

Tapas–TI Training Academy for Progressive Educators
Course Title: Post Graduate Diploma in Progressive Teaching & Learning (Prospectus)

Programme Vision

To cultivate a new generation of educators who are intellectually curious, emotionally grounded, physically aware, socially conscious, and capable of transforming learning spaces to meet the needs of a rapidly changing world.

Programme Objectives

- **Nurture Educators as Independent Thinkers and Learners**
To cultivate teachers who continuously inquire, question, and reflect—developing intellectual curiosity and academic depth so they can respond thoughtfully to evolving educational needs rather than relying on fixed methods.
- **Develop Emotional Presence and Reflective Awareness**
To support educators in building **inner self**-awareness, empathy, and emotional balance, enabling them to create safe, meaningful, and attuned learning relationships with students and colleagues to **reach the concept of excellence**.
- **Strengthen Physical Awareness, Wellbeing, and Embodied Learning**
To promote practices that connect educators with their bodies—through movement, mindfulness, and an understanding of how physical well-being influences cognition, creativity, and presence in learning spaces.
- **Provide Real-World Learning Through Progressive School and Community Immersions**
To offer hands-on experience in innovative schools, community spaces, and interdisciplinary workplaces, ensuring educators understand *how* learning happens in diverse, authentic environments beyond traditional classrooms.
- **Equip Educators as Designers of Learning Experiences and Curriculum**
To empower participants to design meaningful, context-driven learning journeys—using research, learner observation, and collaboration to shape curriculum that supports agency, curiosity, and deep understanding.
- **Enable Mastery of Flexible and Inclusive Teaching-Learning Pedagogies**
To help educators gain expertise in strategies that honour learner diversity—across classroom, outdoor, experiential, and interdisciplinary modes—so learning becomes active, relational, personalised, and relevant.
- **Cultivate Competence in Data-Informed and Authentic Assessment Practices**
To develop the capacity to design assessments that document growth, guide learning, and support reflection—shifting away from rote testing toward processes that value insight, progress, and understanding.
- **Encourage Collaborative Practice and Reflective Professional Community**
To build communities of educators who learn together, share experiences, and engage in dialogue—recognizing that professional growth is ongoing and strengthened through mentorship and collective inquiry.

- **Prepare Educators to Lead and Influence Change in Education**

To develop educational leaders who can thoughtfully challenge outdated schooling norms, contribute to new models of learning, and co-create systems that help learners thrive in a rapidly evolving world.

Rationale

Traditional teacher education models often prepare teachers to *fit into* existing school structures—structures that were designed for an industrial era, focused on rote knowledge and standardized outcomes. However, the world that learners are entering demands adaptability, creativity, ethical reasoning, collaboration, and a lifelong capacity to learn.

To nurture these outcomes in children, educators themselves must embody and practice them. The Tapas–TI Training Academy redefines teacher education as a **transformational journey** rather than a qualifications-led program. This approach nurtures educators as **leaders, designers, and thinkers**, not just classroom instructors.

Program Concept

The Tapas–TI Training Academy is a **unique educator development ecosystem** for:

- Aspiring teachers
- In-service teachers
- School leaders
- Learning space designers and facilitators

The program integrates:

1. Intellectual and Academic Development
2. Emotional and Reflective Growth
3. Physical and Social Awareness
4. Field-based Immersion and Real Work Experiences

This holistic approach ensures that educators develop not only the *skill* of teaching, but also the *disposition and identity of an educator* committed to lifelong learning.

Core Features of the Program

1. Self-Directed and Inquiry-Based Learning

The program is not delivered through fixed lectures or pre-designed training modules. Instead, each educator creates a **personal learning pathway** based on their interests, strengths, and developmental needs.

Participants engage in:

- Independent study supported by curated readings, viewings, and study guides.
- Personal learning goals that evolve through reflection and dialogue.
- Peer learning circles where educators co-investigate questions and share insights.
- Studio-style inquiry projects that require designing and testing learning experiences.

2. Real-Time Apprenticeship in Progressive School Ecosystems

Educators learn *in practice, not in theory alone*. Participants spend sustained time embedded within progressive schools and learning spaces, where they:

- Observe pedagogy in action.
- Assist and co-teach under mentorship.
- Facilitate small group or independent learning environments.
- Engage with learners across age groups and learning profiles.
- Contribute to staff reflections and school learning dialogues.

3. Immersions in Diverse Workplaces and Social Fields

To broaden their understanding of *what education should prepare learners for*, participants engage in learning experiences across **real-world contexts**, such as:

- Farms and ecological restoration sites → to learn sustainability, interdependence, and responsibility.
- Artistic and craft studios → to experience slow learning, skill mastery, and creative process.
- Technology labs, maker spaces, or entrepreneurial hubs → to understand innovation mindsets and problem-solving.
- Community development organizations → to connect learning with social and ethical engagement.

4. Development of Integrated Knowledge, Skills, and Dispositions

Educators are guided to grow across multiple domains of professional identity:

Domain	What Participants Learn
Learner Development & Human Psychology	How children think, feel, learn, and grow; supporting learner agency and wellbeing.
Curriculum Design & Learning Architecture	Designing meaningful, concept-rich, context-based learning pathways.
Pedagogy & Learning Strategies	Facilitating learning in classrooms, nature-based environments, studios, and community contexts.
Personalised Learning Approaches	Observing learners deeply and adapting instruction to meet diverse needs and pathways.
Assessment for Learning	Using documentation and reflection to track growth, instead of relying on grades or tests.
Reflective and Research-Informed Practice	Journaling, dialogue circles, portfolios, and practitioner inquiry to continuously refine practice.

5. Professional Identity Formation and Leadership Development

The academy supports educators in understanding and shaping **who they are as educators**.

This includes:

- Clarifying personal beliefs and values about learning.
- Developing a grounded, confident educator voice.
- Learning to collaborate, listen, facilitate and guide.
- Engaging with ethical and philosophical questions in education.
- Building leadership pathways that influence systems—whether in schools, learning communities, policy, or the public domain.

