



THE UNIVERSITY OF  
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**Developing the Vietnam Primary School Teacher Standards**

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## **Abstract**

This paper addresses the World Bank funded study in which the University of Melbourne was commissioned to develop and validate a set of competency profiles and assessment strategies for primary school teachers in Vietnam. Through extensive expert consultation, 64 criteria which belong to 14 Requirements were developed within three broad strands: 'Personality and Ideology', 'Knowledge' and 'Pedagogical Skills'. In 2003, the draft profiles and accompanying assessment procedures were trailed (Griffin, Nguyen, Gillis and Mai (2006). In 2004, the validated profiles and assessment procedures were used to assess a further 25,000 teachers in 10 provinces in Vietnam. The findings of the study lead to recommendations to improve assessment practice for future roll-out.

## **Introduction**

This article presents an account of the development of competency standards and profiles for primary teachers in Vietnam. The project has taken more than four years and has used a combination of consultative, actuarial and item response modelling procedures to develop and validate a scale of teacher competence. In the overall project more than 27000 teachers have been assessed, over 1000 assessors trained, a set of teacher professional requirements has become available and a data management system has been trialled for the Vietnamese government. The major aim of the study was to empirically validate and refine the standards for primary teachers in Vietnam as well as determine the most appropriate way in which evidence could be gathered and scored for future roll-out.

## **Background**

According to Shaw (2004), economic development has created a demand for literate, trained populations and its advance has aroused a consciousness in parents that their children must be literate and skilled if they are to enjoy some of the benefits of the increased wealth being generated. Governments around the world have committed to a broader industrial base and are trying to address the issues arising from the resultant demand for a literate and highly trained population. In line with the declarations of the UNESCO/UNICEF conference in DAKAR 2000, there has emerged an imperative for education for all (EFA) and the implementation of universal education. The three goals of education established at the conference (i.e., equity, access and quality) have been difficult to implement as coexisting properties in developing systems. Access for all has tended to be linked to differential quality and equal opportunity and resourcing tends to be beyond developing economies.

As countries develop they have been able to give more attention to the precise nature of their schools' curriculum and to the quality of the teaching delivered in the realisation of that curriculum. Pre-service training programs have been progressively extended in duration. Inspection and reporting systems have been established for assessing the capability and performance of practising teachers, in part to identify areas where further in-service training has been required, but also to identify those teachers most able to take on supervisory or leadership responsibilities.

However, the sheer size of the required teaching 'force' and public costs associated with its provision have remained as important factors throughout this development. Increasingly, attention has focused on how the quality of both pre-service and in-service teacher training and teachers' in-school performance might be improved. From time to time, even in countries with mature economies and fully developed systems of universal schooling, moments of heightened concern have arisen over the overall costs of schooling. The systems have been challenged to do better with the resources they have. Ideas have been explored and strategies sought to provide a more clearly directed application of the resources and energies dedicated to teacher training and improvement. Governments, education administrators, school leaders and teachers looked for ways in which teacher development might be more explicitly 'tracked' so that those responsible for it could plan and map its progress and teachers could more readily demonstrate their attainment of knowledge, skill and other aspects of capability.

Increasingly, governments are moving from an input mode of financing education to emphasise throughput or process, output and outcomes approaches. However an outcome focus approach still tends to emphasise student achievement rather than the end result of schooling and lifelong learning. As part of the throughput or process, teacher qualifications and competencies are increasingly being examined and measured. Minimal threshold levels of standards are being established and teachers are increasingly being expected to demonstrate these levels. Professional development of teachers is central to the reforms in the UK, the USA and Australia, for instance; and governments are shifting their funding base from one of inputs required, to one based on the demonstration of improved performance and competencies demonstrated. This in turn shifts to the notion of improved performance of teachers being linked to improved performance of students. The implications are that student learning will become a central theme of funding models and this is itself linked to improved

teacher and teaching competencies. However, outcomes defined as student performances have been clearly shown to be flawed.

Most notably, this has been a first in the development of teacher standards. While the format of the standards is similar to those used in the United Kingdom, their content is quite different. Moreover, while the record system is similar to those reported in the Denver Public Schools (2005) system, this study has illustrated how it is feasible to develop the standards empirically.

#### *The Knowledge Base and Competency-based Schemes for Teaching*

Attempts to define, organise and adequately describe the knowledge base of teaching have been numerous. Shulman (1987) described a framework that has become something of a benchmark in the on-going quest for an appropriate set of categories. It can be summarised as follows:

- content knowledge;
- general pedagogical knowledge including principles and strategies for classroom management and organisation;
- curriculum knowledge including materials and programs used as the ‘tools of trade’;
- pedagogical content knowledge - an amalgamation of content and pedagogy that is a teacher’s special form of professional understanding;
- knowledge of the learners and their characteristics;
- knowledge of educational contexts, including the characteristics of classrooms, schools, communities and cultures; and
- knowledge of educational ends, purposes and values, and their philosophical and historical grounds.

Delineation of categories within the knowledge base is seen as a starting point for building a broad and comprehensive competency-based scheme. It not only dis-aggregates the body of knowledge which teachers possess and build up in the progression from trainee to experienced practitioner, but it identifies the information and understandings that teachers draw upon when they engage in the many strategic thinking processes and actions which their practice requires.

In more recent applications of competency-based ideas to teaching, the construction of schemes for planning and assessing teacher development begins with comprehensive developmental maps of the knowledge, understandings and appreciations considered by a range of stakeholders to be necessary for successful teaching performance (Griffin, Poynter, Nguyen, Ry, Thiep and Nguyen, 2001). They identify the required capacities for action and skills that flow from the intellectual interpretation or ‘reading’ of teaching tasks and which transform aspects of knowledge into teaching action. In addition, schemes may identify values and commitments that a teacher must have or take up, and they may also include developing capabilities that a teacher is expected to build with experience.

Broad areas of qualities such as these (knowledge/understandings/appreciations; capacities and skills; values and commitments; developing capabilities) provide a more elaborate framework of strands or dimensions for a scheme. Within a strand (for example: pedagogical knowledge and skills) a number of descriptors or statements is used to detail the qualities or competencies that make up the strand (for example: capacity to develop positive attitudes towards learning; skill in providing opportunities for cooperative learning etc).

#### *International Competency-based Schemes of Teaching Standards*

Teaching standards are necessarily culturally-based. This can be seen by investigating developments in the United States, the United Kingdom and in Australia where the purpose and accountability links of teacher standards differ as presented in Figure 1.

	USA		Australia	United Kingdom	
Key Characteristic	Denver Public Schools (2005)	Danielson's (1996) Framework for Teaching	Australian Teaching Council (1996)	Teacher Training Agency (1996)	Scottish Office Education Dept (1993)
Instruction	Instruction	Instructional planning			
Assessment	Assessment		Monitoring and assessing student progress and learning outcomes	Monitoring, assessment, recording, reporting and accountability	
Planning	Curriculum and Planning		Planning and managing the teaching and learning processes		
Environment	Learning Environment				School related competencies
Professionalism	Professional responsibilities	Professional responsibilities (ideology and philosophy)	Using and developing professional knowledge and values		Attitudes and commitments
Pedagogy		Instructional interactions (pedagogy)			
Classroom Management		Classroom management		Planning, teaching and classroom management	Classroom (communication, methodology, classroom management and assessment)
Content knowledge				Subject knowledge and understanding	Subject and the content of teaching
Reflection			Reflecting, evaluating and planning for continuous improvement.		

Figure 1. A comparison of major standards implemented in the USA, UK and Australia according to key characteristics.

It can be seen in Figure 1 that whilst there are a number of common characteristics across a number of international standards, such as assessment and professionalism related competencies, there does not appear to be a single set of universal standards that are common across these three locations. It is no surprise therefore when developing standards for teachers in Vietnam that the culture and

government goals and directions influenced the development of standards and requirements of teachers.

In 1994 the OECD published its survey of teacher quality in its member states. It concentrated on the characteristics of teachers of high quality in relation to:

- knowledge of substantive curriculum areas and content;
  - pedagogical skill including the acquisition of knowledge and ability to use a repertoire of teaching strategies;
  - reflection and the ability to be self-critical;
  - empathy and commitment to the acknowledgment of the dignity of others; and
  - managerial competence in a range of responsibilities within and outside the classroom;
- (Organisation for Economic Cooperation and Development, 1994)

This work was notable because of the characteristics it identified. The succinct statements illustrated the advantage of building up concepts from studies of highly successful practice. Observing that teacher commitment was the quality that made all other qualities possible, the report noted that high quality teachers:

- demonstrate commitment;
- have subject specific knowledge and know their craft;
- love children;
- set an example of moral conduct;
- manage groups effectively;
- incorporate new technology;
- master multiple models of teaching and learning;
- adjust and improvise their practice;
- know their students as individuals;
- exchange ideas with other teachers;
- reflect on their practice;
- collaborate with other teachers;
- advance the profession of teaching; and
- contribute to society at large.

More than any other analysis, this set of expectations has influenced the work in Vietnam through the World Bank education sector report.

Moreover, the establishment of standards and their implementation must be based on a number of principles articulated by Brock (2000):

- the identification of any professional standards must involve full discussion with and ultimately ownership of such standards by the teaching profession;
- accomplished teachers make a difference [in pupil performance];
- any attempt to establish professional teacher standards must be firmly grounded in accurate and comprehensive understanding of both the timeless and evolving nature of the work of teachers, principals and other school leaders;
- any construction of professional standards should facilitate the concept of career-long continuum from probationary teacher to retirement – with possibility of moving within as well as outside of and returning to the professional and be applicable to all ranks across the spectrum from beginning or newly appointed to experienced teachers, principals and school leaders; and
- the articulation and commitment to professional standards must be flexible enough to enable, indeed celebrate, the quality of individuality which is a hallmark of being a professional.

As such, a standards framework needs to acknowledge that an accomplished teacher likes children, likes working with them and to have high expectations. Teachers need to have appropriate

intellectual mastery of the subjects and be able to keep abreast of evolving knowledge and teaching methods. They need to be reflective learners themselves and continually attempt to increase their knowledge and practice expertise. The standards must also acknowledge that knowledge, understanding and practices are interdependent and that individual competencies interact.

Glaser (1987) and Berliner (1999) provided insights into who can be considered as expert teachers. Expert teachers excel mainly in their own domain and in particular contexts. They develop automaticity for repetitive operations that are needed to accomplish their goals. Expert teachers are more opportunistic and flexible in their teaching than are novices. They are more sensitive to the task demands and social situations surrounding them when solving problems. Expert teachers can represent problems in qualitatively different ways than do novices, have faster and more accurate pattern recognition capabilities, perceive more meaningful patterns in the domain in which they are experienced and begin to solve problems slower, but bring a richer and more personal resources of information to bear on the problems they are trying to solve. They make better use of knowledge, have extensive pedagogical knowledge, including deep representations of subject matter knowledge, better problem-solving strategies, better adaptation and modification of goals for diverse learners and have better skills for improvisation. They are better at decision-making, deal with more challenging objectives, establish a better classroom climate, have better perception of classroom events and a better ability to read the cues from students. Expert teachers have a greater sensitivity to context. They are better at monitoring and providing feedback to students. They more frequently test hypotheses about teaching and learning, give greater respect to students and display more passion for teaching. Their students have higher self efficacy and motivation to learn, pursue deep learning activities and have higher levels of achievement. Expert teachers have a better understanding of how to translate expertise in discipline to a form that is understood by pupils and have greater knowledge of discipline and of pedagogy interact.

