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PACIFIC REGIONAL TEACHER STANDARDS



(FINAL DRAFT)

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The Pacific Teacher Regional Standards is intended to benefit all Forum Island Countries, their teachers and principals and them to the children of Pacific Island schools. The standards are in line with the vision of the Pacific Education Development Framework (PEDF) 'Quality education for all in Pacific Island countries'. The PEDF was endorsed by the Forum Ministers of Education in their meeting in March of 2009 and identifies key priorities in each of the sub-sectors of education and training. These priorities came from international commitments such as the MDGs and EFA goals as well as the national education sector strategic frameworks.

SPBEA and UNESCO were tasked by Pacific Heads of Education Systems to consult with countries on what could comprise Pacific professional standards for teachers. The agreed framework comprised three major focus areas: Professional Attributes, Professional Knowledge and Professional Skills. This document contains the draft standards, indicators and level descriptions. The set of indicators are to be used to support the professionalism of teachers and are not intended to be used for performance management or remuneration. The standards are to be used as a minimum level and individual countries are to build on these standards for their own country's teacher development purposes.

The three focus areas of the standards include:

1. Professional Attributes
2. Professional Knowledge and Understanding, and
3. Professional Skills

Each of these three focus areas are divided into components, expectations, indicators, and level descriptors. Sources of evidences for the assessment of whether the expectations are met are also indicated.

Focus Area 1: PROFESSIONAL ATTRIBUTES

Components	Teacher Expectations/Intention	Indicators	Evidence source	Level Descriptors for Level 4 (L4), Level 3 (L3), Level 2 (L2), to Level 1 (L1)
PROFESSIONAL ATTRIBUTES 1. Relationship with students	1 Establish, demonstrate and maintain good relationship with students	1. Address students by names	Classroom observation, student interviews	L4: Teacher always uses (calls or addresses) children by their names L3: Teacher usually uses (calls or addresses) children by their names L2: Teacher sometimes uses (calls or addresses) children by their names L1: Teacher seldom uses (calls or addresses) children by their names
		2. Appropriateness of language used	Classroom observation, student interviews	L4: Demonstrate polite, respectful and suitable language in a genuine manner that is sensitive to the realities and expectations in the classroom L3: Uses polite, respectful, suitable language that is understandable by students L2: Ways of communicating with students causes concern either by being impolite and disrespectful or by using irrelevant and unfamiliar language L1: Uses impolite and disrespectful language
		3. Provide positive reinforcements when appropriate	Classroom observation, student interviews	L4: Teacher always initiates conversations with a positive comment L3: Teacher genuinely acknowledges and praises student work and contribution (written/verbal) L2: Teacher makes some assumptions about student contribution and can be insincere in praise L1: Teacher ignores student contribution to class and gives minimal feedback on student work
	2 Exhibit empathy with students and equitable relationships	1. Actively listen to students	Classroom observation, student interviews	L4: Teacher is proactive in seeking student concerns, requests and contributions L3: Teacher acknowledges and responds to student concerns, requests and contributions L2: Teacher has an awareness of student concerns, requests and contributions L1: Teacher shows no interest in student concerns, requests or contributions
		2. Availability to all students	Classroom observation, student interviews	L4: Teacher ensures all students get the time and attention they need L3: Teacher is fair in his/her distribution of time to students L2: Teacher shows a predisposition to some groups L1: Teacher spends most of his/her time with certain student(s)