6. Community of Practice and Lifelong Learning

The academy fosters a **living ecosystem of educators** who:

- Share reflections and challenges.
- Study and co-work on projects.
- Mentor and learn from each other across generations of participants.

Outcomes

Graduates of this academy will be prepared to:

- Contribute to or lead progressive learning environments
- Innovate curriculum and pedagogy
- Facilitate authentic and meaningful learning experiences
- Engage students with empathy, awareness, and insight
- Influence education policy, school culture, and community development
- Continuously learn, unlearn, and evolve as educators
- **Practice the maxim – We need to fix ourselves before fixing the world**

Rather than merely joining conventional schools, they will be prepared to **reshape educational landscapes** and **create learning spaces that nurture flourishing individuals and communities**.

Module 1 – Self – Out to In | The Birth of a Teacher

Duration: 1 Week (5 Days, 50 Hours)

Purpose: To initiate a personal transformation, helping participants understand *who they are* before learning *what and how to teach*.

Burning question that drives this module: **Do I know who I am?**

This opening module focuses on the inner landscape of the emerging educator. Participants begin by observing themselves—exploring why they are here, what shaped their understanding of education, and how they relate to learning, authority, curiosity, and care. They examine the cultural and personal constructs of “teacher” and begin to *deconstruct* inherited beliefs from their schooling experiences. The module foregrounds communication—not merely as speech, but as presence, listening, attunement, and the ability to speak authentically and responsibly in relationship with others.

Failure is explored as a necessary space of growth, where vulnerability and resilience coexist. Reading, dialogue circles, reflective journaling, and film-based inquiry help participants surface unspoken inner narratives and shift toward a more conscious teacher identity. Throughout the module and beyond, self-care practices—such as grounding movement, breathwork, nature time, and reflective pause—are cultivated as **ongoing practices** essential to sustaining the emotional, physical, and intellectual life of a teacher.

The outcome of this module is the emergence of *the teacher as a reflective person*—anchored in self-awareness, curiosity, and intentionality.

Learning Outcomes

By the end of this module, participants will be able to:

1. Articulate a personal educational philosophy that reflects their values, experiences, and emerging identity as an educator.
2. Recognize and critically examine personal assumptions and inherited beliefs about teaching, learning, authority, and childhood.
3. Demonstrate active listening and respectful dialogue practices in group discussions and reflective conversations.
4. Communicate with clarity, confidence, and presence in both one-on-one and group settings.
5. Reflect on past experiences of failure and identify how these shaped personal resilience, adaptation, and growth.
6. Maintain a regular reflective journal capturing internal insights, emotional patterns, and evolving teacher identity.
7. Engage in basic self-care routines (movement, mindful practices, rest patterns) and articulate their relevance to sustaining long-term teaching practice.
8. Participate meaningfully in reading and film dialogue circles, showing ability to interpret ideas, connect them, and respond with empathy and depth.

Sub-modules:

1. Decoding a Teacher

- What is a teacher beyond a profession?
- Teacher as learner, listener, researcher, co-traveller.
- Reflective journaling: “Why do I want to teach?”

- AI link: Self-assessment personality & communication style tools.

2. Deconstructing

- Unlearning schooling habits that de-skilled curiosity.
- Identifying biases about learning and children.
- Dialogue circle: “My learning story.”

3. Communication

- Verbal, non-verbal, and embodied presence.
- Deep listening, dialogic teaching, articulation.
- Practice labs using role-play & feedback protocols.

4. Failures

- Making errors as a learning tool.
- Developing resilient habits of reflection, adaptation, and humility.
- Case studies of educational innovators.

5. Reading & Dialogue

- Weekly reading circles begin here (continue throughout).
- Texts drawn from education, philosophy, and storytelling.

6. Movies of Import

- Films as inquiry artifacts.
- Facilitated discussions on values, empathy, identity, childhood.

7. Self-Care (Ongoing)

- Breathwork, journaling, contemplative movement, nature engagement.
- Building stamina, balance, emotional clarity.

Module 1: Reflective Summative Assignment — *Learning Autobiography + Identity Dialogue Portfolio*

Task:

Participants create a **Learning Autobiography** tracing their journey as a learner from early childhood to the present. They reflect on:

- experiences of joy and curiosity
- experiences of difficulty, silence, or fear
- who influenced them
- how they were seen as a learner
- what they internalized about success, failure, and intelligence

This is supported by:

- Weekly reflective journal entries (2 pages each)
- A 20-minute recorded dialogue with a peer, exploring: *Who am I becoming as a teacher?*
- A one-page personal educator philosophy statement.

Evidence Collected:

- Written learning autobiography (1500–2000 words)
- 4–5 reflective journal entries
- Audio/video recording of peer dialogue
- Draft of emerging teacher identity statement

SUMMATIVE ASSIGNMENT TEMPLATES & RUBRICS

Summative Assignment: "Self as Teacher" Narrative + Dialogue Presentation

Task:

Each candidate creates a reflective narrative (1500–2000 words) and a 10-minute presentation on the evolution of their identity as a teacher. The narrative draws on journal entries, readings, discussions, movie reflections, communication exercises, and personal experiences.

Template Structure:

1. **My Teaching Story So Far** – Early experiences & internal narratives
2. **What I Discovered About Myself** – Strengths, biases, emotional patterns
3. **My Relationship With Learners** – Values, beliefs about children
4. **What I Am Learning to Let Go Of** – Ego, control, performance anxieties
5. **My Commitments for the Journey Ahead** – Grounded intentions and practices

Evaluation Rubric (20 Marks)

Criteria	Excellent (4)	Good (3)	Developing (2)	Emerging (1)
Depth of Self-Awareness	Deep, precise insight into beliefs and identity	Clear awareness with reflective examples	Some reflection but lacks depth	Minimal surface-level description
Reflective Thinking	Connects personal experiences to learning concepts	Makes general connections	Descriptions with limited conceptual links	No evidence of reflective process
Emotional Maturity	Demonstrates honesty, responsibility, and openness	Mostly open and balanced	Some defensiveness or avoidance	Avoids reflection or blame-shifts
Communication & Presentation	Engaging, coherent, grounded	Clear and structured	Understandable but uneven	Unclear, unfocused

Passing Threshold: 12/20

Module 2 – Spawning of a Learner | Understanding Children in Context

Duration: 5 Weeks

Purpose: To deeply understand **who learners are today**, and the contexts shaping them.

