NACTE

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Manual for External Evaluators

National Accreditation Council for Teacher Education Pakistan

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Introduction

The Higher Education Commission established the National Accreditation Council for Teacher Education (NACTE) for quality assurance of degree level teacher education programs in Pakistan. The Mission of the Council is:

> *To ensure high quality teacher education programs as an integral part of higher education through a sustained and professional internal academic audit and external accreditation.*

The Council has developed the **National Standards for Accreditation of Teacher Education Programs** (Annex I) as a point of reference for the evaluation of the teacher education programs and as guidelines that may be used by the programs to plan their improvement. A "process oriented/ focused" approach has been employed to design and organize NACTE's activities. Therefore, throughout this manual the reader will find the Accreditation related concepts like: General Process, processes, sub-processes, procedures and activities.

A process is defined in this context as a series of steps or activities that use specific inputs in a given context, to produce a number of specific outputs. The difference between General Processes, sub-processes and procedures is made here to convey the hierarchical structure of each described series of activities.

The General Process is the description of the overall acreditation process. It is strategic but offers little insight into the specific operational tasks that must be taken up to make the outputs possible. In this case, it is a synthetic explanation of NACTE's approach to the quality assurance and enhancement of the teacher education programs.
This General Process has different processes and sub-processes. They are rather abstract, strategic, and clearly segmented. That is, they are more focused on a general objective. The sub-processes are even more operational and concentrate on specific objectives. Several sub-processes are typically required to meet a

process. To meet a general objective of a process, the specific objectives of all its sub-processes must be met.

The manual starts with a general description of the General Process and its underlying processes. However, since the main objective of this manual is to describe the procedures of the **External Accreditation Evaluation,** the following sections concentrate on its objectives, the responsibilities of the External Evaluators and the specific procedures involved in the External Evaluation. Annexes complement the information contained in the aforementioned sections.

I: The General Process of Quality Assurance and Enhancement

The underlying assumption of the General Process is that NACTE creates quality assurance mechanisms leading to quality enhancement activities. The NACTE, evidently, is not responsible for the quality enhancement processes and procedures. However, outlining NACTE's activities within such a framework clearly shows that NACTE must ensure its role in quality enhancement. Figure 1 illustrates the General Process of Quality Assurance and Enhancement.

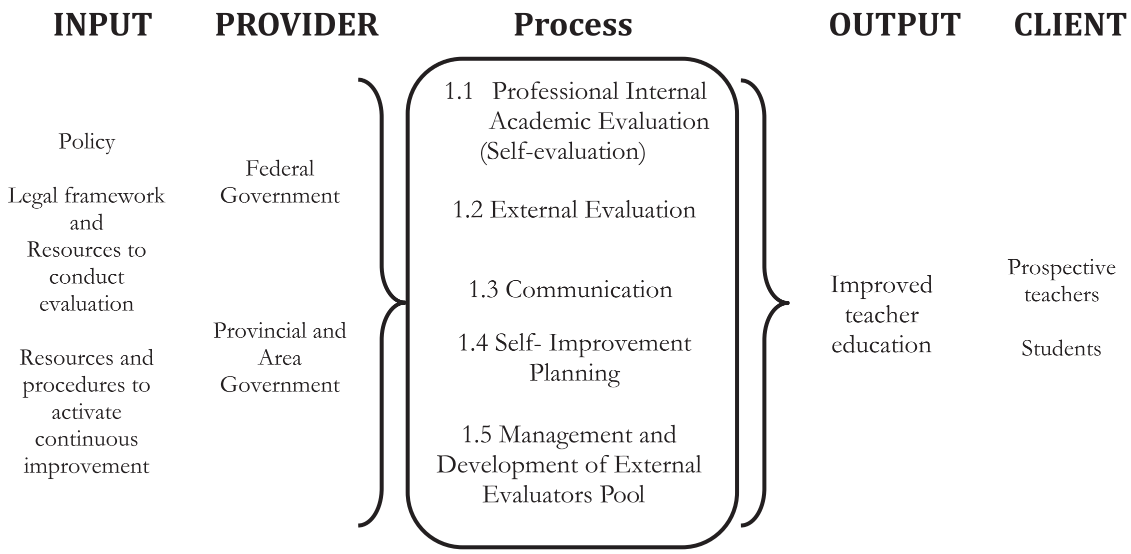


Figure 1: The General Process of Accreditation

The General Process of accreditation comprises of five Processes. These are designed to create a continuous improvement dynamic of the teacher education programs, check their performance, execute self-improvement plans and seek external confirmation of their assessment. This external evalualion is a source of confidence for people who judge and value the services provided by the teacher education programs. The accreditation process as a quality assurance mechanism, results in quality enhancement by combining procedures for internal assessment, peer review by an external body and design self improvement plan for better levels of performance.

Each of the five processes that jointly constitute the General Process, comprise of cartain sub-processes. That is, in order to conduct the Process named External Evaluation, several sub-processes must be completed. The process of External Evaluation and its sub-processes are presented in Figure 2.

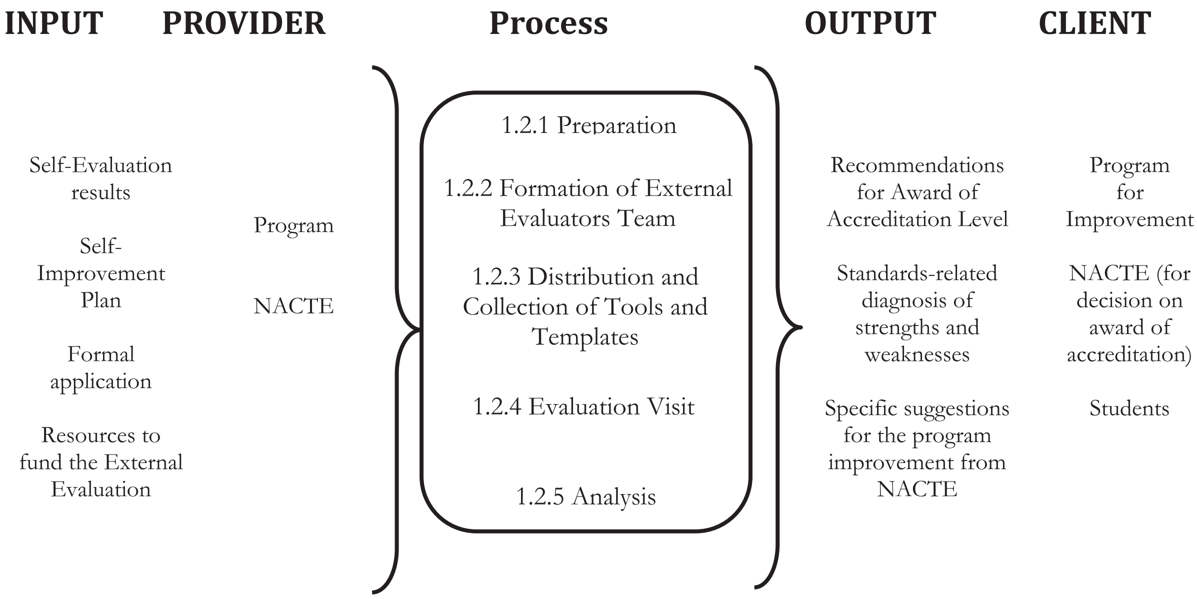


Figure 2: The External Evaluation Process

The External Evaluation process comprises of five sub-processes. Each sub-process plays a vital role in mobilizing the institution to get ready for External Evaluation. This manual describes in datail the sub-process # 1.2.4, that is the Evaluation Visit. To conduct the Evaluation Visit, several procedures need to be undertaken by different individuals. Each procedure is connected to the other procedures, thus establishing a chain of requisites and actions that lead to the conclusion of the sub-process. The next sections of the manual intend to include explicit instructions for External Evaluators to undertake these procedures.

II: Objectives of the External Evaluation Visit

The External Evaluation Visit is a sub-process of the External Evaluation Process. It is a formal, official, systematic and planned visit to conduct an objective collection of data with the purpose of evaluating a teacher education program in relation to the National Standards for Accreditation of Teacher Education Programs (NSATEP). The major objectives that need to be met by the conclusion of the External Evaluation Visit to are:

1. Gather relevant data for an independent and objective assessment of various components of the program.
2. Provide opportunities to the members of the program to participate in the assessment
3. Provide the stakeholders an opportunity to converse and consult with the External Evaluators.

III: Participants of the External Evaluation Visit

Three *types* of participants are involved in the External Visit:

a) **The External Evaluation Team (EET):** This team is comprised of two / three Teacher Educators approved and appointed by NACTE as External Evaluators. The team is assigned with specific roles designed to make efficient gathering of information.

b) **The Institutional Stakeholders:** These are members of the institution that hosts the program. They include all students of the program under assessment and all personnel that work for the institution, which conducts the program. Their responsibility is to, prepare the institution in general, and the program in particular, for the External Evaluation, facilitate the work of the External Evaluation Team during the visit and provide reliable and truthful information. The External Evaluation Team will contact these stakeholders through the Head of the Department and the Institutional Accreditation Committee (IAC). The HoD / Institution Constitutes this committee for the preparation of External Evaluation visit.

c) **The External Stakeholders:** External stakeholders are individuals who, at present or in the past, have / had a legal relationship with the program under accreditation. In the present case their role is limited only to provide specific information.

These three groups of stakeholders participate in the External Evaluation Visit. The success of the accreditation exercise depends upon their coordination and cooperation. A description of the roles of these participants follows:

The External Evaluation Team

The External Evaluation Team is made up of two / three Teacher Educators approved and appointed by NACTE.

