



NATIONAL TEACHER QUALITY STANDARDS

these Standards are applicable for all teachers in FSM

**Department of Education
Federated States of Micronesia**

2021

Abbreviations

BPaC	Building Pacific Capacity Program
CSLO	Course Student Learning Outcomes
COM-FSM	College of Micronesia - FSM
FACSSO	FSM Association of Chief State School Officers
FSM	Federated States of Micronesia
ICT	Information, Communication and Technology
IQBE	Improving the Quality of Basic Education
KDOE	Kosrae Department of Education
NDOE	National Department of Education
NPLF	National Professional Learning Framework
NSTT	National Standardised Test for Teachers
NTQS	National Teacher Quality Standards
NWG	National Working Group
PSLO	Program Student Learning Outcomes
SDOE	State Department of Education
SAS	School Accreditation System
STQS	State Teacher Quality Standards
YDOE	Yap Department of Education

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Development and Background of the National Standards

The FSM National Teacher Quality Standards (NTQS) were developed by the IQBE National Working Group for Teacher Development between August to November 2021. The working group consisted of representatives from the FSM National Department of Education, each of the four state Departments of Education, the College of Micronesia–FSM, international consultants and locally based IQBE project personnel (refer Appendix 1).

The Standards were reviewed by the IQBE Steering Committee and presented to the FSM Association of Chief State School Officers (FACSSO) in November 2021 for endorsement. At the same time the States of Chuuk and Yap had recently developed state teacher standards, but these were not yet implemented.

Global, Regional and National Goals

FSM national education priorities reflect international and regional commitments. These are articulated in the Education Sector Strategic Development Plan (ESSDP) 2020-2024. Additionally, the National Teacher Quality Standards (NTQS) align with global and Pacific regional teacher standards. This alignment is seen to enhance quality and labor mobility for the teacher workforce (refer to mapping document in Appendix 1). The key reference documents are:

[Global Professional Teaching Standards](#)

The joint *Education International/UNESCO global professional teaching standards*¹ aim to improve teacher quality, teaching and learning, as well as support the implementation and monitoring of the teacher target in the Education 2030 Agenda for Sustainable Development² and specifically Sustainable Development Goal 4 (SDG4)³.

[Pacific Regional Teacher Standards](#)

The *Pacific Regional Teacher Standards*⁴ are in line with the vision of the Pacific Regional Education Framework (PacREF)⁵ Policy Area 4 on Teacher Professionalism which requires:

“All teachers and school leaders in the Pacific are qualified and skilled certified professionals who are able to demonstrate their competencies against approved standards.”

[National Teacher Quality Standards](#)

The FSM Education Sector overall goal as stated in the ESSDP (2020 – 2024) is to improve the quality of learning at all levels in safe learning environments. This goal highlights the fundamental purpose of formal education to foster and improve learning outcomes for all students. The ESSDP recognizes the many interrelated variables which affect student learning, one of which relates to quality teachers and teaching.

A National Approach

The National Teacher Quality Standards (NTQS) are underpinned by FSM culture, history, and languages. The NTQS reflect core values of beliefs, attitudes, and practices common across all FSM

¹ UNESCO & Education International, 2019, *Global Framework of Professional Teaching Standards*, https://issuu.com/educationinternational/docs/2019_ei-unesco_framework

² <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

³ <https://unesdoc.unesco.org/ark:/48223/pf0000259784>

⁴ SPBEA & UNESCO 2010 *Pacific Regional Standards*

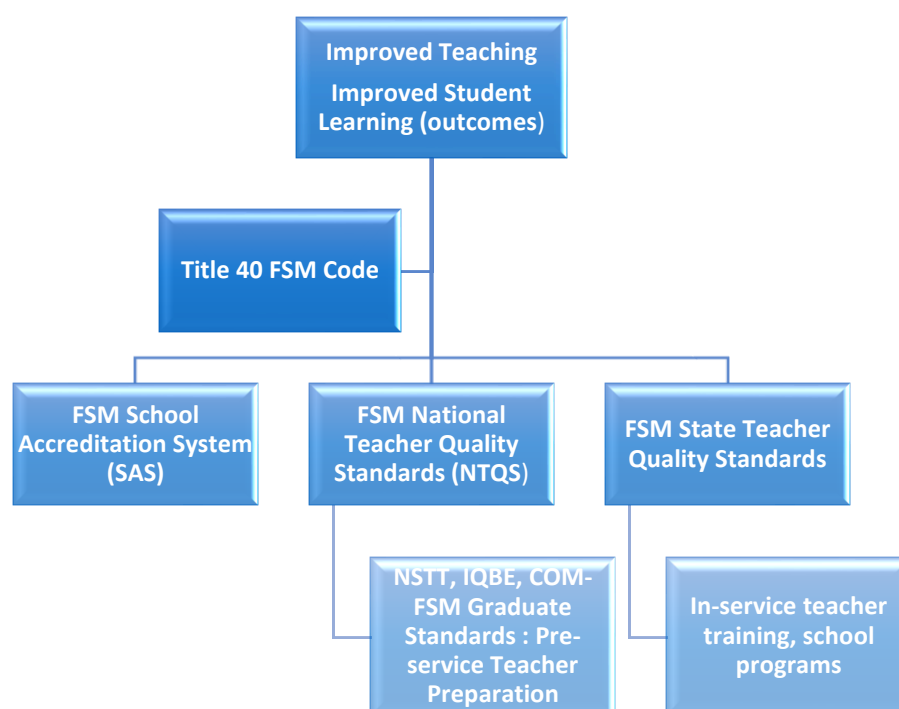
⁵ *Pacific Regional Education Framework (PacREF) 2018-2030: Moving Towards Education 2030*