Teacher qualities and competencies change and grow through experience and teachers adapt to the circumstances in which they find themselves at varying stages of their career. School authorities seek to recognise this or allocate additional responsibilities to selected experienced teachers and schemes are often structured according to levels or stages. The capacity to adapt and demonstrate increasingly sophisticated competencies is expected through successive levels.

### **Developing Primary School Teacher Standards in Vietnam**

*Indicators* that describe ways in which teachers could demonstrate evidence of those qualities in their work are often needed. Indicators assist teachers to monitor their own development and provide an idea of what is expected at particular levels. They also assist those who are responsible for supporting or assessing teachers in their development. Monitoring or assessment of a teacher's development also needs to take account of the context within which the teacher works and the quality with which the teacher demonstrates or adapts performance to the demands of the context. Ideally, an assessment would occur across the range of competencies and would be qualified according to how well the teacher performed specific duties and adapted to the context. Stages of development of a teacher's competence could then be identified and a profile drawn up to assist the teacher and those responsible for her/his development to plan for improvement. This is not the same as adjusting an assessment for the effect of context.

In developing the primary teacher standards for Vietnam, these background studies were taken into account in the development of the prototype standards developed in the year 2000. It was decided that it should be a standards or competency-based approach in which the focus was on what teachers were required to know or do in the school rather than on time served. This represented a radical shift in thinking and needed a long gestation period for the government to publicise and gain the acceptance of the teaching profession and the community. A national program through the media was launched to gain this acceptance. A period of two years elapsed after the initial feasibility study (Griffin et al., 2001) before the competency approach was further explored. After reviewing the international scene in standards and teacher evaluation, a committee established by the Ministry of

Education and Training (MoET) set the parameters for the development of standards and for profiling teacher development. For example, the number of levels was set by the government working party after a series of consultations and functional analyses of teachers' duties according to the Government regulations. The number of levels was set to accommodate the government regulation defining the ranks of teachers as 'Teacher', 'Senior Teacher' and 'Leading Teacher'. The study reported here sought to develop a set of professional standards for defining the skills and knowledge required of teaching at each of these levels in Vietnam. There were three main purposes of the procedure developed for this study. They were:

- to empirically validate and refine the standards;
- to identify efficient and standardised scoring procedures for making professional judgements of the competence level of the teacher; and
- to determine the most appropriate way in which to gather evidence of teacher competence in school settings.

The following steps were used in revising the prototype standards: - Drafting, Panelling, Pilot, Trial and implementation.

### *1. Drafting.*

The prototype standards contain three 'strands' or areas of competence and each strand had three levels. Within each level there was a series of 'indicators' that an assessor could use to decide on the level of competence of the teacher. The structure and content of the prototype standards was examined in revision and drafting. They formed the starting point for the revision and a combination of approaches to drafting is recommended. These were as follows of consultative and actuarial procedures based on the functional analysis and direct observation.

The prototype standards had no procedural advice. Forums reviewed the standards and made recommendations about procedures to ensure that the process matched as closely as possible those in the current system. Typical contexts in which teachers worked (for example urban/ isolated; advantaged/disadvantaged etc...) were selected and a small sample ( eg 10 ) of teachers were selected. Local panels of assessors and project team members then observed and interviewed them and their colleagues to determine how closely the standards described typical teachers. The consultative groups included teacher representatives, principals, Teacher Training Institute (TTI) and province and district representatives. Other government and management representatives will be added as agreed with the Project Coordination Unit (PCU) in a weeklong forum. An extensive national process of consultation led by the Minister of Education through the media to consult with the community and through the school system to consult with the teaching profession. General approval was obtained for the set of competencies. TTI academics were involved in the consultation and development process because TTI academics were responsible for the competency assessment of undergraduate students and the providers of training for existing teachers. They were also responsible for mapping the TTI curriculum to the standards.

At the end of the drafting process, three strands were agreed upon (*Ideology and Personality, Pedagogy and Discipline Knowledge*). Specific requirements (competencies) were agreed upon for each strand. These were defined as the professional expectations of teachers. There were four requirements in the *ideology* strand and five requirements for each of the *pedagogy* and *knowledge* strands. Each requirement was defined by a series of indicative behaviors, knowledge or skills that the teacher was expected to be able to exhibit. These were called performance criteria . Each performance criterion was then further refined according to the quality of the behaviour, knowledge or skill exhibited. These were called quality criteria or quality levels and they essentially answered the question of 'how well' was the indicative behaviour demonstrated such that it was possible to differentiate between teachers based on evidence produced. As such, the structure of the standards addressed four issues:

- What is expected of teachers?

- What evidence would a teacher have to demonstrate to indicate that this was present?
- How well did the teacher demonstrate this?
- How do the quality criteria differentiate between teachers?

## 2. *Panelling*

The draft materials were subjected to a panel review using a series of regionally based panels of specialists, consisting of four or five people with specialized expertise. The panels included teachers, principals, ministry representatives, academics who specialised in pedagogy, teacher training representatives, international specialists and other stakeholder group representatives. Each panel was assigned specific perspectives or lens with which to focus on the draft standards. For instance one examined the pedagogical competencies, another the 'Personality, Ideology and Politics' strand, another could examine the 'Knowledge' strand, and a third could examine the 'pedagogical skills' strand. Other panels were asked to examine the procedures, or the training implications of the competencies, potential issues in recording and documenting both teacher competencies and associated training issues as well as links to legislation, and so on. Each panel reported to the PCU and recommended refinements to the competencies, the structure of the standards and advised on the likely impact on teachers, administrators and community.

The panels also examined the language used, the efficiency and effectiveness of the process, likely cost implications, the kind of roles that various stakeholders would be expected to plan and whether these roles were legitimate. They would also be asked to examine the likely resource implications of implementation, community response and potential impact on teaching and learning in the schools.

A further important panel role was played by the PCU, which addressed the data management and record keeping issues. These matters had to be in place before the large-scale trials or implementation.

In summary the panels were asked to review the requirement/competencies with the following in mind.

1. Personality, ideology and politics
2. Knowledge
3. Pedagogy
4. Training implications of the competencies
5. Assessment procedures in schools
6. Intra-school professional development and mentoring
7. Data management
8. Assessment procedures in TTIs
9. Legal and Terms-of-Service issues
10. Curriculum changes and teaching and learning

## 3. *Pilot*

This step involves working with a small number of teachers and principals using an action research model to review and reflect on the materials and procedures. Local consultants identified a set of teachers covering a large range of anticipated competence levels and a range of possible contexts such as those used in the observation and actuarial procedures.

The pilot involved a one - on - one approach to using the standards. Teachers and principals used the standards and the procedures and then report to the consultants about the experience, the process, the materials and the indicators. It was also important to get their assessment of how the indicators, levels and strands linked to the reality of life in the school, training needs that would arise

and how these could be provided where necessary. The feedback from the pilot was used for a final revision before trials begin.

#### *4. Trials*

There were four main purposes for conducting the trials:

- To empirically validate the profiles and make refinements
- To establish efficient and standardised scoring procedures for each requirement
- To provide guidance on allocating teachers to strand levels
- To evaluate the use of the recommended methods of assessment for each strand.

Trials were conducted in ten provinces and involved 2,181 teachers. The assessment materials were also drafted, panelled and piloted, helping to clarify the procedures and the competency (requirement) indicators and evidence guides ready for use by practitioners, relevant district personnel, data managers and others who were involved in the process of assessment and recording outcomes of the process.

All stakeholders had their roles defined. Teachers were the candidates in the assessment process. TTI staff, district officers who provided professional development and leading teachers filled the role of assessors. All stakeholders, including the relevant government ministries and MoET department, who were expected to receive the assessment information and act on it had their roles clarified by regional teams and by the PCU.

A series of workshops were conducted such that specialists could lead the training of competency assessors and co-train with regional teams and the PCU. Each workshop ran over two days. Field work, assessor training and debriefing led to the issue of certificates of 'trained and competent assessors' (n=100). These assessors were to be trained further at the next stage to become assessors-trainers. Selection of the assessor trainers was based upon adequate representation of the targeted provinces, as well as the targeted number of assessments to be achieved in each province. The 100 assessor trainers participated in the trials as assessors and then met to debrief and to learn more about the process to enable them to train others. They represented a sample of 10 assessors from each of the 10 provinces. Each conducted 22 assessments during the trials.

To a large extent, each of the assessments was modelled on the current assessment practices and expected to be a part of the school's normal assessment routine. It focused on competencies rather than process, and was expected to lead to the identification and reporting of the type of training the teachers need to demonstrate a higher level of competence on the profiles scale. With agreement with the PCU, all pre-service assessments were omitted from the trials. All assessors were debriefed by regional teams, as a result of the findings from the analyses. The immediate training needs of the assessors (in relation to conducting competency based assessments) are also being determined.

#### *The Teacher Profiles used for trials*

The standards are described by a set of statements that indicate the teachers' increasing levels of competence. The Primary Teacher Standards describe what a teacher is expected to do, and how well the teacher can apply his or her professional skills and knowledge. Competency standards are expected to apply to current and, in a limited fashion, future requirements of the school system. It is also expected that the standards will again need revision after a few years to cater for changes that this initial set of standards will introduce. Many of the competencies are new to the primary education system. Others are already familiar to many teachers. Some are familiar to all teachers. Three **Strands** of competency were identified: "Personality and Ideology", "Knowledge", and "Pedagogy" competencies. A strand describes the major function of the teaching profession. As a result of the panelling and piloting the version of the standards being tried contained the following:

Table 1: The proposed profiles

Strand	Name	Requirements
1	Personality, Ideology and Politics	4
2	Knowledge	5
3	Pedagogical requirements	5

Within each of the strands, MoET defined the competencies as a set of **Requirements**. Requirements describe the specific knowledge and skills that contribute to an overall strand of competency. The MoET stipulated fourteen requirements.