Responsibilities of the External Evaluation Team

The general responsibility of the team members is to make an objective, efficient and professional collection of relevant data and information to assess the programs under External Evaluation. Each member must follow specific role described below.

1. The Team Leader

The team leader assumes the overall leadership of the External Evaluation Visit and ensures the completion of the **Accreditation Tools**. His/ her task and responsibilities include:

1. Overall coordination of the evaluation activities and its schedule.
2. Coordinate all logistic arrangements for the administration of the tools with the institution conducting the program.
3. Mediate all meetings.
4. Receive from NACTE all documents, materials and tools on behalf of the Evaluation Team.
5. Collect, collate and return to NACTE all documents, materials and tools as representative of the team.
6. Represent NACTE while addressing the program's representatives during the External Evaluation.
7. Consolidate a joint opinion of the team on recommendations for the program.
8. Resolve conflicts and answer questions.
9. Assist the Co -Evaluators in administering tools according to the NACTE instruction / directions.
10. Submit to NACTE all data, tools, documents and reports gathered during the External Evaluation.

2. Team Members

The major responsibility of the team members is securing and conducting the tools agreed among the team in the initial team meeting. Other responsibilities include:

1. Coordinate, arrange and schedule with the Team Leader and the Head of Department the location, time and permission to administer the tools.
2. Administer tools according to standard conditions and following ethical principles.
3. Assist other Evaluation Team members in their tasks, if necessary.

Due to the large number of interviews to be conducted, it is possible that any member of the Evaluation Team may need assistance from other team members to conclude the tasks. This is acceptable but it is recommended that this assistance be coordinated with the team before the initiation of the activities of the day.

Attitudes and Work-Ethics for the External Evaluators

All the External Evaluators will behave with:

- Objectivity and impartiality.
- Respect for individuals.
- Handling of information with confidentiality and discretion.
- Openness to mutual collaboration, teamwork and maintaining good relations with fellow Evaluators and other stakeholders.
- Courtesy towards all participants.
- Sensitivity and care in handling delicate matters.
- Confidence
- Clarity to seek clarifications without any preconceived notions.
- Self-Awareness
- Consciousness of the value of other people's time reflected in punctuality.
- Proneness to acknowledge the help, information and assistance offered by others.

Once in the field, the External Evaluators must avoid the following:

- Engaging in any form of argument or debate with representatives of the institution conducting the program.
- Comparing their own institution with the institution under evaluation.
- Rejecting other perspectives other then personal.
- Maligning any member of the External Evaluation Team, stakeholder or institution.
- Being influenced by any form of exceptional hospitality accorded by the host institution, the provision of goods, services or other direct or indirect attempts to exert influence.
- Engaging in socially unacceptable behavior while representing NACTE.
- Sacrificing the quality of work in order to reduce the time required in the institution.

The Institutional Stakeholders

The institutional stakeholders are responsible for the accreditation of their program. They include:

- The Head of Department, Principal / Chairperson / Director.
- The Institutional Accreditation Committee (IAC)
- All Teacher Educators and Support Staff of the institution conducting the Program.
- All Prospective Teachers of the program.

General Responsibilities of the Institutional Stakeholders in the Evaluation Process

The key responsibilities of institutional stakeholders' are:

- Prepare for the External Evaluation.
- Cooperate and Collaborate to facilitate the work of Institutional Accreditation Committee(IAC)

- Facilitate the work of the External Evaluation Team before, during and, if necessary, after the External Evaluation visit.
- Provide reliable and truthful information.

Specific Responsibilities of Institutional Stakeholders

The **Principal or Head of Department** has the overall responsibility for the coordination and collaboration of the institutional stakeholders. Each type of institutional stakeholder has specific responsibilities. These are presented below.

1. The Principal / Head of Department

The Principal or Head of Department assumes the overall leadership for the smooth conduct of the External Evaluation. His / her key tasks are:

1. Share, plan, coordinate and involve all faculty, staff and prospective teachers in the activities and tasks of preparations required for the External Evaluation.
2. Facilitate the Institutional Accreditation Committee (IAC) for all operative and logistic arrangements for the External Evaluation.
3. Ensure to prepare / assemble the documents required for the Document Inventory and Document Analysis.
4. Schedule his/ her time to participate in the External Evaluation process.
5. Ensure the presence of all teacher educators, prospective teachers and the support staff.
6. Ensure that appropriate physical conditions and environment for the conduct of tools.
7. Ensure the in time completion of Alumni questionnaires (if it is to be administered by the program)
8. Coordinate with the External Evaluation Team to make sure all requirements and needs are met for the External Evaluation.

2. The Institutional Accreditation Committee

The Institutional Accreditation Committee is formed to assist the conduct of External Evaluation and represent the institutional stakeholders. It is made-up of members of the institution and is headed by the Principal / Head of Department or his / her nominee. Its key role is to organize and facilitate all preparations and logistic arrangements before, during and, if necessary, after the External Evaluation visit.

3. Teacher Educators and Support Staff

The key role of both, the teacher educators and support staff is to provide reliable and truthful information. They will also cooperate and support the Principal or Head of Department in any required logistic arrangements.

Their responsibility during the External Evaluation is to:

1. Be present in the institution on the External Evaluation dates
2. Be open to be observed during lessons.
3. Be open to be interviewed.
4. Provide truthful and reliable information.
5. Assist the Principal or Head of Department and the External Evaluation Team in any logistic arrangement that is required.
6. Assist the Principal or Head of Department in assembling and/or preparing all needed documents for evidence or collection by the External Evaluation Team.

4. Prospective Teachers

Prospective Teachers' key role is to provide reliable and truthful information, either directly (questionnaires or interviews) or when formally observed.

Their responsibility during the External Evaluation is to:

1. Be present in the institution on the External Evaluation dates.
2. Be open to be observed during lesson delivery.
3. Be open to be interviewed.
4. Be open to complete the necessary questionnaires.
5. Provide truthful and reliable information.

The External Stakeholders

External Stakeholders traditionally include community members, employers of teacher, alumni, parents of prospective teachers and many others involved in the education of teachers, benefited by the education of teachers or responsible for the adequate delivery of the service. However, for the purpose of the External Evaluation, the only external stakeholders that will be consulted are the **Alumni** (ex-students who graduated from the program under evaluation). Their responsibility is to complete the questionnaire objectively.

IV: Procedures of the External Evaluation

The Process of External Evaluation is comprised of eighteen (18) procedures that the External Evaluators must follow. To complete each procedure, the External Evaluators will complete a number of **activities**. The procedures are described below in accordance with the answer to What, Who, When, Where and How questions.

Procedure 1: Checking Requisites for the External Evaluation

What: By the time the Evaluation Team is asked to initiate the External Evaluation Visit, several activities have already been undertaken by NACTE and the program under Evaluation. As a result of those activities certain requisites are met. The requisites that must be checked by NACTE, before the Evaluation Team is mobilized, are following:

1. The program has received the schedule for the External Evaluation and set of Questionnaires for Alumni. (If questionnaire are to be administered by the program itself.)
2. The program has officially communicated its willingness to participate in the Accreditation Process and has confirmed the dates of External Evaluation visit.
3. The program has prepared all documents necessary for the Document Inventory.
4. The program has prepared all the documents by using Institutional Documents Template and submitted to NACTE.
5. The program has submitted the Self Evaluation Report to NACTE.
6. The program has confirmed the completion of all alumni Questionnaires (If questionnaire are to be administered by the program itself) or the program has ensured the presence of required number of alumni on Evaluation visit dates.

7. The institution conducting the program has provided orientation to all its members about the External Evaluation.
8. The program/institution has constituted an Institutional Accreditation Committee (IAC) to ensure the preparation for the External Evaluation.
9. At least one member of Institutional Accreditation Committee (IAC) has received training and orientation, organized by NACTE. (if possible)
10. The program has allocated a room / an appropriate place as an Accreditation Centre (AC) in the institution, (a room where the necessary documentation for the External Evaluation is kept and meetings can be held when necessary).
11. The External Evaluators and the program have received a copy of the schedule for the External Evaluation visit.

Who: NACTE is responsible for ensuring that all requisites have been met. However, it is recommended that the External Evaluators seek details of the contact persons in the institution or program for smooth conduct of evaluation.

When: Before the External Evaluator proceed to conduct the External Evaluation.

Where: NACTE Secretariat.

How: Through Formal communication in writing.

Procedure 2: Dispatch and Reception of Materials

What: NACTE will handover/ mail all evaluation materials to the institution conducting the program under evaluation. The External Evaluators team will collect the material from the institutions before the start of the evaluation process.

Who: NACTE will dispatch / handover the materials.

When: Dispatch at least 10 days before the start of the External Evaluation.

Where: All necessary materials will be packed at NACTE's Secretariat for dispatch / handover. The institution/ Evaluation Team Leader will receive / collect and confirm. (In case of any discrepancy the evaluators will inform NACTE on phone as well as in writing).

How: NACTE staff pack materials according to the Check list (Annex II), and hand over / mail to the concerned.

Procedure 3: Task Distribution among Evaluation Team Members

What: The External Evaluation Team Members meet and organize their tasks according to their roles. They are expected to:

i. Organize the team for the work ahead.
ii. Define the roles of each member.
iii. Set schedules for the administration of tools.
iv. Distribute tools among themselves.
v. Define work procedures and team-coordination mechanism.

Who: External Evaluation Team members.

When: The day before the External Evaluation commences.

Where: The host institution or any location where the External Evaluators may plan.

How: The team can chose the strategy best suited to its work, in line with guidelines given in this manual. It is strongly recommended that minutes be recorded for each meeting of the Evaluation Team for its internal organization.