PROFESSIONAL ATTRIBUTES 2. Communication & working with others	1 Interact with students, other teachers and school management	1 Student involvement in learning process	Classroom observation, student interviews	L4: All students are actively involved in all set learning activities ie group work or class work L3: Selected learning activities cater for some students only L2: Learning activities selected do not encourage participation among students L1: Teaching activities do not involve students other than the minimal answering of direct questions
		2 Participate with other teachers to assist students in their learning processes	Observation, Meeting minutes, Other teachers	L4: Discusses with other teachers about students' learning progress and takes action L3: Discusses with other teachers about students' learning progress but does not take any action L2: Teacher attends discussion about students' learning but does not contribute L1: The teacher works alone
		3 Cooperate with school management	School leaders, staff meeting minutes	L4: Teacher puts into practice administrative requirements such as planning, teaching, and assessment to assist the student's learning process L3: Teacher is selective in implementing administrative requirements L2: Teacher knows the administrative requirements but does not comply L1: Teacher ignores administrative directives
	2 Interact with parents and guardians about students' progress and the communities about school's progress	1 Report students' progress to parents and guardians	PT interview, parent survey,	L4: Produces and discusses accurate and constructive reports to parents and guardians on a timely basis L3: Reports are produced and discussed with children only L2: Reports are produced but not discussed with parents at all L1: No reports are produced at all
		2 Report school progress to community	Open day, school newsletter, notice board	L4: Produces and discusses accurate and constructive reports to community on a timely basis L3: Reports are produced and discussed within school only L2: Reports are produced but not discussed with to community L1: No reports are produced at all
	3 Involve parents and guardians as active stakeholders of students' well-being and achievement (snap shot)	1 Have meetings with parents and guardians	PT interview, meeting records	L4: Attend regular meetings with parents and guardians to discuss students' performance and progress L3: Attends meetings and contributes less to the discussion about students' performance and progress. L2: Attends meetings but does not contribute to discussions about students' performance and progress L1: No attempt made to attend meetings with parents and guardians about students' performance and progress
	4. Model behavior of a good team player through collaborative and participatory style as appropriate.	1 Involvement in school activities	School plan, school leaders, other teachers	L4: Cooperates with colleagues in all school activities L3: Attends to school activities but is not always actively involved L2: Attends some school activities but does not cooperate with colleagues L1: Does not make any attempt to attend to school activities at all

PROFESSIONAL ATTRIBUTES 3. Personal Professional Development	<p>1. Take initiative for their personal professional development; to attend and learn from professional development activities (PDA)</p> <p>(Act upon advice and feedback and be open to coaching and mentoring)</p>	<p>1. Identify professional needs and take action.</p>	<p>Personal Professional Development Plan (PPDP)</p>	<p>L4: List and prioritise weakness areas (e.g. lesson planning, teaching skills, assessment skills, content area, etc..) and, seek assistance from other teachers, participate in development activities, research from literature, continuous reflection to improve all identified weaknesses.</p> <p>L3- List and prioritise weakness areas (e.g. lesson planning, teaching skills, assessment skills, content area, etc..) and, seek assistance from other teachers, participate in development activities, research from literature, continuous reflection to improve some identified weaknesses.</p> <p>L2: List and prioritise weakness areas (e.g. lesson planning, teaching skills, assessment skills, content area, etc.) and, takes no action.</p> <p>L1: No initiative to identify weakness</p>
		<p>2. Attendance at PDA.</p>	<p>Meeting records, certificates</p>	<p>L4: Always attend</p> <p>L3: Usually attend</p> <p>L2: Rarely attend</p> <p>L1: Never attend</p>
		<p>3. Applying and sharing newly learnt ideas</p>	<p>Teacher's work plan, interviews</p>	<p>L4: Newly learnt ideas shared in professional discussions with colleagues in a department as well as others in and out of school</p> <p>L3: Newly learnt ideas shared in professional discussions with colleagues with in a department and school</p> <p>L2: Newly learnt ideas shared only in a department</p> <p>L1: Newly learnt ideas not shared</p>

Focus Area 2: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Components	Teacher Expectations/Intention	Indicators	Evidence source	Descriptors
PROFESSIONAL KNOWLEDGE 1. Teaching and learning	1. Know a wide range of teaching, learning and behavior management strategies, learning styles and abilities and how to maximise learning potential of children	1. Uses a variety of teaching strategies to address different learning needs and abilities	Teacher's workplan, observations	L4: Teaching strategies adopted address the various learning needs and abilities of students L3: Utilizes some strategies but they do not address all the students' needs L2: Does not practice the relevant strategies to address the various learning needs and abilities L1: Has no knowledge of other teaching strategies and practices only one teaching strategy i.e. chalk-talk
	2. Understand the importance of a conducive learning environment to teaching and learning	1. Create a conducive learning environment to teaching and learning	Observations, lesson plans, leaders	L4: Classroom that displays relevant and stimulating resources that enhance learning L3: A classroom that exhibits only some relevant and appropriate learning resources L2: A classroom that displays inappropriate and irrelevant learning resources L1: A classroom that does not exhibit learning resources
PROFESSIONAL KNOWLEDGE 2. Assessment & monitoring	1. Know the assessment requirements for teaching subject(s)	1. Articulated assessment requirements in the curriculum and used in the classroom	Teacher's work plan, students, observation	L4: Teacher has assessment requirements clearly outlined in the work plan and implemented in the classroom L3: Has a plan for assessment, follows it but inappropriately L2: Teacher knows but does not follow it L1: Teacher does not know the requirements for assessment
	2. Know the different assessment approaches and strategies. (Know how to use local and national statistical information to evaluate the effectiveness of their teaching, and to monitor progress of those they teach and to raise levels of attainment)	1. Articulated assessment approaches and strategies in the curriculum and used in the classroom	Teacher's work plan, lesson plans	L4: Teacher has assessment strategies clearly outlined in the work plan and implemented in the classroom L3: Has a plan for assessment, uses it inappropriately L2: Teacher knows but does not care to use it L1: Teacher does not know the strategies for assessment
	3. Know the different monitoring strategies.	1. Articulate different monitoring strategies in the curriculum and use them in the classroom	Teacher's work plan, lesson plans	L4: Teacher clearly outlines monitoring strategies in the work plan and these are implemented in the classroom L3: Has a plan for monitoring, uses it inappropriately L2: Teacher knows but does not use them L1: Teacher does not know the monitoring strategies

