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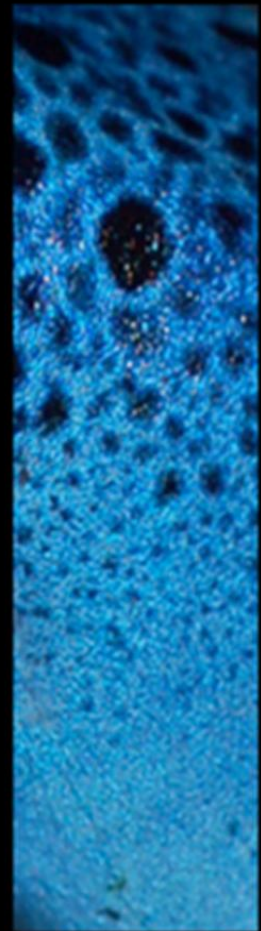


Secretariat of the Pacific Community



SMITE

Strategy for Monitoring and Improving Teaching Effectiveness

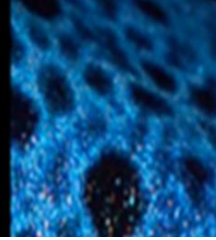
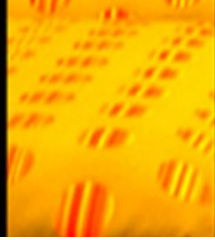


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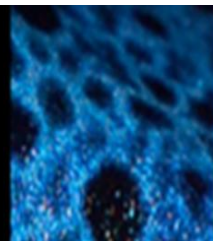
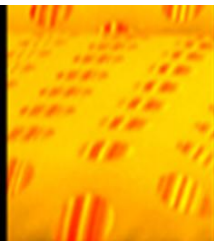
User Manual

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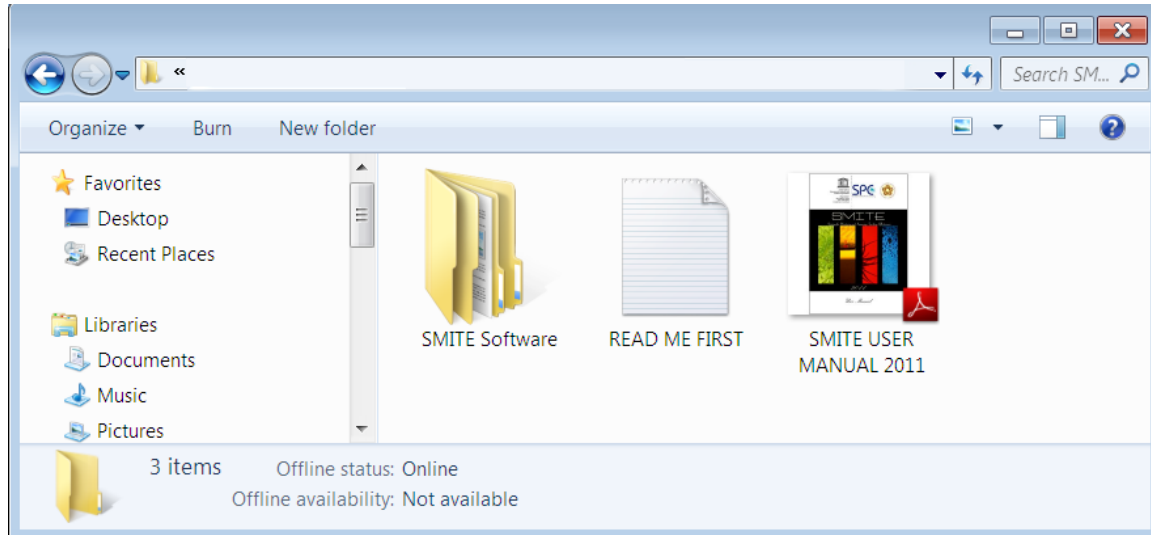


INSTALLING SMITE

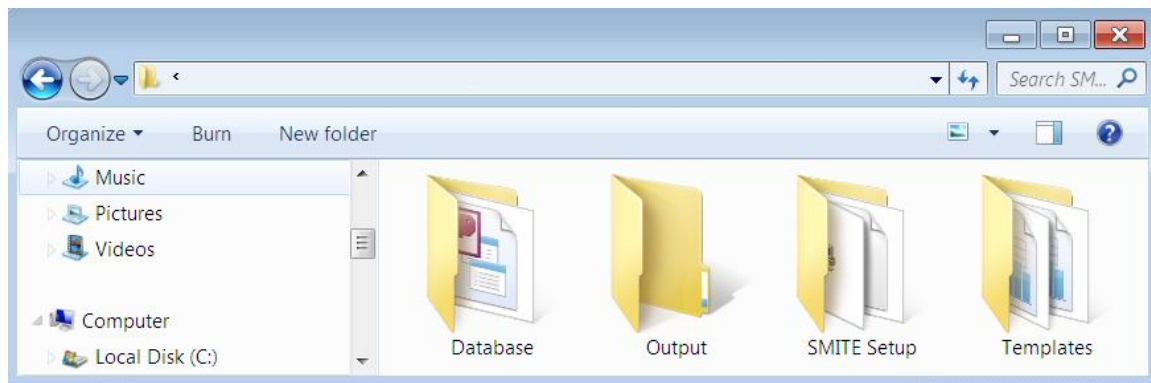


1.0 SMITE Installation Instructions

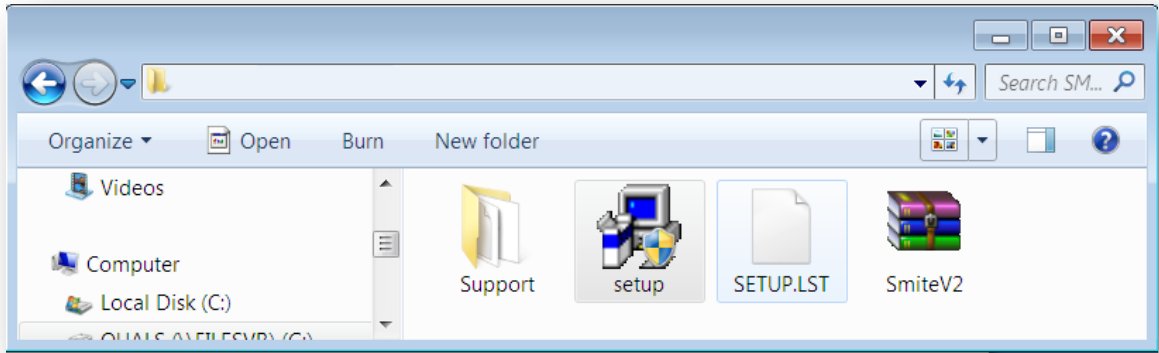
1. Create on the C drive of your computer a folder called 'Program Files'. Inside the Program Files folder create a folder called SMITE.



2. Insert the disc into the disk drive of your computer. When the Disc opens, you will see the screen below.
3. Double Click on the Smite Software folder. You will see the screen below.