Duration: 5 Weeks

Burning question that drives this module: **Do I know today's learners enough to support their learning?**

In this module, the focus moves outward—to the learner. Participants study childhood in contemporary society, particularly in a digitally mediated world that shapes identity, attention, communication, aspiration, and belonging. Discussions examine the socio-cultural ecosystems surrounding children—family, community, media, economy, peer culture—and how these shape motivation, behavior, and learning dispositions. Participants learn to recognize why learners sometimes feel disconnected or disengaged, and how education can restore agency, meaning, and joy in learning.

The module develops the capacity to observe children deeply and empathetically, to look beneath behavior to emotional and developmental needs. Special attention is placed on **neurodiversity and learners with Special Educational Needs**—introducing developmental profiles, inclusive practices, and ways of designing learning environments that allow all learners to participate and thrive. The emphasis is not on “remediation,” but on **recognizing difference as natural and valuable**, and learning to adapt instruction thoughtfully.

The outcome of this module is the emergence of *the teacher as an understanding, perceptive, and responsive guide* who sees each learner as a whole person shaped by many worlds.

Learning Outcomes

By the end of this module, participants will be able to:

1. Observe learners objectively and document learning behaviors through field notes, observation logs, or narrative records.
2. Explain how socio-cultural, family, and digital environments shape children's identity, motivation, attention, and emotional worlds.
3. Identify signs of learner disengagement and describe strategies that restore agency, autonomy, and belonging.
4. Demonstrate sensitivity and empathy in interpreting learner needs, especially in emotionally or behaviourally challenging situations.
5. Describe core categories of neurodiversity and developmental differences and use inclusive language to discuss learner variation.
6. Suggest appropriate environmental, instructional, and relational adjustments to support learners with Special Educational Needs.
7. Analyze children's interactions with media, peers, community, and online networks to understand influence and identity development.
8. Apply a holistic lens to view learners as individuals shaped by multiple contexts, rather than solely by academic performance.

Sub-Modules:

1. Children in a Digital World

- Cognitive shifts due to screens, speed, stimulation.
- Digital empathy, attention economy, online identity.
- AI link: Understanding algorithms & media influence.

2. Societal Contexts Around the Learner

- Family, culture, community, socio-economic contexts.
- How society shapes values, beliefs, aspirations.

3. Disconnect and Delineation

- Why learners disengage from learning environments.
- Relevance, agency, autonomy, and belonging as drivers of motivation.

4. Influencers and Impact

- Peer culture, celebrities, gaming communities, digital tribes.
- Supporting identity exploration.

5. Atypical Learners

- Understanding neurodiversity and developmental differences.
- Learners with unique orientations
- First generation schoolers
- Differentiation and classroom adaptations.
- AI link: Assistive tech tools for SEN support.

Module 2: Reflective Assignment — *Child Observation and Context Narrative Study*

Task:

Participants select one child (from the school immersion setting) and observe them across multiple contexts:

- classroom interaction
- informal peer interaction
- independent task behavior
- break/outdoor environment

They document:

- what the child *does, seems to need, responds to, avoids, seeks, expresses, struggles with, thrives in*.
- the digital, family, cultural, and peer contexts influencing the child's world.

This is written as a **Context Narrative**—not an evaluation—focusing on empathy and understanding.

Evidence Collected:

- Field observation notes (minimum 5 sessions)
- Photographs/sketches of child's work/space (with consent)
- 1200–1500 word narrative portrait of the child
- Reflection: *What did I learn about seeing without judgment?*

Summative Assignment: Learner Profile Case Study

Task:

Observe a learner (child / adolescent) in a real learning environment for 2–3 weeks. Create a **Learner Profile** documenting developmental, social, emotional, and cultural influences; digital/peer world interactions; and learning needs.

Template Sections:

1. Context & Background
2. Observed Behaviors (Academic, Emotional, Social)
3. Influence of Digital & Social Environment
4. Challenges, Needs, or Strengths
5. Suggested Approaches to Support Learning (with reasoning)

Rubric (20 Marks)

Criteria	4	3	2	1
Depth of Observation	Clear, sustained, objective observations	Mostly clear, minor gaps	Observations inconsistent	Minimal or unclear data
Understanding of Context	Strong insight into socio-cultural influences	Moderate insight	Limited linking	No awareness of context
SEN Awareness and Accommodation	Strong evidence-based suggestions	Some reasonable strategies	Limited or general suggestions	No adaptation strategies
Empathy & Professional Judgment	Deep respect & learner-centered view	Mostly respectful	Some bias or assumptions	Judgmental or deficit-focused

Passing Threshold: 12/20

Module 3 – Re-Awakening of the Intellect | Knowledge, Inquiry & Disciplinary Depth

Duration: 9 Weeks

Purpose: Develop academic rigor, clarity of thought, and discipline of inquiry.

Duration: 9 Weeks

Burning question that drives this module: Which pedagogical direction/Philosophy aligns with my personal vision of education?

This module strengthens the educator's **intellectual presence**. It begins with cultivating the discipline of inquiry: how to ask questions, gather and interpret information, engage with ideas, hold multiple perspectives, and build knowledge responsibly. Participants learn the tools of research, annotation, reflective documentation, and synthesis, not as academic requirements but as **habits of thinking** essential to a learning professional.

Here, we also explore the question: **"Are you disciplined?"**—reframed not as personal time management, but as a commitment to developing *deep understanding in one's chosen discipline*. Participants study their subject domains (language, science, mathematics, social sciences, arts, etc.) as *living, evolving fields*, investigating current developments, scholarly debates, emerging careers, and real-world applications. They explore how disciplinary knowledge shapes identity and creates the *voice* of an educator who is interesting, relevant, and intellectually alive.