PROFESSIONAL KNOWLEDGE 3. Subjects and curriculum	1. Have a secure knowledge and understanding of their teaching subject(s) and related pedagogy.	1. Knowledgeable in teaching subject	Teacher records, work plans, lesson plans, lesson notes	L4: Teacher reads other reference texts as well as consult with other teachers of the same subject and prepares lesson notes that suit ability of students L3: Teacher reads other reference texts when making lesson notes and prepares lesson notes that suit ability of students L2: Teacher reads only the recommended textbook(s) when preparing lesson notes and writes up the same for students to copy L1: Teacher does not prepare lesson notes; only asks students to copy from the textbook
		2. Knowledgeable of pedagogies that suit student ability and lesson content	Teacher plans, lesson plans	L4: Teacher uses a wide selection of teaching strategies (at least 5 different strategies) and corresponding resources that suit differences in student ability and lesson concepts L3: Teacher uses a narrower selection of teaching strategies (3 – 4) and corresponding resources that suit differences in student ability and lesson concepts L2: Teacher uses only a standard set of extra resources and strategies (e.g. group work only with activity sheet, apart from whole class chalk and talk) L1: Teacher uses only the chalk and talk method of teaching with no due consideration to differences in abilities and lesson concepts
		3. Know content of curriculum at appropriate level	Teacher records	L4: More than 5 years of experience in at least three different levels L3: 4-5 years of teaching experience in three different levels L2: 2-3 years of teaching experience in three different levels L1: First year of teaching
	2. Understand the curriculum for which they have been trained (aim, time, objective, methodology, teaching resources and assessment) and its current requirements.	1. Apply understanding of curriculum requirements for lesson planning, preparation and teaching	Lesson plans	L4: Lesson plans reflect aims, objectives, outcomes, activities, assessment etc. contained in national curriculum and teaching reflects lesson plan L3: Lesson plans reflect aims, objectives, outcomes, activities, assessment etc. contained in national curriculum but teaching does not reflect the whole lesson plan L2: Lesson plans does not reflect aims, objectives, outcomes, activities, assessment etc. contained in national curriculum and teaching reflects lesson plan L1: Teaching without a lesson plan(Need to rephrase – all teacher must have lesson plan)
	3. Know curriculum linkages, relevant initiatives and applications.	1. Apply knowledge of curriculum linkages and initiatives on lesson planning, preparation and teaching	Lesson plans	L4: Lesson plans reflect linkages of topics and applications within a subject as well as with other subjects and teaching reflects the same linkages and applications L3: Lesson plans reflect linkages of topics and applications within a subject as well as with other subjects but teaching does not reflect the same linkages and applications L2: Lesson plans do not reflect linkages of topics and applications within a subject as well as with other subjects and teaching do not reflect the same linkages and applications L1: Teaching without a lesson plan (Need to change)