states and islands. The NTQS presents professional teaching standards that can cohere as a common platform nationally and be adapted by states in FSM to suit diverse contexts, promoting state government and teacher ownership. The national standards outline what can be measured but evidence on capability and performance, and judgements of whether standards have been met, is to be addressed by each of the 4 State Education Departments in FSM⁶.

Purpose

The purpose of the FSM National Teaching Standards is to provide a minimum benchmark for states and inform the FSM School Accreditation System (SAS)⁷. In particular, Standard 2 in the FSM-SAS relates to Teacher Performance which has a positive correlation to student learning outcomes⁸. Thus, the national standards are seen to support enhanced teacher performance and improved student learning outcomes.

Diagram: Purpose of FSM National Teacher Quality Standards



The standards also give the teaching profession a shared language to talk about their teaching practice. This common language can be used to communicate with others - school leaders, teacher educators, family members and the wider community. Teacher standards also enable a clear picture of evidence on how teachers are performing. The standards provide a platform for teachers to evaluate and reflect on their own practices and professional learning to support continuous improvements in education outcomes.

Teacher standards may be used for:

- Performance Appraisal
- Professional growth and development

⁶ Chuuk, Yap, Kosrae, Pohnpei

⁷ FSM-SAS (2018) Standard 2

⁸ NDoE 2019 School Accreditation Correlation Analysis

- Career Pathways and promotion

Each State in FSM will determine the application of teacher standards and take responsibility for implementation and monitoring of State Teacher Quality Standards (STQS).

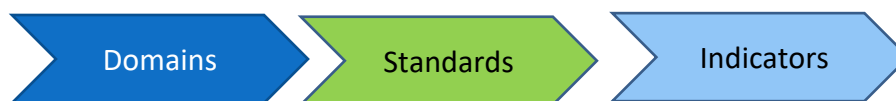
FSM National Professional Learning Framework (NPLF)

Teaching standards promote and enhance what teaching is. They support teachers' professional judgment and discretion and enhance professional standing. As such, standards are an important tool for protecting and building the reputation of the teaching profession. In light of this, additional work that grounds the development, implementation, and monitoring and review of professional teaching standards is generally situated in a robust broader setting of a professional framework⁹.

The National Teacher Quality Standards

The National Teacher Quality Standards describe 9 standards across 3 domains. By necessity, these are general statements which broadly demarcate teachers' work and practices. The standards guide individual teachers in their professional learning, their practice and ways they can further engage with students, other teachers and the wider community, and support positive education outcomes for FSM students. The indicators are concrete practices which are observable and measurable in teacher behavior.

The structure of the Standards is outlined in the diagram below:



Further elaborations can be provided in context with the FSM State Teacher Standards providing examples of indicators.

Domains

The principles that underpin teaching standards are expressed as domains, or categories, within which teachers' work can be most usefully described. The three categories, or domains, of the FSM NTQS are:

- Professional Knowledge
- Professional Skills
- Professional Attributes

Professional Knowledge

It is important that teachers know the content of their subjects and the curriculum. Teachers also need to know and understand their learners to best inform their planning, teaching and assessment strategies, and apply practices that promote student engagement and participation. Teachers must also know and understand the social, cultural, and developmental issues that might relate to their students and their learning processes.

Professional Skills

Effective teaching methodologies and practices within this domain rely on the knowledge domain as well as on various teacher attributes. Teachers are expected to have a variety of effective teaching strategies to enhance student learning and achievement of learning outcomes. In this domain,

⁹ The development of a FSM NPLF is an outcome for the IQBE project in 2022.

teachers are required to plan inclusively to cater for the diversity of students' abilities, draw on a pool of teaching and communication strategies, classroom management strategies and reporting. The use of technology (Information Communication and Technology) to support learning through innovative and integrated practices is an increasingly important component of quality teaching practices.