The module also introduces Indian Knowledge Systems as frameworks of ecological thinking, interdependence, embodied intelligence, and ethical learning. Educational theories and philosophies (Montessori, Dewey, Krishnamurti, Freire, hooks, Vygotsky, and others) are studied in dialogue—examining how beliefs about the child shape pedagogy. Academic integrity and ethical use of information—including generative AI—are emphasized as foundations of responsible teaching.

This is the phase where *the teacher becomes a thinker*—curious, informed, rigorous, and continually evolving.

Module 3 is **an immersive, practice-based, mandatory module**. The candidates will be placed in educational settings (Ed Tech, Educational NGOs, Schools with Indian or International boards, alternate learning spaces) during this module and will run through the course for 32 weeks. The candidates may choose one of the following stages of learners to work with:

Foundational Stage – Nursery to grade 2

Primary – Grades 3 to 5

Middle school – Grades 6 to 8

Secondary/high - (Grades 9 to 12)

Learning Outcomes

By the end of this module, participants will be able to:

1. Use research tools—observation, interviewing, note-taking, data interpretation, citation—to investigate educational questions or subject-related topics.
2. Demonstrate the ability to sustain disciplined study in at least one academic domain, developing understanding of key concepts, current debates, and career pathways.
3. Connect subject-area knowledge to real-world applications, interdisciplinary opportunities, and emerging professional fields.

4. Explain key educational philosophies and compare how they view the child, the teacher, and the purpose of learning.
5. Describe foundational elements of Indian Knowledge Systems and articulate how they inform ecology, ethics, interdependence, and embodied wisdom.
6. Produce reflective and analytic writing that demonstrates clarity of reasoning, coherence, and originality.
7. Apply principles of academic integrity, including ethical sourcing, attribution, and responsible use of generative AI.
8. Interpret national policy frameworks (NEP 2020, NCFs, RTE) and explain their implications for curriculum, pedagogy, and the rights of learners.

Sub-modules:

1. Tools for Learning: Research and Investigation

- How to ask questions, investigate, document, analyze, synthesize.
- Field notes, reflective logs, annotation practices.
- Studio-based inquiry project begins.

2. Are You Disciplined?

- Building consistent study habits and intellectual stamina.
- Personal learning schedules and milestone tracking.

3. Indian Knowledge Systems

- Learning from indigenous and embodied knowledge traditions.
- Interdependence, ecology, and ethics as epistemological grounding.

4. Theories and Philosophies of Education

- Montessori, Dewey, Gandhi, Krishnamurti, Vygotsky, Freire, hooks.
- Comparative philosophy dialogues.

5. Academic Integrity

- Ethics of sourcing, representation, collaboration, authorship.
- AI link: Using generative AI ethically (co-writing, critique, citation).

6. Learners with SEN (Deepening Layer)

- IEP design, sensory needs, communication strategies, co-created learning goals.

7. National Frameworks and Policies

- NCF (2005, 2023), NEP 2020, RTE, NIPUN Bharat.
- Rights-based education and inclusive schooling mandates.

Module 3: Reflective Assignment — *Disciplinary Lens Inquiry Project*

Task:

Participants choose **one topic** from their academic discipline (e.g., fractions, photosynthesis, migration, narrative voice, ratio, climate resilience).

They then explore it as a *researcher* rather than as someone preparing to teach content.

They must investigate:

- How is this topic currently studied or debated in the academic world?
- What are its real-life or workplace applications?
- How do different cultures or knowledge systems view it?
- How has the topic evolved over time?

Participants prepare a **disciplinary inquiry booklet** that demonstrates depth, curiosity, and evolving expertise.

Evidence Collected:

- Annotated research notes (minimum 6 sources)
- A concept map or visual synthesis of the topic
- A 10-minute mini-presentation to peers
- A 1-page reflection: *How does a teacher stay intellectually alive?*

Summative Assignment: Inquiry Paper + Reflective Teaching Analysis

Task:

- (1) Write a short scholarly inquiry paper (2000–2500 words) investigating a major question in your teaching subject.
- (2) Submit a reflective analysis of one recorded teaching episode (15–25 mins), using structured reflection tools.

Rubric (30 Marks)

Criteria	5	4	3	2	1
Research Depth & Sources	Wide, rigorous scholarly engagement	Strong research with clarity	Adequate but limited scope	Minimal engagement	No credible sources
Understanding of Educational Theory	Sophisticated application	Clear conceptual links	Basic mention of theory	Weak connection	No theoretical basis
Reflection on Teaching Practice	Deep, analytic, non-defensive	Clear reflective reasoning	Some insight	Descriptive only	No reflection
Academic Integrity	Fully ethical citation practice	Minor formatting issues	Inconsistent citation	Limited referencing	Plagiarism or copying
Clarity & Expression	Highly coherent & engaging	Clear & organized	Understandable	Uneven flow	Unclear

Passing Threshold: 18/30

Module 4 – Embodied Pedagogy | Teaching in Action

Duration: 14 Weeks

Purpose: To learn **how to teach**, in classroom, outdoor, studio, and community environments; grounded in practice.

Duration: 14 Weeks + Practicum

Burning question that drives this module: **What tools and skills will empower me to bring excellence in developing self-directed learners?**

This module bridges knowledge to practice. Participants learn to **design and facilitate learning experiences** both inside and beyond the classroom. They explore curriculum as narrative and structure, learning environments as relational spaces, and pedagogy as a dynamic interaction between learners, teachers, and content.

Planning is approached through concept-based and inquiry-driven frameworks where students construct meaning rather than receive information. Assessment is redefined as documentation, reflection, and evidence of growth rather than evaluation or ranking. Strategies such as mini lessons, learning stations, workshops, peer collaboration, and coaching support differentiated learning and autonomy.

Visible Thinking Routines help cultivate metacognition; Classroom Relationship Management emphasizes relational safety, clarity, and restorative practices; and inclusive education remains a guiding principle throughout. AI is integrated as a *co-thinking and feedback tool*, fostering transparency, creativity, and discernment rather than dependency.

