



Continuous Professional Development Certificate in Educational Mentoring and Coaching for STEM Teachers (CPD-CEMCMT)

PROGRAMME DESCRIPTION – COHORT 4

April 2021



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RWANDA





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PROGRAMME DESCRIPTION

1. GENERAL INTRODUCTION AND PURPOSE OF THE PROGRAMME

A pillar of Rwanda's Vision 2050 is the development of skilled people for the further socio-economic development of the country (MINECOFIN, 2019). This pillar stresses the importance of education and training for producing citizens who have the knowledge, skills and attitudes that enable them to be entrepreneurial in their learning, thinking and doing. From this perspective, improving the quality of education and training is one of the overarching goals of the Ministry of Education as reflected in the Education Sector Strategic Plan 2018/19-2023/24 (MINEDUC, 2018).

The introduction in 2016 of a **Competence-Based Curriculum (CBC)** in Rwandan schools calls for comprehensive change and new thinking on instructional approaches in teaching and learning, focusing on a learner-centred approach (REB, 2015). Therefore, teachers need to master a variety of methodologies to increase the quality of their teaching. Improving the quality of teaching is a career long process. To institutionalize this process of improving teachers' knowledge, skills and attitudes after initial training, the Rwanda Education Board (REB) has designed a School-Based Mentorship Program Framework (SBMP).

The programme "Educational Mentorship and Coaching for STEM Teachers (CPD-CEMCMT)" has **two main goals**. The first one is to provide SSLs in STEM subjects with the competences needed for guiding and organising effective CPD for their colleagues (teachers) and for promoting reflective practice in their respective schools in order to advance the CBC implementation. This goal is in line with policy priority 4 of the Teacher Development Management Policy in Rwanda (TDM): *"Require all teachers to undertake and record Continuous Professional Development, and ensure that an effective system for appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it"* (MINEDUC, 2015).

Furthermore, according to policy priority 3 of the TDM policy, CPD activities will be needs-based and therefore different for New Teachers (NTs), junior, master or senior teachers: *"Introduce a high-quality induction year for newly qualified teachers (...)"*. To ensure this needs-based approach support, REB and UR-CE have planned to develop certification programmes to equip NT-mentors (SSLs or DHTs in Charge of Studies) and other stakeholders involved in CPD of teachers with competences that enable them to fulfil their responsibilities (REB, 2016). This programme is one of those CPD certificate programmes.

The second goal of this programme is to strengthen competences of SSLs in teaching STEM subjects. The programme provides a wide overview of techniques and methods to equip STEM subject leaders with the knowledge and skills to support colleagues in the teaching of STEM subjects.

2. PROGRAMME LEARNING OUTCOMES

By the end of this programme, participants should be able to:

- Explain principles and theories of mentoring, coaching and Communities of Practice,
- Understand the theory and principles of the Competence-Based Curriculum for science and mathematics in all its aspects: content knowledge, teaching methodologies, teaching resources and assessment of learning;

- Explain key concepts in STEM instruction, such as technological, pedagogical content knowledge, learner-centred pedagogy, inquiry-based learning and scientific literacy and understand their impact on STEM instruction;
- Recognize and address gender stereotypes associated with STEM teaching;
- Select and apply appropriate and inclusive teaching and learning materials for STEM;
- Integrate daily life situations in the teaching of STEM;
- Use ICT (animations, simulations) to improve the quality of STEM teaching;
- Apply coaching and mentoring techniques to support fellow teachers in teaching STEM effectively;
- Apply teaching methods that strengthen learners' proficiency in STEM;
- Manage different resources and materials for teaching and learning STEM;
- Make studying STEM subjects enjoyable for girls and boys;
- Help creating a culture of ongoing reflection and learning for improvement within the school;
- Take up a leading role in the teaching and learning of STEM within the school;
- Reflect on one's professional practice for continuous improvement;
- Organize professional development activities for STEM teachers, including providing effective feedback to peers, coaching and mentoring and communities of practice;
- Recognize the importance of setting high expectations for all learners in studying STEM;
- Be aware of, respect and use the diversity in learners' backgrounds, skills and interests in the teaching of STEM;
- Appreciate the variety in teaching and learning techniques for STEM.

