



Cook Islands Ministry of Education

**PERFORMANCE
DEVELOPMENT SYSTEM for
COOK ISLANDS TEACHERS**

Classroom Teacher Handbook

February 2010

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1. Introduction

The Education Master Plan 2008 – 2023 identifies the importance of quality learning for all people in the Cook Islands. Whilst responsibility for learning is shared between students, parents/caregivers, families, communities and the Ministry of Education, as teachers, you play a critical role in the lives of our young people during their most formative years. It is important therefore, that you be provided with support, guidance and encouragement to continually develop your teaching practice. This is the overall aim of our Performance Development System (PDS) for Cook Islands Teachers – to improve learning outcomes for students by improving the quality of teaching and leadership in our schools.

As well as providing for the annual attestation against the Cook Islands Professional Standards for Teachers (which can be found in Appendix I), the PDS includes the development of an annual personal plan covering your key tasks, merit objectives and professional development goals. At the end of the year, performance in all three areas will be taken into account in determining your overall performance and a review of your remuneration.

All teachers in the Cook Islands are required to participate in (PDS). It is designed to support your professional development throughout your teaching career as well as focusing you on creating improved learning opportunities for your students. Through an ongoing cycle of personal planning, review, appraisal and attestation and further review, it is expected that the depth and breadth of your teaching practice will continue to develop. This will be evidenced through your demonstration of our Professional Standards as you progress from a Beginning Teacher, to Classroom Teacher, to Experienced Classroom Teacher.



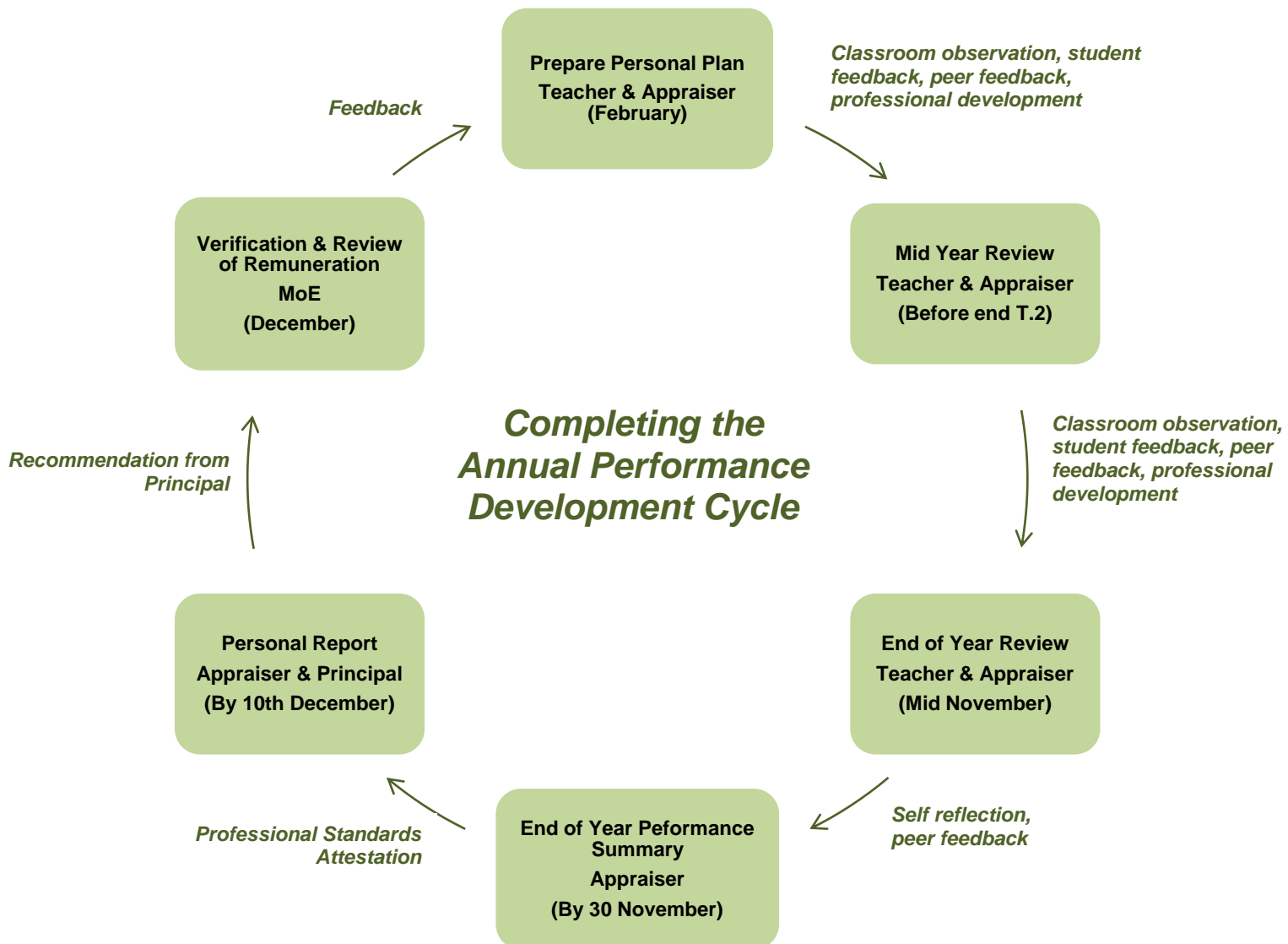
The purpose of this handbook is:

- (i) To assist you with preparing your annual Personal Plan;
- (ii) To provide you with guidance as to the annual appraisal and attestation processes;
and
- (iii) To provide you with copies of all the forms you need to complete as part of the annual performance cycle.

Your School Principal has a copy of the detailed PDS Guide. It includes additional information such as the verification of reports, appealing a performance rating decision, guidelines for dealing with unsatisfactory performance and remuneration reviews. You are welcome to access that information at any time. It is also available via the Ministry of Education web site.

2. The Performance Development Cycle

The Performance Development Cycle spans February through to December of each year. It begins with the preparation of your Personal Plan and is completed when the Ministry of Education has verified your end of year Personal Report. The following diagram highlights each stage of the cycle.



3. Developing Your Personal Plan

Your Personal Plan documents your areas of focus for the coming year and provides space for you to track your progress in achieving the goals, tasks and objectives you have agreed with your supervisor/Appraiser. As the year progresses, your Appraiser will provide feedback on your progress. At the end of the year, your Appraiser will be required to sign off your completed Personal Plan (which includes a performance summary) and then, to forward it to your School Principal.

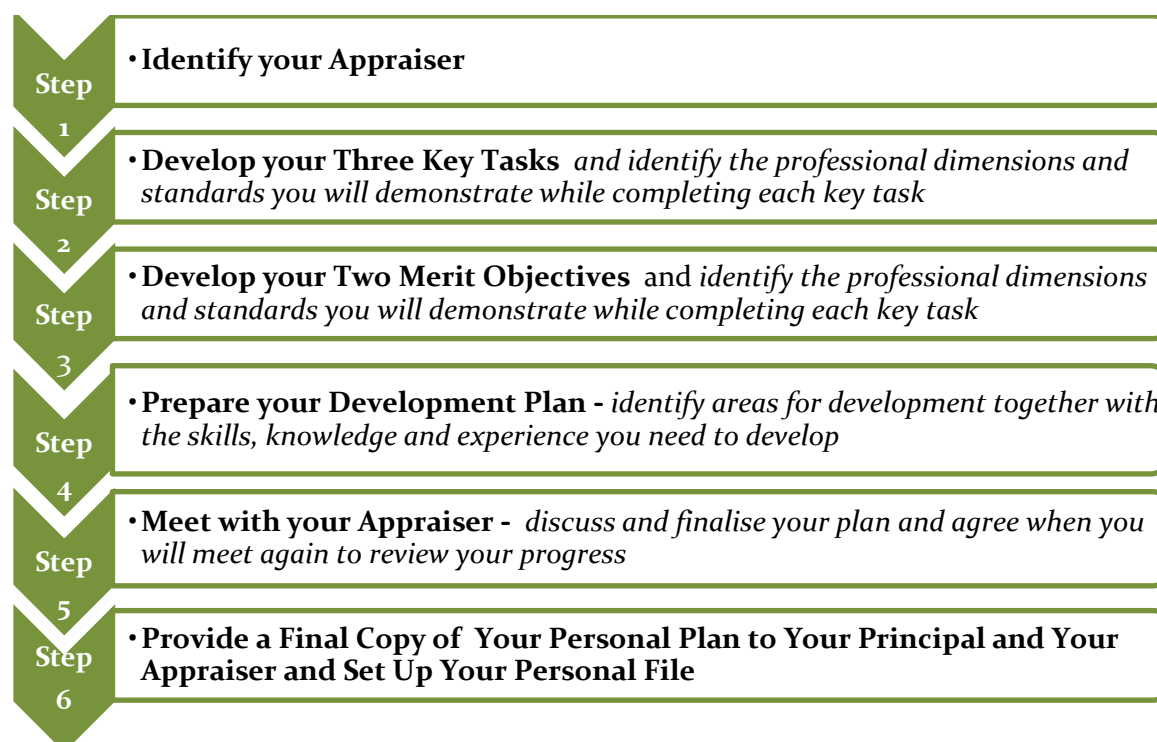
Getting Started

You should begin preparing your Personal Plan in early February soon after school has settled in. To develop your Personal Plan you will need the following documents:

- A copy of the Professional Standards and the Indicators relevant to your level of teaching e.g. if you are a Classroom Teacher you will use the indicators for a Classroom Teacher (see Appendix I).
- A copy of the Teacher Personal Plan template (this can be found in Appendix II).
- Your performance appraisal/attestation from the previous year (if this is your first year of teaching you will not have this document).
- Your position description – ensure this has been updated and is current for the coming year as verified by your Principal.
- A copy of the School Annual Plan.

