



# Pre-service Teacher Education: Guiding Principles Checklist



This document offers a set of guidelines in the form of a checklist to aid governments, implementing partners, and other stakeholders in evaluating the degree to which their pre-service teacher education programs reflect best practices and are setting teachers up for success. It is intended as a companion to the [How-to Guide on Pre-service Teacher Education](#). This checklist can be used to assist in improving existing pre-service teacher education programs or in developing new ones.

## Pre-service Teacher Education Checklist

| What national-level actions have been taken to ensure a successful enabling environment? |  |
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|  | There is a national <a href="#">teacher policy</a> that is aligned with the national education policy, is updated regularly, and includes teacher recruitment, preparation, certification, ongoing professional development, deployment, support, accountability, incentives, and financing.                                     |
|  | There is a national curriculum for teacher education that is designed by a panel of pedagogical and subject-matter experts, is updated regularly, and includes a clear set of standards for content (subject) knowledge, pedagogical content knowledge, general pedagogical knowledge, and <a href="#">inclusive education</a> . |
|  | The national curriculum for teacher education includes content knowledge and pedagogical content knowledge in foundational literacy and numeracy.  |
|  | An analysis of the national education system’s needs and opportunities regarding the teacher workforce has been conducted to inform teacher recruitment and deployment and ensure equity across regions and levels of disadvantage.  |
|  | Pre-service teacher education programs are linked to in-service trainings and <a href="#">ongoing support</a> through coaching or communities of practice with fellow teachers.  |
|  | Newly deployed teachers are supported by a strong induction program, ideally for at least one school year.   |
| How are candidates selected for pre-service teacher education?                           |  |
|  | The pre-service teacher education programs have a selection process for applicant teachers that assesses prerequisite skills in line with what teachers will be required to do.  |
|  | The selection process for applicant teachers seeks to identify and select a diverse pool of applicants in terms of gender, ethnicity, language, disabilities, etc. (as contextually relevant).   |
|  | The pre-service teacher education programs provide accommodations and support to teachers from underrepresented groups.  |

| How do the pre-service teacher education program curriculum and materials contribute to preparing teachers? |   |
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|   | The pre-service education program curriculum is fully aligned with the national curriculum for teacher education.   |
|   | The pre-service education program curriculum includes content (subject) knowledge, high-leverage pedagogical content knowledge, and general pedagogical knowledge, including <a href="#">assessment-informed instruction</a> , <a href="#">universal design for learning</a> , <a href="#">gender-inclusive education</a> , <a href="#">social-emotional learning</a> , and classroom management. |
|   | The curriculum and materials for each pre-service teacher education course are designed, reviewed, and updated regularly by pedagogical and subject-matter experts who are knowledgeable in current evidence-based practices.   |
|   | The curriculum and materials for each pre-service teacher education course combine theory with practical application and directly link to what teachers will be expected to do in the classroom.  |
|   | For foundational literacy courses, the curriculum includes, at a minimum, the core components of reading instruction (phonemic awareness, alphabets, vocabulary, fluency, and comprehension), application of research-based instructional practices at the word and text level, integration of reading and writing, assessment, and differentiated instruction.                                   |
|   | For foundational mathematics courses, the curriculum includes, at a minimum, the study of numbers and operations, algebra, geometry, and measurement and data through an approach that combines content knowledge and pedagogical content knowledge.  |
|   | The pre-service teacher education courses are aligned with the <a href="#">teaching and learning materials</a> currently used in schools, and teacher trainees have opportunities to use these materials in their courses.  |
|   | The pre-service teacher education courses prepare teacher trainees for large class sizes, multigrade classrooms, overage students, multilingual student populations, and students lacking basic literacy or numeracy skills.  |
|   | Teacher trainees are systematically encouraged to reflect on their practice and make improvements as needed, such as through journaling and peer discussion, supported by teacher educators and teacher mentors.  |
|   | The assessments for teacher trainees are aligned with the objectives, skills, and knowledge that are integral to the pre-service education program curriculum.  |
| How are teacher educators prepared for training teachers?   |   |
|   | Teacher educators are selected based on their academic preparation and classroom experience in the target grades.   |
|   | Teacher educators have undergone special training aligned with evidence-based practices.  |
| How do the pre-service teacher education program curriculum and materials contribute to preparing teachers? |   |
|   | Teacher educators model the type of pedagogy that teachers will be using in their classes, with interactive participation, pair- and group-work activities, universal design for learning and <a href="#">inclusive</a> practices, and positive social-emotional support.   |
|   | Teacher educators illustrate the “why” of everything they teach, explicitly linking theory to practice.   |
|   | Teacher educators explicitly teach evidence-based pedagogical strategies relevant to the grade and content that teachers will be teaching.  |
|   | Teacher educators model <a href="#">student-centered teaching practices</a> (e.g., direct feedback to students and clear, actionable steps on how to improve).  |

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|  | Teacher educators model <a href="#">assessment-informed instruction</a> in all courses.  |
|  | Teacher educators explicitly model differentiation and provide teachers with strategies to effectively implement these practices in their classrooms.  |
| <b>What kind of practicum experience do the pre-service teacher education programs require?</b>            |  |
|  | All pre-service teacher education programs require a practicum of adequate minimum duration that is uniformly enforced.  |
|  | The practicums are carefully planned and coordinated, with intentional placements in high-quality, well-run schools under the supervision of a full-time teacher mentor.   |
|  | The relationships between pre-service teacher education programs and the placement schools are collaborative and mutually beneficial.  |
|  | The teacher mentors are dedicated, experienced teachers willing to undertake the challenging work of supervising a teacher trainee, and they receive training on their roles and responsibilities as mentors.  |
|  | Teacher trainees are exposed to at least two schools during their pre-service teacher education, including at least one in a rural area and one that resembles the setting where they will likely teach.   |
|  | Teacher trainees receive clear guidance before and during their practicum regarding their roles, responsibilities, and expected behaviors and attitudes.   |
|  | Teacher trainees have the opportunity to practice all aspects of the teacher's responsibilities, with scaffolded support from the teacher mentor, including instruction in all of the subjects of their assigned grade, assessment, classroom management, and record-keeping.                    |
|  | The teacher mentors regularly observe the teacher trainees and provide high-quality feedback that is supportive, constructive, explicit, and probing, leading to deeper teacher reflection and achievement of quality teaching.  |
|  | Teacher trainees are encouraged to engage with families and communities and are given specific strategies to effectively include the broader community in their practice.  |
| <b>What resources are available for teacher trainees in the pre-service teacher education programs?</b>    |  |
|  | Teacher trainees are provided with the <a href="#">curriculum and scope and sequence documents</a> relevant to the grades they are likely to teach.  |
|  | Teacher trainees are provided with examples of daily lessons and instructional routines for the grades and subjects they are likely to teach, including the objectives, lesson steps, materials, and assessment tools in line with the curriculum and scope and sequence.                        |
| <b>How is pre-service teacher education embedded in the education system for long-term sustainability?</b> |  |
|  | Education goals are adequately budgeted and funded, and the teacher workforce is sufficient for the country's needs.   |
|  | Pre-service teacher education institutions are resourced at the level needed to support quality learning and instruction, including with the current primary-grade textbooks, teachers' guides, children's reading books, math manipulatives (counters, blocks, etc.), and digital technologies. |
|  | There are appropriate teacher incentives (ideally based on evidence gleaned from a national needs assessment) in order to help remedy regional deployment gaps.  |