STEPS Project Consultancy Report
Executive Summary

Integrated English Language Program II
April- May, 2002

The STEPS Task Force, April 2002

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Executive Summary

Introduction and Project Description

The STEPS (Standards for Teachers at Pre-Service Project) was initiated in August 2001 to develop standards for Teachers of English in Egypt. Its focus is pre-service teachers in the Egyptian government schools: teachers who have completed their university training and teaching practice, but have not yet begun to teach. This document summarizes the current status of the STEPS Project, sponsored by the Integrated English Language Program-II, Cairo Egypt through the Center for the Development of English Language Teaching, a national center for teacher improvement housed at Ain Shams University.

The goals of the project are to:

- ◆ Decide on overall performance domains for pre-service teachers.
- ◆ Develop contextually appropriate performance standards
- ◆ Develop performance indicators
- ◆ Decide on the appropriate levels of performance for each standard (minimum, optimum and exceeding).
- ◆ Train a cadre of specialists on the importance and applicability of these standards in the pre-service context.

Members of the present project task force include 25 faculty members from 14 faculties of Education at 11 Universities in Egypt. These Participants represent all areas of the country and range from junior faculty to full professor.

Approach

The project is designed around principles for the appropriate management of change and attends to such issues as

- Learning from lessons of the past in terms of standards projects in the Middle East, the United States and Europe
- Using group process to develop skills needed to achieve the goals
- Awareness of stakeholder interests, needs, and concerns
- Need to develop national ownership for the standards developed
- Drawing on best practice in standards development and teaching from a variety of countries and cultures
- Promoting professionalism & development of professional roles among task force members
- Careful, continuous evaluation against goals as part of ongoing planning
- Following sequenced steps in standards development

Summary of Progress

Domains

The task force has developed and described the five central domains for standards for newly qualified teachers depicted in the STEPS Pyramid diagram below:

Professionalism

Assessment

Instruction

Classroom Management
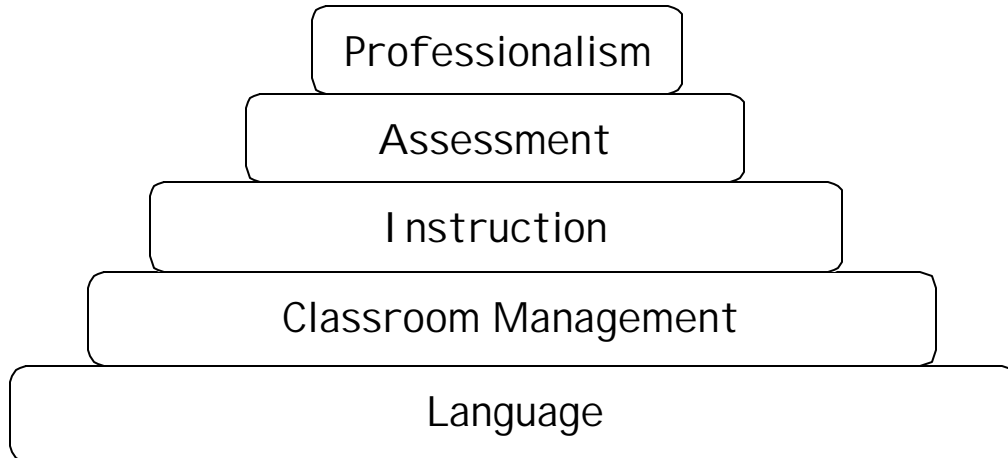
Language

Domain Descriptions

LANGUAGE
Language includes proficiency in English, intercultural awareness, knowledge of language systems, and understanding of language development.

CLASSROOM MANAGEMENT
Classroom management is the process of creating an effective learning environment and a positive learning community. It includes setting up and applying structures, tools, and techniques to promote appropriate behaviors and classroom interactions conducive to learning.

INSTRUCTION
Instruction is the process of planning for, implementing, and reflecting upon teaching and learning to in order to achieve intended educational aims.

ASSESSMENT
Assessment includes collecting, analyzing, interpreting and communicating information about students' performances using a range of tools to indicate student progress and to determine effectiveness of instruction.

PROFESSIONALISM
Professionalism embraces both continuous professional development and an ethical perspective that influences value choices and guides actions and attitudes affecting all involved in the educational process.

Standards

Three standards have thus far been developed under each domain. The standards have already been through four internal revisions by the task force. However, it should be remembered that we envisage that the standards will go through many more multiple revisions and reviews before being ready for field review.

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STEPS
Draft Standards for Teachers of English at Pre -Service (Version 4)

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CLASSROOM MANAGEMENT
1. The newly qualified teacher (NQT) plans and manages classroom interactions and is able to provide for a safe and effective learning environment for students.
2. The NQT knows and is able to use various techniques for motivating students and creating a positive and efficient classroom atmosphere.
3. The NQT knows how to structure a physical environment appropriately and is able to effectively run the class accordingly.

LANGUAGE
1. The NQT understands English Language system (morphology, phonetics, phonology, syntax, semantics, and pragmatics) and uses these accurately, effectively and appropriately across all four skills.
2. The NQT uses English effectively in listening, speaking, reading, and writing for social, professional and academic purposes.
3. The NQT knows, understands and uses major concepts, principles and theories related to the nature and role of culture in language development.

INSTRUCTION
1. The NQT knows and is able to plan instruction according to the curriculum goals, students' needs, culture and learning styles.
2. The NQT knows and is able to implement effective teaching strategies in their instruction taking into consideration curriculum goals, students' needs, culture, and learning styles.
3. The NQT knows and is able to use different feedback and reflective techniques to make decisions about classroom practices.

ASSESSMENT AND EVALUATION
1. The NQT knows and understands various issues of English language assessment.
2. The NQT knows and uses a variety of appropriate instruments to assess the learners' performance on the four skills of English language.

3. The NQT knows and uses a variety of ways to inform the obtained results of the learner's assessed performance.

PROFESSIONALISM
1. The NQT demonstrates commitment to quality teaching and support for his/her colleagues.
2. The NQT recognizes and is sensitive to the impact of his/her actions on the interests and welfare of all involved in the educational process.
3. The NQT knows about, engages in and applies various ideas from professional development activities available.

STEPS Project Strengths

- Egyptian initiation, participation, and ownership

- Processes to develop needed skills

- Processes to develop consensus, group process, and efficient use of time

- Efficient re time and money

- Composition of group country-wide

- "Goslings" and "Old Geese" – both junior and senior faculty are represented

- Voluntary work assures commitment

- Egyptian home – with connections to both Faculties and Ministry to ensure sustainability

- Careful evaluation at every stage of both the process and the product