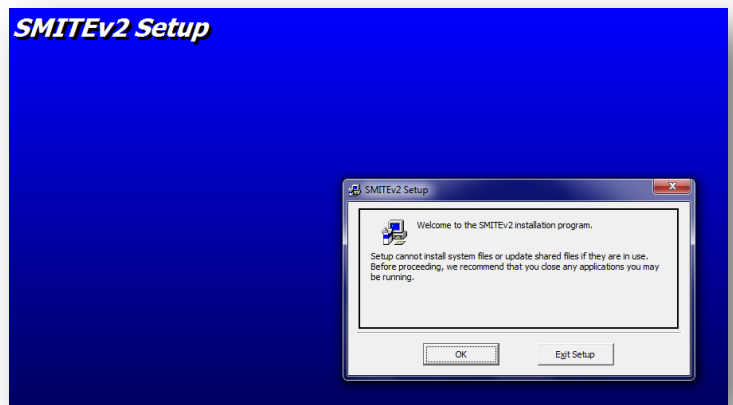


4. Right click on the 'Database' folder, and click on 'Copy'. Paste this copied Database on to your Desktop.
5. Double click on the "SMITE Setup" folder. The items in the SMITE Setup folder are listed below.

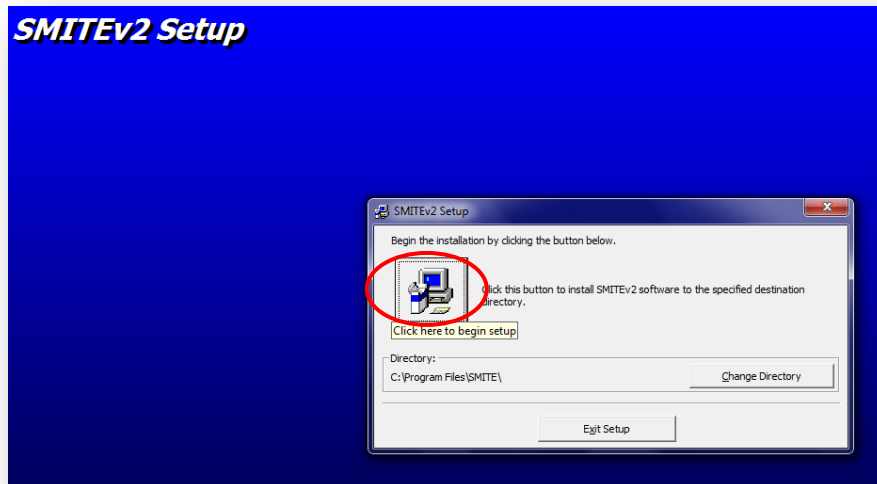


6. Double click on the 'setup' icon. The following will be displayed after a few seconds.

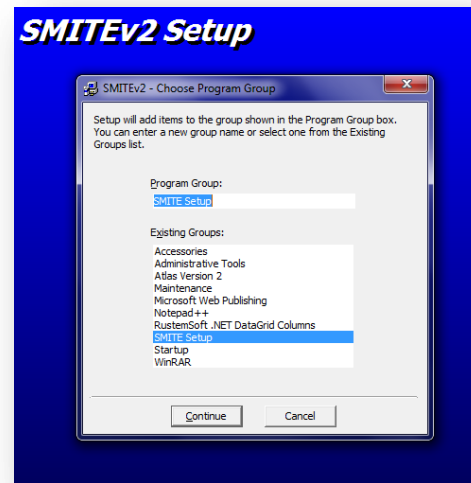
7. This is the first screen of the setup process. Click on the "OK" button to continue the setup. Or click on "Exit Setup" to exit the installation.



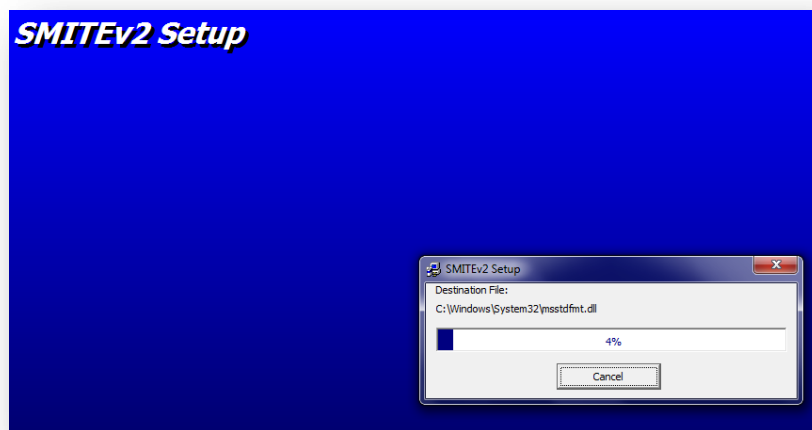
8. After clicking the "OK" button the following screen appears.



9. Click on the setup icon button (circled in red) to start the installation process; or you may click on the “change directory” button to direct the SMITE program files to an alternate location. After clicking on the setup button the next screen appears.

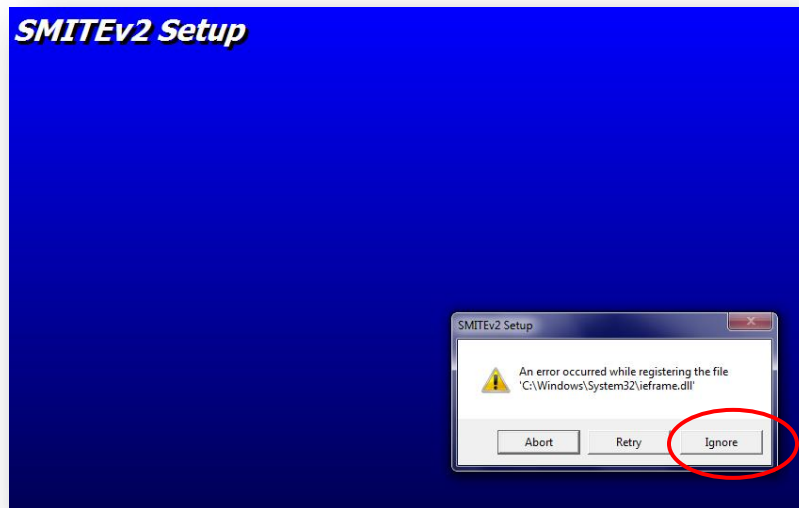
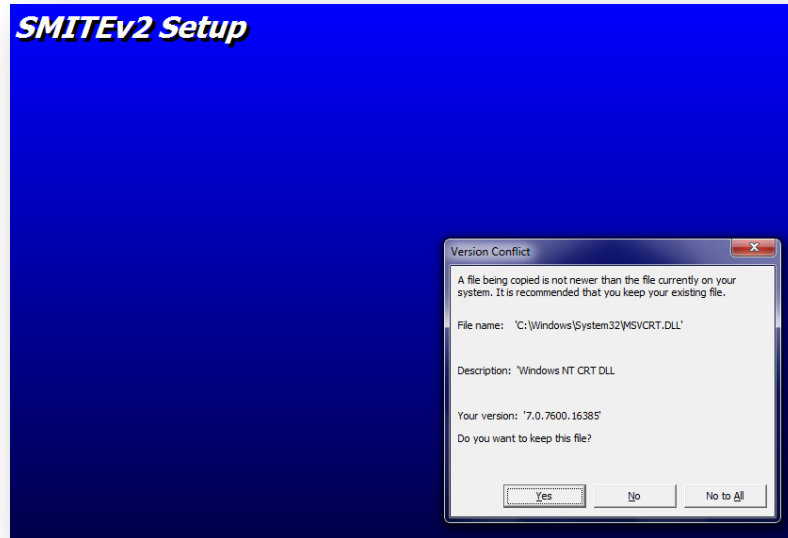


10. This screen determines the program group that will appear in the start menu. Ensure once more that the ‘SMITE Setup’ is highlighted, and then click on the “continue” button to continue the installation process.