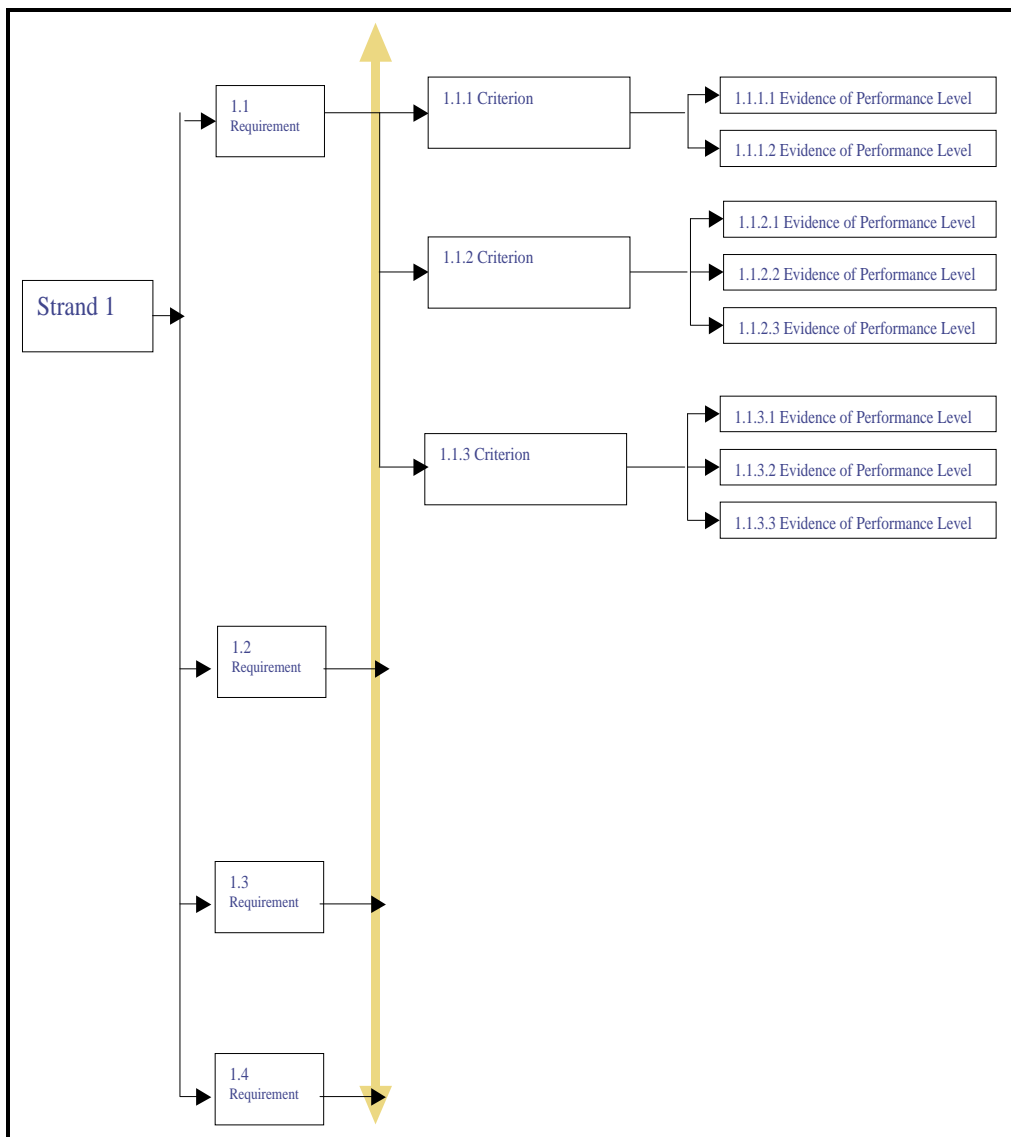


Figure 2. Format of standards

Each criterion specified the required performance, and operated as a guide for assessors. For each criterion, **quality performance levels** were developed. The quality levels described observable behaviours of varying levels of quality performance for each criterion. They were ordered according to the likelihood of demonstration by teachers with increasing expertise.

### *The data analysis during trial*

Once the 2 200 assessments were completed, the teacher assessment forms were shifted to Melbourne to be scanned and cleaned. The process of data analysis is detailed in Figure 3

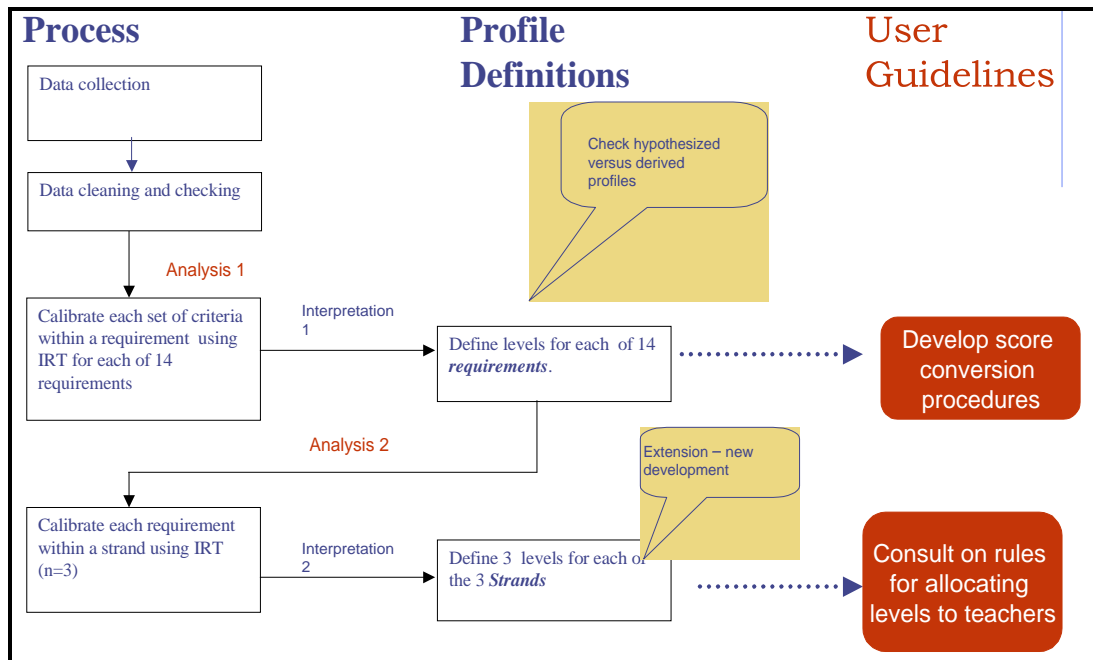


Figure 3. From data collection to profile definition.

The first analysis was conducted at the level of requirements. It examined whether the set of criteria and associated quality levels provided an appropriate scale with which to measure teacher competence. Each requirement was calibrated separately (14 separate calibrations were performed). Within a requirement, the criteria were calibrated using item response modelling. This enabled the same scale of measurement for expressing both criterion difficulty and teacher competence to be developed. This analysis was supplemented by a qualitative interpretation of the clusters of criteria and this higher level interpretation provided a level of competence for each requirement. A cross validation was then conducted to check how the empirically developed levels matched those originally proposed by the MoET. Finally, for each requirement, score conversion charts were developed to assist assessors in future assessments. This means that the levels of competence associated with each requirements were defined empirically. The numbers of levels for each requirement and score conversion were identified.

As a result of the trial, the teacher profiles consisting of 64 criteria were finalised for use in the 25 000 assessments (see Appendix 1). The Requirement quality levels and score conversion rules were also identified and described. PCU requested four quality levels for each Requirement (see Appendix 2). Score conversion rules were calculated as outlined in Appendix 3.

### *5. Assessment of 25 000 teachers*

The main purposes for conducting the trial with 25 000 teachers were:

- To further validate the revised profiles with 64 criteria
- To validate the profiles with 14 criteria and scoring procedures for each requirement
- To evaluate the use of the revised methods of assessment for each strand.

### *Assessor-trainer training workshops*

In November 2004, assessor-trainer training workshops were conducted in Ho Chi Minh City, Da Nang and Ha Noi. The participants of these training workshops were the people who were trained in 2003 as assessors and were involved in the assessment of 2 200 teachers in the 10 provinces. One hundred and ten assessor-trainers participated in these training workshops. The purpose of the training workshops was first, to reinforce the assessment skills that they obtained in 2003 assessor training workshop and practical assessment of 2200 teacher assessment. The second and the main purpose of these assessor-trainer workshops was to provide these assessors with training skills so they could train other assessors. These assessor-trainers were responsible for training an additional 900 assessors in December 2004. In total, more than 1000 assessors were trained in assessing teachers using the Teacher Profiles.

### *Assessment procedures*

The assessment procedure applied during 23 000 assessments can be summarised into three key stages:

1 Assessor briefed principals about:

- The target, objectives and procedures of the project.
- The role and responsibilities of the principals in the assessment.
- Suggestions on how to fulfill their role.

2 Principals prepared for assessment at their schools in accordance with assessor's instruction:

- The principal informed the teacher and the two nominated peers about the assessment and distributes the necessary materials.
- The teacher and the two peers read the materials thoroughly (i.e., Profiles, Observer Criterion Record Form and Teacher Guide).
- The teacher conducted self-assessment and fills in the Observer Criterion Record Form.
- The teacher prepared his or her portfolio.
- The teacher prepared for an interview.
- The Principal and the two peers filled in the Observer Criterion Record Form.
- All completed Observer Criterion Record Forms (i.e., completed by the teacher, the two peers and the principal) were submitted to the school office in a sealed envelope before the assessor arrives.
- The teacher portfolio was submitted to the school office before the assessor arrives.

3 Assessors conduct assessment at the school:

- met with teacher and principal to brief on process.
- made two more appointments (i.e., to firstly interview and then debrief the teacher).
- examined the Observer Criterion Record Forms submitted by the teacher, principal and the two peers, the portfolio submitted by the teacher, and whether there is sufficient and consistent evidence to make judgements for each Requirement
  - (i) **If yes**, then the assessor synthesised and completed Assessor Criterion Record Form and Requirement Form with no need to collect further evidence for that particular Requirement.
  - (ii) **If no**, assessor needed to:-
    - i. refer to Methods Table to identify further ways to gather evidence
    - ii. make an appointment to discuss the evidence with the principal, and the two peers if necessary
    - iii. plan questions to ask in interview with teacher
    - iv. conduct interview with teacher
    - v. synthesise and judge whether evidence is sufficient and consistent (if yes, complete Forms)
- completed all remaining sections of the Assessor Requirement Record Form
- debriefed the teacher on the results of the assessment, and opportunities for professional development. completed Feedback and sign the Assessor Requirement Record Form

*The Teachers involved in the 25 000 assessments*

The number of teachers assessed during the 25 000 assessments were presented in Table 2.

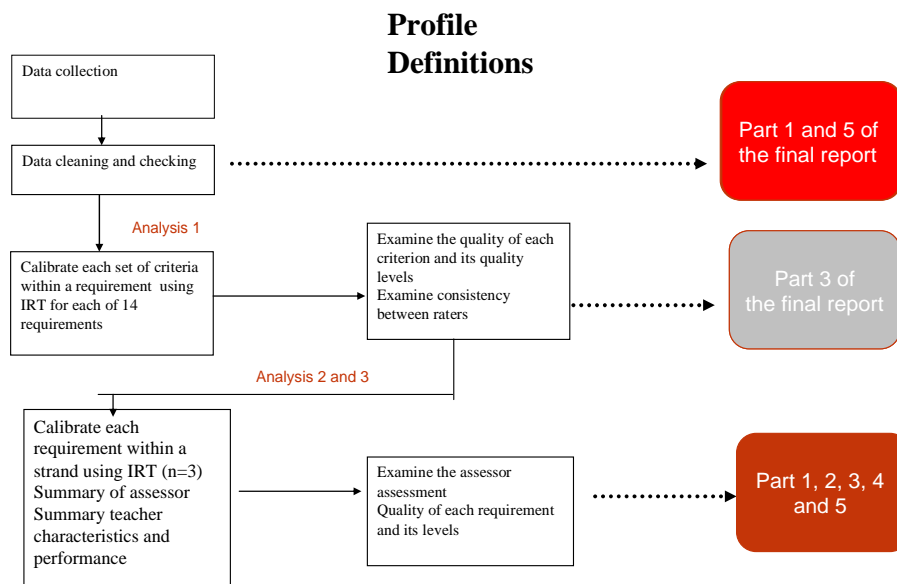
*Table2: Number of assessors and teachers involved in the 25 000 assessments.*

Province	Number of			
	Assessors	Teachers	Districts	Commune/Sub-districts
Son La	128	3202	11	110
Vinh Phuc	84	2100	9	98
Hai Phong	112	2795	13	95
Ninh Binh	66	1800	8	67
Quang Binh	72	1788	7	85
Phu Yen	83	2100	8	70
Kon Tum	48	1200	8	47
Binh Phuoc	72	1811	8	55
HCM	229	5800	25	182
Ben Tre	96	2400	8	89
Total	990	24996	105	898

It should be noted that the sample was not a probability sample. Therefore the data do not represent the province and it was not possible to generalise the characteristics of the teachers to the province from the sample statistics. The data collected are simply to illustrate that the sample used provided a range of competency levels among teachers.

