the development of assessment plans in the subject</p>	<p>Participants will be able to demonstrate a sound knowledge of all assessment framework policies and guidelines and its links with relevant support legislation</p>
2	<p>Develop assessment plans leading up to a formal programme of assessment</p> <ul style="list-style-type: none"> • Within a grade for the subject • Across grades for the subject <p>Interpret and use assessment plans to improve the learning programme</p>	<p>Participants will be able to demonstrate an understanding of a formal programme of assessment and the management strategies required to implement it</p>
3	<p>Analyse a variety of assessment task exemplars (from other schools/ teachers) with regard to the following quality indicators,</p> <ul style="list-style-type: none"> • its appropriateness to the conceptual and cognitive progression for that grade, • the variety of assessment tasks that are illustrated, and • its appropriateness to the learner’s age and competency <p>List and illustrate other quality indicators that must be considered during the development of assessment tasks and planning of assessments</p> <p>Provide creative ideas on how to change the assessment tasks (Sources, Language etc) set out in exemplars</p>	<p>Participants will be able to demonstrate an understanding of those quality indicators that inform the planning, development and implementation of learner assessments</p>
4	<p>Show evidence of conducting an assessment task with learners. Provide an exemplar of the assessment criteria availed to them.</p> <p>Show evidence of learner performance in that task, as well as, learner feedback on that task and comment on the appropriateness of that assessment</p>	<p>Participants will be able to demonstrate an understanding of those quality indicators and feedback processes that inform the revision of learner assessments</p>

MODERATOR - 16 CREDITS**INTENT OF THE COURSE**

The educators shows sound knowledge of the key policy frameworks that underpin quality assurance initiatives to inform high quality teaching, learning, assessment and qualification processes. The educator has an understanding of internal and external moderation procedures and systems and is able to obtain feedback from key moderation processes to improve the quality of the provision of teaching, learning and assessment practices.

NO OF UNIT STANDARDS	INTENT OF THE UNIT STANDARDS	CREDIT PER UNIT STANDARD
1	Demonstrate an understanding of key policy frameworks that underpin quality assurance initiatives to inform high quality teaching, learning, assessment and qualification processes	4
2	Demonstrate an understanding of the key quality indicators that all providers have to adhere to in their management practices, assessments conducted and revision and feedback mechanisms	4
3	Demonstrate an understanding of key assessment and moderation instruments and systems that need to be developed to ensure quality in the provision of teaching, learning and assessment practices	4
4	Demonstrate an understanding of the feedback opportunities that are at hand to improve the planning, implementation and revision of moderation practices, both internal and external	4

UNIT STANDARD	COMPETENT/ NOT YET COMPETENT	COMMENT
1		
2		
3		
4		

UNIT STANDARD	ASSESSMENT CRITERIA	ACTIVITY
1	Identify the key bodies that are established to ensure the quality of the development and delivery of learning programmes and services to learners, leading to standards and qualifications	Participants will be able to demonstrate an understanding of key policy frameworks that underpin quality assurance initiatives to inform high quality teaching, learning, assessment and qualification processes
2	List and analyse the key quality indicators that all providers have to adhere to in their management practices, assessments conducted and revision and feedback mechanisms	Participants will be able to demonstrate an understanding of the key quality indicators that all providers have to adhere to in their management practices, assessments conducted and revision and feedback mechanisms
3	<p>In the implementation of continuous assessment, identify and illustrate key assessment and moderation instruments and systems that need to be developed to ensure quality in the provision of learning</p> <p>Provide exemplars of assessment and moderation instruments used at your site and critically discuss its effectiveness in informing improved teaching, learning and assessment practices</p>	Participants will be able to demonstrate an understanding of key assessment and moderation instruments and systems that need to be developed to ensure quality in the provision of teaching, learning and assessment practices
4	<p>Provide exemplars of internal moderation implementation plans and critically analyse its purpose</p> <p>Provide exemplars of external moderators reports and critically discuss its usefulness in affecting changes to teaching and assessment practices in the subject</p> <p>Illustrate the availability of feedback mechanisms on moderation procedures at the site level and critically discuss its effectiveness</p>	Participants will be able to demonstrate an understanding of the feedback opportunities that are at hand to improve the planning, implementation and revision of moderation practices, both internal and external

WHY IS SIGNIFICANT ABOUT THESE UNIT STANDARDS?