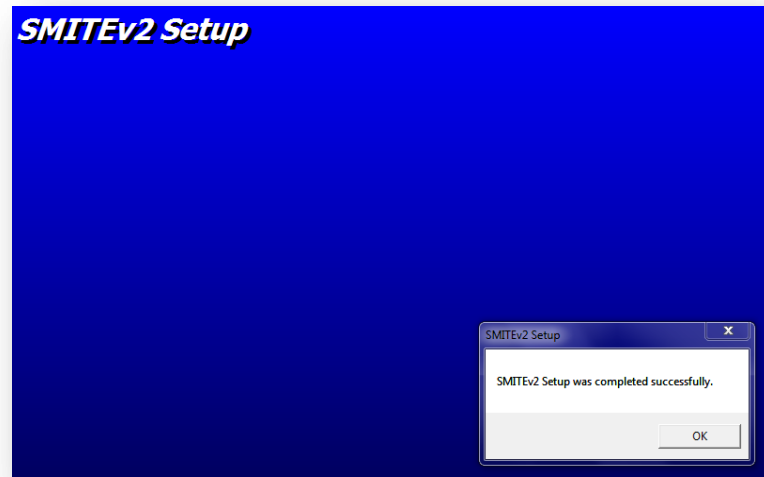
11. After clicking the “continue” button from the last installation phase, the next screen appears. You may click “cancel” to stop the installation and exit the setup or let the installation continue to complete the installation of SMITE. The installation process will take a few minutes.

12. The next screen may appear **if** the system files being copied by SMITE to your system are not newer than the files currently within the system. It is recommended that you click on the “Yes” button to allow the system to keep the current up-to-date system file.

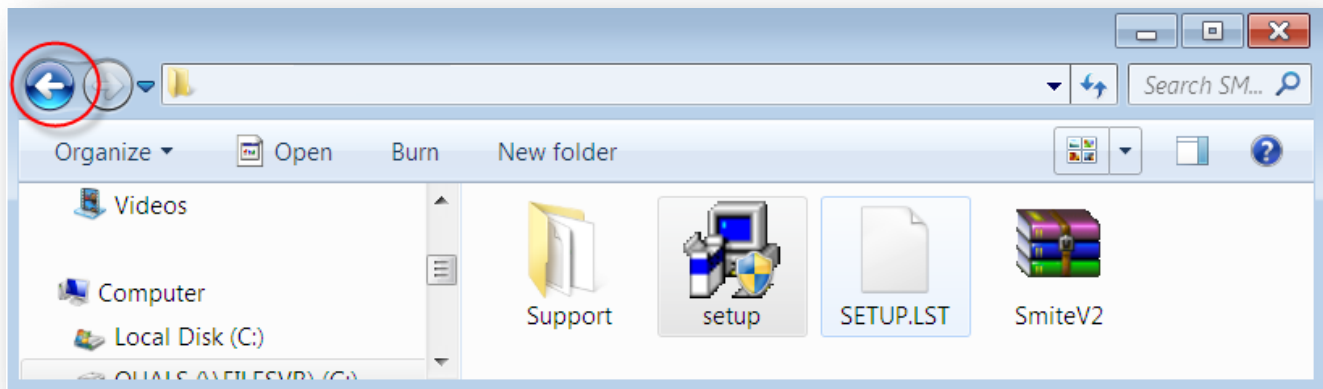


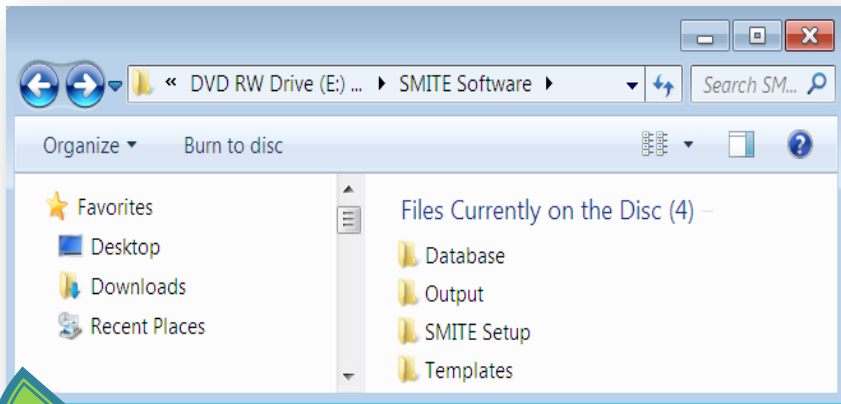
13. If the above error appears during the installation phase, click on the “Ignore” button to continue installation.

14. Completion of the installation will be indicated by the dialogue box shown in the next screen.
15. Click on the “OK” button. You will be returned to the last windows explorer interface, shown below:

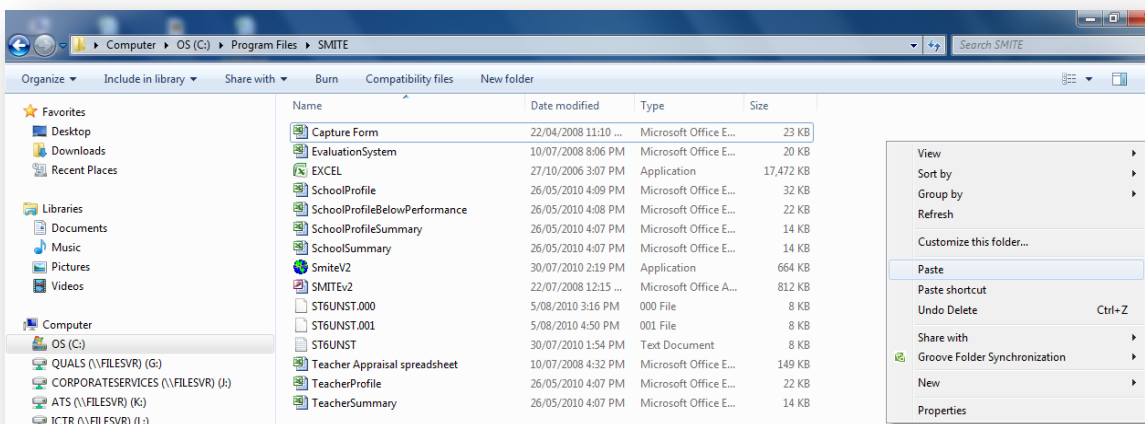
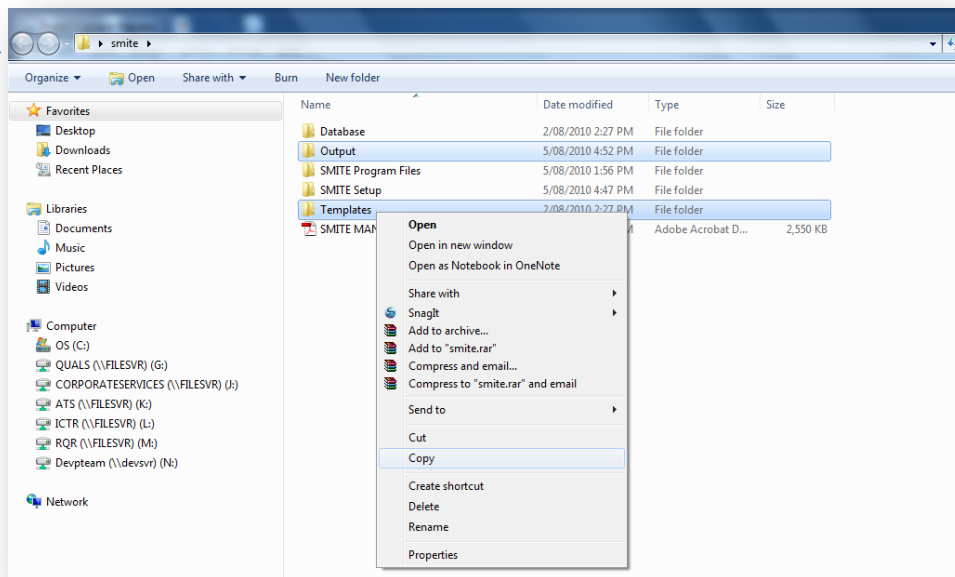


Click on the back arrow (circled in red), to get to the screen below:





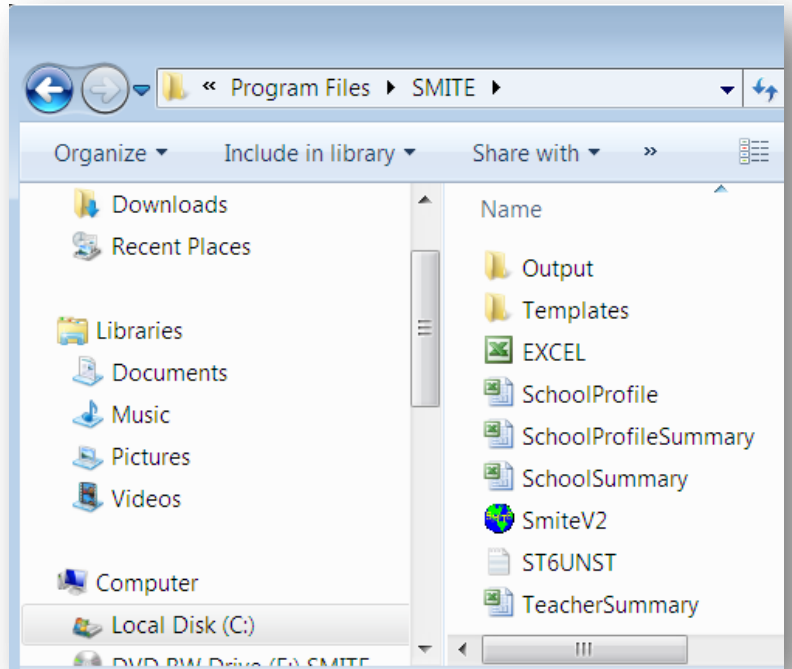
Make a copy each of the folders “Templates” and “Output” and paste them in the SMITE folder that is prepared in Program Files folder in the C drive.



S M I T E

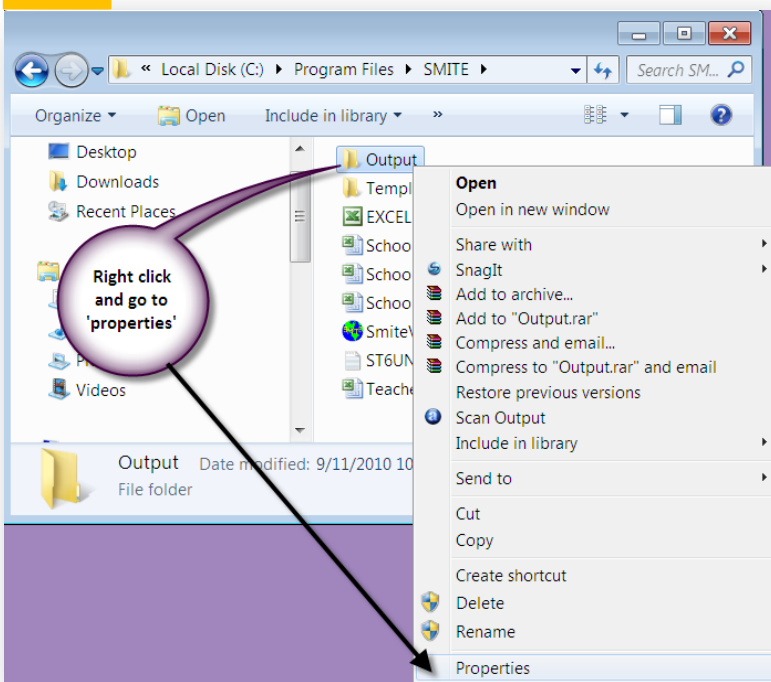
After copying the above folders, browse to the installation path of the SMITE application (by default the path is C:\Program Files\SMITE\).

When in the SMITE program files folder; right click (mouse right click) on an empty window area and click on paste to copy the folder into the program files folder. If "Template" and/or "Output" folder already exists, then overwrite the existing folders.

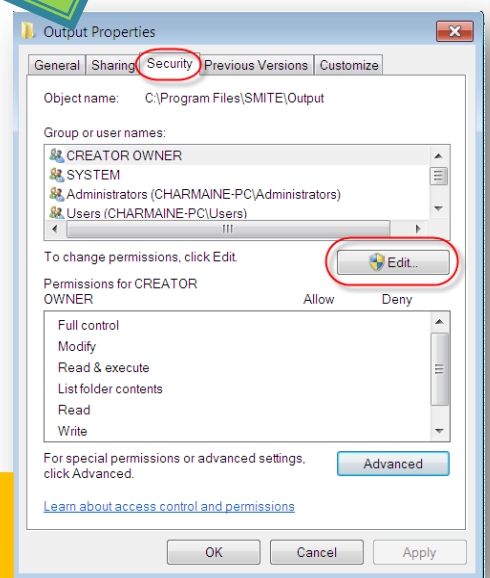


The following is step-by-step instructions on how to setup permissions for the SMITE program to generate various reports.