Procedure 4: Introductory Meetings

What: The Evaluation Team may conduct any number of meetings within themselves or with stakeholders but must conduct three following meetings:

1. **Courtesy Call**: Ten minutes meeting with the Principal/Head of Department for exchange of greeting and mutual introduction.
2. **Opening Program**: A 45-minutes opening program attended by the HoD/ Principal, faculty and officials of the institution and the Prospective Teachers of the program under Evaluation. The objectives are to:
   a. Introduce the Evaluation Team to the Institutional Stakeholders.
   b. Provide a brief orientation of the evaluation activities ahead.
   c. Develop rapport between Evaluation Team and Institutional Stakeholders.
3. **Meeting the Institutional Accreditation Committee (IAC):**

   A 45-minutes meeting to :

   a. Answer questions, the Institutional Accreditation Committee might have about the External Evaluation.
   b. Agree on schedules and coordinate logistic arrangements.

Who: The **Team Leader** moderates the meetings in collaboration with the **Principal / Head of Department**.

All Evaluation **Team** members are present in the meetings.

Institutional Accreditation Committee (IAC) members must be present for the second and third meetings.

Prospective Teachers, Teacher Educators and Support Staff must be present for the Opening Program.

When: It takes place on the first day of the External Evaluation, before initiation of data collection.

Where: Principal / HoD office / hall / multipurpose room / Accreditation Centre (AC) or at any other suitable place.

How: The meetings are semi-formal. However, it must be conducted in a professional and concise manner concentrating on the activities ahead.

Procedures 5 - 14: Administration of Evaluation Tools

What: Procedures 5 to 14 relate to the Administration of External Evaluation Tools. Each tool has a specific procedure to be followed. Each procedure is presented and explained in Section V of this manual; The External Evaluation Tools.

Who: The Evaluation Team is responsible for the administration of all tools.

When: After the Introductory Meetings (Procedure 4) the Evaluation Team will administer the tools according to their mutual understanding and distribution of work.

Where: The host institution where the program is under Evaluation.

How: The general guidelines and specific instructions for each tool are presented in Section V (The External Evaluation Tools).

Procedure 15: Preparation of Individual Evaluator's Report

What: Each member of the Evaluation Team prepares a report and outlines his / her own recommendations. (This report helps in the preparation of a Consolidate Visit Report in meeting of the Evaluation Team on the last day of the visit)

Who: Each External Evaluator.

When: The External Evaluators must prepare and update their reports on daily basis after the External Evaluation activities of the day are concluded and refine it before the "Preparation of Consolidated Visit Report" (Procedure 16).

Where: Where the External Evaluator considers it most appropriate.

How: The External Evaluator should make her/his recommendations. (Substantiated by actual data she/he has collected or observations she/he has made).

Procedure 16: Preparation of Consolidated Visit Report.

What: The Evaluation Team meets to discuss and decide the comments that will be shared in the Exit Conference and Closing Program (Procedures 17 and 18). Evaluators also consolidate a report that will be delivered to NACTE Secretariat on a prescribed template. It is crucial for External Evaluators to understand clearly that:

1. The consolidated report and comments should concentrate on recommendations for the improvement of the program and on pointing out current strengths and deficiencies. But this report and comments MUST NOT contain a final judgement on the accreditation status.
2. The report and comments should contain no offerings, promises or insinuation of future benefits or negative consequences resulting from the External Evaluation.
3. The report must indicate very clearly that the recommendations are for implementation and that their compliance will be a pre-requisite for the next Accreditation Visit.

Who: All member of the Evaluation Team participate in the preparation.

When: A draft should be prepared on the second day of the visit, after the activities of the day are over.

A final version of the contents of the report must be completed on the afternoon of the last day of the visit, once the activities of the day are concluded.

Where: Any suitable place where privacy during the consolidation is available.

How: The following steps are suggested:

i. The Team Leader presides over the meeting.

ii. Evaluation Team members share the ratings they have made on their tools.
iii. The Evaluation Team members read the recommendations they have produced and justify them based on the gathered data.
iv. The individual External Evaluators revise their recommendations based on the Team's observations.
v. The Team Leader consolidates the recommendations and their justifications.
vi. The Team Leader fills NACTE's "Template for the Evaluation Team's Report –Compiled-" (see Annex III).
vii. The written report is delivered to NACTE Secretariat along with the un-used tools and gathered data.

Procedure 17: Closing the Program and Exit Conference

What: This is a meeting of all members of the program organized by the Principal/Head of Department on the request of Team Leader. In the meeting:

1. Commendations of the HoD / Principal, Faculty, support Staff and Prospective Teachers are made by acknowledging their efforts and cooperation in the preparation, management and contributions to make the visit a success.
2. Major findings are shared.
3. Concerns and views of the program members are noted
4. If necessary, the accuracy of factual information is verified. (This, however, is reserved for extreme cases as most tools require this sort of verification at the moment of its administration)
5. Feedback is gathered on documents, tools and processes of accreditation from the members of the program.

Who: The Principal / HoD and the External Evaluation Team.

When: This meeting is the last activity of the the External Evaluation

Where: Be arranged where introductory meeting was held or any suitable place in the institution. The decision of the location will depend on the number of individuals attending this meeting.

How: Follow the guidelines and points to be covered in this semi-formal meeting.

1. Guidelines to be observed:

a. The meeting must be conducted in a professional manner as an academic discussion.

b. There is no need to argue. If there are differences, these should be resolved by presenting evidence.

c. The meeting should be moderated by the Team Leader. She / he may call on each Evaluator to present her / his individual views.

2. Points to be covered:

a. General impressions on the program. However, the decision on the award or deferment of the accreditation status MUST NOT BE PRESENTED in the exit conference, as it is dependent on the analysis of the data and approval of the NACTE.

b. Commendation of all the good work in the preparation and management of the accreditation visit, and the participation of all who contributed to the activity.

c. Information that the final decision will be formally communicated by NACTE to the institution in about three to six months' time.

d. Thanking and congratulating the institution management and participants, on behalf of NACTE.

Procedure 18: Returning Tools to NACTE's Secretariat

What: The tools that the External Evaluators have received from NACTE Secretariat must be returned once they have been administered. These must be returned according to the conditions stipulated in Annex IV (Guidelines to Return Administered Materials to NACTE).

Additionally, the Visit Report must be delivered to NACTE in accordance with the details already presented in Procedure 16.

Who: The Team Leader is responsible for the timely return of all tools and Visit Report.

When: The tools and visit report must be submitted to NACTE no later than 10 days after the External Evaluation.

Where: Will be submitted to NACTE Secretariat.

How: Follow procedures in Annex IV (Guidelines to Return Administered Materials to NACTE).

V: The External Evaluation Tools

A crucial activity of the External Evaluation is filling in the relevant forms and tools. These are the source of the data, based on which the formal judgments is made for accreditation. This section introduces the tools and the procedures required to complete each tool. To follow the information presented here the reader must have a copy of all tools at hand to refer to them as the guidelines are presented.

Some general suggestions are:

- Become familiar with all the tools and their administration procedures before their administration. That will permit more efficient administration and use of time.
- Have a clear sense of the objectives of the tools. Remember they are designed to gather relevant information to make judgments about the accreditation of the teacher education program. Being objective all times is of utmost importance for the process of accreditation.
- You have been selected because your experience, knowledge and professional standing are indicative of your ability to conduct a transparent Evaluation. You may find some elements of the tools with which you may not agree. You can provide your observations and feedback to NACTE about these. However, during the conduct of the Evaluation you MUST NOT discuss your appreciation of the tools or attempt to modify their content.
- Whenever there are items or guidelines that are not clear to you, feel free to consult with your team members in the first available opportunity and also feed back to NACTE for improvement and clarity.

The printed format of each tool is different. However, there are some common characteristics one must identify. These are explained below and illustrated in Figure

1. On the cover, the name of the tool appears and below it the code that identifies it. For example, the Interview of the Principal/Head of Department is I_HP.

2. On the middle of the cover page information is provided about the number of tools to be administered and the individuals to whom you administer.
3. On the upper section of the page there is space to fill-in a code that will be provided by NACTE. The code is named AC and also appears in subsequent pages.
4. The information about the External Evaluator who administers the tool is provided on the bottom of the page.
5. The specific instructions to administer the tool appear on the second page.
6. In several tools some items are presented in a chain. This means that depending on the response to an item, some questions might have to be skipped. Arrows on the tool indicate which item to move to.

Figure 2: Sample of cover page of I_HP.

Pg-1 of 1

Code provided by NACTE

Accreditation Code (AC):

Name of tool

Interview with Principal / HOD

Code of tool

(Form I_HP)

Guidelines on the number of tools that require to be administered and the participants

The questions in the interview of the Head of the Department or Program apply to a specific program. therefore. you must complete one inerview per program being accredited.if an institution seeks accreditation for more than one program, you must conduct sepaate interviews for each program. in some cases this might require interviewing the head of the department more than once.

Name of Evaluator:

Code of Evaluator (Evaluator's CNIC#):

Information about the Evaluator administering the tool

Name of the Institution:

Name of the Program:

Date:

Figure 3: Sample of second page of I_HP

Pg-2 of 2

AC:

GUIDELINES

This tool is a guide to conduct an interview with the Principal or Head of Department. You must interview the perspon officially responsible and legally bound for decisions of the specific program under

I) Profile of the principal Head of the Departments.
II) Basic interview questions:

The interview can be conducted in the office of the principal HoD or at any other suitable place in the institution. This might require someplanning beforehand to arrange an adequate place.

