NACTE

An Introduction

**National Accreditation Council for
Teacher Education
Pakistan**

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Acronyms

BoC	Bureau of Curriculum
CT	Certificate of Teaching
DCTE	Directorate of Curriculum and Teacher Education
DSD	Directorate of Staff Development
HEC	Higher Education Commission
JEA	Joint Educational Advisor
NACTE	National Accreditation Council for Teacher Education
NCATE	National Council for Accreditation of Teacher Education
NEP	National Education Policy
NPST	National Professional Standards for Teachers
NSATEP	National Standards for Accreditation of Teacher Education Programs
PITE	Provincial Institute for Teacher Education
PTC	Primary School Teaching Certificate
QA	Quality Assurance
QAA	Quality Assurance Agency
QE	Quality Enhancement
STEP	Strengthening Teacher Education in Pakistan
UoE	University of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

NOTE: It is common to refer to both the National Accreditation Council for Teacher Education and its Secretariat as NACTE. For the sake of brevity and clarity, this document refers to the assembly of the Council members as "the Council" or "the NACTE Council"; and NACTE Secretariat as "NACTE" or "NACTE's Secretariat".

Foreword

This document intends to describe the framework within which NACTE is operating along with the Accreditation status of Teacher Education Programs in Pakistan. A lot of efforts have been made to develop valid procedures to accredit teacher education programs because of the ever increasing recognition of the significant role of teachers as crucial ingredient of quality education. The supply of educational services has gradually augmented in response to a growing population, educational systems have to meet significant challenges in staffing schools with teachers who are qualified, motivated and adequately trained. The administrators of the educational systems are being forced to address the conundrum created by the need to provide sufficient number of teachers, and also supporting and increasing the quality of the teachers offering those services.

Pakistan has chosen a broad strategy to address the issue of teachers' effectiveness by introducing key reforms in the teacher education programs and institutions. The underlying assumption is that the reform of teacher education will create a cadre of better-prepared and more motivated teachers who will shoulder upwards an educational system that will gradually improve. Among several other more general recommendations, Pakistan's National Education Policy[1] proposes the following:

- A Bachelor degree with B.Ed. as the minimum requirement to teach at the elementary level; a Master's degree with B.Ed. for teaching at secondary and higher secondary levels. All other certificates e.g., PTC and CT will be phased out.
- Institutionalizing teacher training arrangements, accreditation and certification procedures.
- Creating adequate accountability mechanisms.

A significant implication of these policy reforms is that teacher education becomes now the responsibility of the providers of higher education and other services at the post-secondary education level. The reform of teacher education has to evolve in tandem with the developments occurring there in.

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[1] Government of Pakistan, Ministry of Education (August, 2009) National Education Policy. Available at: www.moe.gov.pk/nepr/NEP_2009.PDF

The Higher Education Commission (HEC) is responsible for assuring the quality of Higher Education in Pakistan. It has constituted various councils to ensure the quality of education in their respective disciplines. HEC has delegated upon the National Accreditation Council for Teacher Education (NACTE), the responsibility to ensure the quality of teacher education programs offered by both public and private institutions in Pakistan. As such, NACTE is working in line with HEC's guidelines of Quality Assurance.

NACTE also faces the challenge of meeting the specific needs of individual teachers as professionals on one hand and the Ministry of Education as the major employer of teachers in Pakistan on the other, Meeting these multiple challenges has created a unique type of system that responds to the goals of Quality Assurance for teacher education as an end in itself, and as a means to educate effective and competent teachers that will foster the quality of Pakistani education in general.

This introduction to NACTE outlines the conceptual framework of the Council's current work on accreditation. It begins by providing some background information and continues with an introduction of NACTE's conceptualization of quality in general and quality assurance in particular. The document also presents the justifications for the decisions that were made and that eventually lead to the development of present tools and procedures of NACTE. The last section of this document outlines the remaining modules of this series.

I sincerely hope this work will mark a turning point in Pakistan's teacher education. The time and efforts we have invested in developing their contents are just a reflection of commitment of NACTE team to the educational development of the country.

Prof. Dr. Munawar S. Mirza

Chairperson NACTE

Chapter 1

Background Information

This section is intended to provide the reader with general information on Pakistan's current scenario regarding accreditation of higher education in general and of teacher education in particular. The chapter is divided into four sub-sections. A description of the context and the implementation of accreditation open the chapter. It is followed by a brief history of the two national bodies i.e. the Higher Education Commission (HEC) and the National Accreditation Council for Teacher Education (NACTE), responsible for enacting quality assurance in teacher education: A segment is also dedicated to the Strengthening Teacher Education in Pakistan Project (STEP), implemented by the United National Educational, Scientific and Cultural Organization (UNESCO) with financial support from the United States Agency for International Development (USAID). The STEP project has offered technical and financial support to NACTE, thus accelerating its development during the years 2008–2010.

Quality Assurance in Higher Education

The number of universities in Pakistan has increased dramatically since its independence in 1947. By 2010 there are 133 universities (73 public 60 private) as compared to two that existed in 1947. Furthermore, the public sector traditionally remained the major provider of higher education in the first half of the twentieth century. This scenario changed drastically and by 2010, 45% of the Universities belonged to the private sector[2]. The growth of the higher education institutions, complemented with an increase of the private sector, sets the stage for a wide range and types of education. The student population enrolled in these institutions is also probably more heterogeneous than in the past in terms of their knowledge and skills. If higher education institutions do not respond, by establishing mechanisms, to ensure that their

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[2] HEC (publication date not mentioned). Annual Report 2008-2009. Islamabad: Higher Education Commission.

students' population attains minimum standards of knowledge and skills, the dispersion of quality graduates will increase. This leads to an overall loss in educational quality and an increase of individuals inadequately prepared to face the dynamic and ever-changing demands of today's professions.

In response to the emerging needs, Pakistan intends to establish the quality assurance mechanisms to permit its institutions to continue serving the growing Pakistani population, while at the same time preventing further deterioration of educational quality. Conversely, Pakistan is attempting to revert the risks of educational expansion by setting trends of quality enhancement in higher education. The national executive body in charge of this initiative is the Higher Education Commission. It can create national councils for the accreditation of institutions, including their departments, faculties and disciplines vide Ordinance No. LIII of 2002, Paragraph 10 Clause e, which states:

> "Set up national or regional evaluation councils or authorize any existing council or similar body to carry out accreditation of institutions including their departments, faculties and disciplines by giving them appropriate ratings. The Commission shall help build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them."

It was under this Ordinance that the HEC created the National Accreditation Council for Teacher Education (NACTE) to develop the quality assurance mechanisms to accredit teacher education programs.

National Accreditation Council for Teacher Education

HEC being responsible for the quality assurance of higher education, established National Accreditation Council for Teacher Education (NACTE) through a Federal Government notification in the Gazette of Pakistan, Extra August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517 dated 6th December, 2006.

NACTE is authorized to assess and evaluate the quality of teacher education programs conducted by public and private sector colleges and universities. The Council is composed of:

i. The Chairperson
ii. The vice-Chairperson
iii. Secretary Education Government of Pakistan or his nominee not below the rank of Joint Education Advisor (JEA).
iv. Secretary Education of each Province and AJK Governments or their nominees not below the rank of Additional Secretary.
v. Six representatives from Departments of Education of public sector universities of (at least one from each province) to be appointed by Chairperson HEC based on recommendations of Vice Chancellors of relevant universities.
vi. One renowned teacher educator to be appointed by Chairperson HEC.
vii. One foreign expert with academic background in education and experience in accreditation preferably from technologically advanced countries.
viii. Two representatives of the teachers from private educational institutions to be appointed by Chairperson HEC.
ix. A representative of the Planning Commission, nominated by Deputy Chairman Planning Commission.
x. Director General of Training, HEC.
xi. Secretary to be appointed by the Council for a period of four years on such terms and conditions as Council may determine.