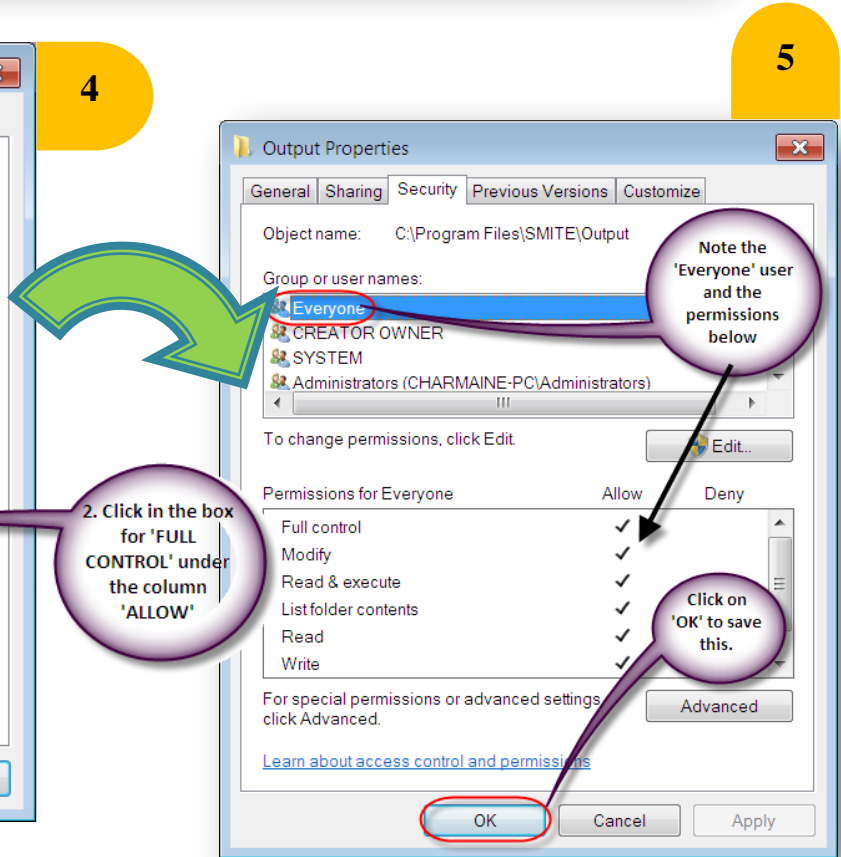
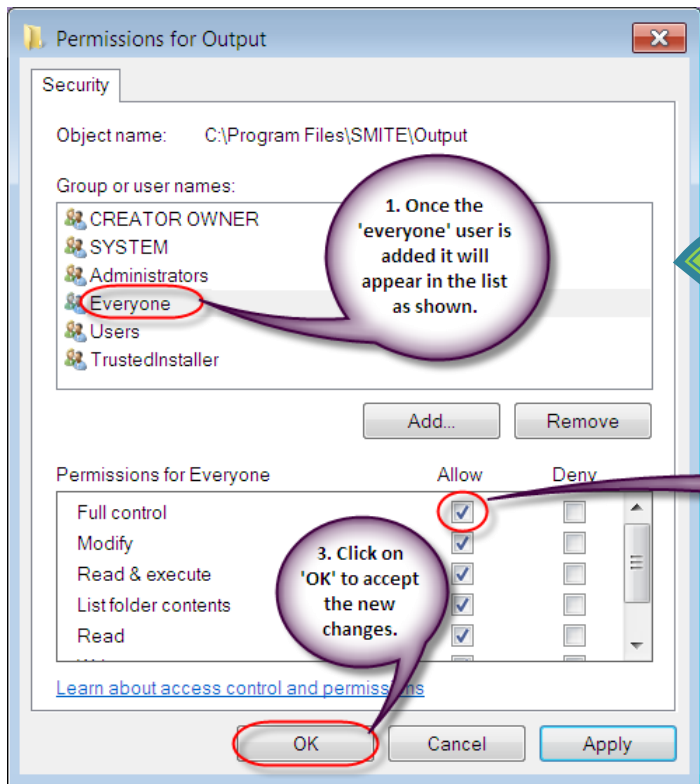
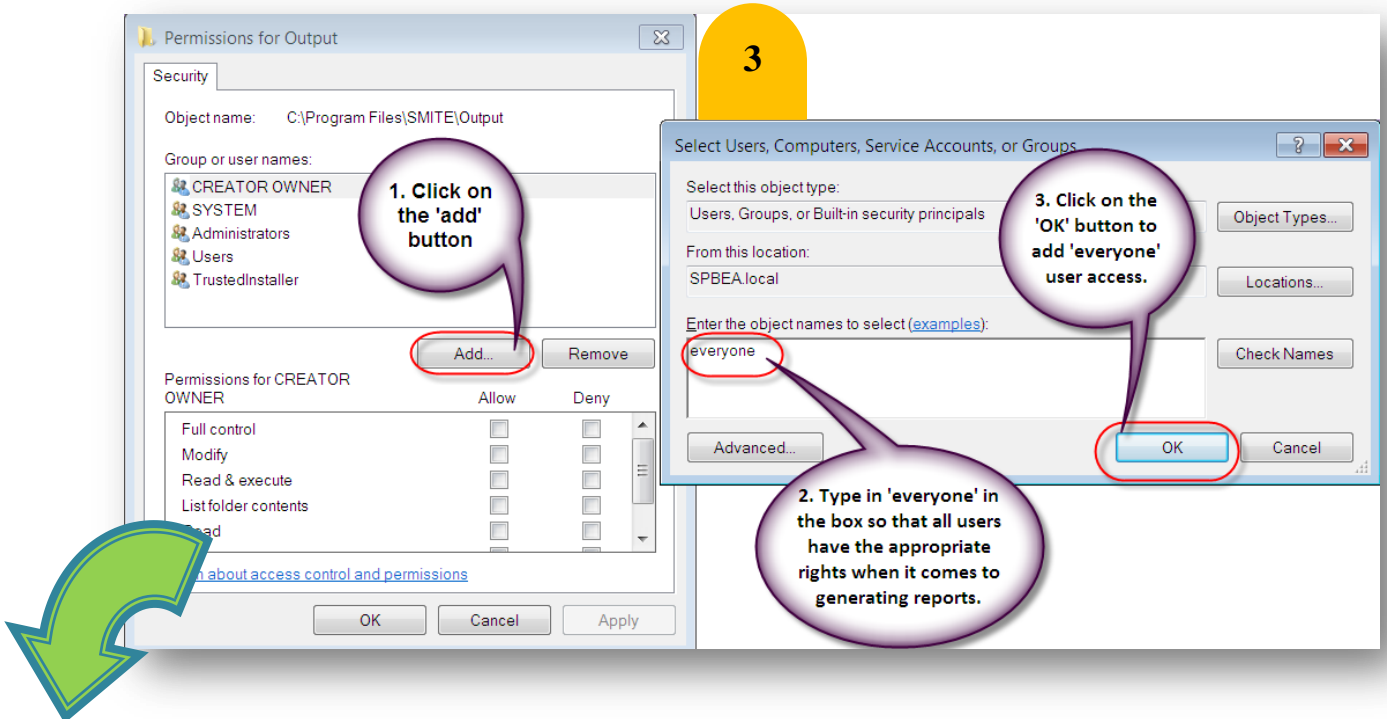
1