PROFESSIONAL KNOWLEDGE 4. Literacy, numeracy and ICT	1. Know the foundational importance of Literacy/Numeracy/ICT to teaching and learning.	1. Demonstrate knowledge of literacy/numeracy requirements and ICT policies in teaching and learning	Interviews	L4: Articulates well the contents of language policy, literacy and numeracy requirements, and ICT policy for the school L3: Articulates partially the content of language policy , ICT policy as well as the importance of literacy and numeracy to teaching and learning L2: Shows limited understanding of importance of literacy and numeracy to teaching and learning L1: Is not familiar with these requirements
	2. Know strategies for incorporating literacy, numeracy and ICT skills to support their teaching and wider professional activities teaching.	1. Apply strategies that incorporate literacy/numeracy and ICT into teaching	Lesson observations	L4: Apply a range of strategies that incorporate literacy, numeracy, and the use of ICT skills to meet the learning needs of students. L3: Apply a range of strategies that incorporate literacy and numeracy skills but not ICT to meet learning needs of students L2: Very limited application of literacy and numeracy strategies L1: Shows no care about literacy and numeracy skills of students
PROFESSIONAL KNOWLEDGE 5. Achievement for All	1 Understand how students develop, learn and progress and the factors that contribute to their developments	1. Planning shows differentiated outcomes for different groups of students	Lesson plans	L4: The plan shows a high level of differentiation that meets the needs of all students in the classroom L3: Different abilities and needs are acknowledged and catered for in the plan (outcomes, resources, assessment and teaching strategies) L2: Planning shows a low level of differentiation in outcomes, resources, assessment and teaching strategies e.g. 2 groups L1: Planning is common to the whole class
		2. Planning shows relevant range of teaching and learning strategies and resources	Lesson plans	L4: The plan shows a range of (at least 4) different teaching and learning strategies L3: The plan shows student centered teaching and learning strategies L2: The plan shows teacher centered strategies L1: The plan shows only one strategy i.e. whole class chalk and talk teaching only
		3. Planning indicates ways of identifying learning needs	Lesson plans	L4: Ways of identifying different learning needs clearly and consistently defined in the plans L3: Groups of students with different learning needs identified in the plan L2: Identification of learning needs mentioned in the plan but ways are not defined L1: No mention of identification of learning needs in the plan

	2 Know the inclusive education principles and implementation strategies in order to bring about equity in learning opportunities	1. Students are engaged in the classroom	Lesson observations	L4: All students are actively participating in learning activities and achieving desired outcomes L3: All students are participating in learning activities that provide them with opportunities for achievement L2: Students are participating but little sign of achievement L1: Minimal students' participation and achievement
		2. Students show progress in achievement of learning outcomes	School Records	L4: All students show some improvement (progress) in achievement L3: Majority of students show improvement in performance levels L2: Some students show improvement but majority do not L1: Improvement is impeded by the teacher's lack of understanding of principles of equity
PROFESSIONAL KNOWLEDGE 6. Health & Well Being	1 Know their duty of care for their students and school property, including legal requirements and national policies	1. Teaching displays appropriate behavior management	Observations, anecdotal records, supervisors	L4: Teacher manages students' misbehavior in positive ways resulting in improvement in students behavior L3: Teacher displays love and compassion on children despite incidences of misbehavior L2: Teacher uses different standards for different students' misbehaviors L1: Teacher treats misbehavior indifferently
		2. Displays sound management and care of resources (recording, keeping, access, conservation, maintenance, prudence.)	Observations, school records, anecdotal records, supervisors	L4: Has clear strategies for recording, usage, safety and maintenance of classroom equipment, furniture and other resources under his/her care L3: Keeps an updated record/inventory of resources under his/her care and has clear strategies for safety in the classroom L2: Is aware of his/her responsibilities as a resource manager but not strict about it L1: shows little care for resources in the classroom and their usage
	2 Know how to identify 'at risk' or 'special' student behavior, manage them correctly and refer to relevant support system	1. 'At-risk' students' needs are addressed	Pupils records, work plans, learning and assessment tasks	L4: Identifies and records details of at-risk students, organizes and implements programs for them, monitors and records their progress L3: Identifies and records details of at-risk students, organizes and implements an intervention program on a selective basis (i.e. done for some students and not others) L2: Is aware of details of at-risk students and uses intervention on an irregular basis L1: Is not aware and takes no steps to address needs of 'at-risk' students