The Secretariat of the council was located initially at Lahore, but recently main secretariat has been established in HEC Islamabad.

NACTE's Mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional Internal and External Academic Evaluation. Its mandate[4] includes all teacher education programs offered by institutions of higher learning in one of the following categories:-

a) Institutions chartered by the Federal Government or Provincial Government in the relevant field.

b) Institutions affiliated with the chartered universities or degree awarding institutions through the respective universities/institutes.

c) Institutions offering degree programs under affiliation/collaboration with foreign universities under the approval of HEC.

d) When a multi-campus institution presents a program for accreditation, each campus will be considered as separate institution in the evaluation process.

STEP

The Government of Pakistan and UNESCO launched a project to support the development and quality of teacher education in Pakistan. The project titled Strengthening Teacher Education in

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[4] Notification, (2006). HEC, No.10-25/HEC/A&C/2004/2517.Islamabad

Pakistan (STEP) worked with the financial support from USAID.

The main objective of the project was to improve of the quality and enhance professional development of teachers and teacher training institutions through the development of a strategic framework. One of the measures taken by STEP to meet its objectives was to support the NACTE to strengthen its quality assurance mechanism. Since mid 2008 STEP project has supported NACTE both technically and financially to develop a mechanism of quality assurance of teacher education programs and establish NACTE as a national body of accreditation. Some of the notable activities carried out during STEP/NACTE, collaboration are described below:

National Seminar on Standards and Accreditation of Teacher Education: From its onset, STEP was concerned with the ownership of the initiatives and the relevance of effective participation from all those involved. Significant work was conducted in collaboration with key government teacher education bodies at the Federal and Provincial levels (i.e. Ministry of Education Islamabad, BOC, DSD, DCTE, UoE Lahore and PITES) to improve the coherence and coordination of their actions in teacher education and to offer technical support when required. To offer an initial forum, based on which common issues of teacher education could be identified to begin d iscussion, a National Seminar on Standards and Accreditation of Teacher Education was conducted in Islamabad on August 28 and 29 in 2008. International experts on quality assurance in teacher education from USA, Australia, Hong Kong and India participated in the seminar.

NACTE Team's Exposure Visit to NCATE: The National Council for Accreditation of Teacher Education (NCATE) is one of the most prestigious bodies responsible for accrediting teacher education in USA. It operates since 1954 in the USA and its certifications are widely used to accredit teacher education. The STEP project provided an opportunity for NACTE team members to visit NCATE in December of 2008. The visitors included the NACTE Chairperson, the NACTE Secretary and STEP staff that coordinated with NACTE. The purpose of this visit was to acquire firsthand knowledge about the processes of accreditation developed by NCATE. The visit extended to include Eastern and Southern Illinois Universities and the State Board of Education.

NACTE-STEP Consultative Workshops on Teacher Education Standards: Various consultative meetings on "Teacher Education Standards" were held at provincial and national levels with key stakeholders and Pakistani experts on education. The basis for these consultations was a first draft of accreditation standards and documents already produced by NACTE in early 2008. The objectives of these meetings were to refine these standards based on

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the vision of national experts and stakeholders to foment ownership and trust on the development of the standards by inviting and integrating the participation of national stakeholders.

All Provinces and Areas participated in this consultative process. The information obtained from these consultations was compiled and allowed to produce a final version of the National Standards for Accreditation of Teacher Education Programs. The details of these events are presented in Annex I.

Development and Piloting of Accreditation Tools and Procedures: Once the National Standards for Accreditation of Teacher Education Programs were finalized, the writing of tools started. This is addressed in more detail in Chapter 4. However, a brief description is presented in Figure 1.

Figure 1: Graphic representation of the development and piloting of tools and procedures.
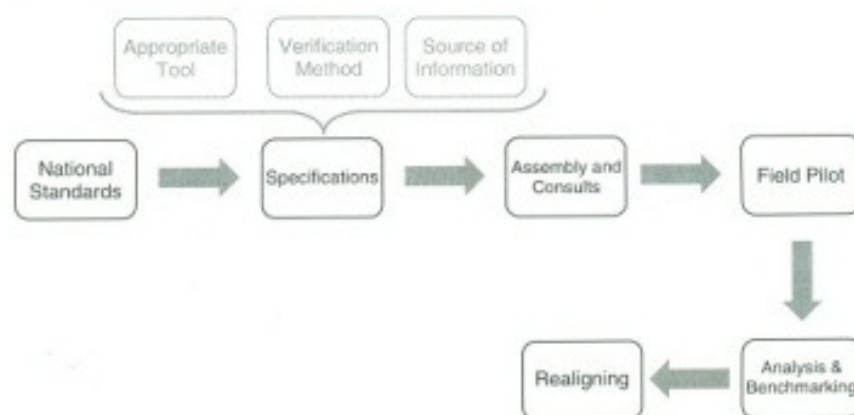
The process began by questioning the way in which each indicator of each standard could be assessed. Appropriate tools, method and sources of information were identified to respond that question. Those answers formed a set of specifications that were used by the technical team to develop tools and procedures and to map them. The maps are tables that indicate which items of which tools are used to tap into each indicator. These tools and procedures were assembled and subjected to revision by individuals with ample experience in the Pakistani teacher education context.

The new version of the tools and the feasibility of conducting the described procedures were piloted in the field in April and May, 2010 in 43 B.Ed. and M.Ed. programs of 30 teacher education institutions across the country. An implementation verification procedure was also conducted to establish quality control mechanism of the administration. The data were

analyzed and benchmarks drawn. The tools were realigned based on these changes and revision to ensure consistency.

Training of External Evaluators: The piloting of the tools and procedures already described in the previous section required training of External Academic Evaluators. A group of 50 Teacher Educators was selected from all provinces to act as Evaluators. These Evaluators participated in two, back to back four–days capacity building workshops on the accreditation tools and procedures between 15–25 March 2010. The workshop focused on providing hands-on experience on the tools and the conduct of the External Evaluation Visit.

Orientation and Training of the Staff of Sample Institutions for Piloting: The External Evaluation occurs within a general process where institutions already undertake some preparatory activities. Therefore, the sample institutions were provided adequate orientation to prepare for piloting. Two back to back workshops of two days duration each on accreditation and the procedures of the External Evaluation Visit were held in Islamabad for the representatives of the 30 sample institutions on March 9–10 & 11–12, 2010. The institutions were briefed, how to prepare the institution to meet the requirements of the accreditation, its procedures and the External Evaluation Visit. They were also briefed on the types of the tools to be used and the nature of the data to be collected from the institutions. They were briefed about the necessary steps for preparation and were asked to conduct evaluation and prepare necessary documents required for the External Evaluation.

Training of Document Analysts: One of the requirements for the teacher education programs is to produce a set of 29 documents that include vital information and evidence that they operate adequately. These documents are analyzed by external evaluators trained by the NACTE according to the set procedures and rubrics. A five-day workshop was organized for them on July 5–9, 2010. As secondary objective of this workshop, the Document Analysts completed the rubrics for the documents that had been provided by the Pilot Institutions.