The Six Steps for Developing Your Personal Plan

Once you have gathered the above documents, you are ready to prepare your plan by completing each of the following six steps (described in more detail below):



Step

1

• Identify Your Appraiser

Your Appraiser plays an important role in providing you feedback, encouragement and support. In most situations your Appraiser will be your immediate supervisor – in our smaller schools this is likely to be your Principal. In other schools it may be the Deputy Principal, the Head of Department, or Syndicate Leader etc. Confirm your Appraiser with your Principal.

You are also required to identify a Peer to provide end of year comments about your professional development. You need to identify this person at the beginning of the year so that they can observe your progress and provide you informal feedback during the year. In smaller schools, your Appraiser can be the person to provide this feedback.

Step

2

• Develop Your Three Key Tasks

Your position description contains a number of key tasks that you are required to carry out during the year. Talk to your Appraiser to identify the three most important tasks for you to focus on i.e. these will be your agreed areas of priority. Once you have identified the three most important tasks follow these steps:

- (i) Read the example provided on the 'Personal Plan' form.
- (ii) Copy your first key task into the first box of 'Key Task One' in your Personal Plan.
- (iii) Identify two or three Professional Dimensions and Standards that you aim to demonstrate as you carry out your first key task. Copy these into the box alongside your first key task.
- (iv) Repeat steps (ii) and (iii) for your remaining two key tasks. For each key task try to identify different professional dimensions and standards that you will be able to demonstrate.

It is important to note that while you will be focusing on three key tasks to demonstrate the professional standards, ***you are required to complete all other tasks included in your position description.***

Step

3

• Develop Your Two Merit Objectives

As well as completing the tasks in your position description, the School Annual Plan sets out a number of areas of priority for your school. The purpose of your merit objectives is to select two areas from the School Plan where you aim to make a significant contribution. Once you have identified the three areas you will focus on, follow these steps:

- (i) Read the example provided on the 'Personal Plan' form.

- (ii) Taking the first area you have identified as where you will make a significant contribution, develop a SMART objective for this area and copy it into the Merit Objective One box. The following table – together with the example on the form – is provided to help you develop your SMART objective.

Specific	The objective should be precise so that even a non-teacher could understand what outcome the objective relates to.
Measurable	The objective should be able to be quantified in some sense so that a non-teacher can observe when the objective has been achieved. SMART objectives are usually described in terms of quantity, quality, timeliness or cost.
Achievable and agreed	Your objective should be realistically achievable whilst providing some stretch and challenge. It should not be so difficult that you would likely fail in your efforts. Your objective also needs to be agreed with your Appraiser.
Relevant	Your objective should be relevant to your school i.e. drawn from the School Annual Plan, and relevant to your position.
Timed	The objective must have a completion date. If it relates to a larger project that will span more than one year, the objective must reflect specific work that can be completed by the end of the performance year.

- (iii) Fill in the 'Linkage to the School Plan' box identifying the area of priority for your school.
- (iv) Identify two or three Professional Dimensions and Standards that you aim to demonstrate as you carry out your first merit objective. Copy these into the box alongside of your first merit objective.
- (v) Repeat steps (ii), (iii) and (iv) for your second merit objective. For each merit objective try to identify different professional dimensions and standards that you will be able to demonstrate.

Step 4 • Prepare Your Development Plan

Now that you have prepared your key tasks and merit objectives, it is time to think about your development needs. Each year you should aim to focus on two areas for your development. Complete the following steps to do this:

- (i) Review your last year's appraisal to check for suggested areas for future development (if this is your first year of teaching think about the areas you would like to develop this year).
- (ii) Review the indicators for each dimension of the professional standards for your level (see Table Two Appendix I) and highlight those you most want to improve – ideally these are the ones you have already included with your key tasks and merit objectives.
- (iii) Read the example provided in the Personal Plan.
- (iv) Identify the first area for your development and write this in the first box in the development plan.
- (v) Identify the skills, knowledge or experience you want to focus on as you develop your first area of focus – write this in the appropriate box.

- (vi) List the things you will do to develop the skills, knowledge or experience you have identified – write this in the ‘What I Will Do’ box.
- (vii) Repeat steps (iv) – (vi) for your second area of development.

There are many ways you can develop your skills and knowledge. The following list provides some things that you might like to try:

- Look for professional readings that are relevant.
- If you have access to the internet use it to conduct research – use the search engine to find references/resources that may be of value to you.
- Enrol in professional courses outside of school.
- Enrol in USP programmes.
- If there are planned professional development workshops that are relevant then be sure to attend.
- Seek assistance from advisors when they visit, from colleagues and teachers in other schools.
- Consider observing other teachers (either in your own school or in another school) to see how they demonstrate the skills you want to develop. If you want to do this please discuss first with your Principal so that they can assist with making appropriate arrangements for this to happen.

Step

5

• Meet With Your Appraiser

Now that you have prepared a first draft of your Personal Plan, it is time to meet with your Appraiser.

Over the course of the year, you will meet with your Appraiser **at least three times** – firstly to agree your Personal Plan at the beginning of the year, in the middle of the year to formally complete the midyear review (before the end of term two), and then again at the end of the year to complete your end of year review. To gain the most benefit though, it is recommended that you arrange to meet more regularly. This provides you the opportunity to review your progress, talk about some of the challenges you might be facing, and to gain their feedback.

The purpose of your first meeting with your Appraiser is to work through the Personal Plan you have prepared so that you can finalise it and agree how you will work together to review and monitor your progress. The discussions you have may help you to clarify and refine your key tasks, your merit objectives and your development plan. You should arrange for a quiet place to do this at a time when you will not be disrupted. At the meeting ensure you cover the following:

- (i) Review and discuss your key tasks.
- (ii) Review and discuss your merit objectives.
- (iii) Review and discuss your development plan.
- (iv) Once finalised, agree on your next steps e.g. you might agree to meet again at a specific date before the midyear review to reflect on your progress, or you might agree to a specific time when your Appraiser will come and observe you in the classroom. It is important that you plan these next steps together so that you are both clear about what is expected.

Step
6

• **Provide Copies of Your Personal Plan to Your Principal and Your Appraiser and Set Up Your Personal Folder**

Once you and your Appraiser have finalised your Personal Plan, you need to provide a copy to both your Appraiser and to your Principal (if they are not your Appraiser). You should retain the original copy and place it in your Personal Folder. It is recommended that you use a Clear-file for your Personal Folder. You should retain copies of the following documents in your folder:

- A copy of the Teachers' Performance Development Guide relevant to your level of teaching e.g. Classroom Teacher.
- Copies of your previous annual performance appraisal reports.
- Your current position description.
- Your copy of the School Annual Plan.
- Documents relating to any professional courses/workshops you have attended during previous years.
- Details of any qualifications you are undertaking e.g. results notices from USP or other courses.
- Any other professional documents.

Your Personal Folder will provide evidence that you have and are continuing to participate in professional development programmes.

4. Receiving Feedback and Reviewing your Progress

Receiving Feedback

Your progress against your Personal Plan will be monitored formally through the mid-year (interim) and end-of-year (final) appraisal process. These two reviews meet the formal requirements of the Performance Development System; however there should be ongoing opportunities for discussion, observation and feedback between teachers and their Appraisers during the regular activities of the school year. Some of the ways feedback can be received are listed below:

Classroom Observation

You should aim to have your Appraiser observe you in the classroom at least twice during the year – each with a follow-up discussion so that you can receive feedback and ask questions.

Before each visit, you should discuss with your Appraiser the focus of the visit i.e. identify an area from either your key tasks or your merit objectives that you wish to have observed and provide them with a copy of the lesson outline. The focus of classroom observation is to observe your performance against Dimension 3 (Teaching Techniques) and Dimension 4 (Motivation of Students). A Classroom Observation check-list for your Appraiser to complete can be found in Appendix III.

Student Feedback

Feedback from your students can provide you with important insights into how your students experience your teaching.

For **secondary teachers** you are required to seek student feedback via the “Student-Teacher Evaluation Questionnaire” (see Appendix IV) at least once a year. The results of this questionnaire are for your learning only – although you are encouraged to share the information with your Appraiser. You will need to keep a copy of the summary sheet (see Appendix V) in your personal file as evidence that you have received student feedback.

To use the Student-Teacher Evaluation follow the steps below:

- (i) Decide when you will use the student evaluation and prepare enough copies of the questionnaire to distribute to your class.
- (ii) At the beginning of the class, tell your students that you would like them to provide feedback to you by completing the questionnaire at the end of the class.
- (iii) Explain to them that the information is confidential and that you will be using it to assist you to improve your teaching.
- (iv) About 10 minutes before the end of class, distribute the questionnaire and ask the students to complete it – explaining that you value their honest feedback.
- (v) Collect the completed questionnaires and transfer the results to the ‘Student-Teacher Evaluation Summary Sheet’.
- (vi) Take some time to quietly review the results focusing on the strengths that have been identified and the areas where you could focus attention to improve.
- (vii) Integrate your findings into your next discussion with your Appraiser.