2



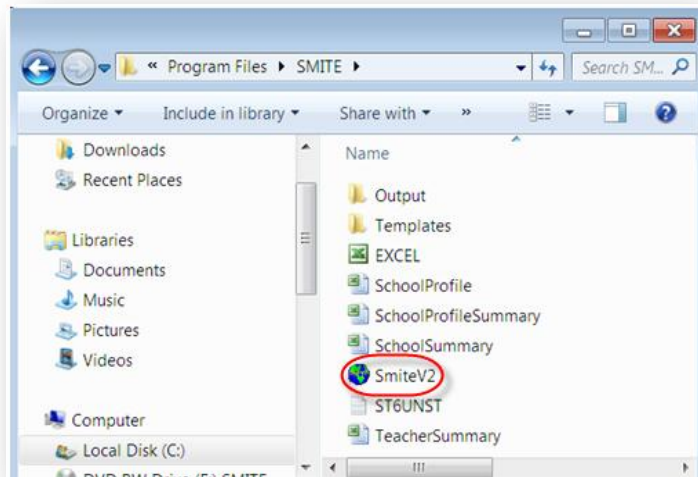
S M I T E



This is how the SMITE program files folder should materialize into. Close the window and return to the desktop. You can now double click on the SMITE shortcut icon on your desktop or find the shortcut in your start menu.

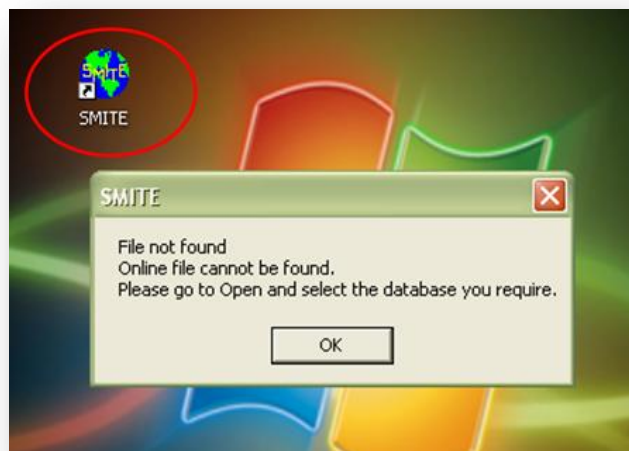
Create a shortcut link to SMITE V2 on the desktop:

- 1) Right click on the SMITE V2 icon
circled in red
- 2) Select SEND TO
- 3) Select option: Desktop (CREATE SHORTCUT)

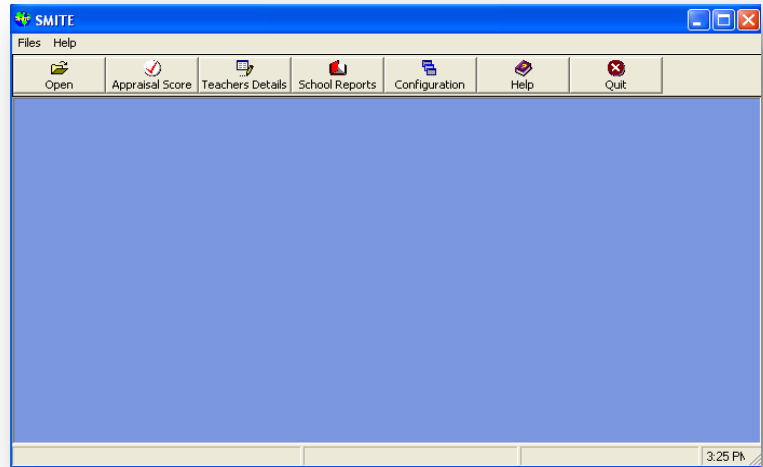


You will find SmiteV2 (circled in red below) on your desktop.

When you double click on the SMITE icon below and this message comes up, just click on "OK" to continue.



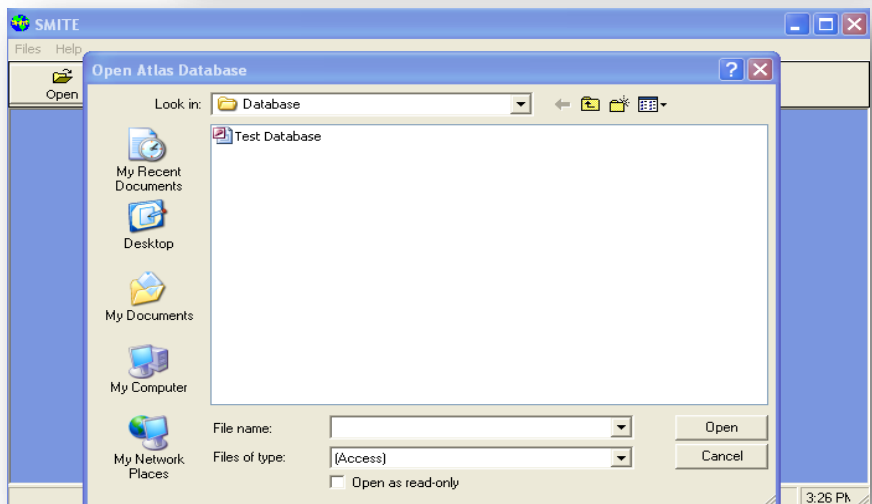
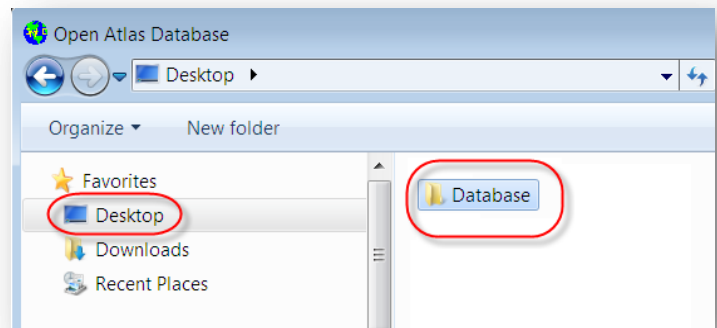
You will see the next screen.
You now need to point the software to the SMITE database that contains the necessary information about teachers in your school.