Benchmarking Consultative Workshops: After concluding the pilot visits the documents provided by the teacher education programs were analyzed and the responses to the tools entered, the data were analyzed and a Benchmarking Consultative Workshop was organized to set cut scores for four levels of accreditation according to their results on the tools. Twenty-four External Evaluators and Education Experts attended the workshop and provided their input.

Chapter 2

Quality assurance and teacher education

The use of the concept of "Quality Assurance" has traveled both geographically and across professions. It has become a ubiquitous presence in the discussions on education. Yet, there remain diverse interpretations of how the concept should be translated into specific actions, both conceptually and operationally, there remain differences, some subtler than others. The objective of this section is to clarify some of the issues of contention by presenting the position underlying the definition of processes, tools and procedures developed by NACTE.

Quality Assurance

The concept of quality is relatively new and owes its origin to the expanding industrialization and production models that specialized the activities of the workers in assembly lines or complex processes. In general terms, it refers to the maintenance of a pre-established level of quality of a service or product, usually by paying attention to every stage of the production and delivery processes. Whereas before the changes brought about by industrialization a single person was responsible for the full cycle of production of a determined product, thus making him sole responsible for its quality. The new models distributed responsibility. The consequence of this distribution is that one individual's faulty work could endanger the quality of the product, even when other people involved had done their jobs satisfactorily.

New systems are developed to ensure, that quality is maintained even on the face of the distribution of responsibility. Among these were **inspection** that emphasized control and post-production review; **quality control** is concerned with testing of the product; **quality assurance** emphasizes prevention and external accreditation; and total **quality management** emphasizes

processes and takes into consideration suppliers and customers. The development of the concept of quality gained momentum and major thinkers began to present alternative positions. E. Deming in the 1920's[5] developed a "philosophy" of quality, centered around creating organizational common vision drawn towards quality by self-monitoring and self-triggered improvement, closing the skills gaps of workers and breaking communication barriers within the organization. In the same period P. B. Crosby[6] helped make quality a more tangible concept by defining what quality is? It is not a luxury, it is not intangible, and it is not unaffordable.

Upon these ideas other authors expounded their positions and eventually the concept of quality generalized to other areas besides the industrial production of goods. The basic ideas survived and the dimensions defining quality in case of production were adopted for the provision of services. Both goods and services could be judged by their level of performance, the features or characteristics that supplement the basic performance, the reliability of the product or service, its conformance to pre-set expectations, the durability or adequateness of the service and the ability to respond to providers' and customers' needs and complaints, are some of the common dimensions taken into consideration. In the case of higher education the dimensions of reliability on the contents of education, the responsiveness and understanding of student needs, the access to staff, the competence of the staff, the degree of credibility generated by the institution, the fit of the infrastructure are also added to the dimensions of quality[7].

Another approach to view quality is the "systems view". This one had particular impact on the field. The systems approach assumes that there are inputs that go into the institutions, where transformations occur, creating a new output. That is, students come into the institutions carrying specific characteristics and the institutions provide specific types of infrastructure, staff, etc.   Within the institution the delivery of instruction occurs given those inputs, and different types of processes occur that transform the student. As a result, the individual who started education in university has now acquired a number of skills that enable him to do new types of tasks and work.

This systems approach is not exclusive of higher education. It has been widely used to analyze the educational process in general and is commonly known as "the effectiveness" approach. As described above, the effectiveness model seeks to understand the function between the characteristics of the institutions, the background of the students, the context where the institution is and the types of processes that occur within and outside the institution to facilitate

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[5] Deming, W. E. (1993). The New Economics.Cambridge, MA: MIT Center for Advanced Engineering Study.

[6] Crosby, P. (1994).Completeness.New York, NY: Penguin Books.

[7] NAAC / COL (June, 2006). Quality assurance in Higher Education: An introduction. Available at: http://www.naacindia.org

diverse types of skills, such as the acquisition of new skills, better emotional adaptation of students, better job acquisition and even such variables as economic growth[8].

One of the challenges with all these perspectives is that they require measurement of all the elements, dimensions and / or processes involved in generating "quality". Two different issues must be addressed. First, the ways in which all dimensions and / or parts of a system are measured should be valid (and this implies reliability also). Using measurements that do not meet this basic characteristic may be detrimental for the quality assurance process and to the education process in general. Claiming that a standard has been met because a defective instrument indicates this has occurred, when in reality the standard has not been met, would be a direct menace to any exercise in self-improvement. Second, how to develop the type of constant monitoring that would also compel for the changes in behaviors necessary to improve.

In quality assurance mechanisms it is traditional to include steps such as self-evaluation, peer review, analysis of statistical information or indicators and comparing the institution's practices with best-practices of institutions that perform well[9]. Other issues are also addressed, though not regularly incorporated into the quality assurance mechanisms. For example, testing the final performance of students would be the definitive measure of the quality of the institution in creating learning outcomes, but is a measure that is conspicuously absent from many accreditation systems[10]. The underlying assumption is that the standards set for the institutions and the indicators with which those standards are assessed are factors that foster and indicate that quality education is taking place. This assumption is only valid, however, when there is evidence that the factor in question causes, or at least relates, to a higher level of quality. Yet, quite frequently the local value system interacts so that quality is not only defined by the outcome of instruction (the performance level of students, their ability to find jobs, etc.), but also by the adherence of the institution' to some conviction of the functioning that higher education institutions should have.

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[8] Teddlie, Ch. & Reynolds, D. (2000). *The international handbook of school effectiveness research.* New York: Falmer Press.
[9] NAAC / COL. (June, 2006). *Quality assurance in Higher Education: An introduction.* Available at: http://www.naacindia.org
[10] See Elliot, A., Kleinhenz, E. & McKenzie, P. (August, 2006). *Teacher education accreditation: A review of national and international trends and practices.* Australian Institute for Teaching and School Leadership.

Quality Assurance in Teacher Education

In general terms, the concepts of teacher and quality assurance bring about the following definition of accreditation:

> Accreditation of teacher education is a process of quality assurance whereby an institution or program evaluates itself, is evaluated by a third party and develops a plan to improve in relation to predetermined standards. As a result of this process an institution is awarded a certificate that states its current status and testifies to its commitment for continuous improvement in relation to the predetermined standards.

Quality assurance in teacher education also has some peculiarities that must be considered. Perhaps the most relevant issue is that in contexts where education is provided free, conditions are created where the government is both the main provider of teacher education and also the main consumer of the service. When the government makes decisions that affect the number of teachers in the system, the quality of these teachers or the conditions for their employment, the same government will have to later deal with the consequences of those decisions when attempting to stock its educational system.

There are four issues that a teacher development policy should address[11], the first is **attracting** suitable candidates to the teaching profession. The next issue is **developing** teachers, which includes initial education and in-service development (e.g., on-the-job training, professional development, incentives and certification). **Recruiting** is the third issue, one that requires procedures and tools for the selection of good candidates and well-developed systems to post them appropriately. The system must also make sure that it is **retaining** the best teachers. Although these four issues can be described separately, they are actually connected to each other. Attracting good candidates to the profession will not have independently a positive impact on the level of effectiveness of the general teacher population if the best ones are not recruited. Even if only the best teachers are recruited, it is likely they will soon drop-out if satisfactory development opportunities and incentives are not provided.