3. PROGRAMME STRUCTURE

This programme consists of **2 modules of 10 credits**. The title of module 1 is “Coaching, Mentoring and Communities of Practice”. Essential skills for subject leaders such as observing, giving constructive feedback, coaching and mentoring, inducting new teachers and leading Communities of Practice are introduced and practiced. Module 2 is called “Technological, Pedagogical and Content Knowledge (TPACK) in STEM Education”. In this module, you will engage with a wide range of aspects of technological pedagogical content knowledge for STEM. Through examples and exercises, you will learn how to apply the various concepts and methods in your lessons and help your peers, especially new teachers, to use them as well. You will get opportunities to try out techniques through micro teaching exercises and practical assignments.

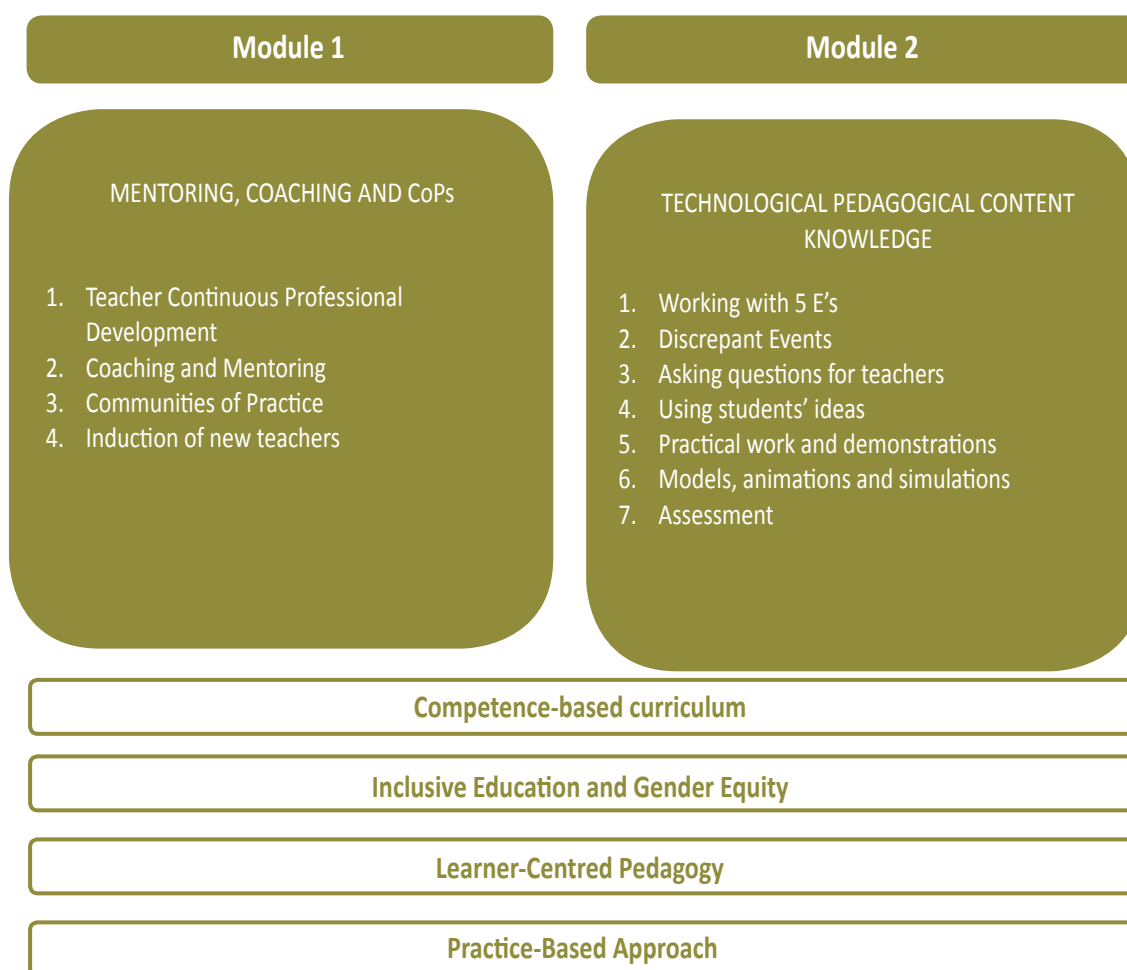


Figure 1: CPD-CEMCMT Programme Structure

The programme consists of 4 sessions of 2 days. In between sessions, you will engage in practice-based assignments. The sessions are organized as:

- ✓ **2 face to face sessions:** for the orientation session and practical sessions of the content in both modules.
- ✓ **2 online sessions:** for the theoretical content of the modules

Module code	Module title	Credit
PDM 1141	Coaching, Mentoring and Communities of Practice	10
PDM 1142	Technological Pedagogical Content knowledge and Gender in STEM Education	10

4. PROGRAMME PRINCIPLES

The design of this CPD programme is based on following principles:

a. Collaboration among teachers

Your professional learning journey will be most effective when you explore into the ideas that are introduced in this programme together with your colleagues and inquire about how they can impact your teaching. Hattie (2009) identifies collaborative work by teachers in preparing and evaluating their teaching as a top factor affecting learning outcomes. We will use micro teaching for consciously and critically reflecting on one's practice within a team.

b. CPD as a learning trajectory

Research shows that isolated and once-off models of professional development have little sustainable impact on teaching practices and learner achievement (Borko, 2004; Cole, 2004). Effective CPD requires continuous interactive support over a substantial period of time, should focus on specific educational content under guidance of an expert and revolve around products that help fostering a sense of ownership (Borko, 2004; Shalem, Sapire, & Huntley, 2013; Guskey, 2003). Therefore, we have designed this Programme as a series of 4 weekend sessions with online activities, assignments and a field visit in between.

Communities of Practice in schools form an effective and efficient framework to organize such professional development (Vescio, Ross, & Adams, 2008; Brodie, 2013). Therefore, this programme forms only one element in your CPD. In between sessions, you will be required to try out methods and techniques and reflect on them with your peers. Communities of Practice in your school will complement what you learn during the programme and will help you to apply and familiarize yourself with the content.

c. Implementation of the Competence-Based Curriculum

The implementation of a new Competence-Based Curriculum (CBC) started in 2016. The CBC is centred around seven subject areas and aims to develop students' abilities in six generic competences (Rwanda Education Board, 2015): (1) critical thinking; (2) creativity and innovation; (3) research and problem solving; (4) communication; (5) cooperation, interpersonal relations and life skills; and, (6) lifelong learning. This guide aligns with the principles laid out in the CBC framework (Rwanda Education Board, 2015):

i. Learner centeredness

The curriculum must address learners' individual needs, interests, abilities and backgrounds, creating an environment where learning activities are organized in a way that encourages learners to construct the knowledge either individually or in groups in an active way.

ii. Focus on competences

This means that teaching and learning is based on mastering discrete skills and changing attitudes rather than focusing only on acquiring knowledge. Competences can be described as the ability to put knowledge and skills into practice. This does not mean that knowledge is not important, but it forms a stepping stone to mastery of skills, rather than an endpoint.

iii. Inclusiveness, Flexibility, Transparency and Accountability

Learning is organized so that every individual is valued, and all learners can thrive, including girls and learners with learning difficulties. Catering for learners' needs and talents helps facilitate horizontal and vertical mobility within and across education systems. Schools, learners, and communities must communicate openly and honestly about the curriculum and learning in the school to ensure successful teaching and learning.

iv. ICT integration

The competence-based curriculum must enable teachers and students to use ICT as a tool to improve the quality of education in all subjects at all levels in teaching and learning practices (Rwanda Education Board, 2015). ICT must support the teaching and learning process as well as encourage research, communication and collaborative learning.

vi. Interconnection with crosscutting issues

The curriculum reflects the significance of connections between different subject areas, integrating them across years and cycles. Crosscutting issues are integrated across learning areas appropriately. They are all important for students to learn about, but they are not confined to one subject. The topics include comprehensive sexuality education, environment and sustainability, financial education, gender, genocide studies, peace and values education, standardization culture and inclusive education (Rwanda Education Board, 2015).

vii. Practice-based

Although the programme is based on recent educational research, the focus is on improving your practice as a subject leader in STEM. We have translated research findings into practical advice about teaching and learning. This also means that we expect you to engage with the programme content during your teaching. You will be asked to try out methods, take notes and reflect on them. You will do this through the development of a Portfolio of Evidence. Only then will you get the most out of this CPD programme.

d. Reflective Practice

Reflection is the human capacity to look back explicitly and think about one's own actions within a complex education context. This context is complex because there are technical, emotional, moral and political dimensions to what you do as an SSL. Reflective practice is a crucial process to maintain a critical approach towards yourself and your work. Reflection can be learned through analysing case studies and discussing one's practice with peers and experts.