For **primary teachers** it may be more appropriate for you to seek feedback via an informal discussion with your students. You can structure your discussion around the questions used in the Student Teacher Evaluation questionnaire. Take notes during the discussion so you can use these to reflect on the areas of strengths your students identify and on the areas

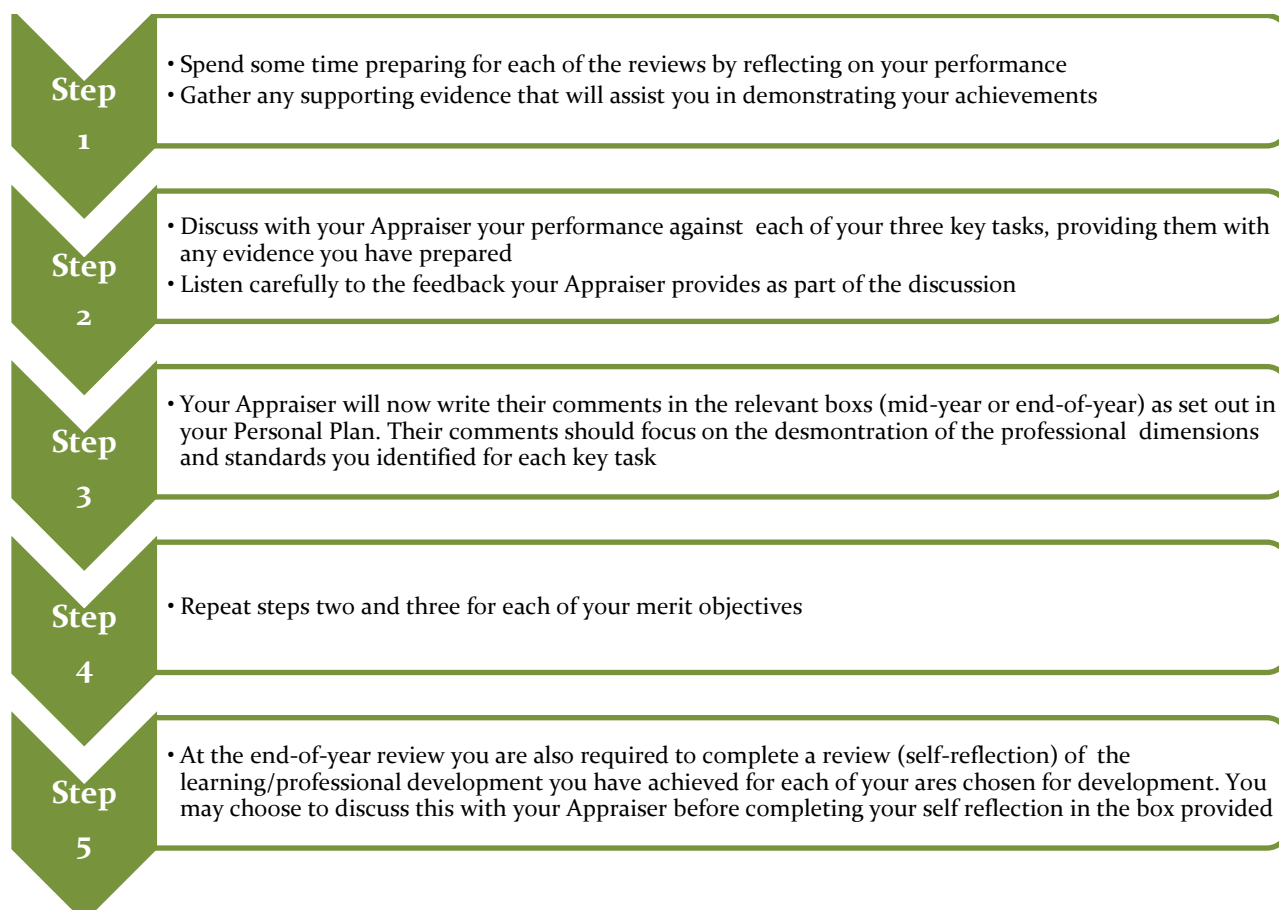
where you could focus attention to improve. You will need to keep a record of your notes and your reflections as evidence you have received student feedback.

Peer Feedback

During the year you should seek ongoing feedback from your peers/colleagues – particularly about your professional development. The people who teach alongside you are in a good position to observe your development and to offer suggestions as to what has helped them. You should make notes in your Personal Folder of the feedback you receive and the actions you have taken as a result. This information will assist you at the end of the year when you complete a self reflection on the learning and development you have achieved.

Reviewing Your Progress – Completing the Mid Year and End of Year Performance Reviews

Prior to the end of Term Two, **and again** before the end of Term Four, you and your Appraiser are required to meet in order to carry out the formal mid-year (interim) and end-of-year (final) reviews of your performance. You are responsible for arranging a time to meet with your Appraiser to carry out these two reviews – you should ensure you arrange a quiet place for your meeting to take place, at a time when you will not be disturbed. The following steps are suggested for assisting you to complete the reviews and to record feedback in the spaces provided on your Personal Plan:



5. Appraisal and Attestation

Completion of the formal appraisal and attestation process requires that the following be completed:

- (i) An End of Year Performance Development Summary; and
- (ii) A Personal Report – this is to be completed at the end of the year **after** your end of year review and the Performance Development Summary has been completed.

For Management Unit Holders, the **Performance Outcome Form for Management Unit Holders** (Appendix VI) must also be completed and attached to your Performance Development Summary Report. This should be completed by the Appraiser who is required to comment on the performance of each of the key tasks and to apply a rating of either:

- a) **Competent** i.e. the MU Holder completed the key task to a satisfactory level; or
- b) **Excellent** i.e. the MU Holder completed the key task at a level that exceeded expectations; or
- c) **Unsatisfactory** i.e. the task was either not completed with no good reason(s) or was completed but a level below that expected.

Completing the End of Year Performance Development Summary

Your Appraiser is responsible for ensuring the completion of your 'End of Year Performance Summary' (which forms Part Four of your Personal Plan). They are also responsible for providing copies to both you and your Principal prior to the 30th November.

There are five sections to be completed as follows:

- (i) **Sections 1 – 3** require your Appraiser to provide evidence based comments on your overall achievements against your key tasks and your merit objectives; and to identify any areas for future professional development.
- (ii) **Section 4** is to be completed by the person who you identified as providing you feedback on your professional development. They are asked to comment on the application of the learning you have done and the changes they have observed in your teaching practice.
- (iii) **Section 5** is for you to complete. You are asked to provide a self reflection on your significant achievements, to note the feedback you received from students and/or parents and to identify areas for improvement in the following year.

Once all sections are completed your Appraiser signs and dates the report. You then forward your completed Personal Plan to your Principal along with copies of relevant documentary evidence that you have gathered during the year e.g. classroom observation records, professional development documents, unit plans etc.

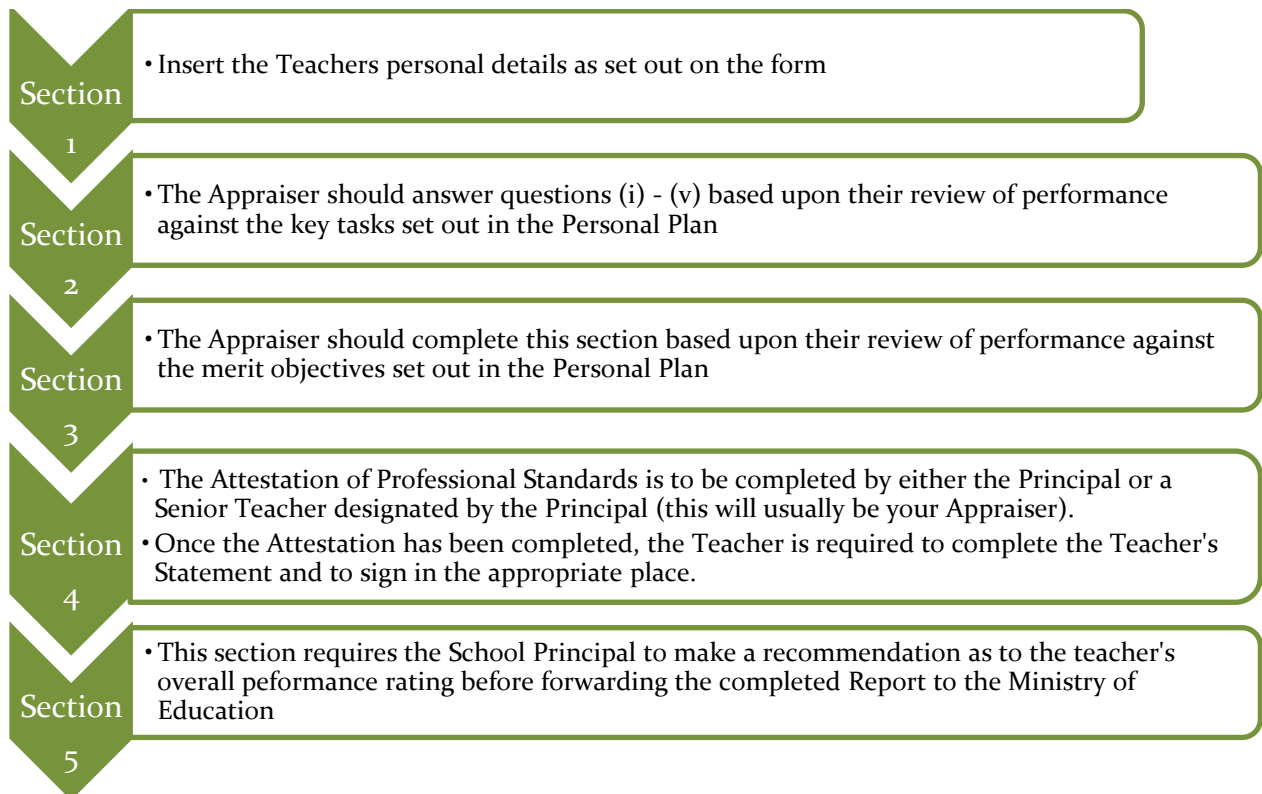
Completing the Personal Report

Having completed the End of Year Performance Development Summary, your Personal Report (see Appendix VII) is to be completed by your Appraiser and your Principal (who will normally complete the attestation but may designate this to another senior teacher [usually your Appraiser]). Your Personal Report is an important document as it will be forwarded to

the Ministry of Education for verification, and if appropriate used for consideration to review your remuneration.