Note that some of the interview questions have arrows that lead to another question. In this case,follow the arrow associated to the answer. in some cases this may require to skip some questions.

Most questions are of multiple-choce. For some of them it is suffcient to mark the option mentioned by the respondent. Other questions are open-ended. Listen to the resporse, summarize it and note on the given spoae and mark accordingly.

I. Profile of the Principal/Head of the Department

Name of the head of the department:

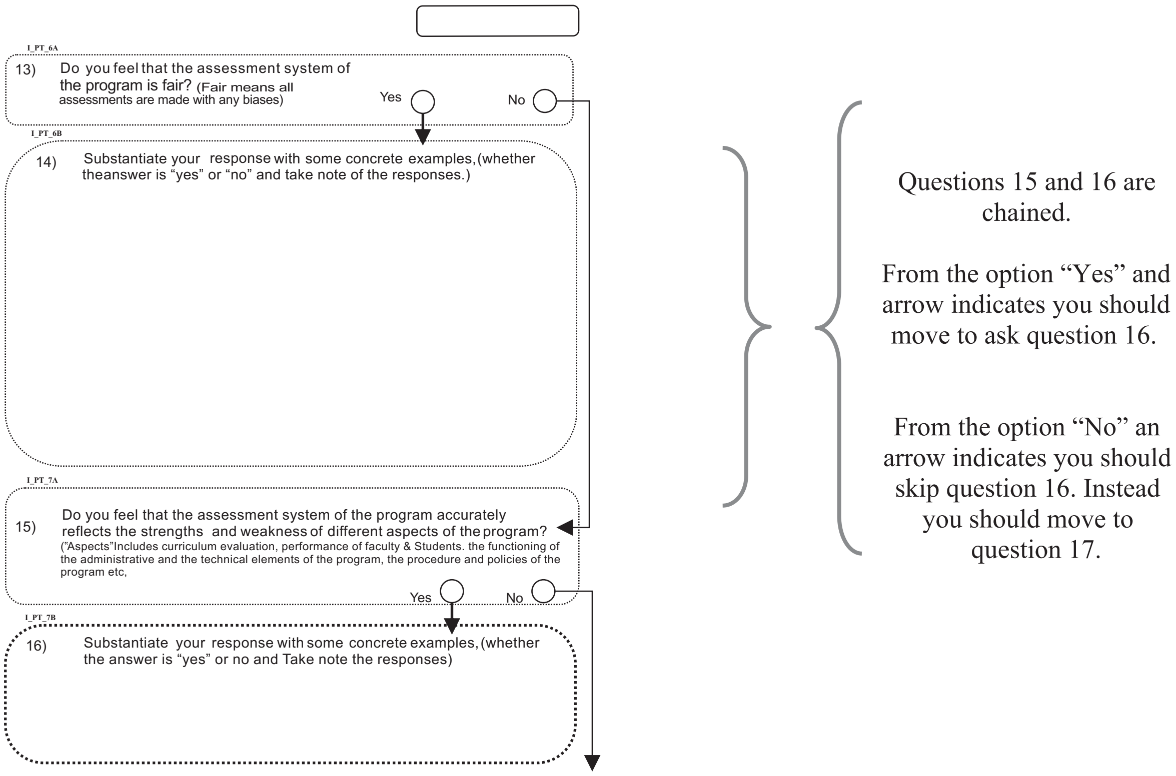
1) What are your qualifications? General ◯ Professional ◯

2. What is your exparience?

Adminiatration ◯ Training ◯ Teaching ◯ Research ◯

3. Area of specialization?

Figure 4: System of arrows that indicates progression in chained items.



One form and ten (10) tools will be administered during the External Evaluation:

Accreditation Visit Form

1. Interview with Principal (I_HP).
2. Interview with Prospective Teacher (I_PT).
3. Interview with Teacher Educators (I_TE).
4. Interview with Staff (I_SS).
5. Questionnaire for Alumni (Q_A).
6. Questionnaire for Prospective Teachers (Q_PT).
7. Observation of Infrastructure and Facilities (In_O).
8. Observation of Teacher Educator – Prospective Teacher Classroom Interaction (O_TE).
9. Document Inventory (In_D).
10. Document Analysis (DA)

The specific considerations that must be given to each type of tool are described in the following sections.

Accreditation Request Form (ARF)

Digital Accreditation Request Form is available on NACTE web. It can be downloaded, filled and printed out.

Accreditation Code (AC):

Official use only

Accreditation Request Form

Bank Challan/Draft#

Date of bank Challan/Draft

Example 01-Jan-2011

Provincial Area: Balochistan Punjab NWFP Sindh Gilgit Baltastan AJK Federal

Date of Application: Select Select Select

Summary

Name of Institution:

Name and duration of the program:

Phone Number: +92. +92 0333-1234567

Accreditiation Code (AC):

Official use only

Interviews

Interviews are a set of verbal questions asked from a respondent. The interviews developed for External Evaluation include open, semi-closed and close-ended and are of structured (precise guidelines must be followed) nature. Therefore, particular attention must be given to follow all guidelines provided there in. There are four types of interviews required for each External Evaluation, addressing the following target groups:

- Head of Department / Principal
- Prospective Teachers
- Teacher Educators
- Support Staff

These interviews are designed to acquire a deeper and more extensive understanding of specific issues.

General Guidelines for the Administration of Interviews

The general guidelines for the administration of the interviews are:

- The interview must take place in a comfortable place where there is no interruptions and where the respondent can feel free to respond without the risk of being overheard.
- During an interview, only the respondent SHOULD BE present. No exceptions can be made.
- Interviews Schedule must not cause interference with daily tasks/ duties of the respondents.
- Unless otherwise described all selections of respondents must be made randomly.
- The External Evaluator MUST read the questions from the printed version of the interview. For the convenience and better understanding of the respondent the

External Evaluator may rephrase the question, but only after it has been read once.

- The questions must be asked in the order indicated in the tools and no question should be left un-asked.
- A response be marked only if an answer is provided.
- Request clarification if the response is ambiguous.
- If you are unsure of the response you have recorded, read it out to the respondent and ask for confirmation. But beware you are not influencing the respondents.
- The External Evaluator must refrain from volunteering personal opinions about the issues under discussion.
- The External Evaluator must not lead in any way the respondents' towards a specific answer.
- IF an answer does not adequately address the question that was asked, the External Evaluator may rephrase the question. If the second time the answer still does not address adequately the question, the External Evaluator must record whatever response was provided and move on.
- The External Evaluator may share the printed version with the respondent and may allow the respondent to read the questions as they go along. However, the responses may only be recorded by the External Evaluator.

Types of Questions in the Interviews for the External Evaluation

As mentioned already, these interviews for the External Evaluation are structured interviews and contain open-ended and close-ended questions. However, the responses must be interpreted according to the available alternative before marking. To do this, questions are presented in different formats and for each format specific guidelines must be followed. The guidelines for each format are presented below:

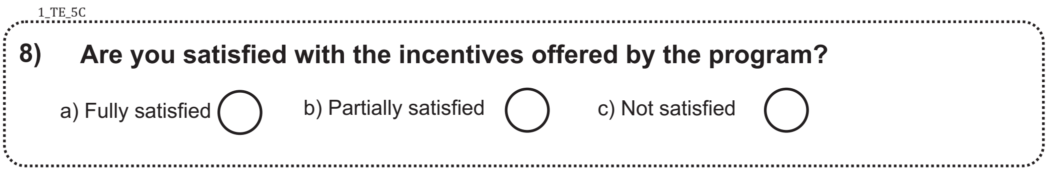
1) Questions with Dichotomous or Multiple Responses: These questions are very concrete and offer two or more response options. The External Evaluator should first

a) read the question (the root of the item) and b) read the response options and ask the respondent to choose one of these options and mark accordingly.

Figure 5: Example of a dichotomous response question.

2) Scaled questions: Scaled questions provide several options that reflect degrees of the same continuum: a) read the question), b) read the response options if the nature of the question allows. The respondent must choose / describe the detail (if required in the guidelines). One of these options and the External Evaluator must then mark accordingly.

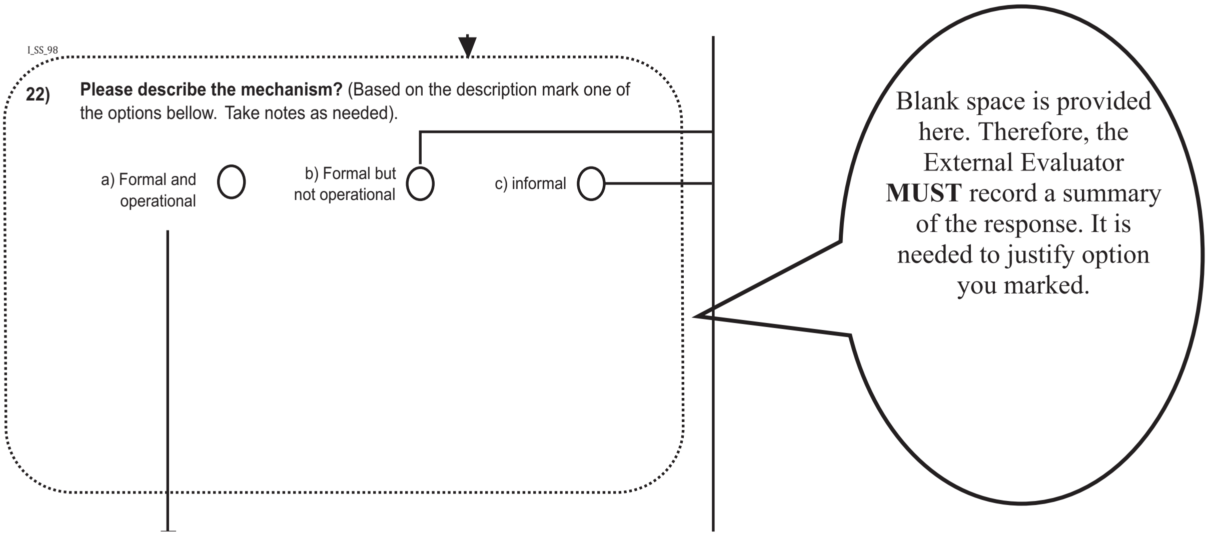
Figure 6: Example of a scaled response question.