The procedures for quality assurance of teacher education programs relate directly to the issue of "developing teachers". Yet, as these four issues are connected, a shift in the decisions made about the accreditation of institutions will have an effect on the remaining issues. For example, assume the government makes decisions that bring about these changes: a) teacher education is expanded and a greater number of students can enroll in the system; b) the curriculum is reformed and focuses exclusively on issues that are of relevance only for teachers; c) the

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[11] OECD (2005). Teachers matter: Attracting, developing and retaining effective teachers. Paris: OECD.

expansion of the system has been so successful in previous years, that a smaller number of new teachers are required. Under this scenario the system will have a large number of individuals with specialized skills for teaching, but they will not be able to find a satisfactory job. Equally negative would be to neglect the link between the ability of institutions to reach a given level of performance, the variables considered by the accreditation process and the inputs they have received from government. That is, if accreditation instruments weigh heavily on infrastructure, when the agency responsible for the institutions (in this case the government) has not been capable of financing them, then an immediate disqualification occurs. Furthermore, if once the shortcomings have been identified there is no strategy to overcome the problems, then the accreditation system is devaluating itself. That is, institutions that offer teacher education have been assessed and their results are poor, but there is no perspective of obtaining support to improve shortcomings, and even under such conditions they are allowed to operate because it is still necessary to provide the educational system with new teaching-staff. The result would be an accreditation award that lacks value and is not associated to any possible improvement.

The aforementioned conditions differ from other professions where the state is not the main "producer" and "consumer" of the profession. For example, government sponsored universities are probably responsible for a significant proportion of individuals trained in engineering and software development. However, the percentage of graduates from these programs is likely to be much smaller than the percentage of teachers hired by government-sponsored schools. As a result, recruitment systems for these professions will certainly be more diversified and the specific program from which the individual graduates will play a much more significant role in the decisions of contractors. Given the high impact that a civil engineer's or architect's job has on the safety of its clients, it is the task of the accrediting bodies to set rigorous standards. If programs in the country are not capable of satisfying these requirements, the potential employer will seek alternatives. The financial and social impact of those alternatives, however, are less significant than finding alternatives for the massive amount of teachers that are required each year in a growing population, such as the one in Pakistan.

This is the point of departure for the development of the quality assurance mechanism for teacher education programs in Pakistan. Actions taken in order to set a quality assurance mechanism should also consider the manner in which the consequence of the system will impact other elements of teacher development. The implication in this case is that quality assurance in teacher education should be developed in tandem with quality enhancement alternatives. This is compatible with the positions held by HEC[12], according to which quality

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[12] Presentation on Quality Assurance by HEC on March 22 of 2010 during Training Workshop for NACTE External Evaluators.

assurance is a continuous process of accountability and improvement that commonly involves evaluation, assessment, and monitoring to guarantee improvement and ensures quality management, quality enhancement and quality assessment. In its Quality Assurance Manual for Higher Education in Pakistan[13] HEC adopts the United Kingdom's Higher Education Funding Council's view defining Quality Assurance (QA) as,

> The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced[14].

Furthermore, this manual offers nine principles for QA[15] (which are adopted from the Quality Assurance and Accreditation Handbook for Higher Education in Egypt):

1) Focus on the customer (addressing the prime needs of the students, society and the labor market);

2) Leadership (bonding vision, aims and strategies in the educational community);

3) People's participation (confirming the effective and equitable participation of all who are engaged in higher education without discrimination and allowing the full use of their abilities for the benefit of higher education and the society);

4) Focus on tools (quality assurance processes and means as well as learning outcomes);

5) Adopting decisions on the basis of facts (encouraging requiring judgments to be evidence based and logical);

6) Continuous improvement (recognizing the commitment to respond to changing global needs of quality assurance systems in higher education);

7) Autonomy (respecting the responsibility of an institution for its academic activities);

8) Shared benefit (taking an approach to the range of participants - reviewers, institutions, students and the society - that promises the development and transfer of knowledge and skills);

9) Continuity with next steps (ensuring that the institutions and Quality Assurance Agency, being in a dynamic and open ended process of continuing improvement, are committed to identify actions and issues to be addressed in future).

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[13] Batool, Z. & Qureshi, R. H. (date of publication not provided). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission. Available at:
http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssurance/QualityAssuranceAgency/Documents/Quality%20Assurance%20Manual%20for%20Higher%20Education%20in%20Pakistan.pdf
[14] pg. 13 of Batool, Z. & Qureshi, R. H. (date of publication not provided). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission.
[15] Principles transcribed from pg. 13 of Batool, Z. & Qureshi, R. H. (date of publication not provided). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission.

Chapter 3

National Standards
for Accreditation of Teacher
Education Programs (NSATEP)

This chapter describes the structure of the National Standards for Accreditation of Teacher Education Programs (NSATEP).

While thinking about standards, several considerations must be kept in mind. The first one is the content of the standard itself. That is, whether the standard makes reference to information that is relevant and significant. Second, the level of expectation reflected by the standard. The third is how to make the standard measurable and finally, the criteria for the assessment against the standards.

The first issue that of the content has to do with how well the standards have been chosen. In this the concern is about the quality of teacher education programs. Therefore, the standards must actually reflect the quality of these programs. The way we define that quality, will therefore have an overall impact on the selection of standards. The ideal scenario would be one where there is evidence that the chosen standards are actually associated with the expected outcomes. In many cases this is very straightforward. For example, the standards for industry are usually backed by evidentiary support that specific standards result in better products. In education the relationship is much more elusive. A high quality teacher education program's final objective is to educate individuals who will do a better job of teaching. Therefore, the ultimate measure of the quality of a teacher education program would be how well the program's teachers are performing in their classrooms once they are on the job. That, however, is one of the generalized weaknesses of accreditation of teacher education, since gathering evidence for that

type of association is seldom done, and in fact sometimes impossible[16].

The second issue is the level of expectation the standards convey. That is, standards can be set as the minimum acceptable expectation or as ideals. Standards that express the minimum or least acceptable expectations are common in industries where immediate safety-needs have to be met.

For example, it is more relevant that the conditions ensure that an airplane can get safely from point A to point B, than those conditions that will make it very comfortable and entertaining.

In education things are not that clear-cut. Education is deemed by many as an investment with the potential to improve a country's development, as a human right that must be ensured for all, and as a necessity for adequate survival. But education quality is extremely hard to measure and the emotions that arise around the issue are significant. As a result, there is a tendency to propose idealistic standards that require long-term sustained efforts. In that case careful consideration must be made of the current status of the educational system, the realistic expectation for a short- and long-term development of the system and the actual time and conditions that are necessary to meet the long-term goal of the standard.

The third issue is the manner in which we can measure those standards. Measuring them is particularly important if the standards have set in an idealistic manner, because by having concrete indicators policy-makers and the general public will know whether there have been advancements towards those standards. The issues of measurement validity and reliability become of relevance here. And in close relation to these considerations is the fourth issue, that of the criteria for the standards. By measuring a standard that has been set as an ideal, it quickly becomes evident that there is still a long way to go to meet them.

This does not mean that the system is in a permanent status of failure. It might not have yet reached the standard, but relevant improvements might have occurred.

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[16] For a more detailed presentation of these arguments see:

Ingvarson, L., Elliott, A., Kleinhenz, E. & McKenzie, P. (August, 2006). Teacher Education Accreditation: A review of national and international trends and practices. Sydney: ACER / Teaching Australia.