- **Relevance to subject currently teaching and to the FET NCS curriculum policy**
- **Each unit standard makes critical reference to the trainees own classroom experience**
- **Within each course, the unit standards require a range of competencies that require knowledge, practical skills and reflexive abilities.**
- **Some unit standards require a mediation of policies, other require the participant to collect actual exemplars from the classroom/ site of learning etc**
- **Through these unit standards, the participant is challenged to think critically, to innovate and to identify best practice activities**

THE PORTFOLIO OF EVIDENCE (PoE)

- **A PoE must be submitted, as per requirement, for each course**
- **The PoE will reflect evidence collected in the form of actual exemplars from the classroom/ site of learning etc**
- **The PoE will constitute a unique dossier reflecting the competencies attained by the teacher him/herself in the process of engaging with the course materials and piloting innovations in the classroom**
- **The PoE will be signed off by both the affected teacher and the principal endorsing the originality of work submitted**
- **PoE must be subject specific, as per the requirements set out by the unit standards, and not generic in nature**

SUBJECT TEACHER NEEDS/ SKILLS ANALYSIS TEMPLATE

Course: Subject Teaching and Learning Mediator

No	Unit Standards	Recognition of Prior Knowledge		
		Beginner	Intermediate	Advanced
1	Demonstrate sound knowledge of the development of the subject NCS statement and its links with relevant support legislation			
2	Demonstrate an understanding of the rationale of the LOs and ASs in the subject and its application			
3	Demonstrate an understanding of learning and teaching styles that are sensitive to the diverse needs of learners			
4	Demonstrate an understanding of the learning, resource and assessment environments that facilitate conceptual and cognitive progression			

Course: Assessor

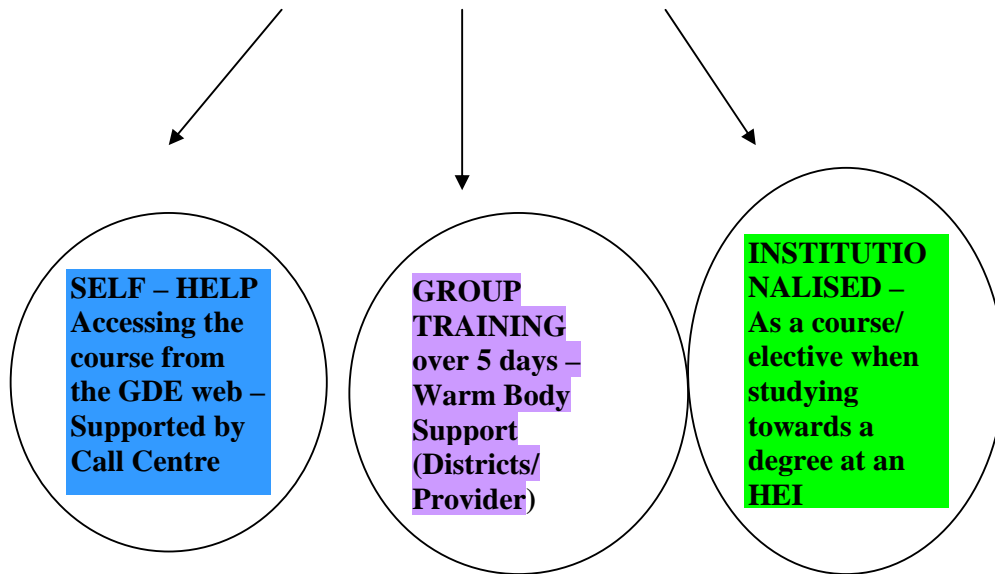
No	Unit Standards	Recognition of Prior Knowledge		
		Beginner	Intermediate	Advanced
1	Demonstrate a sound knowledge of all assessment framework policies and guidelines and identify its links with relevant support legislation			
2	Demonstrate an understanding of a formal programme of assessment and the management strategies required to implement it			
3	Demonstrate an understanding of quality indicators that inform the planning, development and implementation of learner assessments			
4	Demonstrate an understanding of those quality indicators and feedback processes that inform the revision of learner assessments			

Course: Interpreter and Designer of Learning Programmes and Materials

No	Unit Standards	Recognition of Prior Knowledge		
		Beginner	Intermediate	Advanced
1	Demonstrate sound knowledge of the development of the subject NCS statement and its links with relevant support legislation			
2	Demonstrate an understanding of Learning Programme Development and Design, and the key role players and their responsibilities at each stage of developing a Learning Programme			
3	Demonstrate an understanding of the dynamic link between the learning programme and the formal programme of assessment			
4	Demonstrate an understanding of the key issues that inform the learning programme development process in the subject			
5	Demonstrate an understanding of how to obtain relevant feedback in the process of revising the learning programme to attain improved teaching, learning and assessment practices			

TRAINING MODES OF DELIVERY

- Different modes of delivery must prevail
- Three possible modes are



TRAINING PROVIDERS

- Departments of Education
- HEIs
- Accredited Service Providers

All training materials will be quality assured by an accredited Quality Assurance Body

THE MODERATION OF THE PoE?