Professional Attributes

In teaching, cultural values and strong work ethics are critical to provide assurance and security that students are nurtured in an environment that is conducive to learning. Teachers must uphold and reflect cultural values in their work ethics. The importance of continuous learning through professional development is also fundamental for effective teaching practices. As such, the NTQS emphasize the need for teachers to value their self-development and engagement through commitment and motivation for professional development and other initiatives of their school and communities. As well as engaging with students, professional relationships with colleagues, family members, and education stakeholders are crucial to effective teaching.

Professional Capability

The NTQS provide a platform for descriptors across different stages of a teacher's professional growth throughout their career. Such descriptors represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through stages describes a growing understanding and application of skills across a broader and more complex range of situations. Defining the career stages of teachers should facilitate a design where the most skilled teachers can lead and model best practice for other teachers to learn from. The design should also reflect the requirement of the FSM Teacher Certification Policy (2016) for teachers to be qualified and certified.

The FSM National Teacher Quality Standards do not prescribe a specific number of career stages as the size of schools, governance structures and teaching personnel vary for each State. The following four levels of teacher career stages are presented as a guide. Each state will need to identify the number of stages and the titles for each teacher level.

Sample Career Stages for Teacher Professional Development

Level 1
Early career teachers who have completed a qualification that meets the requirements of the FSM Teacher Certification Policy (2016). These teachers may not yet have passed the National Standardized Test for Teachers (NSTT) and be certified ¹⁰ . Level 1 teachers have a restricted understanding of their subject/s, curriculum content and teaching strategies. They are able to develop lessons that meet the requirements of curriculum, assessment and reporting. Level 1 teachers learn to become more flexible in providing for the different development levels, learning styles, and abilities of students. They learn to be reflective to improve teaching skills for student outcomes and connect with families and the wider community to assist in student learning (example: Provisional Teacher, Graduate Teacher)
Level 2
These teachers meet the full requirements for teacher certification ¹¹ . They develop learning programs that actively engage students and meet curriculum, assessment and reporting requirements. They create learning opportunities for their students by understanding their backgrounds and individual characteristics. Level 2 teachers use a range of data and other sources of information and evidence, including student results, to evaluate their teaching and to adjust their programs to better meet student needs. They actively collaborate with and support other teachers for teaching purposes,

¹⁰ Part 5, FSM Teachers Certification Policy (2016) states "the NSTT shall be used to determine the qualification of candidates for certain types of National Teacher Certificate"

¹¹ Part 4 and Part 5 FSM Teachers Certification Policy (2016), qualification and NSTT

participate in teacher learning communities, and seek feedback and advice from colleagues to plan and manage their own learning needs (example: Certified Teacher, Proficient Teacher).

Level 3

These teachers have specialist or high level knowledge of subjects and curriculum content that they teach. They are effective, skilled classroom teachers who consistently work to enhance and improve their practice and contribute to assisting colleagues. They may take on mentor roles that guide and advise other teachers. They regularly consider their own learning needs and actively engage in professional development opportunities. They are effective members of the school teaching staff, working cooperatively with the school principal and all teachers to support school improvements and teacher professional development outcomes (example: Highly Proficient Teacher, Advanced Teacher).

Level 4

These teachers have extensive knowledge and experience in the teaching profession. They are able to teach across all subject areas and at all grade levels, and possess a sound understanding of curriculum, pedagogy and classroom teaching requirements. As part of the school leadership team, they are also mentors, able to guide and train less skilled teachers. They use their skills and knowledge to establish and manage collaborative, effective teaching teams, and represent the teaching profession in the school and local community by fostering education links and programs with parents and other community stakeholders. Level 4 teachers are skilled in building a learning environment in their school which supports ongoing reflection, professional development and continuous improvements (example: Lead Teacher, Coach, Mentor).