Participants engage in **apprenticeship-based school immersion**, gradually taking responsibility for planning, teaching, observing, assessing, and reflecting. Through supervised cycles of practice, feedback, and revision, teaching becomes embodied—not merely known but *lived*.

The outcome of this module is the emergence of *the teacher as a capable practitioner*—thoughtful, skilled, adaptive, and grounded.

Learning Outcomes

By the end of this module, participants will be able to:

1. Design learning experiences using inquiry-based and concept-driven planning frameworks at unit and lesson levels.
2. Facilitate classroom and outdoor learning sessions that encourage curiosity, collaboration, and student agency.
3. Use a range of pedagogical strategies—mini-lessons, discussions, workshops, learning stations, reflective journaling—adapted to learner needs and contexts.
4. Document learning through portfolios, observation notes, student conversations, and reflective assessment rather than grades alone.
5. Apply Visible Thinking Routines to deepen learner inquiry and metacognition.
6. Build supportive learning environments that emphasize psychological safety, relationship-based classroom management, and restorative resolution of conflict.
7. Adapt instruction using differentiated approaches to support learners across varied developmental and cognitive profiles, including learners with SEN.

8. Integrate generative AI responsibly as a co-planning, co-creation, or feedback tool while modelling digital discernment and transparency.
9. Demonstrate readiness for real-world teaching through a supervised practicum, reflective discussions, and iterative lesson improvement cycles.

Sub-Modules

1. Designing Learning Experiences

- Backward design, thematic and inquiry-based planning.
- Long-term, unit, and daily plan frameworks.

2. Gauging & Evidencing Learning

- Documentation, portfolios, conversations, conferencing.
- Assessment that supports rather than judges learning.

3. Innovative Learning Strategies

- Mini-lessons, workshops, stations, coaching, agency-based facilitation.

4. VTR (Visible Thinking Routines)

- Routine use for deepening student thinking and metacognition.

5. CRM (Classroom Relationship Management)

- Belonging, conflict navigation, clarity of boundaries, restorative practices.

6. DI (Differentiated Instruction)

- Responding to diverse needs, strengths, and learning modalities.

7. Curriculum Design

- Concept-driven and context-responsive frameworks.
- Designing for real-world learning.

8. Learning Environments

- Studio model, nature classrooms, community learning spaces.

9. AI (Integrated in Each Feature)

- Co-planning lessons with AI, adaptive feedback tools, transparency protocols.

10. Inclusive Education

- Ensuring belonging, voice, and access across ability and identity.

11. Reflection and Evaluating Teaching Practice

- document teaching episodes through field notes, audio or video review, and reflective journals
- use structured and research-based reflection tools to identify patterns in their teaching (voice, pace, posture, questioning habits, authority, relational tone)
- evaluate learning not by test scores alone but by **student engagement, agency, and quality of thinking**
- apply new strategies to develop professionally – Lesson Study, peer observation and feedback
- use peer feedback as collaborative growth rather than comparison

Module 4: Reflective Assignment — *Design → Teach → Reflect Cycle*

Task:

Participants design a **mini learning experience** (20–40 minutes) that:

- fosters student agency
- uses at least one visible thinking routine

- includes some differentiation for diverse learners
- includes formative assessment documentation

They teach the mini-lesson during apprenticeship and record or get observation feedback.

Then they write a **3-part reflection**:

1. What I *planned* and why
2. What *actually happened*
3. What I would *change and try next*

Evidence Collected:

- Lesson plan + rationale
- Photographs/video of teaching (if permitted) or observer notes
- Samples of student work or thinking documentation
- Reflective write-up (800–1200 words)

Summative Assignment: Design → Teach → Reflect Cycle

Task:

Design a 3–7 day learning arc, teach it in a real learning environment, collect learner work/documentation, and reflect on outcomes.

Components Submitted:

1. Learning Plan (With differentiation and assessment)
2. Evidence from Classroom (photos, artifacts, transcripts)
3. Reflective Commentary **stating which philosophy/theory of learning influenced your planning & practice**

Rubric (30 Marks)

Criteria	5	4	3	2	1
Planning for Understanding & Inquiry	Conceptually deep & well-scaffolded	Clear and logical sequence	Some structure	Limited coherence	No lesson architecture
Strategies (VTR, DI, CRM etc.)	Highly intentional and relevant	Mostly aligned strategies	Some strategy use	Minimal technique	No strategy application
Assessment for Learning	Robust, authentic, evidence-based	Clear formative checks	Some assessment effort	Very limited	None
Classroom Facilitation	Responsive, inclusive, empowering	Mostly inclusive	Controlled but teacher-centered	Inconsistent presence	Disorganized or harmful
Reflective Analysis	Deep learning from practice	Clear insights	Some reflection	Minimal reflection	None

Passing Threshold: 18/30

Extra Credit: Extended Research – Honors (Optional)

Participants may undertake a year-long research inquiry, design a curriculum prototype, create a community education initiative, or produce a publishable study or exhibition of practice. This honors pathway recognizes educators as **knowledge creators**, not merely knowledge carriers.

Learning Outcomes

Participants opting for honors research will be able to:

1. Identify a significant question in education or pedagogy that is relevant to learner needs or educational practice.
2. Design and execute a small-scale research, curriculum, or community engagement project.
3. Document and present their findings through a portfolio, publication, exhibit, or public presentation.

Extra Credit: Extended Research / Honors

Optional year-long or term-end project:

- Practitioner research
- Curriculum design prototype
- Community education initiative
- Publication or exhibition

Extended Action Research / Honors Research Rubric

(Total: 50 Marks — Passing Threshold: 34/50)

Purpose: To evaluate the teacher candidate's ability to design, conduct, analyze, and reflect on a sustained classroom-based or community-based inquiry that leads to improved understanding and practice.