It is not possible to complete the Personal Report ***without firstly having completed the end of year assessments as per your Personal Plan.***

The following summary information is for Appraisers and Principals – it is provided here so that you are aware of how your Personal Report will be completed.



6. Performance Ratings for Classroom Teachers

At the completion of the appraisal and attestation steps, the School Principal is required to make a recommendation as to each teacher's overall performance. These recommendations are forwarded to the Ministry of Education for their verification.

The following table sets out the three levels of performance and the requirements *that must be met* for a recommendation of each to be made.

	Classroom Teacher
Competent Performance	<ul style="list-style-type: none"> • Completes all key tasks to a satisfactory level; and • Achieves all merit objectives; and • Consistently demonstrates all aspects of the professional standard dimensions at the 'Classroom Teacher Level' appropriate to their years of teaching. <p>NOTE: If some key tasks have not been completed and the Appraiser is satisfied there were reasons outside of the teacher's control, then a rating of competent may be given if all other criteria were met.</p>
Excellent Performance	<ul style="list-style-type: none"> • Completes all key tasks to a satisfactory level; and • Achieves all merit objectives; and • Consistently demonstrates all aspects of the professional standards at the 'Classroom Teacher Level' AND consistently demonstrates Dimensions 3 (Teaching Techniques) and 4 (Motivation of Students) at the Experienced Classroom Teacher level. <p>NOTE: If some key tasks have not been completed and the Appraiser is satisfied there were reasons outside of the teacher's control, then a rating of excellent may be given if all other criteria were met.</p>
Unsatisfactory Performance	<ul style="list-style-type: none"> • One or more of the key tasks were not completed to a satisfactory level and there were no reasons outside of the teacher's control that prevented this; OR • One or more merit objectives were not achieved; OR • The Classroom Teacher either does not demonstrate, or fails to consistently demonstrate one or more of the professional standard dimensions at a level appropriate to their years of experience.

7. List of Appendices

Appendix I:	Professional Standards for Cook Islands Teachers
Appendix II:	Teacher Personal Plan
Appendix III:	Classroom Observation Checklist
Appendix IV:	Student-Teacher Evaluation Questionnaire
Appendix V:	Student-Teacher Evaluation Summary Sheet
Appendix VI	Performance Outcome Form for Management Unit Holders
Appendix VII:	Personal Report –Classroom Teacher

Appendix I: Professional Standards for Cook Islands Teachers

Professional Standards for Cook Islands Teachers apply to all teachers at a level appropriate to their experience. They underpin our Performance Development System by describing the important knowledge, skills and attitudes that our teachers are expected to demonstrate in carrying out their role. **Table One** sets out the Professional Dimensions, together with the relevant Standards – there are eight Dimensions for all teachers and a further four for Management Unit Holders. **Table Two** sets out the Standards together with the performance indicators teachers at each level are expected to demonstrate to achieve a rating of competent and to maintain their Teacher Registration.

Performance Dimension	Standard
1. Professional Knowledge	Demonstrates depth of knowledge in: 1.1 Curricula relevant to teaching level (primary) or specialist subject(s) (secondary) 1.2 Learning and assessment theory and current development of these.
2. Professional Development	Demonstrates a high level of commitment to: 2.1 Further developing own knowledge and skills 2.2 Active participation in professional development.
3. Teaching Techniques	Demonstrates expertise and appropriate strategies in: 3.1 Planning, preparation and delivery of teaching programmes, resources, learning activities and the assessment of learning outcomes 3.2 Effective teaching techniques that meet students' learning styles and challenge and extend student thinking 3.3 Evaluation, appraisal and reflection on own teaching practices with positive outcomes.
4. Motivation of Students	Demonstrates expertise in: 4.1 Encouraging school-wide positive engagement in learning 4.2 Establishing high expectations that value and promote learning and achievement.
5. Student Management	Demonstrates expertise and sound strategies in: 5.1 Managing student behaviour effectively and within school policy 5.2 Developing and maintaining a positive and safe learning environment.
6. Effective Communication	Demonstrates skill and success in: 6.1 Clear and effective communication with students in either or both English and CI Maori 6.2 Reporting on student achievement to students, families and caregivers 6.3 Inter-staff communications.
7. Support for Colleagues	Demonstrates a high level of commitment to: 7.1 Establishing and maintaining effective and cooperative working relationships with and between colleagues 7.2 Providing support and assistance to colleagues where appropriate.
8. Contribution to School	Willingly contributes to: 8.1 The total school operation, including developing the school's relationship with stakeholders.

Additional Professional Standards for Management Unit Holders

Management Unit Holders (MU) perform additional duties and delegated responsibilities as set out in their position descriptions. Normally MU holders will be experienced classroom teachers although in some circumstances a Classroom Teacher may be a MU holder.

The following are indicative standards to apply to MU holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by their position description. When a standard does not fully express the key expectations of the MU holder, the standard may be amended or an alternative standard may be mutually agreed between the Principal and the MU Holder. Standards that are not applicable to the particular MU's a teacher holds may be disregarded for the purposes of assessment.

Performance Dimension	Standard
9. Resource Management	9.1 Effectively and efficiently manages available resources, including financial resources and assets (if applicable), within delegated authority, to support learning outcomes for students.
10. Curriculum Management	10.1 Effectively and efficiently manages the curriculum within delegated authority.
11. Staff and Student Management	11.1 Presents and communicates effectively to a range of audiences, the goals and tasks of the department, syndicate or area of responsibility. 11.2 Participates in and where applicable contributes to the school's performance development system 11.3 Provides effective advice, support and guidance to other staff members. 11.4 Monitors teacher/student relationships and provides advice, support and guidance when required.
12. Professional Leadership	12.1 Understands the aims of, and displays competence in the area of responsibility. 12.2 Provides professional leadership to staff within delegated area(s) of responsibility. 12.3 Makes constructive contributions, where applicable, to the management of the school. 12.4 Demonstrates a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility. 12.5 Undertakes appropriate professional development to enhance personal expertise in areas of management, administration and education. 12.6 Identifies and acts on opportunities for improving teaching and learning for self and others. 12.7 Ensures that the procedures for making decisions in area(s) of responsibility are consistent with national guidelines and school policy. 12.8 Ensures that changing social and cultural factors affecting the school's community are reflected in policies and programmes of the delegated area(s) of responsibility. 12.9 Fosters and nurtures positive relationships between the school and all sectors of the community.

Table Two: Performance Indicators for Each Level of Teaching

The following table provides the indicators expected to be evidenced at each level of teaching for each of the Professional Dimensions. This table is to be used when completing teacher attestation. Competent performance at each level indicates a teacher is consistently demonstrating all aspects of the standard appropriate to their experience i.e. they are meeting the standard.

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
1. Professional Knowledge				
1.1 Demonstrates knowledge of curricula relevant to teaching level (primary) or specialist subject(s) (secondary)	1.1.1 Demonstrates competency and up-to-date knowledge of curricula relevant to teaching level (primary) or own specialist subjects(s) (secondary) 1.1.2 Participates in the review, evaluation, and development of schemes of work and unit plans 1.1.3 Developing an awareness of links between curriculum areas 1.1.4 Uses relevant and effective range of resources to deliver the curriculum 1.1.5 Understands and complies with school curriculum policy	1.1.1 Demonstrates competency and up-to-date knowledge of curricula relevant to teaching level (primary) or own specialist subjects(s) (secondary) 1.1.2 Actively contributes to reviewing, evaluating and developing schemes of work and unit plans 1.1.3 Demonstrates an awareness of links between curriculum areas 1.1.4 Participates in the development of relevant resources and uses an effective range of resources to deliver the curriculum 1.1.5 Demonstrates knowledge of, and complies with school curriculum policy	1.1 Demonstrates competency and up-to-date knowledge of curricula relevant to teaching level (primary) or own specialist subjects(s) (secondary) 1.2 Leads and participates in the review, evaluation and development of schemes of work and unit plans 1.3 Fully understands and is able to articulate to others the links between curriculum areas 1.4 Initiates and develops relevant resources and uses an effective range of resources to deliver the curriculum 1.5 Fully understands and demonstrates knowledge of, and complies with school curriculum policy	<ul style="list-style-type: none"> Classroom observation Samples of good practice from work schemes, unit plans, assessment statements and resources Teacher explanation and written evidence of how assessment data has been used to monitor progress, inform students on progress and address individual learning needs Teacher explanation of assessment practices used
1.2 Demonstrates knowledge of learning and assessment theory and current development of these	1.2.1 Is gaining awareness of up-to-date research on curriculum, assessment and learning 1.2.2 Understands and implements the "teaching, learning and	1.2.1 Demonstrates an awareness of up-to-date research on curriculum, assessment and learning 1.2.2 Understands and implements	1.2.1 Demonstrates and applies a knowledge and understanding of up-to-date research on curriculum, assessment and learning	