*Data analysis*

The process of data analyses for the 25 000 assessments has been presented in Figure 4



*Figure 4: The process of data analysis for 25 000 assessments*

## ***Calibration of Requirements***

In order to validate the calibration of Requirements, data on teacher performance against criteria were collected in provinces: Hai Phong and Kon Tum. For each teacher assessed in these two provinces, Assessor Requirement Record Form, Assessor Criterion Form and three Observer Record Forms as well as Teacher Self Assessment Form were collected. The data collected via these forms enabled us to examine whether the set of criteria and associated quality levels provided an appropriate scale with which to measure teacher competence.

Each Requirement was calibrated separately (14 separate calibrations were performed). Within a Requirement, the criteria were calibrated using item response modelling. The purpose of the calibration was to validate the profiles to examine the extent to which criteria were clustered to form the Requirement levels. As there were many Requirements that included criteria that were revised or even new criteria were developed after the 2200 assessment (such as Requirement 2.1), quality levels of criteria were also evaluated. *Conquest* was also used to plot the characteristics curves of each criterion. In general the following issues were checked:

- If the criteria of a Requirement measures a single trait
- If the criteria sufficiently spread out to cover the range of teacher personality, knowledge and skills
- If the quality indicators (evidences) of each criterion were ordered in the right order
- If each of the criteria discriminates between high and low performance

The outcomes of analysis thus would identified the criteria with ‘problems’, and consequently the Requirements that these criteria belong to as ‘Requirements’ with ‘problems’. The analysis outcomes suggested that from all 14 Requirements in the teacher profiles, there were 13 Requirements classified as having no problem and one Requirement (Requirement 2.1) was classified as having ‘problems’. It was concluded that, except for criterion 2.1.4 of Requirement 2.1, all other criteria and their quality indicators worked well to measure their corresponding Requirements. Therefore, it was recommended that criterion 2.1.4 of Requirement 2.1 should be revised.

## ***Calibration of Strands***

As Assessor Requirement Record Forms were collected for each teacher assessed in these ten provinces,  
the data collected enabled us to examine whether the set of Requirements and associated quality levels provided an appropriate scale with which to measure teacher competence against strands

Each strand was calibrated separately (three separate calibrations were performed). Within a strand, the Requirements were calibrated using item response modelling. The purpose of the calibration was to validate the profiles to examine the extent to which Requirements were clustered to form the strand levels. In particular, the following issues were checked:

- If the Requirements of a strand measures a single trait
- If the Requirements sufficiently spread out to cover the range of teacher personality, knowledge and skills
- If the quality indicators (evidences) of each Requirement were ordered in the right order
- If each of the Requirements discriminated between high and low performance
- If there was any difference in assessment results due to the differences in assessment practice among the 10 provinces

The analysis showed that, in general, the Requirements of all three strands behaved well to measure Personality and Ideology, Knowledge and Pedagogical Skills. Details of the analysis of one

of the three strands, Strand 3 – pedagogical skills, were presented in Appendix 3b. In addition, for the majority of Requirements, there were very small differences in the assessment practices across provinces. The teachers with the same strand ability performed consistently for each Requirement that belonged to the assessed strand.

## **Conclusions and Recommendations**

### *Conclusions*

This project was charged with the responsibility of developing and calibrating a set of professional standards for primary teachers in Vietnam. A part of the project was a trial of the standards using a sample of 25000 teachers. The establishment of a competency-based assessment and monitoring system for the teaching profession was an opportunity for the implementation of rigorous and scientific approaches to the teaching and assessment of personnel in the primary school system. The study did not set out to assess the relative competence of subgroups of teachers during this development phase. The brief of the study was to develop and validate a teacher assessment system. Of course teachers had to be assessed in order to validate the process and the instruments, but sampling was not conducted in order to draw conclusions about teachers in any of the provinces. The data collection and analysis were aimed solely at the calibration and development of the profiles. Comparisons of the provinces and other subgroups of teachers, therefore, are for the purposes of checking prior expectations of differences and this was used as a part of the validation process. They do not reflect generalised differences between sub populations and cannot be used for policy or other decisions on teacher performance. Before any conclusions can be drawn about such relative levels of competencies of teachers there needs to be a probability sample drawn across regions and other subgroups. A probability sample is one in which the probability of each teacher being selected can be determined and appropriate weights calculated to make generalisations appropriate. Sampling was conducted by regional teams who were instructed to draw a judgement sample representing the range of competence among teachers, and not a random sample of teachers in general.

The project consisted of five major phases. These were expected to be interlinked and strongly related to other project components such as the development of the teacher training modules. However, due to slower progress in those components these links were not always explicit. The five phases were... Setup, Profiles Redevelopment, Training and Trials for Assessment, System Development and Research.

During the setup phase, the project leader met with MoET and PCU representatives to finalise the timeline and the expectations of the project. The project team and project management reviewed the proposed project plan and procedures. In addition identification of local representatives began and teams were established in Ha Noi, Da Nang and Ho Chi Minh City. TTI representatives, local researchers, administrators, principals and teacher representatives *were* recruited as key stakeholder representatives for the project and expert panels were formed as review groups throughout the project.

Four steps used in the development of the standards were: Drafting, Panelling, Pilot and Trial Implementation

Given the warnings about samples and data listed above, the recommendations and generalisations in this report were about the process, the materials and the training of assessors. There are no valid generalisations or recommendations that can be made about the teachers' competency or the state of teaching skills of Vietnam's teachers.

### *The Profiles*

The process of development and validation of the Vietnam Teacher Profiles presented in this report employed a combination of expert consultation and psychometric validation (Griffin, Nguyen,

Gillis and Mai, 2006). It has proven to be an effective way of developing and validating competency assessment instruments.

### *The 14 requirements*

The analysis demonstrated that assessments of the Requirements yielded appropriate measures of Personality and Ideology, Knowledge and Pedagogical Skills. In addition, teachers of the same ability did not vary in terms of expected score across provinces. That is in respect of where the teachers were assessed, the expected scores for each Requirement did not change. Their location was not the source of the large differences in competency scores. So the 14 Requirements were successful in defining teacher performance for the three competency strands.

### *The 64 Criteria*

The set of 64 indicators and their quality criteria worked well to measure the 14 Requirements and to enable the development of a set of four standard levels of performance for each requirement. One requirement and indicator was unsuccessful in the implementation. Indicator 2.1.4 of Requirement 2.1 which is 'has the basic scientific knowledge related to elective subjects (foreign language, IT, family economy) that enables teachers to teach these subjects in primary education' should be revised.

The differential effects of assessors were not systematically associated with the provincial identification. Differences in the distribution of teacher competence were more likely to be related to as sampling bias than a bias in the measurement instrument. The instruments and the assessment procedure were not linked to location. Sampling was more than likely the major source of differential performance across provinces, since no control could be exerted over the sample design other than to indicate to the provincial teams that a uniform rectangular distribution was needed for the calibration. Differences in assessment results were a result of the different judgement samples not an effect of the measurement error.

The relationships between teacher assessments and other factors such as teacher age, qualification, ethnicity, location and teacher position supported the validity of the Teacher Profiles. In particular:

- Analysis of assessment results among three groups of teachers, based on experience, supported the proposition that higher teacher performance corresponded to more senior teaching positions.
- The relationship between teacher age and their assessment performance also supported the notion that age and competence were related unless the teachers were from age group of 50 to age group of more than 50 a decrease was evident.
- Different teacher qualifications were also apparently related to teacher competence. In general, teachers with more (12+4) teacher training tended to perform better across three strands than teachers with 12+2 and 12+3 teacher-training qualifications. Teachers with 12+3 teacher-training qualifications tended to perform at lower levels than their counterparts with 12+2 teacher-training qualification. This can be explained by the interaction between age and qualifications. There were more of 12+2 teachers in the age group of 40-50, which was considered the age group with highest results.

These results are not generalisable to all teachers in Vietnam. This is an important point and no attempt is made to infer that the results of the data analyses are generalisable. There were no differences between rural and district town teachers' assessment results across the three Strands. There was, within this sample, differences between percentages of teacher assessed at level 4 from

mountainous areas to cities. There tended to be more expert teachers in cities. There were more teachers in the sample at levels 1 and 2 in mountainous areas. Again, this should not be taken as a generalisable result of the analysis.

It is recommended that further analysis at provincial level should be done to explore the relationships between teacher performance and background factors. A probability sample would be needed for this type of study, however. Teacher performance could also be linked to the student achievement to explore the extent to which teacher competence impacted on student achievement. This has been recommended for the repeat survey of the student achievement planned for 2007.

### *Future revision*

It is apparent that the Teacher Profiles should be revised when social expectations of the teaching profession changes. The methodology of drafting and validating Criteria and Requirements documented can be used as needed when this becomes necessary. While the combination of extensive consultation and psychometric validation is regarded as the best approach to developing and validating the Profiles (Griffin et al., 2006), the study has shown that, in future, expert consultations alone can be used to map the new criteria and their quality levels into the standards framework.

### *The Assessors and Assessment Methods*

More than 100 assessors were trained by the University of Melbourne as assessor-trainers and more than 900 assessors were then trained by those Vietnamese assessors. Assessors' self-report on assessment methods used while conducting 25000 assessments showed that four methods of assessment, namely Third Party Report (principal, peer 1 (suggested by teacher), peer 2 (suggested by year coordinator), Portfolio, Interview and Teacher self-assessment were used.

The extent to which each assessment method was used varied across Strands, Requirements and Criteria. However, a predominant method for each Strand could be identified. For Strand 'Personality and Ideology', third party reports were the most used method. Among the three third parties, principal ratings were used by assessors in assessing 46% of teachers. For Strand 'Knowledge' an interview was the most common method. Portfolio was the dominant method used to assess teacher competence against Strand 'Pedagogical Skills', followed by the principals' assessment. That is, the guidance provided in the assessment method table was appropriately applied in their assessment practice.

### *Recording of Teacher Assessment Results*

With the increasing role of computers and networks at provincial, district and school levels, the teacher assessment results could be kept in electronic files to be retrieved for various purposes and to meet the needs of stakeholders at local, provincial and national levels.

There was a need to train staff in data management and basic data analysis to facilitate such recording systems. The method of data storage in SPSS and Excel was designed to be used as an example. The workshops held in December 2005 - January 2006 with PCU and regional teams trained teams in data management for teacher assessment and the repeat two day workshop in September 2006 will train participants in techniques of data management for future teacher assessments. Data storage formats should be compatible with the EMIS when it available from component C.