		2. Use appropriate support systems	Teacher records, interviews, supervisors, other teachers	<p>L4: Teacher has a clear understanding of the support system for 'at-risk' students, refers at-risk students to appropriate support systems, and follows up on their improvements</p> <p>L3: Teacher has a clear understanding of the support system for 'at-risk students, refers at-risk students to appropriate support systems, but fails to follow up on their improvements</p> <p>L2: Teacher has some understanding of the support system but does not refer students to them.</p> <p>L1: Teacher shows no care for supporting at-risk students</p>
	3 Understand the importance of the holistic well being of students (cognitive, physical, emotional, spiritual, and social well-being)	1. Planning demonstrates opportunity for holistic development	Teacher records, Work plan, lesson plan, observations, anecdotal records	<p>L4: Has records of student backgrounds, designs tasks that accommodates the range of backgrounds, supports those who are deficient in some areas with compassion, tolerant and understanding of differences in religious beliefs.</p> <p>L3: Has records of student backgrounds, designs tasks that accommodates the range of backgrounds but shows little tolerance for differences</p> <p>L2: Has standard records, standard tasks are given and shows bias in support given</p> <p>L1: No record of student backgrounds, gives tasks that favor the more capable students and offers no support for the less capable/fortunate</p>
		2. Retention of students in school		<p>L4: Records details of absent students, discusses regular absences with other staff members, with follows up on cases with parents and offers support to concerned students</p> <p>L3: Records details of absences and discusses with other teachers and counsels concerned students</p> <p>L2: Records absences and counsels students</p> <p>L1: Records absences only.</p>

Focus Area 3: PROFESSIONAL SKILLS

Components	Teacher Expectation	Indicators	Evidence source	Descriptors
PROFESSIONAL SKILLS 1. Planning	1. Develop a teaching and learning programme that encompasses effective learning sequences within school	1. Create annual plan that is aligned with the syllabus	Teacher produces Annual Plan Teacher produces annual with all required elements.	L4: Teacher breaks down topics, aims, goals and objectives from the syllabus and link these with teaching strategies, learning experiences, resources, assessment and time allocation L3: Plan covers the above components except one L2: Plan covers the above components except two L1: More than two components are not included
	(Homework and out of class work to sustain learners' progress and consolidate learning)	2. Lesson Plan aligned with the annual plan	Annual plan, teacher plan, Lesson plan	L4: Teacher breaks down topics, aims, goals and objectives from the annual plan and link these with teaching strategies, learning experiences, resources, assessment and time allocation in the lesson plan L3: Plan covers the above components except one L2: Plan covers the above components except two L1: More than two components are not included or no lesson plan at all
	2. Translate the national curriculum objectives into learning outcomes	1. Learning outcomes specified in lesson plans	Lesson plan,	L4: Lesson Plan outlines measurable learning outcome that are linked with the curriculum objective(s) L3: Lesson Plan outlines measurable learning outcome but are not linked with the curriculum objective(s) L2: Lesson Plan outline non-measurable learning objectives L1: No lesson objectives and no outcome, or no plan at all
		2. Learning outcomes are aligned to national curriculum objectives	Work plan, Lesson plan, prescriptions, other relevant curriculum document, interview	L4: National curriculum objectives are referred to regularly and is used as source of important learning outcomes for work plan and lesson plan L3: National curriculum objectives are referred to, learning outcomes are aligned but not done well L2: Learning outcomes are not aligned to national objectives L1: Does not refer to the national curriculum document

PROFESSIONAL SKILLS 2. Teaching	<p>1. Teach lessons using appropriate teaching strategies</p> <p>(Teach lessons that build on prior knowledge, develop concepts and processes and enable learners to apply new knowledge and meet learning objectives)</p>	<p>1. Teaching strategies suit learning outcomes</p>	<p>Lesson plan, observation</p>	<p>L4: Chosen teaching strategies are varied and support achievement of learning outcomes for all students</p> <p>L3: Chosen teaching strategies are varied and support achievement of learning outcomes for some students</p> <p>L2: Chosen teaching strategies are varied and support achievement of learning outcomes for few students only</p> <p>L1: Chosen teaching strategies do not support learning outcomes</p>
		<p>2. Teaching strategies suit learning needs</p>	<p>lesson plan, students book, student interview</p>	<p>L4: Chosen Teaching Strategies (cooperative, guided activity, whole class discussion, experiments etc) are varied and engage all different learning needs (fast, average, slow, disabilities)</p> <p>L3: Chosen Teaching Strategies target only three of the above groups</p> <p>L2: Chosen Teaching Strategies target only two of the above learners</p> <p>L1: Chosen Teaching Strategies target only one of the above groups.</p>
	<p>2. Use appropriate teaching skills and resources as well as modify teaching to maximize learning for all students</p>	<p>1. Resources to support teaching & enhance learning</p>	<p>Observations, student records</p>	<p>L4: Create and use teaching resources (charts, blackboard, TV, apparatus, textbooks, etc.) that engages all students in support of lesson outcomes</p> <p>L3: Select and use available resources that engage all students in support of learning outcomes</p> <p>L2: select and use resources that do not support lesson outcomes</p> <p>L1: Uses only chalk and talk, and note copying</p>
		<p>2. Teaching skills that maximize learning</p>	<p>Observations, student records</p>	<p>L4: Uses a variety of student-centered strategies within a lesson or a series of lessons (discussions, group learning, activities, well structured, use of appropriate assessment etc) to maximize learning</p> <p>L3: Uses a standard strategy (apart from chalk and talk) but effectively to maximize learning</p> <p>L2: Tries a variety of strategies but not effective in maximizing learning</p> <p>L1: Uses only chalk and talk and copying of notes that show no evidence maximization of student learning</p>