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
	assessment” cycle and understands the relationship between the components 1.2.3 Uses a range of assessment strategies including assessment for learning	the “teaching, learning and assessment” cycle and understands the relationship between the components 1.2.3 Effectively uses a range of assessment strategies including assessment for learning	1.2.2 Understands and implements the “teaching, learning and assessment” cycle and understands the relationship between the components 1.2.3 Effectively develops and uses a range of assessment strategies including assessment for learning	
2. Professional Development				
2.1 Demonstrates a high level of commitment to further developing own knowledge and skills	2.1.1 Completes teacher appraisal cycle setting worthwhile goals 2.1.2 Regularly reflects on, and reviews personal performance 2.1.3 Keeps abreast of changes in curriculum (primary) or subject area(s) (secondary)	2.1.1 Completes teacher appraisal cycle setting worthwhile goals 2.1.2 Regularly reflects on, and reviews personal performance 2.1.3 Keeps abreast of changes in curriculum (primary) or subject area(s) (secondary)	2.1.1 Completes teacher appraisal cycle setting worthwhile goals 2.1.2 Regularly reflects on, and reviews personal performance 2.1.3 Keeps abreast of changes in curriculum (primary) or subject area(s) (secondary) 2.1.4 Advises and mentors less experienced teachers on matters of professional knowledge	<ul style="list-style-type: none"> Record of attendance at and reports from professional development workshops, syndicate meetings, planning sessions etc Teacher contribution to educational discussion Professional development & Personal plans in place and confirmation of completion of teacher appraisal cycle
2.2 Demonstrates a high level of commitment to and active participation in professional development	2.2.1 Participates in whole school, subject department or syndicate professional meetings including those scheduled outside the school day 2.2.2 Participates in regional or national workshops, seminars etc. including those held during holidays	2.2.1 Participates in and contributes to whole school, subject department or syndicate professional meetings including those scheduled outside the school day 2.2.2 Participates in regional or national workshops, seminars etc. including those held during holidays	2.2.1 Participates in and actively contributes to whole school, subject department or syndicate professional meetings including those scheduled outside the school day 2.2.2 Participates in regional or national workshops, seminars etc. including those held during holidays	

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
3 Teaching Techniques				
3.1 Demonstrates expertise and appropriate strategies in planning, preparation and delivery of teaching programmes, resources, learning activities and the assessment of learning outcomes	<p>3.1.1 Prepares unit, lesson plans and resources in advance of class and in accordance with school policy</p> <p>3.1.2 Gives constructive and timely feedback to students about their work including the marking of class and home work</p> <p>3.1.3 Takes into account the needs of individuals and groups when planning</p> <p>3.1.4 Uses available resources (including ICT) to support and enhance learning</p> <p>3.1.5 Gathers assessment information that is a valid and reliable indicator of students' progress and ability</p> <p>3.1.6 Keeps up to date records of assessment, both formative and summative</p>	<p>3.1.1 Prepares unit, lesson plans and resources in advance of class and in accordance with school policy</p> <p>3.1.2 Gives full, constructive and timely feedback to students about their work including the marking of class and home work</p> <p>3.1.3 Takes into account the needs of individuals and groups when planning</p> <p>3.1.4 Uses available resources (including ICT) effectively to support and enhance learning</p> <p>3.1.5 Gathers a range of assessment information that is a valid and reliable indicator of students' progress and ability</p> <p>3.1.6 Keeps up to date records of assessment, both formative and summative</p>	<p>3.1.1 Prepares unit, lesson plans and resources in advance of class and in accordance with school policy</p> <p>3.1.2 Gives full, constructive and timely feedback to students about their work including the marking of class and home work</p> <p>3.1.3 Takes into account the needs of individuals and groups when planning</p> <p>3.1.4 Uses available resources (including ICT) effectively to support and enhance learning</p> <p>3.1.5 Gathers a range of assessment information that is a valid and reliable indicator of students' progress and ability</p> <p>3.1.6 Keeps up to date records of assessment, both formative and summative</p>	<ul style="list-style-type: none"> Lesson/unit plans cater for the learning needs of individuals (different learning styles and ability levels) Classroom observation Teaching resources used Samples of students' work, including marking of completed work Portfolios Assessment records Review and evaluation plans
3.2 Demonstrates expertise and appropriate strategies in effective teaching techniques that meet students' learning styles and challenge and extend student thinking	<p>3.2.1 Developing a teaching style which displays a high level of awareness of students' cultural background and caters for individual or group learning needs</p> <p>3.2.2 Developing the ability to implement different teaching techniques that cater for a range of learning styles</p> <p>3.2.3 Developing a range of questioning techniques aimed to develop understanding and extend student thinking</p>	<p>3.2.1 Teaching style displays a high level of awareness of students' cultural background and caters for individual or group learning needs</p> <p>3.2.2 Frequently implements different teaching techniques that cater for a range of learning styles</p> <p>3.2.3 A range of questioning techniques are used to develop understanding and extend student thinking</p>	<p>3.2.1 Teaching style displays a high level of awareness of students' cultural background and caters for individual or group learning needs</p> <p>3.2.2 Always implements different teaching techniques that cater for a range of learning styles</p> <p>3.2.3 A range of questioning techniques are used to develop understanding and extend student thinking</p>	

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
3.3 Demonstrates expertise and appropriate strategies in evaluation, appraisal and reflection on own teaching practices with positive outcomes	3.3.1 Developing the ability to use assessment results to improve the planning, teaching and assessment cycle 3.3.2 Reflects on own teaching approaches and techniques and seeks and follows advice to improve 3.3.3 Demonstrates on-going development and improvement of delivery	3.3.1 Effectively uses assessment results to improve the planning, teaching and assessment cycle 3.3.2 Reflects on own teaching approaches and techniques and seeks and follows advice to improve 3.3.3 Demonstrates on-going development and improvement of delivery	3.3.1 Effectively uses assessment results to improve the planning, teaching and assessment cycle 3.3.2 Reflects on own teaching approaches and techniques identifying ways to improve 3.3.3 Demonstrates expertise in the development and improvement of delivery	
4 Motivation of Students				
4.1 Demonstrates expertise in encouraging school-wide positive engagement in learning	4.1.1 Developing a variety of strategies to keep students on task in a positive learning environment 4.1.2 Developing positive relationships with students	4.1.1 Uses a variety of strategies to keep students on task in a positive learning environment 4.1.2 Establishes and maintains positive relationships with students	4.1.1 Uses a comprehensive range of strategies to keep students on task in a positive learning environment 4.1.2 Establishes and maintains positive relationships with students	<ul style="list-style-type: none"> Shows tenacity in maintaining high level expectations for students Students are consistently aware of what is expected of them Frequently uses positive reinforcement Students demonstrate enthusiasm and enjoyment in learning
4.2 Demonstrates expertise in establishing high expectations that value and promote learning and achievement	4.2.1 Articulates and maintains high expectations for all students 4.2.2 Developing strategies which encourage students to take some responsibility for their own learning	4.2.1 Articulates and maintains high expectations for all students 4.2.2 Uses a range of strategies that encourage students to take some responsibility for their own learning	4.2.1 Articulates and maintains high expectations for all students 4.2.2 Uses an extensive range of strategies that encourage students to take responsibility for their own learning	
5 Student Management				
5.1 Demonstrates expertise and sound strategies in managing student behaviour effectively and within school policy	5.1.1 Clearly communicates and understands school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour)	5.1.1 Clearly communicates and applies school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour)	5.1.1 Clearly communicates and consistently applies school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour)	<ul style="list-style-type: none"> Observed ability to manage classroom problems professionally and independently Students understand

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
	5.1.2 Involves students in establishing the rules for the classroom 5.1.3 Establishes clear and effective classroom routines when organizing students	5.1.2 Involves and gains support from the students in establishing the rules for the classroom 5.1.3 Establishes and maintains clear and effective classroom routines when organizing students	5.1.2 Involves and gains support from the students in establishing the rules for the classroom 5.1.3 Establishes and maintains clear and effective classroom routines when organizing students	what is expected of them <ul style="list-style-type: none"> Observed treating all people with respect Promptly investigates and resolves any issue concerning safety of others Attendance Register up to date Classroom layout supports learning Class rules displayed School safety plans displayed Clear and effective classroom routines in place
5.2 Demonstrates expertise and sound strategies in developing and maintaining a positive and safe learning environment	5.2.1 Uses positive reinforcement to encourage desired behaviours 5.2.2 Promotes student engagement in learning through classroom layout 5.2.3 Reinforces students' achievements through classroom displays 5.2.4 Assesses risks to students' physical safety and takes appropriate action where necessary	5.2.1 Uses positive reinforcement to encourage desired behaviours 5.2.2 Promotes student engagement in learning through classroom layout 5.2.3 Reinforces students' achievements through classroom displays 5.2.4 Always assesses risks to students' physical safety and takes appropriate action	5.2.1 Uses positive reinforcement to encourage desired behaviours 5.2.2 Promotes student engagement in learning through classroom layout 5.2.3 Reinforces students' achievements through classroom displays 5.2.4 Always assesses and plans to minimize risks to students' physical safety and takes appropriate action	<ul style="list-style-type: none"> Classroom layout supports learning Class rules displayed School safety plans displayed Clear and effective classroom routines in place
6 Effective Communication				
6.1 Demonstrates skill and success in clear and effective communication with students in either or both English and CI Maori	6.1.1 Modifies approach (language and effect) to gain rapport with students, colleagues, and parents/caregivers 6.1.2 Maintains confidentiality and trust 6.1.3 Listens attentively and asks questions	6.1.1 Modifies approach (language and effect) to gain rapport with students, colleagues, and parents/caregivers 6.1.2 Maintains confidentiality and trust 6.1.3 Listens attentively and asks relevant questions	6.1.1 Modifies approach (language and effect) to gain rapport with students, colleagues, and parents/caregivers 6.1.2 Maintains confidentiality and trust 6.1.3 Listens attentively and asks relevant questions	<ul style="list-style-type: none"> Active listening skills observed Communication with stakeholders is clear, positive and respectful Confidentiality requirements are met Students' reports and other official documents are grammatically correct and accurate Helps ensure that parents/caregivers
6.2 Demonstrates skill and success in reporting on student achievement to students, families and caregivers	6.2.1 Prepares timely, quality reports for parent sessions in accordance with school policy 6.2.2 Provides feedback to parents on student achievement and includes some supportive evidence	6.2.1 Prepares timely, quality reports for parent sessions in accordance with school policy 6.2.2 Provides constructive and quality advice to parents on student achievement with supportive evidence	6.2.1 Prepares timely, quality reports for parent sessions in accordance with school policy 6.2.2 Provides constructive and quality advice to parents on student achievement with supportive evidence	<ul style="list-style-type: none"> Students' reports and other official documents are grammatically correct and accurate Helps ensure that parents/caregivers

