

**ESSENTIAL PROFESSIONAL SKILLS**  
**CONTENT AND ITEM SPECIFICATION FOR 40 ITEMS**

**Content**

<b>Domains and sub-domains</b>	<b>Indicators</b>
Professional values and attitudes	
Professional development	
	a Importance
	b Activities that constitute professional development
	c Reflective practice
	d Concepts associated with professional learning
	e Leadership role of the teacher and how the teacher develops leadership skills in learners, etc.
Community of practice	
	a Concepts that relate to community of practice
	b Role modelling: What constitutes role modelling and how to be a good role model
	c Agent of change and how one can be an agent of change
	d Collaborating and engaging with larger community and other stakeholders
	e What constitutes ethical conduct/misconduct; examples of ethical conduct/misconduct
<b>Professional knowledge</b>	

a. Knowledge of educational system, policies/reforms	<ul style="list-style-type: none"> <li>• e.g., Free SHS</li> <li>• School feeding/capitation grant</li> <li>• National Teachers' Standards</li> <li>• Ghana Library Authority</li> <li>• National School Inspectorate Authority (NaSIA)</li> <li>• National Teaching Council (NTC)</li> <li>• Ghana Tertiary Education Commission (GTEC), etc.</li> </ul>
b. Knowledge of curriculum framework and curriculum materials/resources	<ul style="list-style-type: none"> <li>• e.g., New primary curriculum</li> <li>• New TED curriculum, etc.</li> <li>• Key areas/ 4Rs of the new primary school curriculum</li> <li>• Main curriculum materials e.g. textbooks, syllabus, scheme of work, etc.</li> </ul>
c. Knowledge of theoretical concepts/theories of learning	
d. Knowledge of students'/child development and learning	<ul style="list-style-type: none"> <li>• learners' growth and development;</li> <li>• learners' different abilities and how it informs the teacher's choice of teaching and learning activities and resources, assessment modes, etc.</li> <li>• different learners' socio-economic, socio-cultural, and linguistic backgrounds (e.g. ethnicity, religion, language, etc.).</li> <li>• students' learning needs and determination of appropriate remediation/referral</li> </ul>
e. Role of teachers in the implementation of educational reforms	
<b>Professional practice</b>	
Managing the learning environment	
a	Managing small and large classes
b	Appropriate social/linguistic environment for teaching and learning
c	Appropriate psychological/emotional environment for teaching and learning

	d	Safe classroom environment/Physical classroom environment for teaching and learning/seating children with special needs, e. g. sight and hearing impairment, etc.
	e	Inclusion/grouping
	f	Managing classroom issues, e.g., indiscipline
	g	Developing and sustaining students' attention and interest
Teaching and learning		
	a	Lesson plans: components, principles, theoretical concepts and rationale
	b	Appropriate teaching and learning materials and usage
	c	Appropriate resources/activities/strategies for teaching different categories of children/inclusive teaching and learning/remediation
	d	Activities/strategies for capturing and sustaining students' interest and attention
	e	Activities/strategies for making students participate in lessons
	f	Activities/strategies for developing critical thinking and transferrable skills/independent learning
	g	Using illustrations, demonstrations, real life situations, etc. to explain concepts/promote learning
	h	Research on class and school issues to improve teaching and learning
	i	Encouraging team work/cooperative learning
	j	Demonstrating mastery of subject matter/content
	k	Theoretical concepts/principles/rationales for using lesson delivery strategies
Assessment		

a	Knowledge and application of assessment principles
b	Appropriate interactive activities: constructive feedback; justification for their use
c	Use of appropriate questioning
d	Assessment concepts, e. g. norm, criterion, validity, reliability, etc. and their application
e	Using assessment strategies to identify students' talents, abilities, high/low achievements and nurturing them to realise their potentials
f	Understanding and application of assessment modes/tools, e.g., checklist, observation, portfolio, tests, event sampling, work sample analysis, etc.