5. PROGRAMME ASSESSMENT STRUCTURE

The assessment of CPD- CEMCMT consists of continuous assessment (60%) and summative assessment (40%) (Figure 2). A total score of 60% on each component is a requirement to be awarded the CPD Certificate.

A. Continuous assessment

Continuous assessment is about assessing the progress of trainees' learning throughout the programme. It comprises

- Four assignments, two per module (30%) (Figure 3)
- Portfolio of evidence (20%)
- Engagement in online activities or distance activities (10%)

1. Assignments

The **assignments** will focus on helping you to apply the course content and demonstrate the competences that the programme aims to develop. For every assignment, you will receive detailed information on what is required and how the assignment will be evaluated.

Submission of assignments is compulsory. You will receive feedback and marks for your assignment before or during the next session. The feedback will help you know what you did well and what you still need to improve to achieve the learning outcomes.

2. Participation in online and distance learning activities

Two of the four training sessions will be offered online through Moodle learning environment. You are required to engage in online or distance learning sessions to be able to qualify for the certificate at the end of CPD course. You will be engaged in a variety of online learning activities including reading, watching videos, posting ideas on the discussion forum, and taking part in quizzes. Engagement in these activities is an integral part of the programme and therefore compulsory. Completing the activities will count for 10% of the assessment score per module.

3. Portfolio of evidence

Throughout the Programme, you will put together a **portfolio of evidence**. Your portfolio is your way to collect evidence systematically with support from your trainers. As a learner in this CPD Programme, you will need to demonstrate, through the presentation of evidence, that you can meet the requirements of the programme that you are undertaking. To do this you need to organise your evidence into what is known as a portfolio. Secondly, the portfolio provides you with an opportunity for reflection on individual progress. This portfolio should contain all documents and outputs that you create during the programme that show evidence of improvements in your practice as a result of what you learn during the course, including:

- signed letter of commitment to actively participate in and improve practices as a result of the Certificate Programme;
- self-assessment and identification of points for improvement;
- assignments (4) and feedback on the assignments;

- at least 4 lesson plans (excluding lesson plans developed for assignments) that illustrate that you have achieved learning outcomes;
- at least 2 minutes of coaching and mentoring conversations
- at least 2 minutes of CoP sessions;
- induction plan
- at least 1 minute of induction activities;
- written reflection report (at end of the Programme) related to action points and self-assessment (see template).

Minutes can contain pictures, videos and other materials (experiments, posters, teaching resources...). It is expected that you provide a diversity of evidence types to support your demonstration of competence. The list above is not exhaustive, and you may find other appropriate forms of evidence.

The portfolio is an important resource which many learners find useful to retain once they have achieved their Certificate, particularly as part of their ongoing continuous professional development activities, evaluation systems and even when applying for future jobs.

During the field visit, you will discuss your portfolio with the trainers, and they will give you feedback. The portfolio will be evaluated after the final exam. Evaluation of the portfolio will be done using following criteria:

- The evidence is sufficient
- The evidence is authentic
- The evidence is relevant
- The evidence shows involvement of others in the school
- The evidence is structured, presented and submitted in accordance with the requirements

What is sufficient?

Your evidence must cover all aspects of the assessment criteria for each module. Each module requires specific evidence and you should check the list above to see what is needed. Sufficient does not mean a mass of evidence. It simply means collecting enough evidence to demonstrate competence.

What is authentic?

You must be able to explain and support the evidence you put forward. It is important, therefore, to ensure you only submit evidence relating to your own performance. There is also a declaration that is completed upon submitting your portfolio to confirm your evidence is authentic.

What is relevant?

Any evidence must relate clearly to the learning outcomes. The evidence should clearly link a learner's performance with specific learning outcomes. You should avoid the inclusion of reference documents, training materials, lesson plans, minutes of meetings and other evidence that does not clearly demonstrate competence.

What does involvement of others in the school mean?

Your portfolio should show evidence that you have taken a leadership role for STEM education in the school. Activities such as coaching, mentoring, induction and communities of practice, you can make sure that not only you, but also others within the school can improve their competences for teaching STEM.

An evaluation rubric for the portfolio is available in the **appendix**.