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
6.3 Demonstrates skill and success with inter-staff communications	6.3.1 Establishes and maintains cordial, professional relationships with colleagues 6.3.2 Engages in open, accurate, constructive and timely communication	6.3.1 Establishes and maintains cordial, professional relationships with colleagues 6.3.2 Engages in open, accurate, constructive and timely communication	6.3.1 Establishes and maintains cordial, professional relationships with colleagues 6.3.2 Engages in open, accurate, constructive and timely communication	have opportunities to become involved in students' learning
7 Support for Colleagues				
7.1 Demonstrates a high level of commitment to establishing and maintaining effective and cooperative working relationships with and between colleagues	7.1.1 Co-operates with colleagues on tasks that require working in collaboration 7.1.2 Maintains a high level of professionalism at school and within the school community 7.1.3 Supports decisions taken by syndicate or school 7.1.4 Requests for information are met in a timely and obliging fashion	7.1.1 Willingly co-operates with colleagues on tasks that require working in collaboration 7.1.2 Maintains a high level of professionalism at school and within the school community 7.1.3 Actively supports decisions taken by syndicate or school 7.1.4 Requests for information are met in a timely and obliging fashion	7.1.1 Willingly co-operates with colleagues on tasks that require working in collaboration 7.1.2 Maintains a high level of professionalism at school and within the school community 7.1.3 Actively supports decisions taken by syndicate or school 7.1.4 Requests for information are met in a timely and obliging fashion	<ul style="list-style-type: none"> • Shows professional courtesy, sensitivity and loyalty to all staff • Encourages and fosters effective working relationships with and between colleagues • Maintains professional standards of dress and conduct • Meets required deadlines • Willingly provides constructive feedback on new ideas
7.2 Demonstrates a high level of commitment to providing support and assistance to colleagues where appropriate	7.2.1 Willingly meets with other teachers to exchange information and ideas 7.2.2 Shares knowledge of curriculum, resources and technology, assessment and teaching techniques to help others	7.2.1 Willingly and regularly meets with other teachers to exchange information and ideas 7.2.2 Shares knowledge of curriculum, resources and technology, assessment and teaching techniques to improve performance or help others	7.2.1 Willingly and regularly meets with other teachers to exchange information and ideas 7.2.2 Takes a leading role in sharing knowledge of curriculum, resources and technology, assessment and teaching techniques to improve performance or help others	

Performance Dimension	Beginning Teacher	Classroom Teacher	Experienced Teacher	Evidence
8 Contribution to School				
8.1 Contributes to the total school operation, including developing the school's relationship with stakeholders	8.1.1 Willingly participates in extra-curriculum activities 8.1.2 Willingly participates in activities which benefit colleagues or the school as a whole, including those held outside of school hours 8.1.3 Strives to build positive relationships with the community	8.1.1 Willingly participates in extra-curriculum activities 8.1.2 Willingly participates in activities which benefit colleagues or the school as a whole, including those held outside of school hours 8.1.3 Builds positive relationships with the community	8.1.1 Willingly participates in extra-curriculum activities 8.1.2 Leads activities which benefit colleagues or the school as a whole, including those held outside of school hours 8.1.3 Builds positive relationships with the community	<ul style="list-style-type: none"> • Observation of attendance at parent evenings • Observation of conscientious approach to undertaking extra duties • Seen to act as an ambassador for the school at all times

Appendix II: Teacher Personal Plan

Introduction

The purpose of this plan is to document your performance objectives and development goals for the current year. Your personal plan should be completed and signed off by both your Appraiser and your school Principal no later than 28th February each year. This plan also provides space for you and your Appraiser to record progress notes of your progress against your objectives – this should be done mi-year and then again at the end of the year. Your final assessment is to be forwarded to your Principal no later than the 30th November.

Instructions for completing your Personal Plan can be found in your copy of the Teachers' Performance Development System Handbook. A copy of this form can also be downloaded from the Ministry of Education web site if you wish to complete it electronically.

Please note that this form is used for recording your Personal Plan at the beginning of the year, recording your progress during the year, and for your end of year assessment. You are responsible for keeping the original copy of this form during the year and ensuring your Appraiser has a copy.

Personal Details

Name:	
<i>Christian Name(s)</i>	<i>Surname</i>
School:	Subject Areas (Secondary)
Year/Levels (Primary)	Principal:
Supervisory Appraiser:	Peer Appraiser: (Development Plan Only)

General Guidance

Completion of your Personal Plan requires that you reflect on your teaching experience openly and honestly. If you have been teaching for a number of years – you will probably have some successes and some lessons learnt to reflect on. It is important that you take time to think carefully about how you can develop your teaching practice so that you are best able to contribute to the Cook Islands Education Master Plan.

The order suggested for developing your personal plan is as follows:

1. List your **key tasks** – these are three tasks drawn from your position description that you and your Supervisor/Appraiser have agreed are the areas of priority for you to focus on. Completing this section also requires that you identify two – three Professional Dimensions and Standards that you will aim to demonstrate in completing each of the tasks.
2. Develop your **merit objectives** – these are two objectives aligned to the achievement of the School Plan. You will need to review the School Plan first to determine two areas that you will aim to make a significant contribution towards and then develop a **SMART** objective for each. Completing this section also requires that you identify two

– three Professional Dimensions and Standards that you will aim to demonstrate in achieving each of your objectives.

3. Draw up your **development plan** – having identified your key tasks and merit objectives, together with the Professional Dimensions and Standards you aim to demonstrate, consider your development needs for the coming year - you should also review your last year’s final appraisal to check areas suggested for future development. You are expected to identify two areas for development that will assist you in developing both the breadth and depth of your teaching practice.

Remember – your Personal Plan needs to be agreed with both your Supervisor/Appraiser and your School Principal at the beginning of the year and then signed off at the end of the year after your appraisal has been completed. In smaller schools, your Appraiser will be your Principal.

Part One: Key Tasks

Before completing this section you should agree with your Supervisor and/or Principal the **three** key tasks from your position description that are to be included here as areas of priority for you.

The following is provided as an example for you to follow:

EXAMPLE – Key Task (taken from position description)	Professional Dimensions and the Standards I will focus on:
To create a positive learning environment	<p>Teaching Techniques: Demonstrates expertise and appropriate strategies in 3.2 Effective teaching techniques that meet students’ learning styles and challenge and extend student thinking; and</p> <p>Student Management: Demonstrates expertise and sound strategies in: 5.2 Developing and maintaining a positive and safe learning environment; and</p> <p>Effective Communication: Demonstrates success in 6.1 Clear and effective communication with students, in either English or Cook Islands Maori.</p>
Appraiser Comments (mid-year review – before the end of term two)	<p>Has identified strategies for different learning groups in the classroom, students are engaged and can discuss the work. Feedback from students is generally positive. Working on developing student self-reflection.</p> <p>To consider ways of engaging the lower ability boys grouping.</p>
Appraiser Comments (end of year – before the end of term four)	<p>High level of student engagement consistently observed in classroom. Has trialed a range of strategies to support student learning. Interesting reflections on gender specific learning styles and has developed a range of classroom communication styles for various classroom relationship. From observation, a positive and encouraging learning environment has been achieved</p>

Now add your three key tasks in the boxes below:

Key Task One: (taken from position description)		Professional Standard Dimensions and the Standards I Will Focus On:
Appraiser Comments (mid-year review – before the end of term two)		
Appraiser Comments (end of year – before the end of term four)		

Key Task Two: (taken from position description)		Professional Standard Dimensions and the Standards I Will Focus On:
Appraiser Comments (mid-year review – before the end of term two)		
Appraiser Comments (end of year – before the end of term four)		

Key Task Three: (taken from position description)	Professional Standard Dimensions and the Standards I Will Focus On:
Appraiser Comments (mid-year review – before the end of term two)	
Appraiser Comments (end of year – before the end of term four)	

Part Two: Merit Objectives

Before completing this section, please review the School Annual Plan and identify **two areas** that you will focus on making a significant contribution to in the coming year. Once identified, you need to develop a **SMART** objective for each area. SMART objectives meet the following criteria:

<i>Specific</i>	The objective should be precise so that even a non-teacher could understand what outcome the objective relates to.
Measurable	The objective should be able to be quantified in some sense so that a non-teacher can observe when the objective has been achieved. SMART objectives are usually described in terms of quantity, quality, timeliness or cost.
Achievable and agreed	Your objective should be realistically achievable whilst providing some stretch and challenge. It should not be so difficult that you would likely fail in your efforts. Your objective also needs to be agreed with your Appraiser and/or your Principal.
Relevant	Your objective should be relevant to your school i.e. drawn from the School Annual Plan, and relevant to your position.
Timed	The objective must have a completion date. If it relates to a larger project that will span more than one year, the objective must reflect specific work that can be completed by the end of the performance year.