### *Reporting Teacher Assessment Results*

The assessors have practised reporting the results to teachers and providing them with feedback. While there were some instances where teachers did not agree with competency decision, the number

of such cases was small. Despite this, an appeal system should be developed and put into legislation to provide teachers with opportunities to request fair assessments.

In addition, a process of aggregating and reporting at school, district, province and national levels should be discussed and mapped out. Such a reporting system would provide policy makers at school, district, provincial and national levels with data on teachers' competence and training needs. This makes the mapping of professional development plans much easier and more straightforward. Appropriate recording systems mentioned above would support such a reporting mechanism.

### *Recommendations*

In this section, recommendations related to using and revising the Teacher Profiles, teacher assessment and reporting process, assessors' training and TTIs' assessment and curriculum are summarised.

- The Profiles with Criteria (Griffin, Gillis & Nguyen, 2004) should be used to assess the teachers and Requirement levels should be identified using the score conversion rules as documented in Gillis, Nguyen & Griffin (2004).
- In future revisions of the Teacher Profiles, a combination of consultation and psychometric validation is recommended. Expert consultations alone is recommended to map the new Criteria and their quality levels into a standards framework..
- Teacher assessment results should be kept in electronic files and can be retrieved easily for various purposes and to meet the needs of stakeholders at different levels.
- Training staff in data management and basic data analysis is needed for each province to facilitate such recording systems. The way the data for this project were recoded and stored in SPSS and excel can be used as an example for such systems at various levels.
- A process of aggregating and reporting at school, district, province and national levels should be discussed and mapped out.
- Assessors must be competent against the Standards and hence they should be given priority in participating in Professional Development Programmes for primary school teachers to ensure that they are up to date with new knowledge and skills relating to teaching primary education.
- All assessors must undergo a training program, be assessed and credentialed against the knowledge and skills involved in
  - conducting assessments and providing advice to teachers about career enhancement and professional development;
  - collating evidence from a range of sources before completing the assessment record forms; and
  - preparing the assessment materials and process in advance of the visit to the school so that the time spent on any individual teacher assessment in the school is minimised.
- Quality assurance procedures are needed to ensure all the assessors are capable to conduct assessments.
- District and provincial officers should review decision patterns of assessors on a regular basis and identify assessors who require further training.

- In the event of a dispute over the assessment, an appeals process should be established by MoET and all appeals should be heard at the district office. Procedures for this should be developed and documented in the Terms of Service.
- MoET should regulate conditions for performing the duties of assessors and these regulations should be documented in the Terms of Service.
- Assessors should constantly provide feedback to MoET on improvement of the assessment process and the Teacher Profiles.
- A category of advanced assessors should be identified and be trained further to become teacher assessment experts who can actively contribute to future revisions of the Profiles and assessment procedures.
- The standards themselves must become part of the curriculum of TTI agencies and teaching method staff in the TTI should also be assessed against the standards.
- The assessment methods and standards should be developed by TTI agencies to ensure that graduating teachers are classroom-ready and are used to the form of assessment used in assessing practising teachers.
- Further studies are needed in order to identify the graduate teachers' competencies of each TTI and at national level and any action that would need to be taken by TTIs. When these studies are conducted, it is essential that a proper probability sample is drawn in order to make generalisable recommendations to the government about the curriculum, assessment and development of pre-service teacher training.
- While it was expected that TTI curriculum could be mapped onto the requirements this proved impossible. The application of practicing teachers requirements to undergraduate teachers is not done anywhere in the world. It would be invalid to attempt such a thing. A separate project is required to define the developmental pathways of undergraduate teachers so that their development can be mapped to the base level of the primary teacher requirements.
- Teacher performance should be linked to the student achievement to explore the extent to which teacher competence impacts on student achievement. This has been recommended for the repeat survey of the student achievement planned for 2007.
- A probability sample should be taken to enable further analyses at provincial level to be done in order to explore the relationships between teacher performance and background factors.

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## **Appendix 1: Profiles with criteria**

### *Strand 1: Personality, ideology and politics*

The primary school teacher has to have a love of the country, and socialism, and respect for the State policy, the Law and regulations of teaching professions. The teacher also has to have moral characteristics required for teaching professions: professionalism, loving, respecting and treating pupils equally; fulfilling the functions and duties of teachers as set out in The Education Law and other legal documents' having healthy lifestyle of simplicity and honesty; establishing good relationships with pupils' parents to cooperate in educating pupils; actively participating in school and social activities; commitment to self learning to improve professional qualifications.

# Personality, Ideology and Politics

**Requirement 1.1**

Have a love of the country and socialism; comply with State's law; conform to education regulations; fulfill the functions and duties of primary teachers.

**1.1.1 *Has the love of the country and socialism.***

1. Participates in the social activities and celebrations organised by the school community
2. Implements learning activities that promote pupil understanding and appreciation of the history, geography, culture and family values of Vietnam
3. Arranges innovative school and social activities that promote socialism and the love of the country for pupils, parents and local community

**1.1.2 *Obeys the Party and State policies***

1. Acts in accordance with the Party and State policies
2. Obeys the Party and State policies as a role model
3. Actively provides support and assistance to help others obey the Party and State policies

**1.1.3 *Performs teaching functions and duties in accordance with the relevant Education Law and other legal documentation.***

1. Performs teaching functions and duties as set out in the regulation
2. Acts as a role model in performing teaching functions and duties, which are in accordance with relevant Law and other legal documentation
3. Provides support and assistance to colleagues to perform teaching functions and duties

Requirement 1.2

Have a love of the teaching profession; love, respect and treat students

- 1.2.1 Takes account of individual differences and background and ensures equity and access for all pupils in teaching and learning process.*
1. Employs teaching and learning modes that meet the needs of the majority of pupils
  2. Helps pupils who have lower than average achievement and pupils from families with special difficulties
  3. Employs a variety of teaching and learning modes in an attempt to meet individual differences and background factors that impact on learning.
- 1.2.2 Pupils are treated with respect, without any prejudice or violation of their bodies.*
1. Uses inclusive and non-discriminatory language and behaviour that demonstrates respect for all pupils
  2. Maintains professional relationships with pupils in a manner free of vindictiveness, exploitation, reprimand and harassment
  3. Models, supports and facilitates participatory and democratic processes in performing teacher-pupil relationship
- 1.2.3 Loves and is devoted to the teaching profession*
1. Participates in compulsory professional activities of the school
  2. Actively participates in compulsory and non-compulsory activities relating to teaching, education and pupils
  3. Takes initiative in planning and conducting activities to improve professional qualifications and students' outcomes

Requirement 1.3 Be responsible; have a good personality and healthy lifestyle; be cooperative.

**1.3.1 Performs all assigned tasks**

1. Performs all assigned tasks to meet the deadlines
2. Demonstrates efforts to perform tasks with high quality and efficiency
3. Ready to help peers to complete tasks
4. Takes initiatives in improving working methods

**1.3.2 Obeys rules and orders in teaching profession**

1. Runs class regularly, attends all meetings or is absent with permission
2. Meets the scheduled timelines
3. Able to prioritise tasks and timelines to meet changing demands without lowering quality
4. Helps, and organises for, others to obey rules and orders

**1.3.3 Has an honest simple and healthy life style**

1. Maintains an honest, simple and healthy life style, as appropriate for a teacher and suitable for the school environment
2. Models an honest, simple and healthy life style, as appropriate for a teacher and suitable for the school environment
3. Actively helps school and peers in an honest, simple and healthy life, as appropriate for a teacher and suitable for the school environment
4. Actively propagates an honest, simple and healthy life, and demonstrates the appropriate role of a teacher in the community

**1.3.4 Cooperates with colleagues to improve own education, teaching and learning practice**

1. Has a good relationship with colleagues
2. Informally discusses with colleagues ways to improve teaching practices
3. Uses materials and ideas provided by colleagues and gives feedback to the colleague who introduced the ideas. Written records of use and feedback are made
4. Continually undertakes critical reflection with self and colleagues to improve teaching and learning practices

**1.3.5 Maintains frequent contact with the community**

1. Participates in compulsory meetings with community
2. Takes initiative in contacting members of the community to establish good relationship between the class or school and the community
3. Helps colleagues to maintain regular relationship with the community

**1.3.6 Fosters, promotes and supports individual and open relationships with pupils.**

1. Maintains friendly relationship with pupils
2. Praises students and provides continuous constructive feedback to pupils to enhance learning
3. Establishes and maintains a classroom environment that encourages students to ask questions, discuss issues and seek help from teachers during and outside of classroom time.

**1.3.7 Formal and informal communication processes for developing relationships with families, caregivers, business and the broader community are established and maintained.**

4. Contributes to communications between school and parents through standard reporting procedures, as established by the school
3. Enhances communications with parents via visiting pupils' homes when the need arises
2. Establishes procedures to enhance communications between school and wider community groups through contributing toward school newsletters and other media forms
1. Monitors the effectiveness of a range of school and teacher communications methods. Evaluation is couched in terms of teacher development, community involvement and pupil learning outcomes

Requirement 1.4

Be committed to self-learning to improve professional qualifications

**1.4.1 Attends professional development programs to enhance personal understanding of teaching and learning.**

1. Attends all professional development programs held by local department of education and training
2. Attends external professional development programs
3. Actively proposes appropriate program for own professional development to the school
4. Self-appraises the efficacy of the professional development undertaken, and makes modifications to teaching practices as a result of new skills and knowledge acquired

**1.4.2 Results of self-training and learning practice are used to further renew pupils' learning methods**

1. Lists ways to improve individual and group learning
2. Results of self-learning and training are analysed and used effectively to improve pupils' learning methods
3. Helps and encourages colleagues to effectively use results of self-learning and training to improve pupils' learning methods

**1.4.3 Identifies personal professional development needs and plan**

1. Analyses of teaching procedures and outcomes are used to identify gaps in teacher's professional knowledge
2. Analyses gaps in teacher's professional knowledge to plan professional development
3. Carries out professional self-training plan to surmount deficiencies identified
4. Professional learning undertaken is self-evaluated at a personal level and results recorded in terms of impact on teaching and learning.

**1.4.4 Studies educational issues and innovations to apply in teaching and learning practice**

1. Maintains professional reading related to innovation in education
2. Reviews new ideas in teaching and learning for their potential impact on own teaching and the learning of pupils
3. Tries out new ideas and evaluates them for their effect on pupil attitude and cognitive gains

## *Strand 2: Knowledge*

The primary school teacher has to obtain basic and scientific knowledge directly related to subjects in the primary curriculum. This knowledge is at least that obtained from the Teacher Training School (TTS). However, teachers still have to conduct regular self-appraisal to improve teaching capacity of all subjects in the curriculum. The knowledge should be in-depth enabling the teacher to assist pupils to apply their learning, not only to exercises in the classroom, but in varied contexts in the home, society and beyond. The primary school teacher has to have knowledge of pedagogical psychology related to primary education. The primary school teacher has to obtain knowledge of teaching and educating methods, assessment and evaluation at primary education and be updated with new information regarding these issues. The primary school teacher has to understand training objectives and plans of primary education. The primary school teacher should have knowledge of socio-economic development of the country and the locality, knowledge of customs and traditions, languages and living conditions of residents where the school is located. The primary school teacher should deeply understand policies issued by the government, party and the education system. The primary school teacher should have knowledge in State administration.