- Moderators will be knowledgeable, skilled and competent subject teachers/ providers
- All PoEs will be moderated in order for teachers to be assessed as being competent or not yet competent
- Appropriate feedback to teachers on their inputs in the PoE must be provided and be qualitative in nature
- The moderation process must make use of appropriate moderation rubrics that illustrates how the relevant knowledge, practical skills and reflexive abilities are demonstrated in the activities/ exemplars etc presented in the PoE.
- The following rubrics illustrate how exemplars reflecting lesson plan development and assessment task development may be moderated.

ACCREDITED FET HSS TEACHER TRAINING MODEL FOR THE 21st CENTURY

Analytical Assessment Rubric on Lesson Development

ASPECT	LEVEL 1 NOT ACHIEVED	LEVEL 2 PARTIALLY ACHIEVED	LEVEL 3 ACHIEVED	LEVEL 4 OUTSTANDING ACHIEVEMENT
Appropriate integration of LOs and ASs	Los and ass not integrated	Inadequate integration of Los and ass	Adequate integration of LOs and ASs	Exemplary integration of LOs and ASs
Appropriate interpretation of LOs and ASs-reflected in the lesson	LOs and ASs has not been interpreted. The lesson does not reflect this	Inadequate interpretation Of LOs and ASs. The lesson reflects this	Adequate interpretation of LOs and ASs. The lesson reflects this	Outstanding interpretation of LOs and ASs. The lesson reflects this
Appropriate content implied by the LOs and ASs is reflected in the lesson	Not reflected in the lesson	Partially Reflected in the lesson	Appropriate content implied by the LOs and ASs is reflected in the lesson	Exceptional reflection of appropriate content in the lesson
Appropriate context implied by the LOs and ASs is reflected in the lesson	not reflected in the lesson	Partially Reflected in the lesson	Appropriate context implied by the LOs and ASs is reflected in the lesson	Exceptional reflection of appropriate context in the lesson
Appropriate competencies implied by the LOs and ASs is reflected in the lesson	not reflected in the lesson	Partially Reflected in the lesson	Appropriate competencies implied by the LOs and ASs is reflected in the lesson	Exceptional reflection of appropriate competencies in the lesson
The LOs and ASs facilitate cognitive progression within the grade in the lesson	Cognitive progression is not facilitated within the grade in the lesson	Cognitive progression is partially facilitated within the grade in the lesson	Cognitive progression is facilitated within the grade in the lesson	Cognitive progression is exceptionally facilitated within the grade in the lesson
The LOs and ASs facilitate cognitive progression across the grade in the lesson	Cognitive progression is not facilitated across the grade in the lesson	Cognitive progression is partially facilitated across the grade in the lesson	Cognitive progression is facilitated across the grade in the lesson	Cognitive progression is exceptionally facilitated across the grade in the lesson
The LOs and ASs facilitate conceptual progression within the grade in the lesson	Conceptual progression is not facilitated within the grade in the lesson	Conceptual progression is partially facilitated within the grade in the lesson	Conceptual progression is facilitated within the grade in the lesson	Conceptual progression is exceptionally facilitated within the grade in the lesson

ACCREDITED FET HSS TEACHER TRAINING MODEL FOR THE 21st CENTURY

The LOs and ASs facilitate conceptual progression across the grade in the lesson	Conceptual progression is not facilitated across the grade in the lesson	Conceptual progression is partially facilitated across the grade in the lesson	Conceptual progression is facilitated across the grade in the lesson	Conceptual progression is exceptionally facilitated across the grade in the lesson
Reflection of integration of LOs and ASs within the subject in the lesson	No reflection of integration of LOs and ASs within the subject in the lesson	Partial reflection of integration of LOs and ASs within the subject in the lesson	Reflection of integration of LOs and ASs within the subject in the lesson	Exceptional reflection of integration of LOs and ASs within the subject in the lesson
Reflection of integration of LOs and ASs with other subjects	No reflection of integration of LOs and ASs with other subjects	Partial reflection of integration of Los and ASs with other subjects	Reflection of integration of Los and ASs with other subjects	Exceptional reflection of integration of LOs and ASs with other subjects
Developed group lesson plan reflects Effective lesson plan components	Developed group lesson plan does not reflect Effective lesson plan components	Developed group lesson plan partially reflects Effective lesson plan components	Developed group lesson plan reflects Effective lesson plan components	Developed group lesson plan exceptionally reflects Effective lesson plan components