The following is provided as an example for you to follow:

EXAMPLE Merit Objective One:	Linkage (relevance) to School Plan	Professional Standard Dimensions and Standards I will Develop
To carry out a trial IEPs during T.2 and T.3 for lower ability students with the aim of improving their numeracy skills.	To raise the number of students attaining the EMP goal 'for 90% of all students to be using strategies at level 7 of the Numeracy Project by the end of Year 8'	Professional Knowledge: Demonstrates depth of knowledge in 1.2 Learning and assessment theory and current development of these. Professional Development: Develops a high level of commitment to 2.1 active participation in professional development.
Appraiser Comments - Midyear review i.e. before the end of term two	Developed IEPs for 5 lower ability students. Maintained reflective journal and accumulated professional readings around numeracy and IEPs.	
Appraiser Comments - End of year i.e. before the end of term four	Presented outcome of trial at staff meeting with positive feedback and response from colleagues. Has developed high standard resources for colleagues to use next year. Students' response was varied but all showed progress over the trial period.	

Now add your two Merit objectives in the boxes below:

Merit Objective One:	Linkage (relevance) to School Plan	Professional Standard Dimensions and Standards I will Develop
Appraiser Comments (Mid Year Review):		
Appraiser Comments (End of Year Review):		

Merit Objective Two:	Linkage (relevance) to School Plan	Professional Standard Dimensions and Standards I will Develop
Appraiser Comments (Mid Year Review):		
Appraiser Comments (End of Year Review):		

Part Three – Development Plan

Having identified your key tasks and merit objectives, together with the Professional Dimensions and Standards you aim to demonstrate, consider your development needs for the coming year - you should also review your last year's final appraisal to check areas suggested for future development. You are expected to identify two areas for development.

The following example is provided for you to follow:

EXAMPLE: Area for Development Improving Student Engagement
Skills, Knowledge, Experience I Want to Develop – Improved understanding of IEPs – how to develop and implement.
What I Will Do <ol style="list-style-type: none"> 1. Carry out research re IEPs and how to measure student engagement. 2. Ask experienced teachers to specifically observe implementation of IEPs in the classroom and provide me with feedback.
Self Reflection on Learning/Development Achieved Qualitative assessment is difficult however there are a number of learning environment tools available that I will aim to use next year around Week 6 of Term 1. Whilst the use of IEPs requires more time planning, it requires less teaching as students are doing the learning for themselves. The IEP trial I implemented worked well overall with girls, but not so well with boys – questioning whether this is a gender related human development issue. Next year will try gender specific groupings.

Now complete your two areas for development below:

Area for Development
Skills, Knowledge, Experience I Want to Develop
What I Will Do
Self Reflection on Learning/Development Achieved

Area for Development
Skills, Knowledge, Experience I Want to Develop
What I Will Do
Self Reflection on Learning/Development Achieved

Part Four: End of Year Performance Development Summary

This form should be completed at the end of the year by your Appraiser and the Peer you have identified for your Professional Development feedback. After completing the appraisal process, the Appraiser is then responsible for completing the 'Teacher's Personal Report', providing the Teacher with a copy of both and forwarding the original documents (the completed Personal Plan and the Teacher Personal Report) to the School Principal no later than the 30th November.

1. Key Tasks - to be completed by the Appraiser

Comment on the achievement of the **three key tasks** - your comments should be evidence based:

Comments - Achievements	Evidence
Key Task One	
Key Task Two	
Key Task Three	

2. Merit Objectives – to be completed by the Appraiser

Comment on the achievement of the **two merit objectives**. Your comments should focus on the progress made towards demonstrating greater breadth and depth of the professional standards that were specifically identified for development (your comments should be evidenced based):

Comments - Achievements	Evidence
Merit Objective One	
Merit Objective Two	

3. Future Professional Development Recommended - to be completed by the Appraiser

Comment on any specific areas of professional development you would recommend be considered for the following year:

4. Professional Development – Peer Assessor Feedback (or Appraiser if appropriate)

Comment on your observations of this teacher’s application of their learning from their professional development. In particular, provide examples of changes you may have observed in their teaching practice.

Application of Learning	Changes Observed in Teaching Practice

5. Self Appraisal - to be completed by the Teacher this Appraisal Relates To

Provide a summary comment of your assessment of the progress you have made in the past year – note significant achievements as well as areas you consider you could focus on for improvement next year.

My Significant Achievements:
Feedback I Received From Students/Parents:
Areas for Further Improvement Next Year:

Appraiser Sign-Off

I, _____ (insert Appraiser’s name) confirm that I have observed _____ (insert Teacher’s name) over the past year, have provided feedback on a regular basis and consider this report to be an accurate reflection of their performance and development.

Appraiser’s Signature: _____ Dated: _____

Appendix III: Classroom Observation Check-list

Teacher: _____ Appraiser: _____ Date of Observation: _____

Dimension 3 Teaching Techniques		
Criteria	Consistently Demonstrated Yes/No	Observation Evidence
All class and set homework is marked		
Use 1-1 or small group conferencing		
Resources chosen are appropriate for topic/theme/subject and ability levels of students		
Resources are ready and available at start of lesson		
Student use of computers enriches learning within the context of theme/topic/subject		
Aware of and sensitive to cultural differences (including gender, ethnic, socio-cultural)		
Responds readily to individual or small group needs – shows flexibility		
Teaching methods allow students to learn through – visual, listening, doing, speaking, group work, pair-share, individual work, whole class participation		
Asks the “How” and “Why” questions		
Seeks explanations and reasons		

Overall Comments: Please focus your comments around the question “Does this teacher demonstrate this dimension at the expected level or at a level above their experience?”

Dimension 4 Motivation of students		
Criteria	Consistently Demonstrated Yes/No	Observation Evidence
Teaching approaches/strategies modified during the year		
Sufficient work is set to keep all students fully occupied all the time		
Speaks to off-task students in a low key non-threatening manner		
Students engage in tasks enthusiastically and willingly		
Establishes excellent rapport with students		
Consistently uses praise and positive reinforcement		
Students required to strive to produce highest quality work		
Some self-marking and peer marking of class work		
Students invited to set own personal goals		
Students completing set work early are busily engaged in other work		

Overall Comments: Please focus your comments around the question “Does this teacher demonstrate this dimension at the expected level or at a level above their experience?”

Principal: _____ **Date:** _____

Appendix IV: Student-Teacher Evaluation Questionnaire

Class: _____ Subject: _____ Date: _____ Teacher: _____

Instructions: Please circle the number that best reflects your answer to each question. Circle **one** number for each question.

1	How much do you think you have learnt in this class?	1 A little	2	3	4 A lot
2	Rate your effort	1 A little	2	3	4 A lot
3	Are you happy with your level of achievement in this class?	1 Unhappy	2	3	4 Very happy
4	Is your achievement badly affected by factors outside of the classroom e.g. friends, sport, home life etc?	1 A lot	2	3	4 Not at all
5	Is your performance affected by the bad behaviour of other students in this class?	1 A lot	2	3	4 Not at all
6	Rate the pace of work done in this class	1 Too slow	2	3	4 Too fast
7	How hard do you find the work the teacher gives you in this class?	1 Not hard	2	3	4 Too hard
8	How do you rate the amount of homework your teacher expects you to complete?	1 Not enough	2	3	4 Too much
9	How often is your homework checked or marked by your teacher?	1 Seldom	2	3	4 Always
10	How clearly does your teacher explain the work to you in class?	1 Not clear	2	3	4 Very clear
11	How helpful do you find the notes and examples that your teacher gives you in this class?	1 Poor	2	3	4 Very good
12	How well do you think your teacher knows this subject?	1 Not well	2	3	4 Very well
13	How well does the teacher control the students in this class?	1 Not well	2	3	4 Very well
14	How well does the teacher encourage students who have difficulty understanding the work?	1 Not well	2	3	4 Very well
15	How easy is it to get extra help from the teacher in this class?	1 Not easy	2	3	4 Very easy
16	How well is the work explained to you in this class?	1 Not well	2	3	4 Very well
17	How much do you enjoy working in this class?	1 Not much	2	3	4 A lot
18	How many hours per week do you spend working on this subject outside of class hours?	0 hrs	1 hr	2 hrs	3 hrs 3+hrs

Appendix V: Student-Teacher Evaluation Summary Sheet

Class: _____ Subject: _____ Date: _____ Teacher: _____

Question 1: How much do you think you have learnt in this class?	Question 2 Rate your effort in this class	Question 3 Are you happy with your level of achievement in this class?	Question 4 Is your achievement badly affected by factors outside of the classroom – e.g. friends, sport home life etc?	Question 5 Is your performance affected by the bad behaviour of other students in this class?
Totals: 1 (A little) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (A lot) = _____	Totals: 1 (A little) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (A lot) = _____	Totals: 1 (Unhappy) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Very happy) = _____	Totals: 1 (A lot) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Not at all) = _____	Totals: 1 (A lot) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Not at all) = _____

Question 6 Rate the pace of work done in this class	Question 7 How hard to you find the work the teacher gives you in this class?	Question 8 How do you rate the amount of homework your teacher expects you to complete?	Question 9 How often is your homework checked or marked by your teacher?	Question 10 How clearly does your teacher explain the work to you in this class?
Totals: 1 (Too slow) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Too fast) = _____	Totals: 1 (Not hard) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Too hard) = _____	Totals: 1 (Not enough) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Too much) = _____	Totals: 1 (Seldom) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Always) = _____	Totals: 1 (Not clear) = _____ Average: <input type="text"/> 2 = _____ 3 = _____ 4 (Very clear) = _____

Appendix VI: Performance Outcome Form for Management Unit Holders

Name of Teacher: _____ Year: _____

Please indicate the management units this Teacher holds:

- | | Number of Units |
|---------------------------------|-----------------|
| 1. Resource Management | _____ |
| 2. Curriculum Management | _____ |
| 3. Staff and Student Management | _____ |
| 4. Professional Leadership | _____ |

Key Task Related to the Management Unit (from position description)	Expected Outcome and Measure of Performance	End of Year Comments and Rating (competent, excellent, unsatisfactory)
1.		
2.		
3.		
4.		
5.		