Requirement 2.1 Have knowledge of the fundamental sciences related directly to subjects in the primary curriculum

**2.1.1** *Has the basic scientific knowledge related to instrumental subjects (maths and Vietnamese) that enables teachers to teach instrumental subjects in the primary education*

1. Recalls main points of scientific knowledge related to instrumental subjects (maths and Vietnamese) required to teach in primary education
2. Explains the meanings, theories and concepts that underpin the knowledge of instrumental subjects (maths and Vietnamese) required to teach in primary education
3. Explains the links between the content of the instrumental subjects (maths and Vietnamese) required to teach in primary education and scientific knowledge related to these instrumental subjects (maths and Vietnamese) in general and link between these subjects and other subjects taught in primary education

**2.1.2:** *Has the basic scientific knowledge related to special subjects (music, fine arts and sport) that enables teachers to teach music, fine arts and sport in primary education*

1. Recalls main points of scientific knowledge required to teach music, fine arts and sport in primary education
2. Explains the meanings, theories and concepts that underpin knowledge of music, fine arts and sport required to teach in primary education
3. Explains the links between the content of music, fine arts and sport required to teach in primary education and scientific knowledge related to these subjects in general and link between these subjects and other subjects taught in primary education

**2.1.3** *Has the basic scientific knowledge related to science-humanities group of subjects (Nature and society, technology and ethics) that enables teachers to teach these subjects in primary education*

1. Recalls main points of scientific knowledge required to teach science-humanities group of subjects (Nature and society, technology and ethics) in primary education
2. Explains the meanings, theories and concepts that underpin the knowledge of science-humanities group of subjects (Nature and society, technology and ethics) required to teach in primary education
3. Explains the links between the content of the science-humanities group of subjects (Nature and society, technology and ethics) required to teach in primary education and scientific knowledge related to these subjects in general and link between these subjects and other subjects taught in primary education

**2.1.4** *Has the basic scientific knowledge related to elective subjects (foreign language, IT, family economy) that enables teachers to teach these subjects in primary education*

1. Recalls main points of scientific knowledge required to teach elective subjects (foreign language, IT, family economy) in primary education
2. Explains the meanings, theories and concepts that underpin the knowledge of elective subjects (foreign language, IT, family economy) required to teach in primary education
3. Explains the links between the content of the elective subjects (foreign language, IT, family economy) required to teach in primary education and scientific knowledge related to these subjects in general and link between these subjects and other subjects taught in primary education

## Requirement 2.2

Have knowledge of pedagogical psychology related to primary education.

### **2.2.1 *Has basic knowledge of pedagogical and child psychology***

1. Lists basic knowledge of pedagogical and child psychology
2. Explains features of child psychology and how it can be applied to teaching
3. Evaluates the appropriateness of teaching and assessment methods in terms of pupils' learning outcomes based on pedagogical and child psychology theories and implications

### **2.2.2 *Has basic knowledge of basic pedagogy***

1. Lists basic knowledge of basic pedagogy
2. Explains basic knowledge of background pedagogics and ways to apply in teaching
3. Evaluates the appropriateness of the teaching method and learning outcomes based on theory and practice of basic pedagogy

### **2.2.3 *Has basic knowledge of teaching content and methods and classroom management***

Lists content, educational methods, student management

Explains methods of education and student management to establish and strengthen ethical morals and good habits for pupils

Evaluates management methods of special pupils within classroom

### **2.2.4 *Understands the curriculum and the content of text books***

1. Lists the curriculum and the content of textbooks
2. Explains the links between objectives, content, method and evaluation forms
3. Evaluates the appropriateness of the curriculum and the content of text books

### **2.2.5 *Understands teaching methods of primary education***

1. Lists teaching and learning methods
2. Explains the major features of teaching and learning methods
3. Evaluates strong points and weak points of each teaching method

### **2.2.6 *Has basic knowledge of organizing after school activities.***

1. Lists a range of organization types for after school activities for pupils
2. Explains organization methods for after school activities for the pupils
3. Give suggestions for innovative organization methods for after school activities

### **2.2.7 *Has knowledge of assessment methods of learning outcomes***

1. Lists a range of assessment purposes and methods of learning outcomes
2. Explains the features of a range of assessment methods
3. Critiques strong points and weak points of assessment methods
4. Analyses the relationship between purpose, evidence and assessment methods to assure validity and reliability

Requirement 2.3

Have general knowledge of major strategies and policies on socio-economics and culture of the State and Party.

**2.3.1: *Has knowledge of Marxism-Leninism, and Ho Chi Minh's ideology***

1. Describes major features of Marxism-Leninism, and Ho Chi Minh's ideology
2. Understands how to apply this ideology in the current society
3. Justifies solutions of how to disseminate this ideology in educating and teaching activities in school

**2.3.2 *Has knowledge of national history***

1. Describes major features of national history
2. Understands the importance and general methods of teaching and educating students about national history
3. Justifies solutions for how to incorporate the knowledge of national history in teaching and educating students

**2.3.3 *Has knowledge of Party and State policies on economy, culture and society.***

1. Describes major Party and State policies on economy, culture, society
2. Understands the importance of the Party and State policy on education
3. Demonstrates the current educational activities applicable to the Party and State policies

Requirement 2.4. Have general knowledge of the State administration, environment and population, defence and security, traffic safety, children's rights, public health in schools.

**2.4.1 *Has knowledge of population***

1. Lists major features of population
2. Explains major contents of population, in the school setting
3. Justifies solutions for how to incorporate knowledge of population in teaching and educating students

**2.4.2 *Has knowledge of environment***

1. Lists major features of environment
2. Explains major contents of environment, in the school setting
3. Justifies solutions for how to incorporate knowledge of environment in teaching and educating students

**2.4.3 *Has knowledge of defence and security***

1. Lists major features of defence and security
2. Explains major contents of defence and security in the school setting
3. Justifies solutions for how to incorporate knowledge of defence and security in teaching and educating students

**2.4.4 *Has knowledge of safe transportation***

1. Lists major features of safe transportation
2. Explains major contents of safe transportation in the school setting
3. Justifies solutions for how to incorporate knowledge of safe transportation in teaching and educating students

**2.4.5 *Has knowledge of children's rights***

1. Lists major features of children's rights
2. Explains major contents of children's rights in the school setting and society
3. Justifies solutions for how to incorporate knowledge of children's rights in own teaching and educating students

**2.4.6 *Has knowledge of educational health***

1. Lists major features of the educational health
2. Explains major contents of educational health in school setting
3. Justifies solutions for how to incorporate knowledge of educational health in the school setting

Requirement 2.5

Have knowledge of socio-economics, politics and culture of the locality.

**2.5.1 *Demonstrates understanding of the local community's culture, socio-economic situation, tradition, values and priorities.***

1. Demonstrates understanding of socio-economic situation, history, geography, tradition and living conditions of people in the area where the school is located
2. Identifies information relevant to teaching and educating
3. Identifies capacity to bring this relevant information into teaching and educating activities
4. Knows how to use local language

**2.5.2 *Determines the local educational needs and priorities of the school community.***

1. Lists the local educational needs and priorities of the school community
2. Maps out the priorities and directions of the school activities to meet the local educational needs and priorities of the community.

**2.5.3 *Recognises, evaluates and facilitates positive impact of family and community on student learning.***

1. Lists the capacity of the family and community for participating in pupil learning
2. Explains the role and influence of the family and community on student learning
3. Maps out strategy to attract forces of the community to join in teaching and educating activities within the school

*Strand 3: Pedagogical skills (teaching skills and educating skills)*

The teacher has to have pedagogical skills, which include teaching, educating, and class management skills. The primary school teacher has to have skills in analyzing curriculum and textbooks, preparing for teaching lessons; identifying requirements and basic contents of each lesson; (proposing teaching methods and aids used for each lesson; allocating time in accordance with lesson sequencing procedures). In the class, the teacher has to maintain the class disciplines from the very first minutes and during teaching time using consistent and active methods for classroom management, monitoring and providing guidance in time for those pupils who need special attention; explaining and writing clearly in the manner that is suitable for the pupils' cognitive level; knowing how to ask questions and maintain interest, and positive working atmospheres in the class.

The teacher knows how to assess and evaluate pupils' performance; knows how to build teaching records, and materials; knows how to establish pupils' records to track pupils' progress to inform their parents in time, adequately, and sufficiently. The teacher has abilities to manage classes and organize pupils' activities inside and outside school. The teacher knows how to communicate with pupils, their parents and colleagues, demonstrates abilities to maintain and develops good relationships and trust between teacher and pupils, and among pupils.

## Requirement 3.1. Know how to prepare lesson plans.

**3.1.1 Lesson plans sufficiently present the objectives of the lessons.**

1. Lesson plans are developed in accordance with objectives of the lessons
2. Lesson plans sufficiently present objectives of the lesson in terms of knowledge, skill and attitude
3. Lesson plans sufficiently present the objectives of the lesson in a detailed manner for observation and evaluation

**3.1.2 Lesson plans are consistent to the major content of the lesson**

1. Correctly presents the major content of the lesson and knowledge
2. Lesson plans sufficiently and correctly present the content of the lesson
3. Lesson plans sufficiently and correctly present the core content of the lesson

**3.1.3 Lesson plans present selection of teaching methods to facilitate pupils' learning initiative.**

1. Lesson plans use the learning methods within teaching guides
2. Lesson plans present the flexible selection of teaching methods within teaching guides to cater for the background characteristics of the pupils
3. Lesson plans present innovation of teaching methods to facilitate students' active learning
4. Lesson plans present innovation of teaching methods to guide and facilitate pupils' self-learning methods

**3.1.4 Learning materials, aids and resources are selected and used effectively to improve teaching quality**

1. Uses learning materials and aids that are specified in the teaching plans and guides developed by the Ministry
2. Selects, and seeks additional support materials, to assist with gaining a deeper and broader knowledge and understanding of the curriculum area
3. Identifies, evaluates and selects learning materials, aids and resources in line with the documented learning goals, pupils' characteristics, the learning environment and budgetary, time and other constraints
4. Considers individual learning differences in the development, selection and adaptation of learning materials and resources and can justify selection for all pupils

**3.1.5 Assessment methods are included in lesson plans**

1. Assessment methods are in accordance with the teacher guides
2. Lesson plans demonstrate flexibility in applying assessment methods of pupils' results
3. Lesson plans demonstrate creativeness and innovative approach in assessment of pupils' results

**3.1.6 Lesson plans present reasonable distribution of timetable for teaching activities in the class**

1. Lesson plans demonstrate time allocation of teaching –learning activities
2. Lesson plans demonstrate appropriate time allocation of teaching –learning activities
3. Lesson plans demonstrate flexible time allocation of teaching–learning activities to take account of unexpected circumstances

## Requirement 3.2

Know how to conduct a lesson to achieve its objectives.