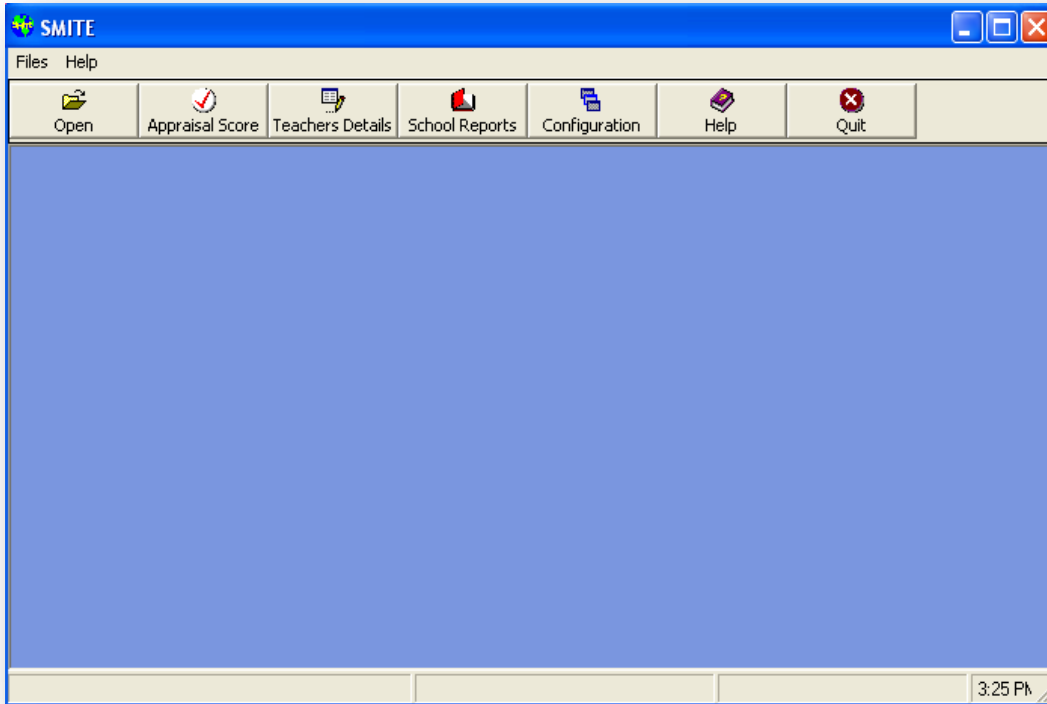
Click on Open and the next dialogue box appears. Now you need to point the computer to the right destination where the SMITE database has been stored.

(In one of the previous steps (page 1, number 4), you had saved the SMITE database in on your desktop.)

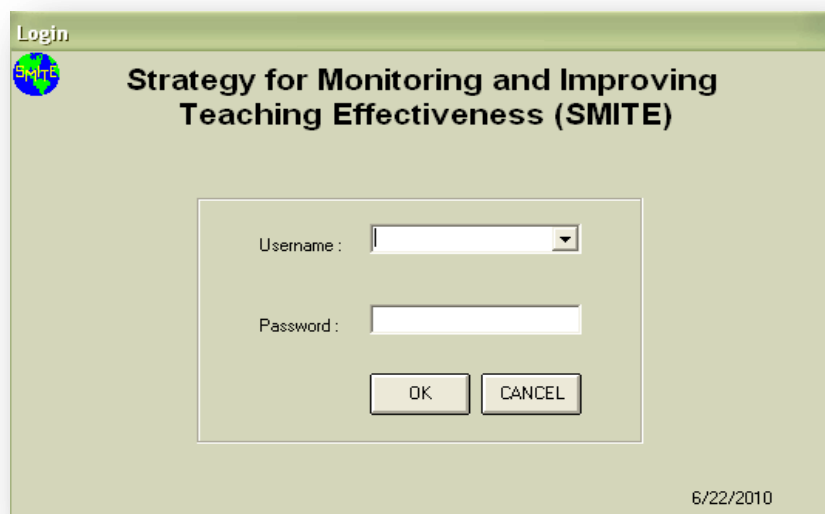
- 1) Click on OPEN, then click on Desktop (circled in red)
- 2) Then click on Database (circled in red)

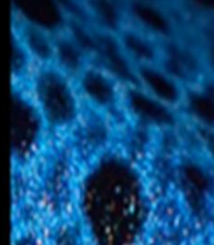
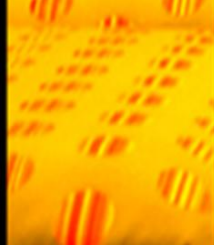


From the drop down list in My Documents, click on Database. Note that two databases are shown; **the Test database** and **the School Database**. Click on **School database**. Note that **School Database** will be automatically inserted as the File Name, and (Access) as the File type. Click on Open. You will arrive at the screen below.

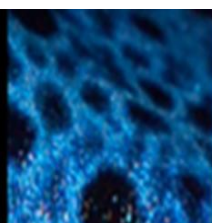
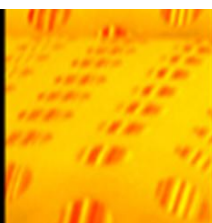


Close this dialogue box. Now both the SMITE application and the SMITE database are ready for use for your school. On the desktop, double click on the SMITE shortcut icon. You should get the next screen.





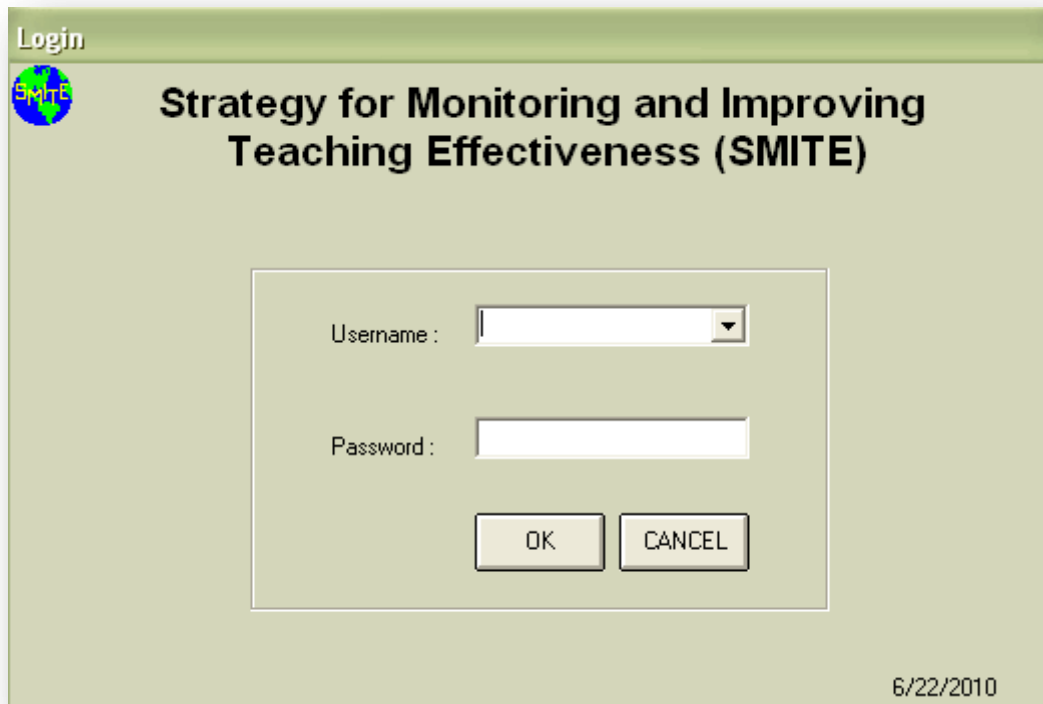
USER MANUAL



2.0 Introduction

SMITE is the abbreviation for Strategy for Monitoring and Improving Teaching Effectiveness.

This manual explains the different components of the software, as well as to how use it to produce the information that you require about teacher standards.