DRAFT FSM NATIONAL TEACHER QUALITY STANDARDS

PROFESSIONAL KNOWLEDGE

Standard 1: Knowledge of curriculum and teaching content

- 1.1 Demonstrate knowledge of the subject content according to the curriculum
- 1.2 Knowledge on how to plan, organize and teach effectively in accordance with the curriculum

Standard 2: Knowledge of students and learning

- 2.1 Demonstrate knowledge of student development and abilities at relevant ages and grades
- 2.2 Demonstrate knowledge of supporting students with varying needs (including gender, cultural, language, special needs)

Standard 3: Understanding of national and state Policies, Frameworks and Standards to support teaching and learning

- 3.1 Demonstrate knowledge of required practices directly connected to a teacher's work as directed by Guidelines and Policies (e.g.: Teacher Code of Conduct, School Operation Guidelines, Gender Equity, FSM School Accreditation System, Curriculum and Benchmarks, Teacher Certification Regulations, National Language Policy, National Policy on People with a Disability)

Explanatory Notes:

*It is important that teachers know the **content** of their **subjects** and **curriculum**. Knowing and understanding curriculum requires teachers to also know and **understand their students** in order to best inform their **planning, teaching** and **assessment** strategies, and **apply policies** that govern **student engagement** and **participation**. A teacher's professional knowledge is fundamental for informing their teaching practice.*

PROFESSIONAL SKILLS

Standard 4: Plan and use flexible practices for effective teaching and learning

- 4.1 Plan and implement a logical sequence of lessons to meet curriculum learning outcomes (different grade, age and ability levels).
- 4.2 Plan, design and implement structured lessons using a variety of flexible teaching strategies and activities with a focus on student-centered learning, incorporating appropriate teaching and learning resources such as locally available materials and technology.
- 4.3 Reflect on, evaluate and improve lessons and pedagogical practices

Standard 5: Use appropriate teaching and learning resources reflecting gender equity and cultural values

- 5.1 Identify and access teaching and learning materials and technology appropriate to the curriculum
- 5.2 Create, modify and use appropriate teaching and learning materials to meet varying student needs and enhance student cultural, social and intellectual development.
- 5.3 Reflect on, evaluate and improve teaching and learning materials

Standard 6: Plan and use a range of assessment practices, provide feedback and reporting

- 6.1 Plan and use assessment practices (formative and summative) that are clearly linked to student learning outcomes
- 6.2 Provide formal and informal feedback to students on their learning and needs
- 6.3 Reflect on, evaluate and use assessment results to inform instructional practices
- 6.4 Use required formats for maintaining updated records of student progress and assessment outcomes

Standard 7: Create and maintain a safe and supportive learning environment

- 7.1 Use effective classroom management strategies where all students feel safe, supported and comfortable to learn
- 7.2 Apply school policy and positive behavior management strategies

Explanatory Notes:

Teachers are expected to have a range of **effective teaching strategies** to enhance student learning and achievement of learning outcomes. In this domain, teachers are required to **plan** inclusively to cater for the **diversity of students' abilities and needs** (including students with special needs), draw on a pool of **teaching and communication strategies, classroom management strategies and reporting**. In practice, teachers must **constantly reflect on, and evaluate their planning and implementation of lessons and assessment** to ensure the curriculum and teaching is further expanded in ways that benefit all learners in the classroom. The use of **technology** to support learning through **innovative and integrated practices** is an increasingly important component of quality teaching practices.

Teachers are aware of the importance of creating a **safe and supportive learning environment** for their students. They demonstrate **effective classroom and behavior management strategies** and focus on setting **clear boundaries** and use **positive reinforcement**. They ensure all students feel emotionally, culturally and physically safe.

Information and Communication Technology (ICT) allows students to monitor and manage their own learning, think critically and creatively, solve simulated real-world problems, work collaboratively, engage in decision-making, and adopt a regional and global perspective towards issues and ideas. **Technologies (ICTs)** include: **projectors, cell phones, cameras, DVDs/CDs, radio and TV, computers, laptops, tablets, and internet**. Teachers should plan and use technologies which are readily accessible and appropriate for the student learning.

PROFESSIONAL ATTRIBUTES

Standard 8: Demonstrate ethical behaviors and a commitment to professional practice

- 8.1 Demonstrate cultural values, care and responsibility in all duties showing professional and respectful behavior with students, colleagues, family and the community
- 8.2 Examine own practices and behavior through self-reflection and student achievements and identify areas for personal growth and professional development
- 8.3 Participate positively in professional learning opportunities, collaborating with colleagues to continually improve teaching practices (including the use of technology)

Standard 9: Engage positively and professionally with the school and wider community

- 9.1 Develop and implement strategies to include stakeholders, family and community members in school-based learning activities
- 9.2 Participate enthusiastically in school and community activities in support of local culture and building positive relationships with all community members

Explanatory Notes:

In teaching, **cultural values and strong work ethics** are critical in order to provide assurance and security that students are nurtured in an environment that is conducive to learning. Teachers must uphold and reflect cultural values in their work ethics. These are fundamental in the teaching and learning of students and include: **Caring, Respect, Trust, and Integrity**.

Attributes which are included in ethical and professional behavior include: **Honesty, Punctuality, Commitment, Good communication, Self-motivation and Independent Responsibility for Professional Learning**.