3) Questions seeking for descriptive responses (What, How, Who): There are several items that ask "what, how and who" questions. Such questions require the respondents to briefly describe their ideas or perceptions and quote examples. These questions are always followed by either a) a close-ended question or b) pre-coded options. Typically, but not in all cases, blank space is also provided. In all such cases you are expected to do the following:

I. Read the question.
II. Rephrase or clarify if necessary.
III. If space is provided, record a summarized version of the original response and or examples / evidences / practices, provided by the respondent, keeping as close as possible to the original answer.

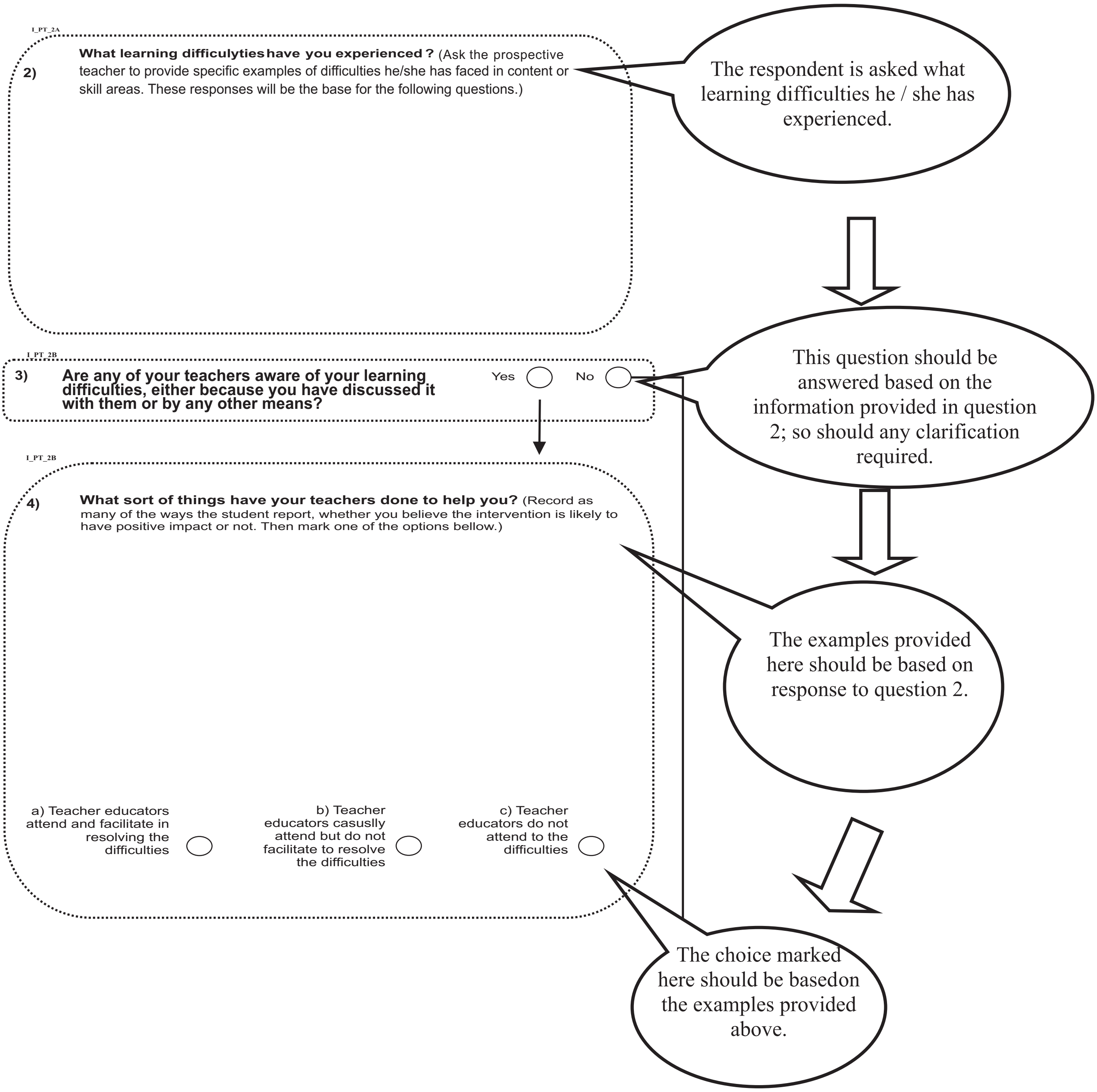
Figure 7: Example of question for descriptive response.



a) If any open ended question is **followed by a close-ended question** the open-ended question is responded before the close-ended question because the response to the close-ended question will be based on the response to the open-ended question provided before.

b) If the question is **followed by pre-coded options**, record the responses and choose the option that best reflects the response provided by the respondent. NOTE: The option MUST be the chosen by the External Evaluator but must base on the information provided by the interviewee. The response chosen by the External Evaluator can be read to the respondent to seek confirmation. However this can only be done once the open-ended response has been given and recorded. Take into consideration that the recorded answer and the choice of the code must match. If clarification was asked and the respondent insists on a code that does not match the open-ended response, clarification must be provided. This is important because in case of appeals the open-ended response will be used to justify the response marked by the External Evaluator.

Figure 8: Example of chained question for descriptive response.



4) Questions seeking evidentiary support: Frequently, scaled and dichotomous questions will require the respondent to indicate whether the program has a specific input or trait. In this case evidentiary references are required to accomplish a greater degree of objectivity. Therefore, questions can be complemented by the direct request to show or quote evidence. For example, if asked whether there is specific type of equipment, the External Evaluator might ask to see the equipment itself. In the example bellow, the respondent was asked if research finding were used in the program. As evidentiary support the respondent is asked to quote some examples. It is important that the External Evaluator records these responses for they provide support for other close-ended questions. They could be used to justify the program's results if an appeal is presented.

Figure 9: Example of chained question for descriptive response.

1_TE_41B

95) How does your program make people aware of their functions and roles? (Take note of the mechanism of dissemination of information. Mark accordingly.)

a) Formal ◯ b) informal ◯

Questionnaires

Questionnaires are self-administered tools. This means that the tool is provided to the respondents and they are expected to read the question and choose the answers by themselves. The questionnaires are used for two types of target groups for the External Evaluation:

1. Questionnaire for Prospective Teachers
2. Questionnaire for Alumi

Due to the differences in the status and availability of target respondents, the administration procedures are different for each.

Guidelines for the Administration of the Questionnaire for Prospective Teachers

- Administer 50 Questionnaires. You may use more than one room if the host institution does not have a room or hall large enough for the group.
- If there are less than 50 Prospective Teachers enrolled in the Program, administer the questionnaire to all those who are enrolled.
- If there are more than 50 Prospective Teachers enrolled in the Program, Make random selection of 50, you may use the random numbers tables Annex V.B (Random Selection).
- Ensure and make necessary arrangements for the administration of questionnaire with the help of Institutional Accreditation Committee
- If necessary, seek assistance from Institutional Accreditation Committee for the administration of accreditation tools
- Before the administration of tools write on the blackboard or on a sign-board the following information:
- Accreditation Code (AC)

- Your name (Name of Evaluator)
- Your Code (NIC#)
- Date

During the administration, follow these steps:

- Once participants are settled, distribute the questionnaires.
- Guide the Prospective Teachers in filling the information on the cover page of the Questionnaire by making use of a blank copy and referring to information written on blackboard for each space.
- Guide the Prospective Teachers in filling the information on the other pages like, the cover page.
- Ask Prospective Teachers to fill-in the AC codes on all pages of their Questionnaire before filling the responses.
- Readout the guidelines loudly and ask the respondents to read along.
- Answer if there is any question from the respondents.
- Respond individually to the questions on content in a manner that only concerned respondent is benefitted. It will help you know the ambiguity of the tool.
- Answer the question on filling procedure of the questionnaire loudly BUT do not lead the responses of the prospective teachers.
- Proceed to the completion of the questionnaires.

There is no time limit. However, it is estimated that the Prospective Teachers will take between 20 and 30 minutes.

Once Prospective Teachers have concluded, collect all the tools, count them and keep in safe custody for dispatch to NACTE. While receiving the questionnaires from the Prospective Teachers, check that they have written the AC correctly.

Guidelines for the Administration of the Questionnaire for Alumni

One of the requisites you should have checked before initiating the External Evaluation were the arrangements for the administration of the Questionnaire for Alumni (see Procedure 1).

The institution conducting the program is supposed to contact the alumni and get the required number of questionnaires filled by them. The Head of Department should handover you the 15 tools properly filled and packed. The Principal / HoD should verify with his/ her signatures the academic session of each Alumni.

Observations

There are two tools designed to conduct observations and each has a specific type of target:

1. Observation of Infrastructure.
2. Observation of Teacher Educator Prospective Teacher Classroom Interaction

Guidelines to Conduct the Observation of Infrastructure

Only **ONE** observation per host institution is necessary because the programs in the institutions share the same infrastructure.