### **3.2.1** *A range of teaching and learning methods are used to assist pupils to understand lessons and develop necessary skills*

1. Delivers content of lesson plan clearly
2. Delivers lessons with appropriate speed and reasonable order
3. Organizes teaching activities to maintain learning enthusiasm of pupils
4. Uses teaching methods to strengthen and extend understanding, and encourage pupils to learn and practise actively

### **3.2.2** *A learning environment is established in which ideas and opinions are valued and pupils feel free to express ideas, ask questions*

1. Employs methods that promote pupils' confidence in asking questions and expressing opinions
2. Selects and implements learning activities that encourage pupils to examine and discuss alternative viewpoints and perspectives on the selected issue, topic or problem

### **3.2.3** *The learning area to be assessed is determined*

1. Identifies the content and assessment level required by the curriculum
2. Identifies contents and levels of assessment criteria incorporating pupils' learning outcomes
3. Identifies appropriate assessment criteria based on the analysis and explanation of the relationship between the content and assessment level and pupils' learning desires and practical conditions

### **3.2.4** *Evidence of pupil learning and conduct is gathered and interpreted.*

1. Gathers assessment evidence of pupils' learning outcomes using the selected assessment methods and materials in accordance with school policies
2. Evaluates the assessment evidence and makes judgements of pupil achievement of the learning and educating goals and assessment criteria
3. Analyses pupil performance on assessment activities to surmount insufficiency in program planning, the method of teaching and assessment of pupils' weakness

### **3.2.5** *Assessment results are recorded.*

1. Records assessment results in accordance with schools' record keeping arrangements
2. Maintains quantitative and qualitative records of class to ensure that teaching and learning are matched to learning needs of individual pupils
3. Develops and uses a range of recording methods to meet the varying reporting needs of the key stakeholder groups

### **3.2.6** *Speaks clearly and in an appropriate manner for teachers*

1. Speaks clearly with appropriate pedagogical words
2. Know how to change the intonation to suit the context
3. Know how to speak and explain in an impressive and interesting voice.

### **3.2.7** *Writes and presents black board with impact*

1. Writes accurately and presents on the black board clearly
2. Writes accurately and nicely; presents on the black board clearly;
3. Presents on the black board nicely and clearly so that the black board can be an instrument for active leaning and attract students.

Requirement 3.3

Know how to undertake form-teacher duties, and to organize such educational activities as team work, out-door activities, Pioneer League and Children Stars activities.

**3.3.1 *Determines the expectations and needs of the parents in terms of individual pupil goals and ethical achievement***

1. Establishes formal and informal communication processes with parents to determine pupil learning goals
2. Evaluates current curriculum and teaching practices' capacity to meet parents' needs and expectations of children's achievement
3. In collaboration with parents, reviews and monitors progress toward pupil goals and expectations

**3.3.2 *Knows how to organize educational activities such as class activities, after school activities, senior and junior pioneer activities***

1. Organize educational activities such as class activities, after school activities, senior and junior pioneer activities as instructed by MOET
2. Modify the instruction of MOET in organizing educational activities such as class activities, after school activities, senior and junior pioneer activities to meet the needs of the class
3. Organize educational activities in very creative and efficient way.

**3.3.3 *Intervenes to address inappropriate pupil behaviour***

1. Requires students to follow school rules
2. Attempts to diffuse and/or redirect inappropriate behaviour via either reminding pupils of classroom rules and consequences, tactically ignoring behaviour, or relocating the pupil
3. Implements a classroom management plan to limit inappropriate behaviour. Develops and implements management plans and assists for special pupils
4. Implements methods for assisting pupils to monitor and review their own behaviour and redirect thinking for positive change in a trusting and supportive environment

Requirement 3.4

Know how to communicate with and respond to students, their parents, and colleagues and the community.

**3.4.1 *Communication and interaction with pupils model effective behaviour and are consistent, open and equitable.***

1. Speaks to pupils in clear and easily understood language
2. Models good use of language and teaches pupils to do likewise by setting clear guidelines for classroom discourse
3. Communication and behaviour are equitable and friendly to pupils
4. Educates and teaches weak pupils consistently
5. Sets rules of behaviour and communication means for the class and makes these known to the pupils through modelling and assessment activities

**3.4.2 *Communication and interaction with parents model effective behaviour and are consistent, open and equitable***

1. Communicates (speaks and writes) to parents in clear and easily understood language
2. Listens to and appropriately meets the needs and requirements of parents
3. Involves and gives advice to parents in teaching their own children
4. Involves parents in supporting class and school activities

**3.4.3 *Knows how to cooperate with peers to improve teaching and educating***

1. Discusses openly with peers about methods to facilitate innovation in teaching and educating students
2. Convinces peers of the advantage of innovation and responds positively to peers' ideas and materials
3. Actively develops cooperative and supportive environment in own and colleagues' teaching and educating activities

**3.4.4 *Communication and interaction with people in the community model effective behaviour and are consistent, open and equitable***

1. Communicates (speaks and writes) to members of the community in clear and easily understood language
2. Listens to and understands the needs of members of the community; appropriately meets their needs and requirements.
3. Involves and gives advice to members of the community in educating children in the local area
4. Involves members of the community in supporting class and school activities

**Requirement 3.5****Monitors own teaching records on pupil progress. Builds record of teaching materials for all subjects. Builds profile and documents as ordered by school.****3.5.1 *Develops, maintains and uses records of pupils' learning and moral progress***

1. Keeps accurate classroom records (records of pupils' learning and moral progress)
2. Uses records to inform classroom decisions and monitor pupil progress
3. Alters teaching and educating approaches (records the changes in the portfolio) based on results in records

**3.5.2 *Guides pupils to compile records of their own learning***

1. Tells pupils to collect and keep samples of their work
2. Provides advice and instruction on how to collect and store samples of work
3. Provides criteria for evaluation of the portfolio and ways to modify the portfolio to develop the student learning process

**3.5.3 *Knows how to record materials, compile the teaching portfolio***

1. Records materials and develops the teaching portfolio according to regulations
2. Selects and supplements materials, develops the portfolio for teaching requirements in the class
3. Develops the portfolio, arranges scientific materials with plentiful, creative sources to enhance the effectiveness of teaching and educating in the class

**3.5.4 *Knows to assure, maintain and use the portfolio in teaching and educating***

1. Assures, keeps and uses teaching portfolio under the regulation
2. Selects materials in the portfolio to develop effective and plentiful teaching content
3. Actively uses the portfolio and teaching resources to enhance effectiveness of teaching and educating. Uses the portfolio to modify teaching method and records this into teaching portfolio

## Appendix 2: The Profiles with 14 Requirement

### Strand 1

	Requirement 1.1: Have a love of the country and socialism; comply with State’s law; conform to education regulations; fulfill the functions and duties of primary teachers.
	Demonstrate desire to comply with State’s law, conform to education regulations; understand and demonstrate willingness to fulfill the functions and duties of primary teachers.
I	Comply with State’s law, conform to policies of State and Party, and education regulations; fulfill the functions and duties of primary teachers.
II	Demonstrate a model of conforming to the law, strategies and policies of State and Party, and education regulations; apply these in general working issues and in teaching specific lessons.
V	Have strong impact on colleagues and students, stimulate their love of country and socialism, awareness of civic responsibilities.
	Requirement 1.2: Have a love of the teaching profession; love, respect and treat students equally.
	Be pleased with teaching profession, follow school regulations, without being implacable towards students and prejudiced against them; however, does not demonstrate care for every individual student.
I	Get involved in all activities related to the profession; care of every individual student demonstrated in teaching and in form-teacher activities, including providing support to different students’ situations.
II	Proactively improve teaching activities; frequently apply appropriate educational strategies to meet every student’s needs and situations; be democratic in teacher-student relationship.
V	Provide support in improving methodology and education to meet every student’s needs and be suitable to individual students
	Requirement 1.3: Be responsible; have a good personality and healthy lifestyle; be cooperative.
	Follow assigned tasks as required or instructed; no inappropriate behaviour affecting teachers’ reputation; be friendly with colleagues and students.
I	Be proactive in following assigned tasks; be honest and simple; have good relationships with students’ parents; provide support to and share professional experiences with colleagues.
II	Fulfill assigned tasks as required actively and creatively; proactively cooperate with colleagues, and students’ parents to carry out student education effectively; be a model of good moral behaviour to students.
V	Frequently overcome difficulties to fulfill assigned tasks excellently; persuade colleagues to follow school discipline in order to improve education quality by own lifestyle and activities.
	Requirement 1.4: Be committed to self-learning to improve professional qualifications.
	Attend professional training courses as required
I	Proactively design and then follow self-learning and training plans to improve profession and skills on the basis of responding to colleagues’ feedback.
II	Have awareness of enriching educating and teaching experiences; apply advanced practice/experiences in work; proactively propose appropriate training content and training modes to school principal.
V	Be a model of self-learning with effective methodology to improve professional qualifications; show leadership in the development and evaluation of teaching and learning ideas; apply, and provide support to colleagues to apply, these ideas to educating and teaching.

Strand 2

Requirement 2.1: Have knowledge of the fundamental sciences related directly to subjects in the primary curriculum.

Recall scientific knowledge that underpins instrumental and science-humanities subjects taught in primary education

**I** Explain the meanings, theories and concepts that underpin knowledge of sciences related instrumental and science-humanities subjects taught in primary education

**II** Explain ways to customise scientific knowledge in teaching a variety of pupils (e.g., gifted students or students with learning difficulties).

**V** Analyse and link content across subjects. Demonstrate leadership and helping others in customising knowledge in teaching a variety of pupils (e.g., gifted students, students with learning difficulties) and in the context of various class arrangements (e.g., integrated and intergraded environments). Recall scientific knowledge of sciences that allow the teachers to be able to teach at least one of elective and special subjects

Requirement 2.2: Have knowledge of pedagogical psychology related to primary education.

List basic knowledge of fundamental philosophy of education, psychology of pedagogy of ages, and methodology in primary school.

**I** Explain different teaching methods, learning outcome assessments, strategies for organizing educational activities, and physio-psychological characteristics of primary students.

**II** Explain how to apply knowledge of pedagogical skills in educating and teaching, demonstrated by selecting methods of educating, teaching, assessing and evaluating that are appropriate to physio-psychological characteristics of variety of students .

**V** Have ability to scientifically analyze and evaluate teaching, educating and assessment methods that are used by colleagues, as well as provide suggestions for improvement to colleagues.

Requirement 2.3: Have general knowledge of major strategies and policies on socio-economics and culture of the State and Party.

State the major strategies and policies on education of the Party and State.

**I** Interpret the major strategies and policies for education of the Party and State.

**II** Explain how to apply the major strategies and policies for education of the Party and State into lessons and educating students.

**V** Analyze impacts of the strategies and policies for education of the Party and State to education in school and locality; promote and propagandize these to community.

Requirement 2.4: Have general knowledge of the State administration, environment and population, defence and security, traffic safety, children's rights, public health in schools.

State the basic content of state administration, environment, population, defence and security, traffic safety, child rights, public health in school.

**I** Interpret the basic content of state administration, environment, population, defence and security, traffic safety, child rights, public health in school.

**II** Present the way to apply knowledge of state administration, environment, population, defence and security, traffic safety, child rights, public health in school into lessons.

**V** Explain, propagandize and help colleagues and community to understand the basic content of state administration, environment, population, defence and security, traffic safety, children's rights, public health in school as well as assist them to apply these to teaching.