PROFESSIONAL SKILLS 3. Assessing, monitoring and giving feedback	1. Use an effective range of assessment and monitoring methods for improvement	1 . Variety and appropriateness of assessment methods for monitoring learning.	Plan, observations	L4: Effectively applies a selection of assessment methods (at least 5) to monitor students' learning L3: Knows and applies some assessment methods (3 – 4) to monitor students' learning L2: Articulates assessment on paper but not used in class to monitor students' learning L1: Uses limited number of assessment method to monitor students' learning
		2. Identification and recording of students' learning needs.	Student profile, student record	L4: Has a comprehensive record of students' learning needs that have been addressed L3: Has identified students' learning needs but does not address them in the classroom L2: Has inadequate information on students learning needs L1: Has not identified students' learning needs
	2. Provide timely and constructive feedback about students' attainment and progress	1. Frequency, timeliness and quality of feedback provided to students	Student work samples, students, assessment documents	L4 : Records meaningfully information about students' strengths and weaknesses and provide timely meaningful feedback , both oral and written L3: Records some information but these do not indicate clearly strengths and weaknesses, thus feedback to students is verbal and general only L2: Provides verbal feedback, but on an ad-hoc anecdotal basis only L1: Shows no evidence of having provided any feedback to students
		3. Support and guide students to identify progress they have made, their strengths and weaknesses and to improve student learning.	1 Student teacher consultation	Student profile, students, teachers, lesson plan
		2 Existence of student improvement plan	Student profile, record card,	L4: Documents and implements a complete student improvement plan that includes student details, areas of weaknesses, strategies for improvement, results, consultations, and recommendations L3: Documents and implements a student improvement plan but plan is not complete (2 or more areas above are not covered in the plan) L2: Documents a plan but a very general one only with minimal details (i.e. only names of students and weaknesses) and counsels students generally only L1: has no documented student improvement plan, counsels students generally only

PROFESSIONAL SKILLS
4. Reviewing teaching and learning

	4. Review teaching (evaluate impact of teaching) effectiveness to improve teaching and modify planning and practice accordingly	1. Improved students' performance	Student record book, student profiles	L4: Majority (at least 75%) of students have improved their performance in successive assessment tasks L3: Some students (30 – 74%) have improved their performance in successive assessment tasks L2: Very few (less than 30%) students have improved L1: No improvement shown over time, or some students' performance have declined over time
		2. Amendment to teaching approach to improve teaching	Lesson plans or teacher planner, lesson observations, peer review, principal, reflective journals	L4: Work plan and successive lesson plans contain evidences of deliberate changes in teaching strategies that target improvement in teaching and learning L3: Demonstrate flexibility in using a range of effective teaching techniques in order to improve learning, but these are not clearly outlined in the lesson plans L2: Randomly amends teaching approach but to suit content instead of improvement in learning L1: Uses only the standard chalk and talk whole group teaching with no regard to effectiveness levels
	5. Review the impact of feedback and modify plans and practice accordingly	1. Improved students' achievement	Student record book, student profiles	L4: Majority (at least 75%) of students have improved their performance in successive assessment tasks L3: Some students (30 – 74%) have improved their performance in successive assessment tasks L2: Very few (less than 30%) students have improved L1: No improvement shown over time, or some students' performance have declined over time
		2. Improved teacher effectiveness	Lesson plans or teacher planner, observation, peer review, principal, reflective journals	L4: Work plan and successive lesson plans contain evidences of deliberate changes in teaching strategies that result from feedback L3: Demonstrate flexibility in using a range of effective teaching techniques in order to accommodate feedback L2: Randomly amends teaching approach but to suit content instead of improvement in learning based on feedback L1: Uses only the standard chalk and talk whole group teaching with no regard to provided feedback
		3. Improved parental awareness and participation.	Parents, Principal, Teachers, Observations	L4: Has a personal plan for, and records of, parental involvement (other than school mandated ones) and parental involvement has shown an increase L3: Has a record of school mandated involvements only (like standard parents' interview) and involvement level is sustained or has increased L2: Records show that parental involvement has decreased, and no sustained effort taken to improve the situation L1: Has not shown any parental involvement in children's learning