APPENDIX 1: National Working Group Members

Name	Position
Tess Martin	IQBE Pre-service Teacher Development Specialist
Vishnu Karki	IQBE Project Director
Karen Simion	Interim President, COM-FSM
Mayleen Wichap	IQBE Technical Coordinator, COM-FSM
Taylor Elidok	COM-FSM Education Program Coordinator
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Quartus Esau	IQBE Project Director Kosrae KDoE
Sandra Keiji	IQBE Project Director Yap YDoE
Pressler Martin	IQBE Project Director Pohnpei, PDoE
Ripwo Ceasar	IQBE Project Director Chuuk, CDoE
Beverly Wabol	IQBE Technical Coordinator, Kosrae, KDoE
Reynold Albert	IQBE Technical Coordinator, Pohnpei, PDoE
Rentia Francis	IQBE Technical Coordinator, Chuuk, CDoE
Samuel Baamafel	IQBE Technical Coordinator Yap, YDoE
John Nablo	Professional Development Coordinator PDoE
Dominic Fanasog	Professional Development Coordinator YDoE
Natalie Nimmer	BPac Education Advisor, NDOE
Jo Bryde	BPac Education Advisor, YDoE
Wayne Mendiola	Assistant Secretary, NDoE

APPENDIX 2: Mapping Document FSM NTQS to Regional and Global Teacher Standards

FSM National Teacher Quality Standards ¹² PROFESSIONAL KNOWLEDGE	Pacific Regional Standards ¹³ PROFESSIONAL KNOWLEDGE & UNDERSTANDING	Global Standards ¹⁴ TEACHING KNOWLEDGE & UNDERSTANDING
Standard 1 Knowledge of curriculum and teaching content	Standard 3 Subjects and Curriculum	Standard 2 The content and related methodologies of the subject matter or content being taught
1.1 Demonstrate knowledge of the subject content according to the curriculum.	<ol style="list-style-type: none"> 1. Have a secure knowledge and understanding of their teaching subject(s) and related pedagogy. 2. Understand the curriculum for which they have been trained (aim, time, objective, methodology, teaching resources and assessment) and its current requirements. 3. Know curriculum linkages, relevant initiatives and applications. 	2.1 Core content knowledge and skills. 2.2 Implications of the content knowledge for teaching methodologies.
1.2 Knowledge on how to plan, organize, teach and assess effectively in accordance with the curriculum.		Standard 3 Core research and analytical methods that apply in teaching, including with regard to student assessment.
		Standard 2: Assessment & Monitoring
	<ol style="list-style-type: none"> 1. Know the assessment requirements for teaching subject(s). 2. Know the different assessment approaches and strategies. 3. Know the different monitoring strategies. 	3.1 Research methodologies and related analytical skills that can be applied to new learning. 3.2 Principles and practices of effective student assessment.
Standard 2 Knowledge of students and learning	Standard 1 Teaching and Learning	Standard 1 How students learn, and the particular learning social, and development needs of their students

¹² 2021 DRAFT Improving Quality for Basic Education: National Working Group for Teacher Development

¹³ SPBEA & UNESCO 2010 Pacific Regional Standards

¹⁴ UNESCO & Education International, 2019, Global Framework of Professional Teaching Standards, https://issuu.com/educationinternational/docs/2019_ei-unesco_framework

FSM National Teacher Quality Standards ¹² PROFESSIONAL KNOWLEDGE	Pacific Regional Standards ¹³ PROFESSIONAL KNOWLEDGE & UNDERSTANDING	Global Standards ¹⁴ TEACHING KNOWLEDGE & UNDERSTANDING
2.1 Demonstrate knowledge of student development and abilities at relevant ages and grades.	1. Know a wide range of teaching, learning and behavior management strategies, learning styles and abilities and how to maximise learning potential of children.	1.1 Implications of social, cultural and economic diversity, and the related circumstances of students and their learning environments. 1.2 Implications of digital technologies on students' learning.
2.2 Demonstrate knowledge of supporting students with varying needs (including gender, culture, language, special needs).	2. Understand the importance of a conducive learning environment to teaching and learning .	
	Standard 5: Achievement for All	
	1. Understand how students develop, learn and progress and the factors that contribute to their developments. 2. Know the inclusive education principles and implementation strategies in order to bring about equity in learning opportunities.	
Standard 3 Understanding of national and state Policies, Frameworks and Standards to support teaching and learning.	Standard 4 Literacy, Numeracy and ICT	
3.1 Demonstrate knowledge of required practices directly connected to a teachers work as directed by Guidelines and Policies (e.g.: Teacher Code of Conduct, School Operation Guidelines, Gender Equity, FSM School Accreditation System, Curriculum and Benchmarks, Teacher Certification Regulations, National Language Policy, National Policy on People with a Disability)	1. Know the foundational importance of Literacy/Numeracy/ICT to teaching and learning. 2. Know strategies for incorporating literacy, numeracy and ICT skills to support their teaching and wider professional activities teaching.	
	Standard 6: Health & Wellbeing	
	1. Know their duty of care for their students and school property, including legal requirements and national policies. 2. Know how to identify 'at risk' or 'special' student behavior, manage them correctly and refer to relevant support system . 3. Understand the importance of the holistic well-being of students (cognitive, physical, emotional, spiritual, and social well-being).	