Thus, partial expectations need to be set by setting minimum criteria for different degrees of success by benchmarking the standards.

In the case of NACTE's accreditation of teacher education programs, the aforementioned issues have been addressed and the following paragraphs contain a description of how this was done. The issue of content was addressed by wide consultation. The first set of consultations was desk–based and academic in nature. The international literature and experience on teacher education were consulted and a first set of standards was drafted by NACTE, based on what evidence from different systems have demonstrated to be relevant. This was complemented with national consultations[17] that had two intentions: To ensure that the standards drawn from the international experience are applicable to the Pakistani context and to frame the standards within the national ethos of educational quality. While undertaking these consultations the second issue was also addressed. The standards had been drafted as ideal conditions since their beginning. The consultations confirmed that members of teacher education programs in Pakistan were content with this perspective. It offered a source of inspiration and from a conceptual standpoint provided some clarity. This, however, created some additional challenges for the design of the methods and procedures to measure them.

While developing a final version of the National Standards for Accreditation of Teacher Education Programs (NSATEP), great care was taken in setting up the necessary scaffolding to eventually design the procedures to measure them. Thus, each standard was divided into elements and for each element a set of indicators was chosen in consultation with national experts. These indicators were later processed to set-up tools that are used to measure the level of attainment of a program. The forthcoming pages (Chapter 4) describe how this was done.

Before closing this Chapter, a brief description of the structure of the standards and the way they are presented is necessary. Figure 2 illustrates graphically its components.

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[17] See annex 1

Figure 2: Components of a Standard.
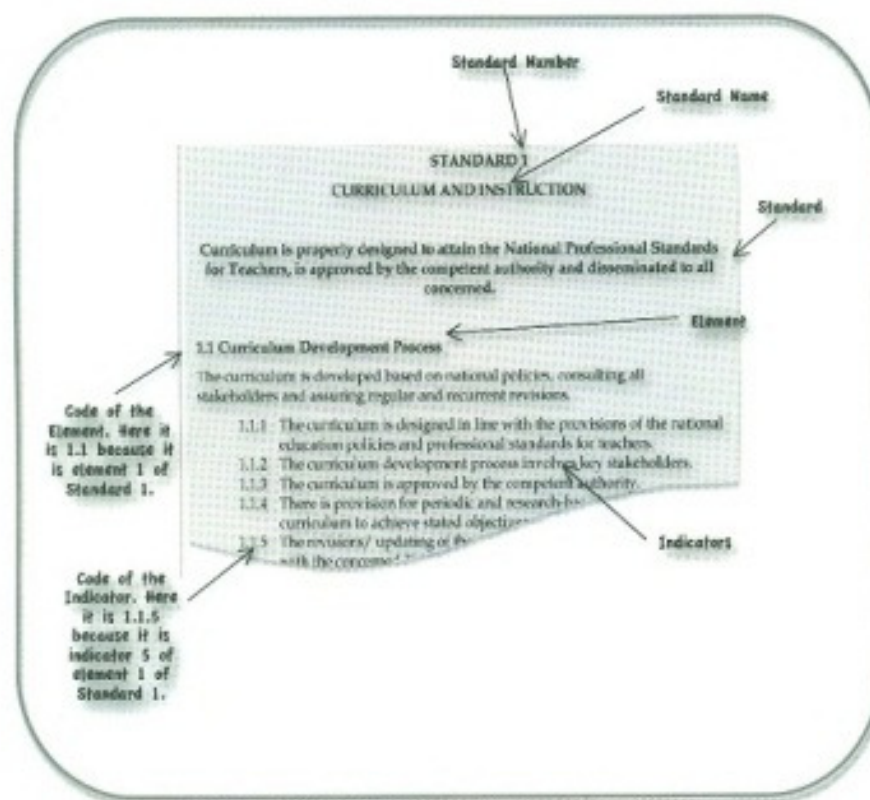
For each standard a number is provided. There are seven standards. Additionally, there is a Conceptual Framework. The main difference is that the Conceptual Framework is a minimal requirement. The remaining seven standards are stated as ideal proposals that need to be met through long-term improvement planning.

Each standard also has a title. The one illustrated in Figure 2 is Standard 1 and its title is "Curriculum and Instruction". Underneath the title is the Statement of Standard itself. In this case the actual Standard is:

> Curriculum is properly designed to attain the National Professional Standards for Teachers, is approved by the competent authority and disseminated to all concerned.

The standards are complex and reflect different elements. All elements are stated and a code is provided for each. Figure 1 illustrates the first element of Standard 1: Curriculum Development Process. The code for this element is 1.1 where the first

digit is the number of the Standard to which the element belongs, and the second digit is the number of the element within that Standard. Thus, 1.1 means this is the first element of the first Standard. The indicators for each of the elements are coded following the same logic. Figure 2 illustrates the first five indicators of element 1 of Standard 1. Thus, they are coded 1.1.1, 1.1.2, 1.1.3, 1.1.4 and 1.1.5.

The indicators express what the External Evaluation intends to measure. The manner in which these indicators were translated into measurement tools is presented in the following Chapter.

Chapter 4

Developing Accreditation Tools

Writing valid tools is an essential component of the evaluation process. Developing the standardized procedures to administer those tools is a necessary step in creating conditions for reliability. No validity can be achieved without adequate reliability.

Ten (10) tools were developed to tap into the National Standards for Accreditation of Teacher Education Programs and Conceptual Framework having 152 indicators. A schematic view of the process of tools development is presented in Figure 3. As was already described in the Introduction, the process began by questioning the way in which each indicator of each standard should be assessed. Appropriate tools, methods and sources of information were identified to respond that question. Those answers formed a common set of specifications that were used by the technical team to develop tools and procedures and to map them. The maps are tables that indicate which items of which tools are used to tap into each indicator. These tools and procedures were assembled and subjected to revision by individuals with ample experience in the Pakistani teacher education context. The tools and the feasibility of conducting the described procedures were piloted in the field. This pilot took place in the months of April–May, 2010 in 30 teacher education institutions across the country that offer B.Ed. and M.Ed. degree programs. In total 43 programs were included in. An implementation verification procedure was also conducted to establish quality control mechanism of the administration of the accreditation tools and procedures. The data were analyzed and benchmarks drawn. The tools were realigned based on the feedback and revision to ensure consistency.

Degree of Operational Definition of the Tools and Procedures

The validity, reliability and quality of information gathered through different processes of accreditation, particularly those developed for peer review, are usually dependent on the characteristics of the External Evaluators. In these cases, the evaluators share some common ground characteristics. For example, they will have high-ranking credentials, but although this guarantees the quality of information, it does not guarantee its reliability or validity. As a matter of fact, highly qualified experts with diametrically different theoretical postures could come up with very different conclusions after observing similar programs if some previously agreed upon requirements and definitions are not there.