- (iv) Some tasks remained incomplete but I am satisfied that there was good reason for this i.e. events beyond the control of the teacher meant a specific key task(s) could not be completed.

Yes/No (delete one)

- (v) If the answer to (iv) above is **no**, please comment:

Section 3: Merit Objectives – to be completed by your Appraiser

- (i) The **two merit objectives** were achieved and each of the Professional Standards chosen were demonstrated and evidenced at a level considered competent or better.

Yes/No (delete one)

- (ii) If the answer to (i) above is **no**, please comment on areas that remain incomplete, reasons for this and standards that you recommend be carried over to the next year:

Section 4: Attestation of Professional Standards

This section is to be completed by the School Principal or another Senior Teacher as designated by the Principal. To complete this form you must refer to the Indicators for the Professional Standards for Cook Islands Teachers. These can be found in Appendix I, Table Two. Please ensure you refer to the indicator level for the teacher you are attesting.

Please place a tick in the relevant box to indicate your overall assessment. Your assessment should be based upon observation and evidence provided by the teacher. Please note that the Ministry of Education may seek to verify the information you provide in this section. It is important therefore that you provide a fair and accurate assessment.

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
Professional Knowledge			
<i>1.1 Demonstrates depth of knowledge in curricula relevant to level of teaching (primary) or specialist subject(s) (secondary)</i>			
Indicators:			
1.1.1 Demonstrates competency and up-to-date knowledge of curricula relevant to teaching level (primary) or own specialist subjects(s) (secondary)			
1.1.2 Actively contributes to reviewing, evaluating and developing schemes of work and unit plans			
1.1.3 Demonstrates an awareness of links between curriculum areas			
1.1.4 Participates in the development of relevant resources and uses an effective range of resources to deliver the curriculum			
1.1.5 Demonstrates knowledge of, and complies with school curriculum policy			
<i>1.2 Demonstrates knowledge of learning and assessment theory and current development of these</i>			
Indicators:			
1.2.1 Demonstrates an awareness of up-to-date research on curriculum, assessment and learning			
1.2.2 Understands and implements the “teaching, learning and assessment” cycle and understands the relationship between the components			
1.2.3 Effectively uses a range of assessment strategies including assessment for learning			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Professional Development</u>			
<i>2.1 Demonstrates a high level of commitment to further developing own knowledge and skills</i>			
Indicators			
2.1.1 Completes teacher appraisal cycle setting worthwhile goals			
2.1.1 Regularly reflects on, and reviews personal performance			
2.1.3 Keeps abreast of changes in curriculum (primary) or subject areas(s) (secondary)			
<i>2.2 Demonstrates a high level of commitment to and active participation in professional development</i>			
Indicators:			
2.2.1 Participates in and contributes to whole school, subject department or syndicate professional meetings including those scheduled outside the school day			
2.2.2 Participates in regional or national workshops, seminars etc. including those held during holidays			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Teaching Techniques</u>			
<i>3.1 Demonstrates expertise and appropriate strategies in planning, preparation and delivery of teaching programmes, resources, learning activities and the assessment of learning outcomes</i>			
Indicators:			
3.1.1 Prepares unit, lesson plans and resources in advance of class and in accordance with school policy			
3.1.2 Gives full constructive and timely feedback to students about their work including the marking of class and home work			
3.1.3 Takes into account the needs of individuals and groups when planning			
3.1.4 Uses available resources (including ICT) effectively to support and enhance learning			
3.1.5 Gathers a range of assessment information that is a valid and reliable indicator of students' progress and ability			
3.1.6 Keeps up to date records of assessment, both formative and summative			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<p><i>3.2 Demonstrates expertise and appropriate strategies in effective teaching techniques that meet students' learning styles and challenge and extend student thinking</i></p> <p>Indicators:</p>			
3.2.1 Teaching style displays a high level of awareness of students' cultural background and caters for individual or group learning needs			
3.2.2 Frequently implements different teaching techniques that cater for a range of learning styles			
3.2.3 A range of questioning techniques are used to develop understanding and extend student thinking			
<p><i>3.3 Demonstrates expertise and appropriate strategies in evaluation, appraisal and reflection on own teaching practices with positive outcomes</i></p> <p>Indicators</p>			
3.3.1 Effectively uses assessment results to improve the planning, teaching and assessment cycle			
3.3.2 Reflects on own teaching approaches and techniques and seeks and follows advice to improve			
3.3.3 Demonstrates on-going development and improvement of delivery			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<p><u>Motivation of Students</u></p> <p><i>4.1 Demonstrates expertise in encouraging school-wide positive engagement in learning</i></p> <p>Indicators:</p>			
4.1.3 Uses a variety of strategies to keep students on task in a positive learning environment			
4.1.4 Establishes and maintains positive relationships with students			
<p><i>4.2 Demonstrates expertise in establishing high expectations that value and promote learning and achievement</i></p> <p>Indicators:</p>			
4.2.1 Articulates and maintains high expectations for all students			
4.2.2 Uses a range of strategies that encourage students to take some responsibility for their own learning			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Student Management</u>			
<i>5.1 Demonstrates expertise and sound strategies in managing student behaviour effectively and within school policy</i>			
Indicators:			
5.1.1 Clearly communicates and applies school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour)			
5.1.2 Involves and gains support from students in establishing the rules for the classroom			
5.1.3 Establishes and maintains clear and effective classroom routines when organizing students			
<i>5.2 Demonstrates expertise and sound strategies in developing and maintaining a positive and safe learning environment</i>			
Indicators:			
5.2.1 Uses positive reinforcement to encourage desired behaviours			
5.2.2 Promotes student engagement in learning through classroom layout			
5.2.3 Reinforces students' achievements through classroom displays			
5.2.4 Always assesses risks to students' physical safety and takes appropriate action			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Effective Communication</u>			
<i>6.1 Demonstrates skill and success in clear and effective communication with students in either or both English and CI Maori</i>			
Indicators:			
6.1.1 Modifies approach (language and effect) to gain rapport with students, colleagues, and parents/caregivers			
6.1.2 Maintains confidentiality and trust			
6.1.3 Listens attentively and asks relevant questions			
<i>6.2 Demonstrates skill and success in reporting on student achievement to students, families and caregivers</i>			
Indicators:			
6.2.1 Prepares timely, quality reports for parent sessions in accordance with school policy			
6.2.2 Provides constructive and quality advice to parents on student achievement with supportive evidence			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
6.3 Demonstrates skill and success with inter-staff communications Indicators:			
6.3.1 Establishes and maintains cordial, professional relationships with colleagues			
6.3.2 Engages in open, accurate, constructive and timely communication			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Support for Colleagues</u>			
7.1 Demonstrates a high level of commitment to establishing and maintaining effective and cooperative working relationships with and between colleagues Indicators:			
7.1.1 Willingly Co-operates with colleagues on tasks that require working in collaboration			
7.1.2 Maintains a high level of professionalism at school and within the school community			
7.1.3 Actively supports decisions taken by syndicate or school			
7.1.4 Requests for information are met in a timely and obliging fashion			
7.2 Demonstrates a high level of commitment to providing support and assistance to colleagues where appropriate Indicators:			
7.2.1 Willingly and regularly meets with other teachers to exchange information and ideas			
7.2.2 Shares knowledge of curriculum, resources and technology, assessment and teaching techniques to improve performance or help others			

Classroom Teacher Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Contribution to School</u>			
8.1 Contributes to the total school operation, including developing the school's relationship with stakeholders Indicators:			
8.1.1 Willingly participates in extra-curriculum activities			
8.1.2 Willingly participates in activities which benefit colleagues or the school as a whole, including those held outside of school hours			
8.1.3 Builds positive relationships with the community			

ATTESTATION

I certify that sufficient evidence has been gathered or sighted (documentary and through observation) to attest that:

_____ has met the criteria for attestation in accordance with the Professional Standards for Cook Islands Teachers.

Signed: _____ Dated: _____
Principal

OR

_____ has **not** met the following standard(s) (please circle):

1. Professional Knowledge
2. Professional Development
3. Teaching Techniques
4. Motivation of Students
5. Student Management
6. Effective Communication
7. Support for and Co-operation with Colleagues
8. Contribution to School

Recommendation (circle one and then specify in general comments below):

A. Professional development and/or further training – managed internally through the following year Personal Plan; OR

B. Professional development and/or further training – managed with assistance of the MoE; OR

C. Commence counseling and discipline procedures

General Comments:

Signed: _____ Dated: _____
Principal

Teacher's Statement: Please tick appropriate box

This report provides an accurate record of my performance and development

I do not agree with this report and I have completed a written rebuttal that is attached to this form

Teacher's Signature: _____
(Signature certifies that I have read the report)

Principal's Recommendation:

My recommendation is that this teacher's overall performance for the year be rated (circle one):

Competent

Excellent

Unsatisfactory

For Office Use Only: Report received from school: _____ (date)

Report Verified By: _____ (name of review officer)

Comments:

Overall Performance is (circle one): **Competent** **Excellent** **Unsatisfactory**

Signed: _____ (Director)

Date: _____