### Item Specification for EPS domains

<b>Component/Sub-component</b>	<b>No. of items</b>
<b>Professional Values and Attitudes</b>	<b>9 (23%)</b>
Professional development	5
Community of practice	4
<b>Professional Knowledge</b>	<b>11 (27%)</b>
Knowledge of educational policies	3
Knowledge of frameworks and curriculum	4
Knowledge of students	4
<b>Professional Practice</b>	<b>20 (50%)</b>
Managing the learning environment	5
Teaching and Learning	10
Assessment	5
<b>Total</b>	<b>40</b>

### TABLE OF SPECIFICATION FOR ESSENTIAL PROFESSIONAL SKILLS

<b>CONTENTS/TOPICS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>TOTAL</b>
Professional values and attitudes					

a. Professional Development	1	1	2	1	5
b. Community of practice	1	1	1	1	4
Professional knowledge					
a. Policies:	1	1	1		3
b. Curriculum	1	1	1	1	4
c. Knowledge of student:		1	2	1	4
Professional practice					
a. Managing the learning environment	1	1	2	1	5
b. Teaching and learning	2	3	3	2	10
c. Assessment	1	1	2	1	5
	<b>8 (20%)</b>	<b>10(25%)</b>	<b>14 (35%)</b>	<b>8 (20%)</b>	<b>40</b>

## CONTENT FOR THE LITERACY GTLE

CONTENTS/TOPICS	COMPETENCIES
<b>Arrangement of Adjectives</b>	<i>Correct sequence of adjectives when more than one modify a noun</i>
<b>Concord</b>	A. <i>Correct agreement between a subject and its verb.</i> B. <i>Correct agreement between a pronoun and its antecedent</i>
<b>Direct/Indirect Speech</b>	<i>Changing a direct speech to an indirect speech and vice versa</i>
<b>Synonyms/Antonyms</b>	<i>Identifying words or expressions having similar meaning or having opposite meaning</i>
<b>Voice</b>	<i>Ability to change sentences from active voice to passive voice</i>  <i>Ability to change sentences from passive voice to active voice</i>
<b>Identifying errors</b>	<i>Identifying different kinds of errors in a given passage</i>
<b>Sequence of tense</b>	<i>Correct use of tense types in sentences</i>
<b>Conditional Sentence</b>	<i>Appropriate use of the three types of conditional sentences</i>
<b>Idiomatic Expression</b>	<i>Identifying the correct meaning of idiomatic expressions</i>
<b>Tag Questions</b>	<i>Correct use of question and answer tags</i>
<b>Relative Pronouns</b>	<i>Appropriate use of relative pronouns</i>
<b>Preposition</b>	<i>Appropriate use of prepositions</i>
<b>Conjunction</b>	<i>Appropriate use of different types of conjunctions</i>
<b>Phrasal verbs</b>	<i>Identifying the meaning of phrasal verbs</i>

**TABLE OF SPECIFICATION**

<b>CONTENTS/TOPICS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>TOTAL</b>
Arrangement of Adjectives			2		2
Concord		2			2
Direct/Indirect Speech				4	4
Synonyms/Antonyms		2			2
Voice			4		4
Identifying errors				4	4
Sequence of tenses		2			2
Conditional Sentence			2		2
Idiomatic Expression		2			2
Tag Questions	2				2
Relative Pronouns	2				2
Preposition	2				2
Conjunction	2				2
Phrasal verbs			2		2
	<b>8 (20%)</b>	<b>8 (25%)</b>	<b>10 (35%)</b>	<b>8 (20%)</b>	<b>34</b>