B. Summative Assessment

Summative assessment counts for 40% of the total score. There will be a two hours examination paper per module. The examination for both modules is organized during the same weekend. Only participants who meet the following requirements will be allowed to sit for the final exam:

- ✓ present a valid student registration card or national ID;
- ✓ at least 85% attendance for the module in both the online and face to face sessions;
- ✓ having submitted all assignments of both modules;

A special exam is organized for participants who fail to sit for the final examination for a valid reason. Supporting documents will need to be provided by the participant to the Programme leader in order to be granted permission to take part in the special exam. The special exam may take place outside your usual training centre.

In a nutshell, the figure 2 below summarizes the assessment structure of CPD certificate programme

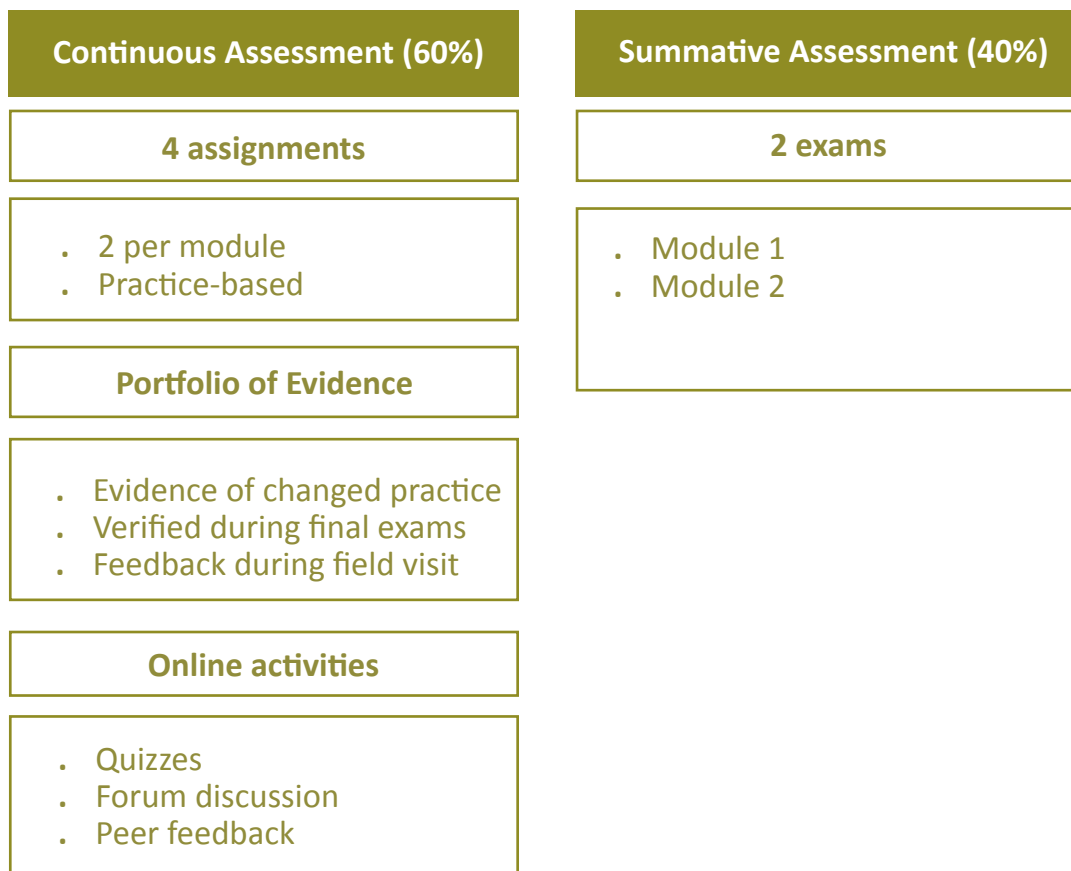


Figure 2: CPD-CEMCMT assessment structure

C. Competency-based nature of the assessment programme

Assessment for this Programme is competency-based. This means that assignments will assess whether participants possess the competences (knowledge, skills and attitudes) that are intended by the programme. Under a competence, we understand the ability to implement some skill in practice.

Required competences are laid out in the learning outcomes per module and unit.

Assignments have been designed in such a way that they require participants to try out what they have learned during the course in their schools, involving stakeholders and reflecting on it. Assignments are assessed with the assessment rubric that you find in this guide.

D. Graduation requirements

You must score **at least 60% per module**, to be awarded the Continuous Professional Development Certificate in Educational Mentorship and Coaching for STEM Science teachers (CPD-CEMCMT). The table below shows the distribution of marks per module.