Figure 3: Graphic representation of the development and piloting of tools and procedures.
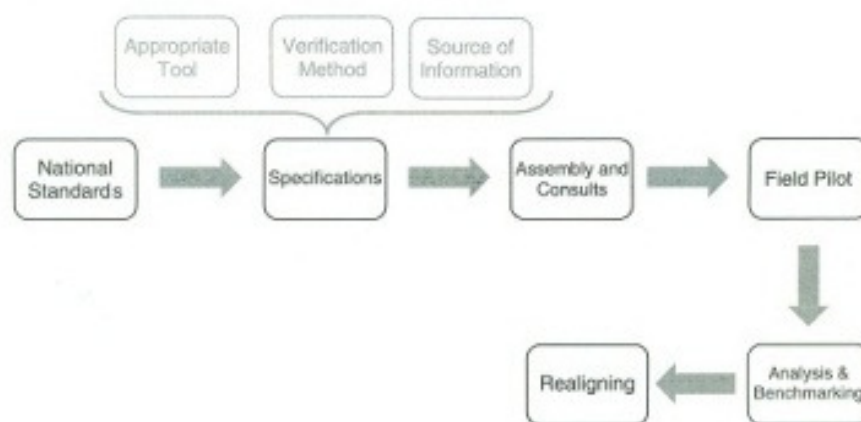
NACTE has secured the participation of highly qualified teacher educators to perform as External Evaluators of the programs to improve the fairness and transparency of the system of data collection.

Teaming of External Evaluators: The criterion for forming the External Evaluation Teams was developed. List of conditions that must be met to be the member of External Evaluation Team are given in Accreditation Procedures. However, to improve reliability and validity of the process, these individuals must share a common ground, common definitions and common perspectives.

Pakistan is currently undergoing an important reform of its teacher education is particalar and the educational sector in general. This accreditation process is part of these reforms and is directed to improve the quality of teacher education following a set of Standards. Therefore, at this initial stage of the process of accreditation of teacher education programs, a methodology that would bring the observations and assessments towards a common perspective was required. This was fostered by frequent meetings where the experts who worked as External Evaluators, participated and shared their perspectives and unifying opinions (at least on issues that concern the quality of teacher education programs). This common perspective occurred with the initiation of the accreditation processes and is under for their development. Moreover institutions that hosted teacher education programs had less time to assimilate the characteristics that are accepted as characteristics for programs of quality.

NACTE decided to develop the tools, based on well- defined procedures and standardized definitions. Use of the tools require high level of expertise and thus, the selection of Auditors requires great attention. Gradual and constant trainings, discussions and meetings of the External Evaluators generated greater understanding and a more common ground. Therefore, the selection of External Evaluators is particularly relevant in a mid- to long-term decision-making process. As this pool of External Evaluators consolidates, tools with more flexible procedures could also be developed and gradually replace the ones proposed here.

Drafting Specifications

The first step in the process of tool development was to write specifications for each item. To write the specifications, the key content of the indicator was drawn and made explicit. The specifications were only concerned with three characteristics: a) The source of information, b) Medium of verification (i.e., the set of evidence that would demonstrate the degree to which the indicator is being met) and as a result of these two, c) The most appropriate tool or, in other words, the method of verification.

Consider indicator 1.3.5 (indicator 5 of element 3 of Standard 1):

> 1.3.5 Teacher educators create conditions in the classroom that ensure and facilitate frequent positive interactions among prospective teachers.

The first question is what could be the source of information. In this case the indicator mentions two potential informers. The first one is the teacher educator, who is supposed to create the conditions to facilitate positive interactions. Then the most appropriate verifications method is proposed. By "appropriate" is meant that the method is not only good to provide evidence, but that it is also efficient. In this

case, for example, an ideal verification method would be to observe the interactions in classroom for some days, checking with the prospective teachers on whether these are positive and then seeking to verify these conclusions with some measure of the degree of adaptability of the prospective teachers. Furthermore, to have the information on the planning of the activities by the teacher educator, close observations of her / his planning during the previous days, reading of the daily planners and review of her / his portfolio would be most appropriate. All of these, however, would be very expensive and lengthy activities. Therefore, an alternate method of verification was sought. It consists of asking teacher educators about their intention when planning activities and then asking prospective teachers about their perception of the interactions. By crossing both answers (a procedure also known as triangulation) a good degree of verification for the indicator is obtained in an efficient manner.

In this way two elements of the specifications were determined. The indicator was tapped by questioning teacher educators and prospective teachers. It was necessary to establish which type of tool will be used for each question. In this case interview of teacher educators is appropriate as there is a smaller number of them. An interview of prospective teachers could also be appropriate, particularly if it is conducted among a sample of prospective teachers. However, in this case a small sample might not be appropriate because there should be feedback from a significant number of prospective teachers. Therefore, a questionnaire was a much better option, where a large number of prospective teachers could offer their perceptions on the class room interactions.

This concluded the writing of the specification. For indicator 1.3.5 there will be questions for teacher educators conducted through an interview and questions for prospective teachers asked through a questionnaire. The task of writing the actual questions begins at this point. These questions were written by NACTE's technical team, consulted with Pakistani educational experts, piloted as part of tools and revised based on that information.

For a more graphical example, consider also indicator 1.1.1. The information for that indicator and its elements are presented in Table 1.

Table 1: Steps in establishing the specifications for each indicator of the NSATEP.

Standard 1:
Curriculum is properly designed to attain the National Professional Standards for Teachers, is approved by the competent authority and disseminated to all concerned.

Element 1.1:
Curriculum Development Process: The curriculum is developed based on national policies, consulting all stakeholders and assuring regular and recurrent revisions.

Indicator 1.1.1:
The curriculum is designed in line with the provisions of the national education policies and professional standards for teachers.

Key content of the indicator	Medium of verification	Method of verification	Object of verification
Alignment of curriculum with National Professional Standards for teachers (NPST)	1.NPST 2. Document of the Program's Curriculum	Document Analysis	Elements of NPST Elements of curriculum

Assembly, alignment and developing tool maps

The procedure described above permitted developing tools that contain items that are representative of the indicators. It was specifically ensured that each tools should be cohesive and the questions should flow adequately across issues because the items that represent a single indicator could be spread across several tools and, within one tool the items of the same indicator might be separated. Furthermore, the item may be scored and interpreted differently according to the manner the item attempts to tap into the indicators.

A particular effort was made to keep the alignment of the indicators with the tools. Note the example in Table 2.

Table 2: The alignment of indicators to questions and coding of items.

Tool / Method of Verification	Indicator	Content / Items	Item codes
Interview prospective teacher	1.3.6 Teacher educators attend and facilitate the resolution of difficulties exhibited by prospective teachers in their learning process	1. Have you experienced any learning difficulties?	I_PT_2A
		2. If so, has any of your teachers helped you in any way?	I_PT_2B I_PT_2C I_PT_2D
		3. What has she/he done to help you?	I_PT_2E

Alignment in this case refers to keeping a direct and straight relationship of the items to the indicators, where a complete list of items that refer to a single indicator was produced. This alignment was represented in a "map" of tools indicators. **Table 3** contains tool codes.

Table 3: Key of tools' codes.

Code of Tool	Name of Tool
I_PT	Interview with Prospective Teacher
I_SS	Interview with Staff
I_TE	Interview with Teacher Educators
I_HP	Interview with Principal / Head of Department
In_D	Document Inventory
In_O	Observation of Infrastructure and Facilities
Q_A	Questionnaire for Alumni
Q_PT	Questionnaire for Prospective Teacher
DA	Document Analysis
O_TE	Observation of Teacher Educator – Prospective Teacher Classroom Interaction

The tools combine qualitative and quantitative variables to tap into the Accreditation Standards. The description of the tools follows.