*Note: Select any 3 from Idioms to Phrasal Verbs for a Set of Questions*



## CONTENT FOR THE NUMERACY GTLE

### APPENDIX A      NUMERACY COMPETENCIES

Domain	Subdomain	Competencies
<b>N (Number)</b>	1. Place value, relative magnitude of numbers including decimals and integers	1. Demonstrate conceptual understanding of place value of base ten numbers (including decimals and integers) and the relative magnitude of numbers.
	2. Four basic operations with multi-step problems	2. Demonstrate conceptual understanding of the four basic operations involving whole numbers and apply these in solving multi-step problems involving two or more of the operations.
	3. Sets of numbers – factors, multiples, primes, exponents, scientific notation	3. Express given numbers in multiple ways (e.g., decimals, fractions, percentages, ratios) including the use of exponents and scientific notation
	4. Fractions, equivalent forms (decimals, percentages, ratios, and proportions), comparing, ordering, applying four basic operations	4. Demonstrate an understanding of fractions, and the ability to express them in equivalent forms (decimals, percentages, ratios, and proportions), and use it to solve multi-step problems including comparing and ordering
	5. Ratios, and proportions	5. Demonstrate an understanding of ratios, and proportions and multi-step problems involving ratios, and proportions.
<b>A (Algebra)</b>	1. Simplify and evaluate algebraic expressions	1. Simplify and evaluate algebraic expressions
	2. Identify and justify observed patterns, generate patterns	2. Identify and justify observed patterns; and generate patterns for given relationships and vice versa
	3. Linear equations and inequalities in one variable word problems	3. Solve word problems involving linear equations and inequalities in one variable
	4. Graph and to solve related problems	4. Graph ordered pairs or relationships and to solve related problems

Domain	Subdomain	Competencies
	5. Representation of given mapping or set of order pairs	5. Identify the linear equation that best represents a given mapping or set of order pairs
<b>M (Measurement and Geometry)</b>	1. Measurement units (i.e., for length, mass, capacity, time, etc.) arbitrary/referents and standard units	1. Demonstrate a conceptual understanding of the basic standard units of measurement (or referents such as feet, inches, metres, kilometres, kilogrammes, etc.)
	2. Measurement of time, money, length, capacity and mass	2. Solve problems involving measurement of time, money, length, capacity and mass.
	3. Construction/measurement of lines, angles, shapes; symmetry, congruence, similarity, enlargement	3. Construct/measure shapes; solve problems involving lines, angles, shapes - symmetry, congruence, similarity, enlargement
	4. Triangles, quadrilaterals, Pythagorean theorem and circle	4. Analyse fundamental properties of triangles, quadrilaterals, and circles; solve real-world problems involving these basic geometric concepts
	5. Side of shapes, perimeter and surface area of shapes; volume of rectangular solids and cylinders	5. Solve problems involving length of side, perimeter and surface area of shapes; volume of rectangular solids and cylinders
<b>Statistics and Probability</b>	1. Data collection and representation	1. Determine appropriate ways to collect (survey, measurement, observation, etc.) and to represent (graphical and/or tabular) data
	2. Data presentation including spurious graphs and their interpretations	2. Read, analyse and interpret data presented in tables and graphs (e.g., single or double frequency tables, scatter plots, pictographs, bar graphs, histograms, pie charts) and draw valid conclusions
	3. Measures of central tendency - mean, mode and median – effect of outliers and missing data	3. Identify the most suitable measure of central tendency (mean, median and mode) to represent a given data and compute and interpret the mean, median, and mode of data
	4. Range and standard deviation - effect of outliers	4. Demonstrate knowledge of the concepts of range and standard deviation; demonstrate

Domain	Subdomain	Competencies
	and missing data	knowledge of the effect of an outlier or missing data point on the measures of central tendency
	5. Probability of events	5. Demonstrate an understanding of the concept of probability and use it to determine the probability of an event

**Table 1 GTLE 2-Dimensional Assessment Framework for Numeracy**

Depth of Knowledge (DoK)	
Mathematics Content Domains	Depth of Knowledge
<p><i>number properties and number operations</i>: whole numbers; fractions and decimals; integers; ratio, proportion, and per cent.</p>	<p><b>Levels 1 and 2 (Recall; Skill/Concept)</b>: recall; recognize; compute; use tools; classify; represent; formulate; distinguish.</p>
<p><i>fundamental principles of algebra</i>: patterns; algebraic expressions; equations and formulas; relationships.</p>	<p><b>Level 3 (Strategic Thinking)</b>: select; model; interpret; apply; verify/check.</p>
<p><i>Geometry</i>: lines and angles; 2- and 3-dimensional shapes; congruence and similarity; symmetry, geometric measurements, location and movement.</p>	<p><b>Level 4 (Extended Thinking)</b>: hypothesize/predict; analyze; evaluate; generalize; connect; synthesize; solve non-routine problems; justify/prove.</p>
<p><i>Data and chance</i>: data collection and organisation; representation; uncertainty and probability.</p>	