FSM National Teacher Quality Standards PROFESSIONAL SKILLS	Pacific Regional Standards PROFESSIONAL SKILLS	Global Standards TEACHING PRACTICE
Standard 4 Plan and use flexible and blended practices for effective teaching and learning	Standard 1 Planning	Standard 4 Planning and preparation to meet the learning objectives held for students
4.1 Plan and implement a logical sequence of lessons to meet curriculum learning outcomes (different grade, age and ability levels).	1. Develop a teaching and learning programme that encompasses effective learning sequences within school. 2. Translate the national curriculum objectives into learning outcomes.	4.1 Identifying specific learning objectives for students. 4.2 Researching, organizing, and scheduling lessons to meet those objectives.
4.2 Plan, design and implement structured lessons using a variety of flexible and blended teaching strategies and activities with a focus on student-centered learning, incorporating appropriate teaching and learning resources such as locally available materials and technology.	Standard 2 Teaching	Standard 5 An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of students.
4.3 Reflect on, evaluate and improve lessons and pedagogical practices.	1. Teach lessons using appropriate teaching strategies. 2. Use appropriate teaching skills and resources as well as modify teaching to maximize learning for all students.	5.1 Practice of teaching processes and structuring of learning activities that align with the requirements of the subject content. 5.2 Variations in teaching and learning that facilitate engagement of students.
Standard 5 Use appropriate teaching and learning resources reflecting gender equity, and cultural values		
5.1 Identify and access teaching and learning materials appropriate to curriculum		
5.2 Create, modify and use appropriate teaching and learning materials to meet varying student needs and enhance student cultural, social and intellectual development.		
5.3 Reflect on, evaluate and improve teaching and learning materials.		

FSM National Teacher Quality Standards PROFESSIONAL SKILLS	Pacific Regional Standards PROFESSIONAL SKILLS	Global Standards TEACHING PRACTICE
Standard 6 Use a range of assessment practices, provide feedback and reporting	Standard 3 Assessing, monitoring and giving feedback	Standard 7 Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity
6.1 Plan and use a range of assessment practices (formative and summative) that are clearly linked to student learning outcomes.	1. Use an effective range of assessment and monitoring methods for improvement	7.1 Consistent, fair, valid and reliable assessment of student work using an appropriate range of methods.
6.2 Provide formal and informal feedback to students on their learning and needs.	2. Provide timely and constructive feedback about students' attainment and progress. 3. Support and guide students to identify progress they have made, their strengths and weaknesses and to improve student learning.	
6.3 Reflect on, evaluate and use assessment results to inform instructional practices.	4. Review teaching (evaluate impact of teaching) effectiveness to improve teaching and modify planning and practice accordingly.	
6.4 Use required formats for maintaining updated records of student progress and assessment outcomes.	5. Review the impact of feedback and modify plans and practice accordingly.	
Standard 7 Create and maintain a safe and inclusive learning environment	Standard 5 Providing a Conducive Learning Environment	Standard 6 Organisation and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner.
7.1 Use effective classroom management strategies where all students feel safe and comfortable to learn.	1. Create, sustain and manage a safe and positive learning environment (physical, cultural, social, emotional, spiritual, intellectual).	6.1 A safe and secure environment.
7.2 Apply school policy and positive behavior management strategies.		6.2 Effective classroom management having regards to the needs of all individuals and the class as a whole.