Assessment	Instrument	Module 1	Module 2
Summative assessment (40%)	Written exam	40%	40%
Continuous assessment (60%)	Assignment 1	15%	
	Assignment 2	15%	
	Assignment 3		15%
	Assignment 4		15%
	Portfolio of Evidence	20%	20%
	Participation in online activities	10%	10%
Total		100%	100%

E. Field visits

Towards the end of the Programme, between sessions 3 and 4, a field visit will be conducted to your school. The field visit will be conducted by one of the trainers in the Programme.

The purpose of the field visit is to discuss the implementation of the Programme content in your school. It is an opportunity to ask questions, share challenges and show what you have changed in your school as a result of the Programme. During the field visit, you will be asked to either conduct a coaching conversation and/or teach a science or mathematics lesson in which you apply what you have learned during the Programme.

Finally, the field visit will also be used by the trainer to discuss what you have written in the assignments and the portfolio.

6. ONLINE LEARNING

The CPD certificate course is offered in a blended modality. This means that some sessions will be offered online while others will be offered face to face. After completing the digital literacy for online learning, you will be equipped with the necessary skills for you to be able to learn effectively. The Moodle environment will be used for the online engagement. Besides the learning materials for the training sessions, you will find additional resources, such as:

- ✓ examples of coaching conversations
- ✓ links to additional subject-specific resources
- ✓ videos of sample lesson plans

Prior to the online training session, facilitators will provide an activity planner showing weekly content, weekly activities, and the deadlines. You will be required to read the planner to be able to meet the deadlines set.

You will also upload your **assignments** and the content of your **portfolio** in the online learning environment.

APPENDICES

1. ASSESSMENT RUBRIC

For Module 1

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Relevance (coaching skills, CoP, induction)	1	The assignment does not answer sufficiently the questions as set out in the assignment. There is little evidence that knowledge and skills from the module were applied.	The assignment does address the questions in the assignment to some extent, but some questions have not been answered sufficiently. Knowledge and skills from the module were applied, but there are various points for improvement.	All questions in the assignment have been answered sufficiently and clearly. The assignment shows that the participant has mastered the competences set out in the module.
Involvement (weight 0.4)	0.5	The candidate does not show evidence of involving others within his/her school in the assignment.	The candidate has involved some people as requested by the assignment, but more could have been done.	The candidate involved others within and/or outside the school well as requested by the assignment.

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Reflective practice	0.5	The candidate does not show evidence of reflective practice about his/her role as an SSL.	The candidate shows some evidence of reflective practice about his/her role as an SSL.	The candidate reflects about his/her role as an SSL in relation to professional growth of both the coach and coachee.
Presentation (grammar, spelling)	0.4	Presentation of the assignment is unclear, with numerous mistakes against spelling and grammar. This makes it hard to understand the content of the assignment.	The assignment contains mistakes, but the content of the assignment can be well understood.	The assignment is well structured with only minor mistakes in grammar and spelling.

Respecting deadline and requirements	0.1	The assignment was not handed in or after the set deadline without justification.	The assignment was handed in after the deadline with acceptable reasons.	The assignment was handed in on time
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For Module 2

Rubric no. 1

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Application of aspects of TPACK and the 5 E's	1	The lesson does not or insufficiently integrate aspects of STEM instruction that were discussed during the session. 5 E structure is not followed, and no or unconvincing evidence is provided that aspects of TPACK were applied.	The lesson follows the 5 E structure and integrates some aspects of STEM instruction that were discussed during the session, but more aspects could be integrated and/or important improvements can be made as to improve the quality of the lesson. Some evidence that aspects of TPACK were applied.	The lesson integrates the 5 E model and various aspects of TPACK that were discussed during the session in such a way that it improves the quality of the lesson noticeably. Convincing evidence that aspects of TPACK were applied.
STEM leadership	0.5	The candidate does not show evidence of involving others within his/her school in the assignment.	The candidate has involved some people as requested by the assignment, but more could have been done to instill learning with others.	The candidate involved colleagues as requested by the assignment, taking up fully their role as SSLs in their school.