**Table 4 Items Specification Table**

		Sub-domains	Total Weighing (%)	Level 1	Level 2	Level 3	Level 4		Total Items
<b>Content Domain</b>	Number	<i>Number properties and number operations:</i> whole numbers; fractions and decimals; integers; ratio, proportion, and per cent.	40.0 %	4	3	3	2		12
	Algebra	<i>Fundamental principles of algebra:</i> patterns; algebraic expressions; equations and formulas; relationship	13.3 %	1	2	1	1		5

		s.						
	Measurement and geometry	<b>Geometry:</b> lines and angles; 2- and 3-dimensional shapes; congruence and similarity; symmetry, geometric measurements, location and movement.	<b>26.7 %</b>	2	3	1	1	7
	Probability and statistics	<b>Data and chance:</b> data collection and organisation ; representation; uncertainty and probability.	<b>20.0 %</b>	2	3	1		6
	<b>Total Items</b>			<b>9</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>30</b>
	<b>WEIGHTING</b>		<b>100</b>	<b>30.0</b>	<b>36.7</b>	<b>20.0</b>	<b>13.3</b>	<b>30</b>
<b>Cognitive Domain</b>	Level 1 (Recall)							
	Level 2 (Skill/Concept)							
	Level 3							

	(Strategic Thinking)							
	Level 4 (Extended Thinking)							
	<b>WEIGHTING</b>							





## COMPOSITE TOS FOR THE THREE AREAS

The General Knowledge Paper comprises three areas namely, Essential Professional Skills (EPS), Literacy and Numeracy

The structure of the paper comprises 100 items composed as follows: EPS ( 40 items), Literacy (30 items) and Numeracy (30%).

Components	Number of Items (%)	Level 1 (Recall)	Level 2 (Skill/Concept)	Level 3 (Strategic Thinking)	Level 4 (Extended Thinking)	Total
<b>EPS</b>						
<b>Professional Values and Attitudes</b>						
<i>Professional development</i>		1	1	2	1	5
<i>Community of Practice</i>		1	1	1	1	4
<b>Professional Knowledge</b>						
<i>Policies:</i>		1	1	1		3
<i>Curri:</i>		1	1	1	1	4

<i>Knowl of stud:</i>			1	2	1	4
<b>Professional Practice</b>						
<i>Managing the learning environment</i>		1	1	2	1	5
<i>Teaching and Learning</i>		2	3	3	2	10
<i>Assessment</i>		1	1	2	1	5
		<b>8 (20%)</b>	<b>10(25%)</b>	<b>14 (35%)</b>	<b>8 (20%)</b>	<b>40</b>
<b>Literacy</b>						
Arrangement of Adjectives				2		2
Concord			2			2
Direct/Indirect Speech					4	4
Synonyms/Antonyms			2			2
Voice				4		4

Identifying errors					4	4
Sequence of tense			2			2
Conditional Sentence				2		2
Idiomatic Expression			2			2
Tag Questions		2				2
Relative Pronouns		2				2
Preposition		2				2
Conjunction		2				2
Phrasal verbs				2		2
		<b>8 (20%)</b>	<b>8 (25%)</b>	<b>10 (35%)</b>	<b>8 (20%)</b>	<b>30</b>
<b>Numeracy</b>						
Number		2	3	4	2	12
Algebra		1	2	1	1	5
Measurement and geometry		1	1	2	1	6
Probability and statistics		2	2	3	2	<b>6</b>

		<b>6 (20.0%)</b>	<b>8 (25%)</b>	<b>10 (35%)</b>	<b>6 (20%)</b>	<b>30</b>
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