Evaluation Dimensions

Dimension	Excellent (9–10)	Good (7–8)	Developing (5–6)	Limited (3–4)	Minimal / Not Evident (1–2)
1. Clarity & Significance of the Research Question	Research question is clear, focused, meaningful, and rooted in authentic teaching/learning needs. Shows thoughtful purpose and relevance.	Question is clear and appropriate but could be more focused or contextualized.	Question is understandable but broad or generic.	Question lacks clarity, relevance, or grounding in practice.	No clear question stated.
2. Literature & Contextual Grounding	Demonstrates strong engagement with theory, prior	Uses relevant literature and context,	Some references and context included, but	Minimal reference to theory or context;	No conceptual grounding or citations.

Dimension	Excellent (9–10)	Good (7–8)	Developing (5–6)	Limited (3–4)	Minimal / Not Evident (1–2)
	research, & contextual factors. Synthesizes ideas insightfully.	mostly well-integrated.	limited depth or superficial connections.	unclear relevance.	
3. Research Design & Methodology	Method is coherent, ethical, and well-matched to the question. Clear data collection strategies. Thoughtful timeline.	Appropriate design and methods; minor improvements needed.	Methods used but not clearly justified or systematically executed.	Research approach unclear or inappropriate; weak documentation.	No method described or method not followed.
4. Evidence Collection & Documentation Quality	Data is rich, descriptive, well-organized. Multiple forms of data used (observations, transcripts, artifacts, learner work, etc.).	Adequate amount of data collected and documented clearly.	Limited data collected; documentation uneven or incomplete.	Data insufficient or poorly recorded.	No meaningful evidence gathered.
5. Data Analysis & Interpretation	Insightful, rigorous analysis. Identifies patterns, contradictions, and meaning. Avoids assumptions and bias.	Clear analysis and conclusions, though less layered.	Some interpretation present but largely descriptive; limited depth.	Little interpretation; mostly raw data presented without meaning-making.	No analysis beyond anecdotal impressions.
6. Impact on Teaching Practice	Clear, meaningful changes in teaching approach; shows transformation grounded in evidence.	Adjustments to practice are visible and reasoned.	Some changes attempted; not fully articulated or consistent.	Minimal or unclear change in teaching practice.	No connection to practice demonstrated.
7. Reflection & Self-Awareness	Deep reflective insight; recognizes blind	Clear reflection and	Some reflective commentary but descriptive	Limited reflection;	No reflection.

Dimension	Excellent (9–10)	Good (7–8)	Developing (5–6)	Limited (3–4)	Minimal / Not Evident (1–2)
	spots, ethical implications, and tensions. Forward-looking growth plan.	some personal insight.	or surface-level.	defensive or explanatory.	
8. Academic Integrity, Structure & Expression	Well-organized, coherent narrative. Strong citation practice. Professional tone.	Generally well-written and cited; minor issues.	Understandable but with structural or citation gaps.	Disorganized or unclear; weak citation practice.	Plagiarism, academic dishonesty, or unclear writing.

Total Score: _____ / 50

Pass / Not Pass: _____

Strengths Observed:

Areas for Growth:

Recommended Next Steps:

Professional Standards Alignment (to include in candidate submission)

Candidate must identify which standards are demonstrated through the research:

Standard Code	How This Research Demonstrates the Standard	Evidence Location in Portfolio
S1 Observation & documentation		
S5 Assessment for learning		
S6 Reflection & inquiry into teaching practice		
K3 Disciplinary knowledge / K4 educational thought		
D2 Reflective openness & humility		

(Candidates may select more than these based on project focus.)

Submission Format Requirements

- Final research report (3500–6000 words) OR multimedia + written commentary
- Raw data samples (transcripts, notes, learner artifacts, photos, etc.)
- Teaching practice adjustments documented & reflected upon
- One-page “What I Learned & What I Will Carry Forward”

PROFESSIONAL STANDARDS FOR THE TAPAS–TI TRAINING ACADEMY

The standards are organized under three domains:

1. **Knowledge** – what the teacher understands: These refer to what a teacher must **know and understand** to teach effectively. They include subject-matter knowledge, pedagogical theories, child development principles, curriculum frameworks, assessment literacy, and understanding of socio-cultural contexts. Knowledge standards ensure that teachers are **informed professionals** who can make sound instructional and ethical decisions.
2. **Skills** – what the teacher can do in practice: These focus on what a teacher must be **able to do in practice**. They include classroom teaching strategies, lesson planning, assessment design, use of technology, communication skills, behavior management, differentiation, and collaboration with parents and colleagues. Skill standards ensure teachers are **competent practitioners** who can translate knowledge into effective action.
3. **Dispositions** – who the teacher is becoming (attitudes, presence, ethics): These relate to the **attitudes, values, mindsets, and professional ethics** that guide a teacher's behavior and interactions. They include empathy, respect for diversity, growth mindset, integrity, reflective practice, lifelong learning, inclusivity, patience, and commitment to student well-being. Disposition standards ensure teachers are **ethical and caring professionals** who uphold the dignity and potential of every learner.

Each standard is labeled with a code (K, S, D) for reference in assessments and portfolios.

Candidates must **demonstrate each standard at least three times** across the program. All candidates will be evaluated based on the quality of accomplishments and evidence of each of the standards that define the course. The candidates will NOT clear the course even if ONE of the standards or sub-standards are not adequately demonstrated with appropriate evidence in their portfolio. The candidate will evidence their standards through the following means:

Knowledge Standards: Contribution and participation in classroom conversations throughout the program, the quantity and quality of academic and non-academic (but related reading via books and journals on education), domain knowledge, quality of research work done in formative and summative assignments, development of philosophical bent of mind regarding practice.

Evidence of Knowledge Standards

Knowledge attainment can be demonstrated through:

- Quizzes, written exams, presentations, or seminar papers
- Literature reviews and theoretical reflections
- Lesson plans that show understanding of pedagogy, learning theories, and subject content
- Participation in academic discussions, case studies, and research tasks

Indicators: accurate use of academic terms, clear connections between theory and practice, ability to justify choices with evidence or frameworks.