ACCREDITED FET HSS TEACHER TRAINING MODEL FOR THE 21st CENTURY

Analytical Assessment Rubric on Assessment Task Development

ASPECT	LEVEL 1 NOT ACHIEVED	LEVEL 2 PARTIALLY ACHIEVED	LEVEL 3 ACHIEVED	LEVEL 4 OUTSTANDING ACHIEVEMENT
Appropriate integration of LOs and ASs	Los and ass not integrated	Inadequate integration of Los and ass	Adequate integration of LOs and ASs	Exemplary integration of LOs and ASs
Appropriate interpretation of LOs and ASs-reflected in the assessment task	LOs and ASs has not been interpreted. The assessment task does not reflect this	Inadequate interpretation Of LOs and ASs. The assessment task reflects this	Adequate interpretation of LOs and ASs. The assessment task reflects this	Outstanding interpretation of LOs and ASs. The assessment task reflects this
Appropriate content implied by the LOs and ASs is reflected in the assessment task	Not reflected in the assessment task	Partially Reflected in the assessment task	Appropriate content implied by the LOs and ASs is reflected in the assessment task	Exceptional reflection of appropriate content in the assessment task
Appropriate context implied by the LOs and ASs is reflected in the assessment task	not reflected in the assessment task	Partially Reflected in the assessment task	Appropriate context implied by the LOs and ASs is reflected in the assessment task	Exceptional reflection of appropriate context in the assessment task
Appropriate competencies implied by the LOs and ASs is reflected in the assessment task	not reflected in the assessment task	Partially Reflected in the assessment task	Appropriate competencies implied by the LOs and ASs is reflected in the assessment task	Exceptional reflection of appropriate competencies in the assessment task

ACCREDITED FET HSS TEACHER TRAINING MODEL FOR THE 21st CENTURY

ASPECT	LEVEL 1 NOT ACHIEVED	LEVEL 2 PARTIALLY ACHIEVED	LEVEL 3 ACHIEVED	LEVEL 4 OUTSTANDING ACHIEVEMENT
The LOs and ASs facilitate cognitive progression within the grade in the assessment task	Cognitive progression is not facilitated within the grade in the assessment task	Cognitive progression is partially facilitated within the grade in the assessment task	Cognitive progression is facilitated within the grade in the assessment task	Cognitive progression is exceptionally facilitated within the grade in the assessment task
The LOs and ASs facilitate cognitive progression across the grade in the assessment task	Cognitive progression is not facilitated across the grade in the assessment task	Cognitive progression is partially facilitated across the grade in the assessment task	Cognitive progression is facilitated across the grade in the assessment task	Cognitive progression is exceptionally facilitated across the grade in the assessment task
The LOs and ASs facilitate conceptual progression within the grade in the assessment task	Conceptual progression is not facilitated within the grade in the assessment task	Conceptual progression is partially facilitated within the grade in the assessment task	Conceptual progression is facilitated within the grade in the assessment task	Conceptual progression is exceptionally facilitated within the grade in the assessment task
The LOs and ASs facilitate conceptual progression across the grade in the assessment task	Conceptual progression is not facilitated across the grade in the assessment task	Conceptual progression is partially facilitated across the grade in the assessment task	Conceptual progression is facilitated across the grade in the assessment task	Conceptual progression is exceptionally facilitated across the grade in the assessment task
Reflection of integration of LOs and ASs within the subject in the assessment task	No reflection of integration of LOs and ASs within the subject in the assessment task	Partial reflection of integration of LOs and ASs within the subject in the assessment task	Reflection of integration of LOs and ASs within the subject in the assessment task	Exceptional reflection of integration of LOs and ASs within the subject in the assessment task

ACCREDITED FET HSS TEACHER TRAINING MODEL FOR THE 21st CENTURY

ASPECT	LEVEL 1 NOT ACHIEVED	LEVEL 2 PARTIALLY ACHIEVED	LEVEL 3 ACHIEVED	LEVEL 4 OUTSTANDING ACHIEVEMENT
Reflection of integration of LOs and ASs with other subjects	No reflection of integration of LOs and ASs with other subjects	Partial reflection of integration of Los and ASs with other subjects	Reflection of integration of Los and ASs with other subjects	Exceptional reflection of integration of LOs and ASs with other subjects
Developed group assessment task plan reflects effective assessment task plan components	Developed group assessment task plan does not reflects effective assessment task plan components	Developed group assessment task plan partially reflects effective assessment task plan components	Developed group assessment task plan reflects effective assessment task plan components	Developed group assessment task plan exceptionally reflects effective assessment task plan components
The assessment activity is aligned with assessment standards	The assessment activity is not aligned with assessment standards	The assessment activity is partially aligned with assessment standards	The assessment activity is adequately aligned with assessment standards	The assessment activity is effectively aligned with assessment standards