You are required to observe at least two classrooms which are randomly selected in case there are more than five classrooms for the program

Most items are of objective nature which requires the presence or absence of some equipment. However, some items will require your judgment. For example, when asked to consider if a location is safe or if facilities are appropriate. Judge such conditions based on what would be expected of an institution where students can conduct their classes without interruption, where equipment are used as indicated in their operation manuals etc. .Make your judgments in an object and professional manner using all your experience. In case of any doubt consult your peer evaluators or / and teacher educators of the program/ institution.

Guidelines to Conduct the Observation of Teacher Educator – Prospective Teacher Classroom Interaction

- As in all other tools, the guidelines to conduct the Observation of Teacher Educator – Prospective Teacher Classroom Interaction are provided in the front pages of the tools itself. It is strongly suggested that External Evaluators who will employ this tool, should read these guidelines carefully and rehearse a few observations before conducting the actual observation.
- The External Evaluator should not make any comment about the way the lessons are being delivered while he / she is still conducting the observation. The observer must be extremely careful to avoid biasing the teacher's behaviour or provoking behaviours that are not the usual way in which the Teacher Educator delivers his / her class.

  There are step-by-step guidelines for the administration of the Observation on the second page of the tool. However, these are rather complex. Therefore, rehearse the administration of this observation before actually attempting the administration. Additional clarifications that could not be included in the tool itself due to space are provided here.
- Classrooms need to be selected randomly and conduct your observations there.

  The instructions on the tool require responding to the items on the tools in different ways:

Figure 10: An example of the Observation of Teacher Educators – Prospective Teachers Classroom Interaction.

Section I: Classroom Interaction

Class period has been divided into different slots of 15 seconds each. The observer is required to "tick mark" in the cell against the types of interactions observed during each slot.

	No	Types of interaction:	1	2	3	4	5	6	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Total
Teacher Talk	1	0_TE_1 Describing & explaining content																														
	2	0_TE_2 Accepting and using students' ideas																														
	3	0_TE_3 Questioning																														
	4	0_TE_4 Providing Feedback to students																														
	5	0_TE_5 Giving Directions																														
	6	0_TE_6 Encouraging and motivating students																														
	7	0_TE_7 Criticising																														
Studcnt Talk	8	0_TE_8 Answers by Students																														
	9	0_TE_9 Questions by Students																														
	10	0_TE_10 Spontanious talk																														
....	11	0_TE_11 Silence & external interuptions																														

Document Inventory

Document inventory is also a type of observation in the sense that External Evaluators are required to verify the presence of a number of documents. Yet, it differs from the observations presented in the previous section in the sense that no judgments are required here. There are two sections where the program is required to present documents:

General inventory

The program is only required to present the stipulated documents. The External Evaluators are only required to check that the documents presented are in fact the document stipulated and verify there authenticity. The document inventory tool includes the list of all required documents.

Documents Collected for Analysis

The institution is also required to prepare and provide a set of 29 documents that will be analysed later on by you. Section 3 of the Document Inventory presents the list of these documents and Annex VI presents the list with a description of the contents of each document. You will receive and carry these documents with you for analysis after which these will be submitted to NACTE along with the Document analysis Answer sheet and the other accreditation tools and documents.

Annex I: National Standards for Accreditation of Teacher Education Programs

CONCEPTUAL FRAMEWORK:

The program has developed a knowledge-based shared vision to prepare committed and competent teachers and educationists

STANDARD 1: CURRICULUM AND INSTRUCTION

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

STANDARD 2: ASSESSMENT AND EVALUATION SYSTEM

The institution has a fair and transparent assessment and monitoring system that follows up on various traits of prospective teachers from entry to exit of the program, monitors the performance of the teacher educators and evaluates institutional functioning for individual and institutional consumption and program improvement.

STANDARD 3: PHYSICAL INFRASTRUCTURE, ACADEMIC FACILITIES AND LEARNING RESOURCES

The program is provided with adequate and necessary facilities infrastructure and learning resources to prepare teachers following the prescribed curriculum and providing opportunities for supervised teaching practice and through linkages with the school systems and community.

STANDARD 4: HUMAN RESOURCES

The institution maintains, develops and supports experienced leadership, qualified teacher educators and competent support staff to conduct the program through an inbuilt staff development mechanism.

STANDARD 5: FINANCE AND MANAGEMENT

There is a transparent, competent and strategic management of administrative and financial matters of the program and its host institutions.

STANDARD 6: RESEARCH AND SCHOLARSHIP

The program facilitates its teacher educators and prospective teachers to undertake research, at the individual and institutional level, to promote the educational process.

STANDARD 7: COMMUNITY LINKS AND OUTREACH

The institution has link and interacts with its community to mutually support each other to develop and strengthen an equitable society.

Annex II: Checklist of Materials for External Evaluation Visit (Procedure 2)

1) All External Evaluators team will be provided with an Evaluator's Kit that contains the following:

    i) Standards for Accreditation of Teacher Education Programs (one copy).
    ii) Field Manual for External Evaluators (one copy).
    iii) Feed Back form to offer suggestions on the improvement of accreditation tools and Procedures of the External Evaluation (one per Evaluator).
    iv) Appointment letter to each External Evaluator
    v) Identification card for each Evaluator
    vi) Copy Self-Evaluation Report of the program under evaluation.
    vii) Contact information of a)NACTE Secretariat and concerned staff b) HoD and the institution under Evaluation c) Fellow Evaluators
    viii) Reimbursements forms (one set per Evaluator).
    ix) Writing pad (one per Evaluator).
    x) File covers (twelve per program under evaluation).
    xi) Set of 20 A4 sheets (per program under evaluation)
    xii) Ball pen (one per Evaluator).
    xiii) Lead pencil (one per Evaluator).
    xiv) Eraser (One per Evaluator).
    xv) Pencil sharpener (One per program under evaluation).
    xvi) labeling marker (one per program under evaluation).
    xvii) Duct tape (one per program under evaluation).

xviii) 10 A4 brown paper envelopes. (per program)

xix) Guidelines to suggest improvements on tools and procedures of the External Evaluation (One per Evaluator).

2) The Team Leader will receive / collect the materials required for the External Evaluation visits. Below is a table indicating the number of tools required for the External Evaluation of one program. The Team Leader must check accordingly as soon as the tools are received by him.

No.	Tools	Number of Tools Required per Program
1.	Interview with Head of Department (I_HP).	1 copy
2.	Interview with Teacher Educators (I_TE).	5 copies
3.	Interview with support staff (I_SS).	2 copies
4.	Interview with Prospective Teachers (I_PT).	5 copies
5.	Observation of Teacher Educator – Prospective Teacher Classroom Interaction (O_TE).	1 copy
6.	Observation of Infrastructure and Facilities (In_O).	1 copy
7.	Document Inventory (In_D).	1 copy
8.	Questionnaire for Prospective Teachers (Q_PT).	50 copies
9.	Questionnaire for Alumni (Q_A).	10 copies
10.	Document Analysis Tool	1 Copy
11.	Document Analysis Answer sheet	1 Copy
		78 tools

Annex III: Template for the Consolidated Evaluation Team Report (Procedure 16)

AC: _______________

Template for the consolidate Evaluation Team Report

I. Visit Report

a. **Name of the Institution**_______________________________________

b. **Address**____

____

c. **Name of the Head of Institution**______________________________

d. **Contact#(Head of institution)**________________________________

e. **Names of External Evaluators**

1____

2____

3____

f. **Date of the Visit: From (date)** ______________**to**________________

g. **Time of Arrival**_______________________

h. **Time of Departure** ____________________

i. **Total time spent in the Institution (working hours)**_____________

j. **Names of the members of Institutional Accreditation Committee** (IAC)

1____

2____

3____

4____

5____

Evaluation Report

a. General Observations

In this section Auditors are required to provide their general observation with reference to the Standards of Accreditation. It should include strengths and weaknesses of the program.

____
____
____
____
____
____
____
____
____________________________________ ***(Attach separate sheets if required)***

b. Specific Observations regarding each Standard

Strengths and Weakness of the Program

*Standard-i*____
____
____
*Standard-ii*____
____
____
*Standard*____
____
____
____
____________________________________ ***(Attach separate sheets if required)***

c. **General Recommendations *(Evaluators should recommend certain measures for improvement of the deficiencies of the program)***

____
____
____
____
____
____________________________________***(Attach separate sheets if required)***

Specific Recommendations (standard wise)

II. Institution's Feedback for NACTE

Feedback must be based on actual occurrences during the External Evaluation Visit. It must contribute to the review/improvement of accreditation procedures, documents or instruments. Suggestions should be concrete and specific.

____
____
____
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____
____
____
____
____
____ ***(Attach separate sheets if required)***

Annex IV: Guidelines to Return Administered Materials to NACTE

External Evaluators must return back all completed tools, forms and unused materials to NACTE. Team leader must ensure that these materials are dispatch to NACTE within the prescribed period of 10 days. These will be counted in NACTE secretariat before being sent for data-entry. The guidelines on how these materials will be returned follows:

1) There are 10 types of tools that must be grouped by type and packed in the following order.

   a. (I_HP on the top):

   a. Interview with Head of Department (I_HP)
   b. Interview with Teacher Educators (I_TE)
   c. Interview with Support Staff (I_SS)
   d. Interview with Prospective Teachers (I_PT)
   e. Observation of Teacher Educator – Prospective Teacher Classroom Interaction (O_TE)
   f. Observation of Infrastructure and Facilities (In_O)
   g. Questionnaire for Prospective Teacher (Q_PT)
   h. Questionnaire for Alumni (Q_A)
   i. Document Inventory (In_D)
   j. Document Analysis Tool and Answer sheet.(DA)

2) Each type must be put in a separate envelope with all copies facing the same direction.
3) The top of the envelope must be labeled with the following information: Name & Code of tool, number of copies of the tool, accreditation code (AC), Name of the institution and name of the Program. For example, if the envelope contains 5 Interviews of Prospective Teachers of B.Ed program that were made in the External Evaluation.The envelope should be marked as follows:

Code of the Tool and number of copies….I_PT, 5

Accreditation Code……123456789……

Name of the Institution…….XXX

Name of the Program….B.Ed.