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Reflective practice	0.5	The candidate does not show evidence of reflective practice for improving teaching STEM.	The candidate shows some evidence (in the assignment and the revised lesson plan) of reflective practice for improving teaching STEM.	The candidate reflects about his/her role as an SSL in relation to improving STEM teaching in school. The revised lesson plan shows that the candidate has reflected critically about applying aspects of TPACK.
Presentation (grammar, spelling, coherence)	0.4	Presentation of the assignment is unclear, with numerous spelling and grammatical mistakes and lacking coherence. This makes it hard to understand the line of thought of the candidate.	The assignment contains spelling and grammatical mistakes and inaccuracies and coherence that can be improved, but the line of thought of the candidate can be understood.	The assignment is well structured, has a good flow or coherence and contains only minor mistakes in grammar and spelling. It is easy to follow the candidate's reasoning.
Respecting deadline and requirements	0.1	The assignment was not handed in or after the set deadline without acceptable justification. Requirements (font, line spacing etc.) are not respected.	The assignment was handed in after the set deadline, but acceptable reasons were provided. Some requirements were not fully respected.	The assignment was handed in on time and set requirements were respected.

Rubric no 2

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Application of 5 n E's and aspects of TPACK for STEM	1	5 E structure is not followed, and no or unconvincing evidence is provided that aspects of TPACK were applied	The lesson follows the 5 E structure and integrates some aspects of STEM instruction that were discussed during the session, but more aspects could be integrated and/or important improvements can be made as to improve the quality of the lesson.	The lesson integrates the 5 E model and various aspects of TPACK that were discussed during the session in such a way that it improves the quality of the lesson noticeably.

Concept cartoon or Peer Instruction	0.5	The selection and proposed use of the concept cartoon or example of peer instruction does not or insufficiently show: <ul style="list-style-type: none"> ■ link between selected resource and CBC; ■ how resource fits the 5E structure; ■ how Questioning to elicit student promote peer learning and change misconceptions. 	The selection and proposed use of the concept cartoon or example of peer instruction sufficiently shows: <ul style="list-style-type: none"> ■ link between selected and CBC; ■ how the resource fits within the 5E structure; ■ how questioning is used to elicit student ideas, promote peer learning and change misconceptions. However, there are significant areas for improvement still.	The selection and proposed use of the concept cartoon or example of peer instruction shows well: <ul style="list-style-type: none"> ■ the link between the selected resource CBC; ■ how resource fits the 5E structure; ■ how questioning to elicit student promote peer learning and change misconceptions.
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Criteria	Weight	Unsatisfactory (0,5]	Satisfactory ([5,8])	Excellent ([8,10])
Online Animation or Simulation	0.5	The selection and proposed use of the animation or simulation does not or insufficiently show: <ul style="list-style-type: none"> ■ link between selected resource and CBC; ■ how resource fits within the 5E structure; ■ how questioning is used to maximize the effectiveness of the resource. 	The selection and proposed use of the animation or simulation sufficiently shows: <ul style="list-style-type: none"> ■ link between selected resource and CBC; ■ how the resource fits within the 5E structure; ■ how questioning is used to maximize the effectiveness of the resource. However, there are significant areas for improvement still.	The selection and proposed use of the animation or simulation shows well: <ul style="list-style-type: none"> ■ the link between the selected resource and CBC; ■ how resource fits within the 5E structure; ■ how questioning is used to maximize the effectiveness of the resource.
Presentation (grammar, spelling, coherence)	0.4	Presentation of the assignment is unclear, with numerous spelling and grammatical mistakes and lacking coherence. This makes it hard to understand the line of thought of the candidate.	The assignment contains spelling and grammatical mistakes and inaccuracies and coherence that can be improved, but the line of thought of the candidate can be understood.	The assignment is well structured, has a good flow or coherence and contains only minor mistakes in grammar and spelling. It is easy to follow the candidate's reasoning.

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Respecting deadline and requirements	0.1	The assignment was not handed in or after the set deadline without acceptable justification. Requirements (font, line spacing etc.) are not respected.	The assignment was handed in after the set deadline, but acceptable reasons were provided. Some requirements were not fully respected.	The assignment was handed in on time and set requirements were respected.