Skill Standards: Ability to plan lessons demonstrating application of subject-specific content and instructional strategies, ability to assess and gauge learning outcomes, the ability to manage classrooms affective and lead self-directed learning among learners, ability to reflect using specific models of reflection and draw insights from them.

Evidence of Skill Standards

Skills are best shown through *performance and application*:

- Demonstration lessons, micro-teaching, practicum, and peer teaching
- Classroom management and instructional design observed in real or simulated settings
- Use of assessment tools, rubrics, differentiation strategies, and learner documentation
- Technology use in teaching and meaningful collaboration with peers

Indicators: learner engagement, clarity of instruction, adaptation based on feedback, consistent use of professional tools and strategies.

Disposition standards: Ability to maintaining a professional stance during the course modules, including practice sessions, taking initiatives and responsibilities, practicing collaboration and collegiality, being inspired and motivated to deepen learning, developing meaningful but professional relationship with learners and colleagues based on respect and active listening.

Evidence of Disposition Standards

Dispositions emerge through *behaviours, attitudes, and professional conduct*:

- Reflective journals, mentor feedback, peer evaluations, and self-assessment
- Participation patterns (respect, punctuality, openness to feedback, ethical decision-making)
- Evidence of empathy, inclusion, cultural sensitivity, student-centred thinking
- Professional communication in conversations, meetings, and written submissions

Indicators: growth mindset, responsibility, ethical choices, integrity, respectful behaviour, and commitment to continuous improvement.

The candidates must demonstrate achievement of all the standards during their course. The evidence must be reflected in their academic work, practice and documented in their portfolio. The successful completion of the course is based on adequate and quality of evidence for each standard. Lack of adequate evidence of even a single standard may cause the candidate to provide such evidence through further work, post completion of course within a limited duration.

TAPAS-TI Professional Standards for Teaching Practice

Standard #1	Learner Development	<i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>
Demonstrable Skills		
S1a	The teacher regularly assesses individual and group performance to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	
S1b	The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	
S1c	The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	
Demonstrable Knowledge		
K1d	The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.	
K1e	The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.	
K1f	The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	
K1g	The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging	
Demonstrable Dispositions		
D1h	The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.	
D1i	The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.	
D1j	The teacher takes responsibility for promoting learners’ growth and development.	
D1k	The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.	

Standard #2	Learning Differences	<i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>
Demonstrable Skills		
S2a	The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	
S2b	The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with learning differences or needs.	
S2c	The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	
S2d	The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.	
S2e	The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency	
S2f	The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	
Demonstrable Knowledge		
K2g	The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.	
K2h	The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	
K2i	The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	
K2j	The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values	
K2k	The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.	
Demonstrable Dispositions		
D2l	The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	
D2m	The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	
D2n	The teacher makes learners feel valued and helps them learn to value each other	
D2o	The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	

Standard #3	Learning Environments	<i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>
Demonstrable Skills		
S3a	The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	
S3b	The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	
S3c	The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic dis	
S3d	The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.	
S3e	The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	
S3f	The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	
S3g	The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally	
S3h	The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	
Demonstrable Knowledge		
K3i	The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	
K3j	The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	
K3k	The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures	
K3l	The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	
K3m	The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	
Demonstrable Dispositions		
D3n	The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	
D3o	The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.	
D3p	The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	
D3q	The teacher seeks to foster respectful communication among all members of the learning community	
D3r	The teacher is a thoughtful and responsive listener and observer.	

Standard #4	Content Knowledge	<i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>
Demonstrable Skills		
S4a	The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards	
S4b	The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	
S4c	The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	
S4d	The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.	
S4e	The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.	
S4f	The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing concepts in the discipline, and appropriateness for his/her learners.	
S4g	The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	
S4h	The teacher creates opportunities for students to learn, practice, and master academic language in their content.	
S4i	The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.	
Demonstrable Knowledge		
K4j	The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	
K4k	The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	
K4l	The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.	
K4m	The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.	
K4n	The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	
Demonstrable Dispositions		
D4o	The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the f eld.	
D4p	The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.	
D4q	The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	
D4r	The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.	

Standard #5	Application of Content	<i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>
Demonstrable Skills		
S5a	The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at facts and social studies to examine policy implications).	
S5b	The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)	
S5c	The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	
S5d	The teacher engages learners in questioning and challenging assumptions and approaches to foster innovation and problem solving in local and global contexts.	
S5e	The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	
S5f	The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	
S5g	The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	
S5h	The teacher develops and implements supports for learner literacy development across content areas.	
Demonstrable Knowledge		
K5i	The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	
K5j	The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences	
K5k	The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	
K5l	The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	
K5m	The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	
K5n	The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	
K5o	The teacher understands creative thinking processes and how to engage learners in producing original work.	
K5p	The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	
Demonstrable Dispositions		
D5q	The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	
D5r	The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.	
D5s	The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	

Standard #6	Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Demonstrable Skills		
S6a	The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	
S6b	The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	
S6c	The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
S6d	The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	
S6e	The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	
S6f	The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	
S6g	The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	
S6h	The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	
S6i	The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs	
Demonstrable Knowledge		
K6j	The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	
K6k	The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	
K6l	The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	
K6m	The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	
K6n	The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	
K6o	The teacher knows when and how to evaluate and report learner progress against standards.	
K6p	The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
Demonstrable Dispositions		
D6q	The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	
D6r	The teacher takes responsibility for aligning instruction and assessment with learning goals.	
D6s	The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	
D6t	The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	
D6u	The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
D6v	The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	

Standard #7	Planning for Instruction	<i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>
Demonstrable Skills		
S7a	The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	
S7b	The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	
S7c	The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	
S7d	The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	
S7e	The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	
S7f	The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.	
Demonstrable Knowledge		
K7g	The teacher understands content and content standards and how these are organized in the curriculum.	
K7h	The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	
K7i	The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	
K7j	The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	
K7k	The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	
K7l	The teacher knows when and how to adjust plans based on assessment information and learner responses.	
K7m	The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	
Demonstrable Dispositions		
D7n	The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.	
D7o	The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	
D7p	The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	
D7q	The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	