FSM National Teacher Quality Standards PROFESSIONAL ATTRIBUTES	Pacific Regional Standards PROFESSIONAL ATTRIBUTES	Global Standards TEACHING RELATIONS
<p align="center">Standard 8</p> <p align="center">Demonstrate ethical behaviors and a commitment to professional practice.</p>	<p align="center">Standard 1</p> <p align="center">Relationship with Students.</p>	<p align="center">Standard 10</p> <p align="center">Continuous professional development to maintain currency of their professional knowledge and practice.</p>
<p>8.1 Demonstrate care, responsibility and a commitment to cultural values in all duties showing professional and respectful behavior with students, colleagues, family and the community.</p>	<ol style="list-style-type: none"> 1. Establish, demonstrate and maintain good relationship with students. 2. Exhibit empathy with students and equitable relationships. 	<p>10.2 Ongoing analysis and reflection on practice to develop professional practice.</p>
<p>8.2 Examine own practices and behavior through <i>self-reflection</i> and student achievements and identify areas for personal growth and professional development.</p>		
<p>8.3 Participate positively in professional learning opportunities, collaborating with colleagues to continually improve teaching practices (including the use of Technology).</p>	<p align="center">Standard 3</p> <p align="center">Personal Professional Development</p>	<p>10.1 Participation in formal professional learning and development.</p>
	<p align="center">Standard 6</p> <p align="center">Team Working and Collaboration</p>	<hr/> <p align="center">Standard 8</p> <p align="center">Cooperative and collaborative professional processes that contribute to collegial development and support student learning and development.</p> <hr/> <p>8.1 Collaborative processes with regard to lesson planning, teaching activity, and student welfare, that supports students.</p> <p>8.2 Cooperative processes that support teachers' professional learning, development, and welfare.</p>
	<ol style="list-style-type: none"> 1. Work together as a team and identify opportunities for working together with colleagues, sharing effective practice with them. 	

FSM National Teacher Quality Standards PROFESSIONAL ATTRIBUTES	Pacific Regional Standards PROFESSIONAL ATTRIBUTES	Global Standards TEACHING RELATIONS
<p align="center"><u>Standard 9</u></p> <p align="center">Communicate and engage positively with the school and wider community</p>	<p align="center">Standard 2</p> <p align="center">Communication and working with others</p>	<p align="center">Standard 9</p> <p align="center">Communications with parents, caregivers, and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting.</p>
<p>9.1 Develop and implement strategies to include stakeholders, family and community members in school-based learning activities.</p>	<p>1. Interact with students, other teachers and school management.</p>	<p>9.1 Formal and informal reporting to parents, caregivers, and the community on student learning and welfare.</p>
<p>9.2 Participate enthusiastically in school and community activities in support of local culture and building co-operative relationships with all community members.</p>	<p>2. Interact with parents and guardians about students' progress and the communities about school's progress.</p> <p>3. Involve parents and guardians as active stakeholders of students' well-being and achievement.</p> <p>4. Model behavior of a good team player through collaborative and participatory style as appropriate.</p>	<p>9.2 Presentation of a range of professional issues, including with regard to the expertise and status of the profession.</p>

APPENDIX 3: Mapping Document FSM NTQS to COM-FSM pre-service teacher Program Student Learning Outcomes

FSM National Teacher Quality Standards PROFESSIONAL KNOWLEDGE	AA in Pre-Teacher ¹⁵ Preparation	Third Year Certificate in Teacher Preparation	Baccalaureate of Science in Elementary Education
Standard 1			
Knowledge of curriculum and teaching content			
1.1 Demonstrate knowledge of the subject content according to the curriculum 1.2 Knowledge on how to plan, organize, teach and assess effectively in accordance with the curriculum	Demonstrate basic knowledge and concepts related to elementary education. Task analyze FSM and State curriculum standards.	Demonstrate comprehension and application of the FSM elementary school curriculum standards.	Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 2			
Knowledge of students and learning			
2.1 Demonstrate knowledge of student development and abilities at relevant ages and grades 2.2 Demonstrate knowledge of supporting students with varying needs (including gender, culture, language, special needs)	Demonstrate basic knowledge and concepts related to elementary education ¹⁶ .	Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs ¹⁷ .	Demonstrate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners ¹⁸ .

¹⁵ Program Student Learning Outcome (PSLO) listed in COM-FSM Genera Catalogue (2020-2021, Course Student Learning Outcomes (CSLO) both general and specific provide greater detail <http://www.comfsm.fm/catalog/2020-2021/General-Catalog-2020-2021.pdf>

¹⁶ CSLO PY 201 <http://www.comfsm.fm/?q=node/180>

¹⁷ CSLO PY 300 <http://www.comfsm.fm/?q=node/180>

¹⁸ CSLO ED414, ED415 <http://www.comfsm.fm/?q=node/180>

FSM National Teacher Quality Standards PROFESSIONAL KNOWLEDGE	AA in Pre-Teacher ¹⁵ Preparation	Third Year Certificate in Teacher Preparation	Baccalaureate of Science in Elementary Education
Standard 3 Understanding of national and state Policies, Frameworks and Standards to support teaching and learning			
3.1 Demonstrate knowledge of required practices directly connected to a teachers work as directed by Guidelines and Policies (e.g.: Teacher Code of Conduct, School Operation Guidelines, Gender Equity, FSM School Accreditation System, Curriculum and Benchmarks, Teacher Certification Regulations, National Language Policy, National Policy on People with a Disability).	National accreditation observation forms ¹⁹ .	Methods courses ²⁰ .	Design, deliver, and assess instruction in support of students with special needs in the elementary classroom In accordance with the requirements of the Individualized Educational Program (IEP) process ²¹ .