1) Interview Tools

The interviews are designed to acquire a deeper, more extensive understanding of specific issues. Interviews are a set of verbal questions asked from a respondent. They can include open, semi-closed and close-ended questions. The interviews to be used for the External Evaluations are **structured interviews** that contain these three types of questions. The semi-closed and open questions provide an opportunity for the respondent to amplify the answers, for the interviewer to complement and explore the responses and to collect support evidence. However, for each type of response, the expertise of External Evaluator's is required to produce a definitive answer in a dichotomous or scale type scale. The External Evaluator records the open-ended answers to keep evidence of the basis on which the answer from the

scale was chosen.

The set of tools contains four interviews:

1. Interview of Prospective Teachers.
2. Interview of Support Staff.
3. Interview of Teacher Educators
4. Interview of Head of Department / Principal

2) Questionnaires

Questionnaires are self-administered tools that offer several options for the respondent to choose one or several answers for each item. There are two questionnaires for the External Evaluation:

1. Questionnaire for Alumni.

2. Questionnaire for Prospective Teachers.

Due to the differences in the target respondents, the administration procedures are different for each. It is expected that the External Evaluators provide adequate supervision during the administration of the Questionnaire for Prospective Teachers, as this is the more complex of the two tools. The Questionnaire for Alumni is simple and, thus, required less supervision.

3) Observation Tools

These tools are protocols designed to guide the External Evaluators while conducting certain types of observations. The External Evaluators complete the protocol based on this direct verification of the status or conditions of the phenomena. There are two tools designed to conduct observations and each has a specific type of target:

1. Observation of Infrastructure; to collect data on the condition of the building, infrastructure and resources of the program.

2. Observation of Teacher Educator – Prospective Teacher Classroom Interaction; to observe the interactions between teacher educators and prospective

teachers while developing regular activities in natural environment   (i.e., the teaching and learning process).

4) Document Inventory Tool

The document inventory is similar to the observation tools in that the Academic Evaluator is required to verify the presence of a number of items. Yet, it differs from the observations described in the previous section in the sence that no judgments are required.

The Document Inventory is made up of two sections. The first section only requires the program to present the stipulated documentation and the Academic Evaluator is only required to verify that they are authentic and complete. Once the existence of the document is verified, it is returned to the institution.

The second part is a checklist of documents the External Evaluator will collect, analyze and submit to NACTE along with analysis report.

5) Document Analysis Tool

The document analysis is meant to verify information that should have been set into writing. The program is required to prepare a set of documents. A content analysis of the documents is conducted by External Evaluation Team. The documents submitted for analysis are not returned to the program and the programs are infomed of this.

Annexes

List of Events Conducted for Finalization of Quality Assurance and
Quality Enhancement Process
(Accreditation of Teacher Education Programs)

Location and Date	Objective of the Event
Islamabad; February 23-24 of 2009.	National Consultative Workshop to review first version of the accreditation standards and provided feedback for refinement. Participants offered initial suggestions on accreditations processes and procedures.
Lahore; March 19-22 of 2009.	National Consultative Workshop: Refined version of the standards, processes and procedures was presented. A new version was produced. The elements and indicators for the standards were shared and discussed.
Islamabad; April 27-27 of 2009	Draft of Standards, Elements and Indicators based on feedback consolidated from previous meetings.
Lahore; May 7 of 2009.	Awareness Seminar of major work undertaken to till May 2009.
Islamabad; June 15 of 2009. Lahore; June 18 of 2009. Karachi; June 23 of 2009.	Provincial Consultative Meetings where the standards, elements and indicators were presented to representatives of each province / area to obtain final agreement for their publication.
Islamabad; 30 June of 2009	National Consultative Workshop.
Lahore; 15 July of 2009	Third Meeting of the Council (approval of final version of the Standards).
Islamabad; August 6 of 2009	Ceremony to Launch the Standards at the national level.

Glossary

Accessible: It refers to anything that can be easily used by the beneficiaries (e.g., an accessible library is a library that is located in the premises or no farther than 10 minutes' walk so that people can approach it easily and that is open for some 10 working hours).

Accreditation: An evaluation process intended to determine the level of quality of an educational program or institution against preset standards.

Accreditation Standards: The preset standards or norms developed to assess and evaluate an educational program or institution. For Pakistan it refers to the standards developed by the National Accreditation Council for Teacher Education (NACTE) to evaluate the teacher education programs for accreditation purpose.

Action-Research: A limited but systematic and scientific process where a teacher plans, acts, observes, and reflects on the classroom teaching learning process and problems.

Administering the Tool: Implementing or following the pre-defined procedures and collect data by using tools

Aligned: Something that is in line with or in accordance with another thing. In this case, keeping a straight relationship that goes from the standard, to the element, the indicator, the items and the benchmarks.

Alumni: Pass out graduate of an educational program.

Annual Calendar of the Program: A plan containing the program and activities for the whole academic session, indicating the specified dates for each activity.

Appointment Policy (or Placement Policy): A statement of the guidelines, conditions, criteria and procedures for the recruitment and placement of the program staff.

Appropriate Content: Curriculum content that is delivered cumulatively in relation to official curricular prescriptions, time availability to acquire the new knowledge, skills and dispositions and suitability to the age and experience of the prospective teachers.

Appropriateness: Suitability.

Assessment System of the Program: A set of formal process a procedure to evaluate and judge the quality of services of each component of the program including curriculum, assessment, management, physical infrastructure, financial and human resources , learning resources, human resources, outreach and linkages etc.

Assessment System of the Prospective Teachers: A set of formal and systematic process and procedures conducted to judge and evaluate the performance of the prospective teachers from entry to exit of the program, against the curriculum objectives and the "National Professional Standards for Teachers" which include the desired knowledge, skills and dispositions for teachers.

Assessment System of the Teacher Educators: A formal and systematic process conducted to judge the performance and academic achievement of the teacher educators, against the desired objectives.

Career Path Policy: An official statement of the guidelines containing the service structure, rules regulations and mechanism to ensure career development of academic and support staff.

Classroom Interaction: An activity, action or verbal communication occurring during the classroom teaching.

Code of Conduct: A set of agreed rules, regulation and norms mandatory to be followed by each employee of the organization for the smooth conduct of official work.

Code of Ethics: A set of agreed norms developed and followed voluntarily by authorities and the staff in the conduct of their routine matter.

Community: In the context of NACTE, community includes the group of people living in the vicinity of the institution having natural interaction and influence on each other. (e.g., parents of prospective teachers, religious leaders, social activists, intellectuals, professionals and philanthropist etc.).

Community Development Projects: In context of NACTE, community development projects refer to the activities initiated by the teacher education programs in collaboration with the local communities for mutual support. (For example, running an adult literacy center or opening a child-care center).

Community Participation: A process whereby community members participate in the planning and implementation of educational and other community development projects.

Compatible: Well-matched; able to exist or occur together without conflict.

Conceptual Framework: Documented set of basic concepts and theoretical standpoints i.e., philosophy, mission, vision, goals, aims, objectives and strategies.

Concurrent Degree: Contemporary degree of the same education level.

Conducive Environment: A tension free, supporting, facilitating and pleasant environment.

Congruent: Matching, in agreement, in harmony.

Consonance: Agreement, compatible in close correspondence.

Cooperative Schools: Schools that accommodate and facilitate teacher education institutions for the conduct of teaching practice.

Cooperative Teachers: The teachers of the cooperative school who work, guide and supervise the prospective teacher during their teaching practice.

Counseling: The provision of professional assistance and guidance in resolving personal, social, emotional, academic or psychological problems.

Critical Thinking: A disciplined intellectual process where the individual actively conceptualizes, analyzes, synthesizes and evaluates information.