Standard #8	Instructional Strategies	<i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>
Demonstrable Skills		
S8a	The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	
S8b	The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	
S8c	The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	
S8d	The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	
S8e	The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	
S8f	The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	
S8g	The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	
S8h	The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	
S8i	The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	
Demonstrable Knowledge		
K8j	The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	
K8k	The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	
K8l	The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	
K8m	The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	
K8n	The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.	
K8o	The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	
Demonstrable Dispositions		
D8p	The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	
D8q	The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	
D8r	The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.	
D8s	The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	

Standard #9	Professional Learning and Ethical Practice	<i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.</i>
Demonstrable Skills		
S9a	The teacher engages in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.	
S9b	The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	
S9c	Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	
S9d	The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	
S9e	The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	
S9f	The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	
Demonstrable Knowledge		
K9g	The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	
K9h	The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	
K9i	The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	
K9j	The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	
K9k	The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.	
Demonstrable Dispositions		
D9l	The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	
D9m	The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	
D9n	The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	
D9o	The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy	

Standard #10	Leadership and Collaboration	<i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>
Demonstrable Skills		
S10a	The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.	
S10b	The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	
S10c	The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	
S10d	The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	
S10e	Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.	
S10f	The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
S10g	The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues	
S10h	The teacher uses and generates meaningful research on education issues and policies.	
S10i	The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	
S10j	The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	
S10k	The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	
Demonstrable Knowledge		
K10l	The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	
K10m	The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	
K10n	The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	
K10o	The teacher knows how to contribute to a common culture that supports high expectations for student learning.	
Demonstrable Dispositions		
D10p	The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	
D10q	The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	
D10r	The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	
D10s	The teacher takes responsibility for contributing to and advancing the profession.	
D10t	The teacher embraces the challenge of continuous improvement and change.	

C. PORTFOLIO (Begins Day One – Submitted at End)

Portfolio Template

The portfolio is **started on Day 1** and maintained throughout the program. Candidates upload entries weekly and curate toward the final submission.

Section 1 — Identity as an Educator (*Professional Dispositions Standards*)

Purpose: To document the evolution of the teacher's self-awareness, emotional maturity, worldview, and ethics.

Contents:

- Personal Narrative at Entry (first week)
- Key Journal Excerpts (across modules)
- Reflection on Emotional Patterns and Transformations
- Self-Care Practice Record

Professional Standard(s) Demonstrated	Artifact(s) Included	Annotation / Why This Evidence Matters (200– 300 words each)

Section 2 — Understanding the Learner (*Knowledge + Skills Standards*)

Purpose: To show deep understanding of learners in real contexts.

Contents:

- Learner Profile Case Study (Module 2 Summative)
- SEN accommodation reflection
- Observations of learner agency, motivation, emotional rhythms

Professional Standard(s) Demonstrated	Artifact(s) Included	Annotation (Explaining Insight & Implications)

Section 3 — Knowledge & Intellectual Growth (Module 3) *(Scholarly Inquiry + Subject Mastery)*

Purpose: To demonstrate disciplinary depth and intellectual curiosity.

Contents:

- Inquiry Paper (final version)
- Annotated Reading List
- Seminar/Dialogic Reflection Notes
- Reflection on Disciplined Learning Habits

Professional Standard(s) Demonstrated	Artifact(s) Included	Annotation (Reflective Commentary)

Section 4 — Teaching Practice & Embodied Pedagogy (Module 4 + Practicum) *(Skills + Dispositions in Action)*

Purpose: To document the design, facilitation, assessment, and reflection cycle.

Contents:

- 3 Complete Learning Arcs Designed and Taught
- Classroom Documentation (photos, transcripts, student work)
- Peer or Mentor Observation Notes
- Reflective Teaching Analyses (video optional)

[illegible]

Section 5 — Community, Collaboration & Professional Engagement

Purpose: To record experiences that show teachers as collaborators and contributors.

Contents:

- Participation in School Meetings or Dialogues
- Field Visit Reports (farms, maker spaces, NGOs, studios)
- Co-teaching or Team Collaboration Evidence

Professional Standard(s) Demonstrated	Artifacts Included	Annotation

Section 6 — Final Philosophy of Education Statement

Purpose: To reveal the teacher's mature worldview and commitments.

Content:

A 1200–1800 word Philosophy of Education grounded in lived experience.

Professional Standard(s) Demonstrated	Artifacts Included	Annotation
	Final Essay	N/A

Portfolio Rubric (Updated to Align with Standards)

Dimension	Excellent (9–10)	Good (7–8)	Developing (5–6)	Limited (3–4)	Incomplete (1–2)
Breadth of Evidence Across Standards	Each standard evidenced 3+ times, diverse contexts	Most standards met meaningfully	Some standards missing evidence	Many standards missing	Little to no alignment shown
Depth of Reflection & Meaning-Making	Sophisticated insight, critical self-awareness	Clear reflective reasoning	Descriptive reflection	Limited reflection	No reflection
Transformation & Growth	Clear evolution of identity and practice	Noticeable growth	Partial or uneven growth	Minimal growth	No growth
Integration of Theory & Practice	Deep conceptual grounding in action	Clear application	Some theoretical linkage	Weak linkage	No linkage
Organization & Professional Quality	Coherent, polished, aesthetically thoughtful	Well-structured	Adequate organization	Disorganized	Incomplete

Portfolio Passing Score: 33/50

D. CREDIT SYSTEM

Module	Hours	Credits (1 credit = 15 hours)
Module 1	50 hrs	3 credits
Module 2	120 hrs	8 credits
Module 3	200 hrs	13 credits
Module 4	250 hrs	17 credits
Teaching Practicum & Portfolio	200 hrs	13 credits

Total Program duration: 36 weeks

Total Program Hours: 820

Total Credits Available: 54

Minimum Required to Qualify: 45 Credits + Portfolio Pass

Course Fee: INR 180000/-