Requirement 2.5: Have knowledge of socio-economics, politics and culture of the locality.

State the characteristics of politics, economy, living conditions and customs of the locality where the school is situated.

**I** Identify educational needs of the locality and community impacts on students' personality development and learning.

**II** Incorporate local knowledge into teaching and educating students; know how to use local language.

**V** Explain plan to attract all local social forces involved in educating activities of the school; propose directions for school activities to meet the major priorities of the local area.

Strand 3

**Requirement 3.1: Know how to prepare lesson plans.**

Develop or use lesson plans that are exactly as those in teaching guides.

**I** Design lesson plans in which all components of the structure sufficiently reflect lesson content; show effort to place emphasis on key points and link with practice; select and customize teaching methods and teaching aids in the teaching guides to suit students' characteristics and school context

**II** Know how to prepare lesson plans at a level, identifying key points and lesson objectives concretely, selecting teaching methods and teaching aids to promote students' active learning, distributing time logically, and taking into account unexpected situations during classroom teaching

**V** Know how to prepare lesson plans creatively, demonstrating capability of improving methodology and assessing and evaluating students' learning outcomes; have the ability to guide and promote students' self-learning

**Requirement 3.2: Know how to conduct a lesson to achieve its objectives.**

Explain the lesson content clearly and coherently; control and manage the whole class; carry out assessment and evaluation of the students as regulated; clear presentation on the board, with correct writing.

**I** Teach at appropriate pace and with logical procedures; combine expressive presentation with organizing activities for students in order to maintain their interest in learning; carry out assessment and evaluation appropriate to the students; present on the board logically, with good hand writing.

**II** Know how to apply teaching methods and teaching aids that promote students' active learning, involve students in activities to achieve knowledge and practice skills; stimulate students to participate in discussions and present their ideas; know how to adjust teaching activities in a timely manner.

**V** Creatively apply teaching methods in order to promote students' active learning, demonstrate individualism, broaden knowledge for students and teach them how to self-learn; achieve lesson objectives with high quality.

**Requirement 3.3: Know how to undertake form-teacher duties, and to organize such educational activities as team work, out-door activities, Pioneer League and Children Stars activities.**

Know how to carry out class coordinator activities, organize educational activities as regulated and instructed.

**I** Proactively design and follow coordinating plans, build the class as a unit, to love and assist each other; educate students with special difficulties.

**II** Have creativity in organizing educational activities; combine closely with students' parents to issue possible learning and training plans for each student.

**V** Know how to mobilize and combine inside and outside school forces to educate students, and elicit clear progress from each student.

**Requirement 3.4: Know how to communicate with and respond to students, their parents, and colleagues and the community.**

Communicate with students and their parents, colleagues, and the community with friendly attitude, appropriate for each audience.

**I** Know how to listen to and deeply understand different audience's needs and expectations, and then provide them with advice.

**II** Know how to explain and persuade audiences; establish credibility with the students, colleagues and community.

**V** Model appropriate behaviour; provide support to weaker pupils, and foster cooperation with colleagues; involve parents, local government leaders and other social members in supporting and contributing to school development

**Requirement 3.5: Know how to build and store teaching records and make use of them in teaching and educating students.**

Establish teaching records and notes for learning and training personality of the students exactly as regulated.

**I** Maintain and frequently add latest materials into teaching records for long-term teaching and educating students.

- II** Arrange documents in the portfolios systematically, and in a manner convenient for use; know how to utilize information from portfolios to improve teaching and educating effectiveness; appropriately assess students' progress and advise parents.
- V** Innovatively and creatively use and apply information technology in gathering materials to establish portfolios; store and analyze portfolios to improve efficiency of teaching and educating students.

### Appendix 3: Score Conversion rules

#### Strand 1

<b>Ideology</b>						
<b>1.1</b>	<b>Scores</b>	<i>0</i>	<i>1 to 3</i>	<i>4 to 5</i>	<i>6</i>	<i>7 to 9</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Demonstrate desire and willingness to fulfil laws, Government policies and duties	Encourage people to comply the laws and government policies conform and fulfil duties	Apply and integrate government policies in teaching. Encourage colleagues to actively fulfil duties	Develop the love for the country and socialism among the colleagues and pupils. Help colleagues to fulfil duties
<b>1.2</b>	<b>Scores</b>	<i>0</i>	<i>1 to 2</i>	<i>3 to 4</i>	<i>5 to 6</i>	<i>7 to 9</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Content with teaching profession, treat pupils fairly	Love the teaching profession and care for individual pupil	Passionately devoted to teaching; facilitate development of individual pupils.	Have passion for teaching; help colleagues in professional development; meet pupils' diverse needs
<b>1.3</b>	<b>Scores</b>	<i>0</i>	<i>1 to 5</i>	<i>6 to 12</i>	<i>13 to 17</i>	<i>18 to 26</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Be friendly and follow assigned tasks	Proactively complete assigned tasks and support others	Fulfill assigned tasks creatively and be a model of good moral behaviour	Overcome difficulties and inspire colleagues to follow school discipline
<b>1.4</b>	<b>Scores</b>	<i>0</i>	<i>1 to 4</i>	<i>5 to 6</i>	<i>7 to 8</i>	<i>9 to 14</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Attend professional training courses as required.	Proactively design and follow self-learning and training plans	Proactively recommend content and training modes of professional development	Provide leadership in professional development

Strand 2

<b>Knowledge</b>						
<b>2.1</b>	<b>Scores</b>	<i>0</i>	<i>1 to 2</i>	<i>3 to 5</i>	<i>6 to 9</i>	<i>10 to 12</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
	Have not reached Level I	Demonstrate knowledge and capacity to teach mathematics, Vietnamese, science and humanities subjects, technology, morals.	Demonstrate good knowledge and excellent capacity to teach mathematics, Vietnamese, science and humanities subjects, technology, morals, and capacity to teach music, drawing and physical exercises.	Demonstrate good knowledge and excellent capacity to teach all subjects including elective subjects and train excellent students.	Demonstrate deep knowledge; capacity in instructing and helping colleagues in profession development; customise knowledge in teaching a variety of pupils.	
<b>2.2</b>	<b>Scores</b>	<i>0</i>	<i>1 to 6</i>	<i>7 to 14</i>	<i>15 to 21</i>	<i>22 to 23</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
	Have not reached Level I	List basic pedagogical knowledge	Explain how to apply knowledge of pedagogical skills in educating and teaching	Based on the knowledge of pedagogical skills, give suggestions to colleagues to improve their teaching	Analyze the suitability of various teaching approaches with pupils' pedagogical and physical development.	
<b>2.3</b>	<b>Scores</b>	<i>0</i>	<i>1 to 2</i>	<i>3 to 4</i>	<i>5 to 6</i>	<i>7 to 9</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
	Have not reached Level I	Recall major Party and State education strategies and policies	Interpret the meanings and importance of major Party and State strategies and policies for education	Explain the application of Marxism -Leninism and HoChiMinh ideology in education strategies and policies	Analyze impact of strategies and policies for local education and the school	
<b>2.4</b>	<b>Scores</b>	<i>0</i>	<i>1 to 6</i>	<i>7 to 12</i>	<i>13 to 16</i>	<i>17 to 18</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
	Have not reached Level I	State basic content	Interpret basic content	Explain ways to apply knowledge of environment, population, defence and security, public health, drug and social crime prevention, traffic safety, child rights in teaching.	Analyze how to incorporate knowledge of environment, population, defence and security, public health, drug and social crime prevention, traffic safety, child rights in teaching.	
<b>2.5</b>	<b>Scores</b>	<i>0</i>	<i>1 to 3</i>	<i>4 to 5</i>	<i>6 to 8</i>	<i>9</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
	Have not reached Level I	State local characteristics	Identify local needs and impacts in education	Incorporate local materials and influences in teaching	Critical use of community influence and materials; meet local needs	

Strand 3

<b>Pedagogical Skills</b>						
<b>3.1</b>	<b>Scores</b>	<i>0</i>	<i>1 to 5</i>	<i>6 to 12</i>	<i>13 to 17</i>	<i>18 to 20</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Lesson plans are exactly as in teaching guides	Lesson plans demonstrate effort to place emphasis on key points and link with practice	Lesson plans have appropriate and accurate key points	Lesson plans are creative and promote students' self-learning
<b>3.2</b>	<b>Scores</b>	<i>0</i>	<i>1 to 6</i>	<i>7 to 8</i>	<i>9 to 15</i>	<i>16 to 21</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Routine teaching and assessment	Manage the class actively; teach at appropriate pace and with logical procedures	Teaching promotes students' active learning	Involve pupils in self researching; promotes self-learning
<b>3.3</b>	<b>Scores</b>	<i>0</i>	<i>1 to 3</i>	<i>4 to 5</i>	<i>6 to 8</i>	<i>9 to 10</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Carry out class coordinator activities as instructed.	Actively carry out class coordinate activities; have strategies for dealing with pupils with special needs	Be creative in organizing appropriate educational activities in conjunction with parents	Be creative in class coordinat activities, reinforce the class to be a leading strong unified community
<b>3.4</b>	<b>Scores</b>	<i>0</i>	<i>1 to 4</i>	<i>5 to 7</i>	<i>8 to 10</i>	<i>11 to 16</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Communicate appropriately with different audiences	Be a good listener; understand audience's needs and wishes	Know how to explain to and persuade audience	Act as a model in communication and manners
<b>3.5</b>	<b>Scores</b>	<i>0</i>	<i>1 to 4</i>	<i>5 to 8</i>	<i>9 to 11</i>	<i>12</i>
		Level (0)	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Teaching records and notes are exactly as regulated	Add latest materials to portfolios	Record and organize porfolio scientifically logical; use portfolios to enhance teaching and learning	Use computer to store teaching records and notes and use porfolio logically to enhance teaching and learning

Score conversion from Requirement to Strand results

<b>Strand result</b>						
<b>Strands</b>		<b>Levels</b>				
<b>Ideology</b>	<b>Scores</b>	<i>0</i>	<i>1 to 4</i>	<i>5 to 8</i>	<i>9 to 13</i>	<i>14 to 16</i>
		Level 0	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Complies and follow rules and duties	Is proactive in fulfilling duties	Demonstrates innovation, devotion and initiative in fulfilling duties	Demonstrates model behaviour & leadership in the profession and the community
<b>Knowledge</b>	<b>Scores</b>	<i>0</i>	<i>1 to 7</i>	<i>8 to 11</i>	<i>12 to 17</i>	<i>18 to 20</i>
		Level 0	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Recalls knowledge and factual information	Explains subject specific information, pedagogy, policy and society issues	Analyses and interprets a wide range of information, and demonstrates substantial depth in some areas, and applies this to their school responsibilities	Demonstrate leadership in obtaining and applying knowledge and understanding in educating and teaching
<b>Skills</b>	<b>Scores</b>	<i>0</i>	<i>1 to 5</i>	<i>6 to 10</i>	<i>11 to 15</i>	<i>16 to 20</i>
		Level 0	Level (I)	Level (II)	Level (III)	Level (IV)
		Have not reached Level I	Follows teaching and coordinator's guide	Customises teaching and coordinating guides to suit student needs	Promotes active learning among students	Demonstrates leadership in improving teaching methods

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