4) The envelopes will then be piled one on top of the other in this order:
   a. The envelope containing the Questionnaire Alumni tools (Q_A) at the bottom;
   b. Above this envelope goes the envelope containing the Questionnaire for Prospective Teachers (Q_PT);
   c. Above this folder put Documents Analysis tool & Answer Sheet (D_A);
   d. Above this folder put Inventory for Documents tool (In_D)
   e. Above this folder put Inventory of Observation for infrastructure(In_O)
   f. Above this folder put Classroom Observation (O_TE
   g. Above this folder put set of Interview with Prospective Teachers (I_PT)
   h. Above this folder put set of Interview with staff (I_SS)
   i. Above this folder put set of Interview with Teacher Educators (I_TE)
   j. And on top put the tool Interview with Head of Department (I_HP)
5) The other materials which will be packed on the top of the piled tools are:
   a. Individual and consolidated reports
   b. Feed Back Sheets
   c. 29 Documents collected for Analysis
   d. Re-imbursement Forms
   e. Unused materials
6) Put all these material together in the order given above and pack it for dispatch to NACTE.

7) On top of the Interview with Head of Department place a copy of the following text:

Name of Institution	
Contact Information	
Name of Program	
Accreditation code	
Name of Evaluator (TEAM LEADER)	
Code of Evaluator (TEAM LEADER)	
Date of Dispatch (TO NACTE)	

____
Signature
(Evaluation Team Head)

8) Properly check and pack the material
9) Check the NACTE address
10) Check the sender address
11) Finally ensure all above before dispatch.

Annex V: Random selection tables
(1-2 & 1-3 digits)

To do random selection, follow these steps:

1) Make a list of target population (universe of cases i.e., list all the prospective teachers of the program under evaluation from which you will select the random group.
2) Numbers each of the cases (give serial number to all prospective teachers) in the list, from 1 onwards.
3) Decide how many cases (sample) you require.
4) Mark required number of sample on the equal number of boxes in tables presented below.
5) Chose from the list (mentioned at ‘2’ above) the cases (prospective teachers) having the same numbers as marked in the random number table.
6) If the number in the box does not appear on your list, chose one additional box (number in the table), repeating this action until you complete the number of necessary cases.

79	46	57	17	72	79	12	85	69	15	88
37	66	7	19	86	28	48	5	30	4	24
84	80	89	88	72	83	81	11	29	77	53
92	92	51	82	53	41	90	1	47	8	83
74	57	6	82	60	33	49	56	84	43	18
65	78	37	7	48	7	62	21	34	48	5
86	90	57	4	37	80	36	35	99	84	25
42	51	69	39	4	26	37	73	66	6	57
13	87	35	65	66	27	15	81	98	92	89
99	69	64	76	71	64	93	29	64	1	67
81	77	28	53	84	9	93	8	3	29	90
43	17	14	7	46	31	43	51	85	85	88
95	73	92	95	30	51	43	64	58	17	14
74	85	55	65	65	32	15	85	73	84	73
24	40	28	39	75	85	62	99	15	24	4
86	74	44	52	49	27	39	23	21	75	16
7	76	38	25	49	48	25	35	30	90	72
98	28	95	62	72	35	70	83	79	79	4
47	94	77	6	54	2	19	7	21	44	11
40	88	41	52	58	23	78	68	29	4	79
90	33	72	96	76	22	82	93	67	49	47
63	21	86	92	53	50	54	3	21	66	89

Annex V.B: Random selection table; 1 – 3 digits

420	639	854	322	418	45	763	517	18	573	907
666	644	848	212	317	80	686	193	233	635	127
446	931	241	842	675	618	57	795	270	694	2
489	500	127	108	642	189	180	168	806	753	136
270	447	48	531	640	273	314	324	557	951	649
526	25	87	344	171	326	146	249	967	393	786
773	159	165	676	719	20	563	767	682	60	384
312	993	523	509	534	132	530	939	114	814	997
404	495	536	693	297	420	14	639	436	402	659
986	498	742	643	107	985	318	847	494	952	426
107	489	718	309	787	503	274	838	810	546	359
980	158	87	755	233	360	661	705	245	379	726
237	686	852	848	715	801	946	734	629	841	822
341	998	195	94	697	306	810	23	283	491	721
445	390	991	256	163	110	645	958	56	799	594
324	862	679	481	512	528	590	767	345	198	761
685	284	161	785	823	634	846	216	173	213	844
894	770	289	128	33	739	889	560	165	455	96
264	198	789	459	747	975	881	189	824	571	110
58	719	407	990	84	381	269	513	482	616	492
953	157	231	514	907	1	77	273	985	217	582
207	726	190	461	587	48	980	323	145	109	299

420	639	854	322	418	45	763	517	18	573	907
666	644	848	212	317	80	686	193	233	635	127
446	931	241	842	675	618	57	795	270	694	2
489	500	127	108	642	189	180	168	806	753	136
270	447	48	531	640	273	314	324	557	951	649
526	25	87	344	171	326	146	249	967	393	786
773	159	165	676	719	20	563	767	682	60	384
312	993	523	509	534	132	530	939	114	814	997
404	495	536	693	297	420	14	639	436	402	659
986	498	742	643	107	985	318	847	494	952	426
107	489	718	309	787	503	274	838	810	546	359
980	158	87	755	233	360	661	705	245	379	726
237	686	852	848	715	801	946	734	629	841	822
341	998	195	94	697	306	810	23	283	491	721
445	390	991	256	163	110	645	958	56	799	594
324	862	679	481	512	528	590	767	345	198	761
685	284	161	785	823	634	846	216	173	213	844
894	770	289	128	33	739	889	560	165	455	96
264	198	789	459	747	975	881	189	824	571	110
58	719	407	990	84	381	269	513	482	616	492
953	157	231	514	907	1	77	273	985	217	582
207	726	190	461	587	48	980	323	145	109	299

Annex-VI: List of Institutional Documents Required for Analysis

Doc #	Name of the Document
1	**Conceptual Framework of the Program**
	The conceptual framework is a document that synthesizes (includes) the background and foundations of the program. It should include the following: 1. Copy of legal mandate of the program 2. Mission of the program 3. Statement of Vision of the program 4. Goals of the program 5. Objectives of the program 6. Brief description of the curriculum a. Learning objectives b. List of titles of all program courses c. Content reflection (only outlines) d. Suggested Instructional Strategies e. Recommended assessment approaches / methods 7. Assessment and evaluation system of the program a. Brief description of the evaluation system of the program b. Procedures and tools used to assess the evaluation system c. Evaluation policy of the Program i. Policy on program assessment ii. Policy on assessment of teacher educators iii. Policy on assessment of prospective teachers iv. Policy on assessment of the support staff
2	**Description of the Program**
	1. Description of the program: a. Objectives of the program b. List of courses offered in the program c. Description of the of the courses offered in the program (titles courses) d. Duration of each course in weeks e. Duration of the program in semester f. Duration of the program in years g. Prerequisites of the courses (if any) h. Credit hours allocated to each course i. Total credit hours of the program 2. Description of how the program's objectives and courses ensure the achievement of the National Professional Standards for Teachers in Pakistan 3. Description of a plan to reinforce contents required to foster the standards that at presently not well addressed 4. Semester wise list of the course of the complete program. 5. Time Table (Teacher and course wise) of the complete program for the current year / semester

3	**Program Curriculum**
	This document (program curriculum) should have the following information: 1. Duration of the program 2. List of compulsory, elective and optional courses 3. Outline of each course 4. Duration of each course 5. Credit hours per course 6. Objectives of each course. 7. Suggested teaching approaches 8. Practical activities (e.g. course assignments, material development, seminars, workshops, etc.) 9. Assessment / Evaluation approaches and their frequency
4	**Self-evaluation Report**
	Latest Self -evaluation report (according to the formats/ template and guidelines provided by NACTE)
5	**Program Improvement Plan**
	Plan(s) / documents related to sustained efforts made for the quality improvement of the program. 1. Brief description of the quality improvement plan(s) 2. List of concrete actions taken / proposed to meet the specific objective of the plan. 3. Documents /Minutes of the meetings held to develop or approve the improvement plan
6	**Program Assessment Record**
	1. Copies of evaluation tools used for formative and summative assessment for each subject 2. Two Marked assignments with highest and lowest marks of prospective teachers for each subject 3. Two marked answerer books with highest and lowest marks of prospective teachers for each subject 4. Two Sample portfolios of prospective teachers for core courses 5. Result Sheets of prospective teachers formative assessment of each course of the program 6. Date sheet / schedule of formative / internal assessment. Evaluation tools of the last three comprehensive exams 7. Evaluation tools i.e., question papers etc. of the last three comprehensive / annual exams 8. Report(s) based on analysis of assessment data of at least core subjects. (if any) 9. Report on the general quality of the program or recorded minutes of assessment analysis 10. Schedule and conduct procedure for the assessment of a. Overall Program effectiveness and efficiency