¹⁹ CSLO ED292 <http://www.comfsm.fm/?q=node/180>

²⁰ CSLO ED292, ED392; <http://www.comfsm.fm/?q=node/180>

²¹ CSLO ED414 <http://www.comfsm.fm/?q=node/180>

FSM National Teacher Quality Standards PROFESSIONAL SKILLS	AA in Pre-Teacher Preparation	Third Year Certificate in Teacher Preparation	Baccalaureate of Science in Elementary Education
Standard 4			
Plan and use flexible practices for effective teaching and learning			
4.1 Plan and implement a logical sequence of lessons to meet curriculum learning outcomes (different grade, age and ability levels).	Develop lesson plans.	Apply a variety of teaching approaches to meet the learning needs of FSM elementary school students ²² .	<p>Demonstrate the ability to teach all subjects for one semester in an elementary classroom.</p> <p>Teach and create learning experiences that make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.</p> <p>Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Use group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
4.2 Plan, design and implement structured lessons using a variety of flexible teaching strategies and activities with a focus on student-centered learning, incorporating appropriate teaching and learning resources such as locally available materials and technology.	Deliver lessons using a variety of strategies.		
4.3 Reflect on, evaluate and improve lessons and pedagogical practices.		²³	
Standard 5			
Use appropriate teaching and learning resources reflecting gender equity, and cultural values			
5.1 Identify and access teaching and learning materials and technology appropriate to curriculum.	Develop instructional materials.		

²² CSLO ED301a, ED301b. ED302, ED303, ED304 <http://www.comfsm.fm/?q=node/180>

²³ CSLO ED301a, ED301b. ED302, ED303, ED304 <http://www.comfsm.fm/?q=node/180>

FSM National Teacher Quality Standards PROFESSIONAL SKILLS	AA in Pre-Teacher Preparation	Third Year Certificate in Teacher Preparation	Baccalaureate of Science in Elementary Education
5.2 Create, modify and use appropriate teaching and learning materials to meet varying student needs and enhance student cultural, social and intellectual development.			Provide learning opportunities that support children’s intellectual, social and personal development ²⁴
5.3 Reflect on, evaluate and improve teaching and learning materials.			
Standard 6 Use a range of assessment practices, provide feedback and reporting			
6.1 Plan and use a range of assessment practices (formative and summative) that are clearly linked to student learning outcomes.	Assess student learning in an elementary classroom.	Assess and evaluate learning of the elementary student at both the formative and summative levels.	Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
6.2 Provide formal and informal feedback to students on their learning and needs.			
6.3 Reflect on, evaluate and use assessment results to inform instructional practices.			
6.4 Use required formats for maintaining clear updated records of student progress and assessment outcomes.			
Standard 7 Create and maintain a safe and inclusive learning environment			
7.1 Use effective classroom management strategies where all students feel safe and comfortable to learn.	Manage student behavior.	Organize and manage an elementary classroom environment for learning.	Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7.2 Apply school policy and positive behavior management strategies.			

²⁴ CSLO ED414 <http://www.comfsm.fm/?q=node/180>

FSM National Teacher Quality Standards PROFESSIONAL ATTRIBUTES	AA in Pre-Teacher Preparation	Third Year Certificate in Teacher Preparation	Baccalaureate of Science in Elementary Education
Standard 8			
Demonstrate ethical behaviors and a commitment to professional practice			
8.1 Demonstrate care, responsibility and a commitment to cultural values in all duties showing professional and respectful behavior with students, colleagues, family and the community.	Demonstrate professionalism.	Demonstrate professionalism.	Demonstrate professionalism.
8.2 Examines own practices and behavior through self-reflection and student achievements and identify areas for personal growth and professional development.			Reflect and continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and seek out opportunities to grow professionally.
8.3 Participate positively in professional learning opportunities, collaborating with colleagues to continually improve teaching practices (including the use of Technology).			
Standard 9			
Communicate and engage positively with the school and wider community			
9.1 Develop and implement strategies to include stakeholders, family and community members in school-based learning activities.			Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
9.2 Participate enthusiastically in school and community activities in support of local culture and building co-operative relationships with all community members.			