Credit Hours: The number of classroom contact hours per week or per semester for a specific course.

Cumulative Process: A combination and total of activities and actions of specific process.

Digital Material: Material recorded in a digital format (i.e., USB drive, floppy disk, virtual file in the internet, etc.).

Discernible: Capable of being seen or noticed.

Discrimination: To differentiate i.e., to identify and make use of the differences between two things, individuals or elements.

Disposition: Inherent qualities of mind and character, like attitude, beliefs and values.

Efficiency: A measure of economy or saving of resources in terms of time expense and effort required for maximum possible achievement of objectives.

Electronic Equipment: Multimedia, computers, projectors, audio-visual aids, TV, tape recorders, etc.

External Evaluation: The process of data collecting to assess the teacher education program against pre-defined accreditation standards of NACTE.

External Evaluator: A qualified teacher educator, registered with NACTE, required to conduct external academic evaluation of teacher education program.

Gender Policy: An operational framework or guideline on gender issues.

Goals: Broadly stated, long term expected outcomes of an initiative or activity. They are usually long-term and represent global visions.

Hands-On Experience: This refers to active participation in activities as part of the learning of a concept or skill.

Harmonious Environment: A helpful and cooperative environment that permits being efficient in working or learning activities.

Internal Assessment System: An interrelated set of strategies, tools and procedures to assess students that is managed by the institution itself.

Internship: A situation where an individual works, usually without payment, to gain experience and knowledge about a particular trade.

Inventory: A detailed list of items. In the context of NACTE, the list is comprised of documents or inputs that need to be verified during the accreditation process.

Key Stakeholders of the Program: The stakeholders of the program are those who are directly or indirectly influenced by the program and have some degree of influence in the decision-making process, either by being directly involved in it or by having the ability to exert pressure on those who makes decision.

Legal Mandate: An official notification issued by a competent authority to perform an action.

Legible: Logical, clear and understandable.

Leisure Activities: Entertaining, enjoyable activities usually conducted during free time.

Mentoring: A process whereby an experienced professional teacher provides support and advice to a newly inducted teacher on the emerging dilemmas and issues with regard to teaching and learning process.

Microteaching: Organized practice of teaching in a prescribe manner that provides prospective teachers with an opportunity to perform among colleagues and peers the skill they have developed to work with their students and thus get feedback.

Mission Statement: A formal and brief statement that summarizes the purposes, aims and values of the institution or teacher education program.

Monitoring: A systematic, regular, and periodic process of collecting information about performance of a person or of a program to revise and improve the implementation.

Negative Discrimination: Prejudicial and negative treatment of individuals & groups.

Objective: A specific target or desirable outcome of an action.

Outreach: An effort by an individual or a teacher education institution to engage in a constant dialogue with other organizations, groups, specific audiences or the general public for the mutual support and betterment of the society.

Performance Based Merit System: A fair and bias-free mechanism to evaluate the performance of the teacher educators and staff, which requires them to deliver some pre-specified results.

Placement: In the context of NACTE, A process whereby the graduating prospective teachers of the teacher education programs are informed about the available teaching positions under the ministries of education so that they can apply for these posts.

Placement Policy (or Appointment Policy): A statement of the guidelines, conditions, criteria and procedures for the recruitment and placement of the program staff.

Policy: The formal guiding principles and course of action proposed to manage the existing, future working and plans.

Portfolios: A collection of evidences or products that provide proof of an individual's skill and acquired learning.

Positive Discrimination refers to the preferential treatment of traditionally excluded groups and individuals.

Problem-Solving: is the high order thinking skills to understand and resolve a complex issue, situation or a function.

Professional Development of Teacher Educators: The continuous process of gaining new knowledge and skills through formal and informal ways of learning, in order to improve the professional out put.

Self-evaluation: A process of self-assessment and internal accountability carried out by the members of a program.

Profile: Refers to the details on an Individual's academic and professional qualifications and experiences.

Program: A curricular framework delivered by a specific institution. Here it refers to the B.Ed/M.Ed. Programs etc. and courses offered by the institutions of teacher education.

Prospective Teachers: The students who are currently enrolled in the teacher education programs such as B.Ed or M.Ed.

Quality Control of Service Provision: The process of monitoring the progress of an activity according to the procedures and guidelines provided for the activity.

Recent Trends: The trends that current evidence indicates are more effective to accomplish learning outcomes.

Reliability: Consistency of results i.e. results from assessment are reliable when repeated observations, using similar instruments, under similar conditions, produce equivalent results.

Research Task: Task that requires prospective teachers to inquire, investigate, explore, or experiment an idea or academic issue.

Scaled Questions: Questions that offer a series of plausible responses set into a symmetric continuum that can be rated hierarchically.

Staff (or Support Staff): Non-teaching staff, such as finance personnel, library staff, cleaners, caretakers, etc.

Strategy: A plan of action thoughtfully designed to achieve a particular long-term aim

Summative Assessment: The process of evaluating the learning of the prospective teachers at a point in time that leads to grading of their results.

Support Services: The services provided by an institution to help, assist and guide the prospective teachers, such as guidance and counseling, placement services, etc.

Systematic: A procedure that is defined step-by-step and is intended to be conducted in the same manner always.

Teaching Practice: During B.Ed. program, the prospective teachers are given practical experience of teaching by putting them in the real classroom situation in a school where they teach children, under the supervision of cooperative teachers and teacher educators. The purpose of teaching practice is to enable the prospective teachers to gain hands-on-experience of teaching to be ready for the real teaching.

Tool Map: A document that descriptively outlines the methods of data collection and sources of information to assess specific indicators.

Valid: A quality of a measurement indicating the degree to which the measure reflects the underlying construct, that is, whether it measures what it claims to measure.

Vision: A statement that captures the long-term picture of what the organization wants to become.

Present Composition of NACTE

1. Dr. Munawar S Mirza, Chairperson NACTE
2. Dr. Mahmood–Ul Hassan But, Chief of the Party Pre-STEP, Islamabad Vice-Chairperson (NACTE).
3. Secretary Education, Government of Pakistan, Islamabad
4. Secretary Education, Government of the Punjab, Lahore
5. Secretary Education, Government of Sindh, Karachi
6. Secretary Education, Government of KPK, Peshawar
7. Secretary Education, Government of Balochistan, Quetta
8. Secretary Education, Government of A.J.K,Muzaffarabad
9. Prof. Dr. Rehana Masroor, Dean Faculty of Education, AIOU, Islamabad.
10. Prof. Dr. Hafiz M. Iqbal, Director I ER, Punjab University, Lahore.
11. Prof. Dr. Muzaffar Abbas, Director Division of Arts Social Sciences, U E, Lahore.
12. Prof. Dr. Umer Ali Khan, Director IER, Gomal University, D. I. Khan.
13. Prof. Dr. Parveen Munshi, Dean Faculty of Education, University of Sindh, Hyderabad.
14. Prof. Dr. Sultana Qaisar , Department of Special Education, Eastern Kentucky University, Richmond, USA.
15. Prof. Dr. James Shafi, Dean of Education, Forman Christian College, Lahore.
16. Prof. Dr. Muhammad Memon, Director Institute for Educational Development, Aga Khan University, Karachi.
17. A representative of Deputy Chairman Planning Commission, Islamabad.
18. Ms. Noor Amna Malik , Director General (Learning Innovation), HEC, Islamabad.
19. Prof. Dr. Irshad Ahmad Farrukh, Secretary (NACTE)