	b. Prospective Teachers c. Teacher Educators d. Support staff 11. Program results of the previous year containing the following a. Copy of the letter(s)/ document(s) by the institution, addressed to the concerned authorities, certifying that passing out prospective teachers have met all the degree requirements b.1. Course wise result of the institution and examination body b.2. Course and year wise results of institution (for semester system) c. Institution and examination body's results of the last three years (for external exams)
7	**Research Planning and Promotion**
	1. The program's and institution's vision on research 2. Research, Publication and dissemination policy of the program / institution 3. Overall research plan/agenda, with the following information: a. National and local priority issues of research b. Priority issues of research on teacher education and institution c. Justification, relevance and significance of the priority issues d. Research plan of the proposed researches e. Schedule of the proposed and ongoing researches 4. List of completed researches 5. Expenditures incurred in last three years on researches, publication and dissemination 6. Available budget for the current year to conduct, publish and disseminate researches
8	**Record of the Conduct and Use of Research**
	This item consists of a series if materials that demonstrate that research has been conducted in the progeam: 1. Classified list of completed research studies (action, basic and applied) 2. Reports of all completed research studies indicating: a. Research question objectives b. Significance and justifications of research c. Description of methodology d. Results and findings e. Recommendations f. expenditures incurred 3. Enlist Summary of applicable findings and recommendations from research studies (mentioned at "1"above): a. Findings related to Teacher Education b. Recommendation to improve the teaching and learning process. c. Recommendations that are being used by the program to improve educational quality (including summary of how these recommendations are being used) 4. List of incentives provided for teacher educator and prospective teachers involved in the research 5. List of teacher educators supervising student researches (course thesis) along with the title of study and the prospective teachers

9	**Record of Program Population**
	Provide the record of the existing population of the program : 1. Total number of students enrolled in the program Number of the section for compulsory courses 2. Course and section wise enrollment of at least two compulsory and two elective courses
10	**Staff/ Faculty Meeting File**
	1. Copy of the meeting notice(s) and agenda of at least last one year 2. Copy of the minutes of the above mentioned meeting of the faculty and staff 3. Report on implementation of the decisions made in the meetings
11	**Budget and Expenditure (cash Book)**
	A copy of the budget expenditure by budgetary head must be included in hard and soft copy for the last three years. Make sure that expenditures for the following are clearly marked so that desk auditors can easily identify them: 1. Copy of head wise budget and expenditures for the present and previous one year 2. Copies of two processed purchase cases; one having quotations and other without quotations 3. Copy Reconciliation record of accounts 4. Two latest audit reports of last five years 5 &6. Total Number of the sanctioned, working and vacant posts with dates a. teaching b. non-teaching
12	**Internal Educational Efficiency**
	1. List of Teacher educators with designations, experience and nature of appointment. (permanent, contract, visiting / part time) 2. Number of prospective teachers enrolled in the program in the last three years 3. Number of appeared and passed in the last three years 4. Record of the dropouts for the last three years 5. Known causes of the drop outs 6. Plan to reduce the drop outs
13	**Teaching Practice and Internship Files**
	Record / file consisting of two sections regarding information/ documents separately on : a: Teaching Practice and b: Internship 1. Notified dates for duration and start and completion of the teaching practice and internship 2. Manual for teaching practice. (In case of oral guidelines are given give a summary of these guidelines) 3. Teaching practice planner (Lesson Planner)

	4. Manual for supervisors and cooperative teachers including their roles and responsibilities 5. Number of practice and model lessons required in the defined period of teaching practice/ internship 6. Record of placement of prospective teachers and supervisors in Cooperative schools 7. Record indicating the number of prospective teachers conducting teaching practice under the supervision of one teacher educator 8. Names and available sections of each class of cooperative schools where teaching practice is conducted for current year 9. List of prospective teachers' allotted to each cooperative school for teaching practice of last two years (starting form the previous year 10. Based on the feedback of supervisors, list of learning experiences other than the classroom teaching and co-curricular activities participated by the prospective teachers in the practicing cooperative school 11. Consolidated Reports of the teaching practice submitted by supervisors 12. Placement record of prospective teacher, supervisors and schools for internship
14	**Annual Calendar of the Program**
	Complete schedule of all administrative curricular and co-curricular activities of the program from the beginning to the end of the academic year for the last three years
15	**Discipline Record**
	A file containing: 1. Copies of the two stakeholders major complaints with date , name and nature of the complaints 2. Decision and actions taken to resolve the complaints 3. Copy of minutes of the Discipline Council for last two years
16	**Program Rules and Regulations**
	1. Discipline rules 2. Evaluation and examination regulations 3. Regulations followed for confidentiality of required matters 4. Purchase rules 5. Financial rules 6. Leave rules 7. Code of conduct / ethics
17	**Continuous Professional Development (CPD) of Teacher Educators**
	1. Description of CPD process / Plan 2. Record of teacher educators who recently participated / are participating (specify nature of participation e.g., organizing, participating, collaborating etc 3. Participation reports submitted by the concerned teacher educators

18	**Admission Policy**
	1. Copy of the document on admission policy 2. Copy of program prospectus and admission advertisement 3. Brief description of the admission procedures 4. Admission record of the last three years
19	**Requirements for the Award of Degree**
	Degree requirements: 1. Number and titles of the required courses 2. Minimum required credit hours 3. Attendance requirements 4. Required aggregate score / Cumulative Grade Point Average (CGPA) 5. Thesis requirements 6. Teaching practice and internship requirements (either in hours or number of lessons) 7. Comprehensive examination requirements 8. Complete description of how these pre- requisites are ensured and by whom
20	**Support Services**
	(e.g., Sports, medical, transport, canteen, guidance and counseling services) Record including: 1. List of required support services 2. List of available support services 3. Funding sources for support services 4. Budget provisions for each support service (if any) 5. Utilization report of the budget for each service 6. Required qualification of the professionals for managing the support services 7. Required qualification of the support staff for managing the support services 8. Profile of the available professionals and support staff for the services 9. List of the individuals availing/ availed each support service 10. Profile of the available library staff
21	**Program Monitoring File**
	1. Monitoring Reports on the Performance of Prospective Teachers containing: a Feedback by the alumni b. Feedback by the employers of alumni c. Feedback by the Teacher Educators d. Feedback by other stakeholders (e.g. staff, parents, community members) e. Sample of administered tools to collect feedback (if any) 2. Monitoring Reports on the Performance of the Support Staff: a. Feedback by the alumni b. Feedback by the Prospective Teacher c. Feedback by the Teacher Educators d. Feed back by the HoD e. Feedback by other stakeholders (e.g. staff, parents, community members)

	f. Sample of administered tools used to collect feedback (if any) 3. Monitoring Reports on the program activities and effectiveness: a. Feedback by the alumni b. Feedback by the employers of alumni c. Feedback by the Prospective Teacher d. Feed back by Teacher Educator e. Feedback by other stakeholders (e.g. staff, parents, community members) f. Sample of administered tools used to collect feedback (if any) 4. Monitoring of Teacher Educators: a) Feed Back by the Administration b) Feed Back by alumni c) Feed back by prospective teachers d) Feed Back by HoD e) Annual reports on assessment of teacher educators f) Sample of administered tools used to collect feed back (if any) g) Procedures followed to administer different tools 5. Description of Official feed back provided to: a. Teacher educators b. prospective teachers c. support staff
22	**Teaching Learning Material and Activities**
	Teaching Learning Material other than the prescribed in the courses / Programs: 1. Learning modules 2. Teaching Kits, Manuals and planners 3. Magazines journals and news letter 4. Report of any activity/ activities conducted with clear objective of generating knowledge among teacher educators and prospective teachers
23	**Community Cooperation Planning**
	Has your institution executed any extension / community cooperation plan (if "no" move to Doc. 24): 1. Record / file containing need analysis report(s) on educational issues and social needs of community 2. Description of executed extension plan(s) for community development and outreach with a. identified objectives, b. strategies and c. outcomes
24	**Program Dissemination**
	1. Prospectus of the program 2. Web information (hard copy of the web page) if any 3. Brochures (if any) 4. Advertisements 5. Program dissemination and promotion policy

25	**Library Improvement**
	1. List of new library materials for the last three years (accession register) 2. List of additions and improvements made in the library infrastructure for the last three years 3. Expenditure statements of library budgets for the last three years
26	**Dissemination of Funding Opportunities**
	Dissemination letters, notices issued officially regarding funding opportunity for research, maintenance, staff, program development and others
27	**Status of the Infrastructure**
	Buildings maps or description of buildings showing locations, sizes of different laboratories, offices, classroom, meeting-rooms, lecture halls
28	**Curriculum Revision Reports (for universities and DAIs only)**
	1. Notified composition of Board of Studies in education 2. Notification of Board of Studies in education by competent authority 3. Specific agenda items on curriculum improvement / change in last three years meetings 4. Minutes of the meetings of board of studies in education relevant to curriculum revision/ change in last three years 5. List of all curriculum revisions for the last three years corresponded to the minutes of the board of studies in education
29	**Human Resource Policies and Records (for universities and DAIs only)**
	1. Recruitment Policy 2. Composition of Selection Board / Committee 3. Notification of Selection Board and Committee 4. Selection criteria for selection/ recruitment of a. Teaching staff (professor to lecturer) b. Non-teaching staff: Support services (for available positions) c. Non-teaching staff: Library d. HOD 5. Copy of the advertisements for all recruitments in last three years 6. Minutes of the selection board / committee meetings for the last three years 7. Record of the recruited personnel (all categories) 8. Workload policy for a. Teacher Educators b. HoD c. Staff 9. Complete Profile of all Teacher Educators and academic staff