PROFESSIONAL SKILLS 5. Providing a Conducive Learning Environment	1. Create, sustain and manage a safe and positive learning environment (physical, cultural, social, emotional, spiritual, intellectual) (Establish a clear framework for classroom discipline to manage learners' behavior constructively and promote self control and independence)	1. Level of student engagement	Students, lesson observations	L4: Lesson activities as well as non-formal activities attract keen participation from L3: Students are keenly participating L2: Students are just participating at minimum expected level L1: Lack of student engagement
		2. Improved students' achievement	Lesson plans or teacher planner, observation, peer review, principal, reflective journals	L4: All students show progress/improved level of achievement in successive assessment tasks L3: Most students show progress /improved level of achievement in successive assessment tasks L2: Some students show progress/improved level of achievement in successive assessment tasks L1: Few students only show progress/improved level of achievement in successive assessment tasks
		3. Stakeholder satisfaction with learning environment	Survey of stakeholders' views (parents, students, management, suppliers, etc)	L4: All stakeholders express confidence in children's schooling, are proactive in offering support to the classroom, and acknowledging the work of teachers L3: All stakeholders express confidence in their child's schooling L2: Stakeholders raise some concerns about the environment the teacher creates L1: Little stakeholder concern/support
		4. Organised, safe and "healthy" classroom	Observations	L4: Classroom is neatly organised, safe, and 'healthy' for teaching and learning (well lit, appealing, bright posters, comfortable, spacious). L3: Classroom is neatly organised, but elements of hazards are found in the room L2: Classroom is not neat and there are elements of hazards in the room L1: Room is not safe for learning and hazards have not reported or any other action taken; teacher has the tendency to be grumpy and threatening

		5. Seating arrangement to teaching strategies	Observations	L4: Seating arrangements change with ease to suit teaching strategies (with at least two changes in a week) e.g. collaborative learning and students face each other in smaller groups, project work in slightly bigger groups, whole class teaching and students all face the board etc L3: Seating arrangements change to suit teaching strategies but changes cause disruption i.e. not efficiently carried out. L2: Seating in the room is too difficult to change and this influence teaching L1: Seating arrangement is not changed at all as the teacher does not change strategy so does not change seating
		6. Rules & procedures for teaching and learning	Records, observations, student interviews	L4: Rules and procedures for teaching and learning are negotiated with students, clearly displayed in the room and applied consistently L3: Rules and procedures are clearly displayed in the room, consistently applied, but mandated by the teacher only L2: Rules are mandated by the teacher, displayed in the room but not consistently applied L1: Rules are mandated by the teacher, not displayed and inconsistently applied.
PROFESSIONAL SKILLS 6. Team working and collaboration	1. Work together as a team (Teacher to demonstrate their ability to work as part of team) and identify opportunities for working together with colleagues, sharing effective practice with them (Ensure that colleagues working with them are appropriately involved in supporting learning and understand roles they are expected to fulfill)	1. Level of collegial cooperation within the school	Teachers, Meeting minutes, Principal	L4: Cooperates with other teachers in meeting school targets and produces expected outputs L3: Cooperates with other teachers in meeting school targets but has a tendency to back out during crucial times L2: Cooperates with other teachers only when it suits his/her convenience; prefers to work alone when not mandated to work with others L1: Works alone, and does not cooperate even when invited
		2. Level of parental/community involvement in learning and teaching programmes	School plan, parent survey, learning plan	L4: Parents (esp. of low performing or disciplinary problem students) are invited by the teacher to discuss student matters with clear specification on purposes and time of meeting L3: Parents and teacher work together on teaching and learning requirements that are part of the overall school plan e.g. report day, and teacher follows up on meaningful involvement L2: Teacher communicates with parents but does not follow up towards meaningful involvement L1: Teacher does not involve parents at all in student matters