2. ASSESSMENT RUBRIC FOR THE PORTFOLIO OF EVIDENCE

Criteria	Weight	Satisfactory ([5,8])	Excellent ([8,10])	Excellent ([8,10])
Sufficient	0.5	<p>There is not enough evidence to judge the achievement of learning outcomes. At least one of the following sources of evidence is missing:</p> <ul style="list-style-type: none"> ■ signed letter of commitment ■ completed self-assessment ■ four assignments with feedback ■ less than 2 lesson plans (excl. assignments) ■ less than 2 minutes of CoP sessions ■ reflection report based on self-assessment and priorities 	<p>There is evidence that most learning outcomes have been achieved, but some gaps are remaining. At least following evidence is available:</p> <ul style="list-style-type: none"> ■ signed letter of commitment ■ completed self- assessment ■ four assignments with feedback ■ at least 2 lesson plans (excl. assignments) ■ 2 minutes of CoP sessions ■ reflection report 	<p>There is sufficient supporting evidence that the participant has achieved all major learning outcomes All the evidence listed under “satisfactory” is available and at least 3 of the additional evidence below is available:</p> <ul style="list-style-type: none"> ■ more than 2 lesson plans that illustrate implementation of course content; ■ minutes of feedback conversations after lesson observations ■ minutes of coaching and mentoring conversations (excl. assignments) ■ minutes of more than 2 CoP sessions; ■ minutes of various induction activities

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Authentic	0.5	<p>It is unlikely that evidence was collected by the participant him-/ herself during the programme period. Possible evidence:</p> <ul style="list-style-type: none"> ■ strong similarity to other participants’ work. ■ minutes not signed. ■ inconsistencies in language level or vocabulary used. 	<p>Some, but not all evidence is likely to have been collected by the participant him-/ herself during the programme period.</p>	<p>The participant shows convincingly that evidence was collected by him-/ herself during the programme period.</p>

Relevant	0.5	<p>The evidence does not support that the participant has achieved the competences in the Programme.</p> <p>For example:</p> <ul style="list-style-type: none"> • lesson plans do not show correct application of the 5Es or key aspects of STEM instruction. 	<p>The evidence supports convincingly and efficiently that the participant has achieved the major learning outcomes.</p> <p>The evidence includes some of the following characteristics to illustrate relevance:</p> <ul style="list-style-type: none"> • 4 lesson plans or more that show implementation of various aspects of STEM teaching. 	<p>The evidence supports convincingly and efficiently that the participant has achieved the major learning outcomes.</p> <p>The evidence includes some of the following characteristics to illustrate relevance:</p> <ul style="list-style-type: none"> • 4 lesson plans or more that show implementation of various aspects of STEM teaching.
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Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
		<ul style="list-style-type: none"> • Minutes of feedback conversations do not show points for improvement that relate to the course. • Minutes of coaching conversations do not show application of the GRROW model. • Minutes of Cop Sessions do not show evidence of key enablers of CoPs. 	<ul style="list-style-type: none"> • 2 lesson plans that show implementation of the 5 Es and at least 3 different aspects of STEM teaching. • 1 minute of a feedback conversation after a lesson observation of a colleague STEM teacher. The minute contains at least 2 points for improvement that relate to the course. • Minutes of coaching conversations show the application of the steps in the GRROW model. 	<ul style="list-style-type: none"> • Evidence of teaching and learning resources to support implementation of aspects of the course. • Evidence of induction activities that show support for new teachers. • More than 2 minutes of CoP sessions that illustrate the key enablers.

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Involvement	0.5	Little or no evidence of putting into practice the learning outcomes of module 1.	<p>Some evidence of achieving the learning outcomes of module 1, such as minutes of coaching conversations, minutes of CoP sessions, but points for improvement, such as:</p> <ul style="list-style-type: none"> • involving different people within the school. • involving school leaders 	Evidence of leadership role in the school by involving a wide range of stakeholders leading to improvement in leadership practices on each standard.

Criteria	Weight	Unsatisfactory ([0,5])	Satisfactory ([5,8])	Excellent ([8,10])
Presentation (grammar, spelling, coherence)	0.25	<p>Presentation of the assignment is unclear, with numerous spelling and grammatical mistakes and lacking coherence. This makes it hard to understand the line of thought of the candidate.</p>	<p>The assignment contains spelling and grammatical mistakes and inaccuracies and coherence that can be improved, but the line of thought of the candidate can be understood.</p>	<p>The assignment is well structured, has a good flow or coherence and contains only minor mistakes in grammar and spelling. It is easy to follow the candidate's reasoning.</p>
Respecting requirements	0.25	<p>The assignment was not handed in or after the set deadline without acceptable justification. Requirements (font, line spacing etc) are not respected.</p>	<p>The assignment was handed in after the set deadline, but acceptable reasons were provided. Some requirements were not fully respected.</p>	<p>The assignment was handed in on time and set requirements were respected.</p>



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