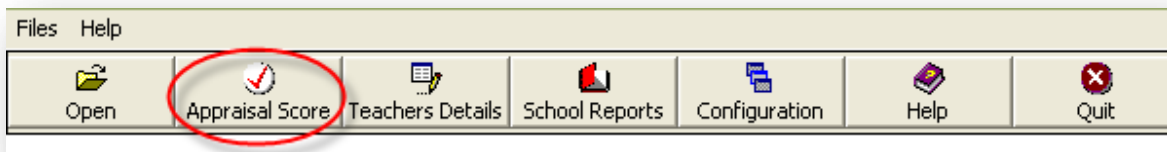


Login in steps:

1. Click on the Username dropdown arrow and select '**User**'.
2. In the Password box, type in the password which is **smite** (all letters in lowercase)
3. Click on OK, and you are inside the SMITE database.

The first few steps are important as you need to enter the needed information about your school and teachers into the database. Other relevant information about the various components of the Teacher Standards has already been put in for you by the SPBEA IT team.

3.0 Appraisal Score Button



The Appraisal Score button, once clicked would take you to this dialog box that would have the **Teacher's Appraisal Score**. Below, each field has been elaborated upon.

The screenshot shows the 'Teacher's Appraisal Score' dialog box. It contains several fields: 'Select School' (445 Koro District College), 'Year of Evaluation' (2007), 'Teacher Code' (T004 Tupou Jean), 'Indicator' (A1-1-2 Appropriateness of language), and 'Score' (Exceeds Expectation). A 'Save Entry' button is at the bottom right. A table below the fields shows the data entry: TCode: T004, SklCode: 445, Year: 2007, Indicator ID: A1-1-1, Score: 4. Numbered callouts (1-7) explain the fields and the 'Save Entry' button. Callout 6 points to the 'Save Entry' button with the text: 'Click on SAVE ENTRY once finished with the selection of the appropriate fields'. Callout 7 points to the table with the text: 'After the entries are made on the top and the SAVE button is clicked, the entry will appear like this - recording the teacher code, the school they teach, the current year of teaching, their indicator for different assessment and the score attained.'

TCode	SklCode	Year	Indicator ID	Score
T004	445	2007	A1-1-1	4

5.0 Teacher Detail Button



- Teacher’s Personal Information forensic accounting
- Teacher’s Qualification Information
- Teacher’s Experience Information
- Teacher’s Evaluation Report

5.1 Teacher’s Personal Information



This is where basic information about a teacher is entered. Below, the speech balloons elaborate more on the steps.

The screenshot shows the 'Teacher's Personal Information' form in the SMITE V2.0 application. The form includes a 'Select School' dropdown menu, a 'Teacher Code' field, and input fields for 'First Name', 'Last Name', 'Gender', 'Marital Status', and 'Date of Appointment'. A 'Save Entry' button is located at the bottom right. Below the form is a table displaying a list of teachers. Eight numbered steps and speech balloons provide instructions: Step 1 points to the school selection dropdown; Step 2 points to the Teacher Code field; Step 3 points to the First Name field; Step 4 points to the Last Name field; Step 5 points to the Gender dropdown; Step 6 points to the Marital Status dropdown; Step 7 points to the Date of Appointment field; and Step 8 points to the Save Entry button.

TCode	SkCode	Lastname	Firstname(s)	Gender	Status	Appointed
T004	445	Tupou	Jean	M	M	12/03/1992
T005	445	Reetina	Teiannang	F	M	4/05/1982
T006	445	Mendiola	John	M	S	8/02/2001
T007	445	Niroa	Alipate	M	M	15/07/1992
T014	445	Hatigeva	Ropate	M	M	26/04/2003
T016	445	Rosi	Jekope	M	S	16/08/1991

5.2 Teacher's Qualification Information

Teacher's Personal Information	Teacher's Qualification Information	Teacher's Experience Information	Teacher's Evaluation Report
--------------------------------	-------------------------------------	----------------------------------	-----------------------------

This area is used to enter the teacher's qualification and the year of achievement for their qualification. Once all the entries are filled and the "SAVE ENTRY" button is clicked, they will appear at the bottom in the table.

The screenshot shows a software interface for entering teacher qualification data. It includes a 'Select School' dropdown (1), a 'Teacher Code' dropdown (2), a 'Qualification Type' dropdown (3) with a callout 'Select the type of Qualification of the teacher', a 'Qualification Title' text field (4) with a callout 'This is the Qualification of the Teacher. Eg. Bachelor of Education', and a 'Year of Achievement' text field (5). A 'Save Entry' button is labeled (6). Below the form is a table showing existing entries.

TCode	Qual Type	Qual Title	Year
T004	Teaching	Teaching Certificate	1995
T004	Academic	Bachelor of Education	1994

5.3 Teacher's Experience Information

Teacher's Personal Information	Teacher's Qualification Information	Teacher's Experience Information	Teacher's Evaluation Report
--------------------------------	-------------------------------------	----------------------------------	-----------------------------

This is where the teachers experience is entered for the subjects they teach and at what level. Below the speech balloons explain the minor fields.

Teacher's Experience Information

Select School
445 Koro District College

Teacher Code
T004 Tupou Jean

Level of Teaching
Primary
Secondary

Area of Teaching

Year of Teaching

Save Entry

TCode	Teaching	Teaching Years	Teaching Areas
T004	Secondary	5	English

1: Select the school of the teacher and their code

2: (points to Teacher Code)

3: This is the level of teaching that the teacher is qualified to teach

4: "Area of Teaching" is the field they are capable of teaching eg. English or Math

5: This is the amount of years a teacher has taught for in a particular field eg. 5 years in English

5.4 Teacher's Evaluation Report



This is where the report for a particular teacher is retrievable from. “**Teacher’s Evaluation Report**” is a breakdown of their performance.

Step 1: Select the teachers school, their code and the year of evaluation

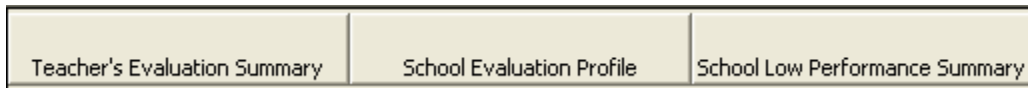
Step 2: Click "Generate Report" and the excel file will come up with the teachers details

Report	School	Year	Teacher	Teacher's Performance
A1	445 Koro District College	2009	Jean Tupou	
A			Professional Attributes	
A1			Relationships with students	
A1-1			Establish and demonstrate and maintain good relationships	
A1-1-1			Address students by names	The teacher USUALLY uses (calls or ad
A1-1-2			Use appropriate language	Uses polite, respectful, suitable langu.
A1-1-3			Use appropriate reinforcements when appropriate	Teacher always initiates conversation:
A1-1-4			Minimize un-excused absences	Few un-excused absences
A1-2			Establish a positive and equitable relationships.	
A1-2-1			Actively listen to students	Has an awareness of student concerns
A1-2-2			Availability to all students	Teacher shows a predisposition to son
A2			Communicating and working with others	
A2-1			Interact with the students, other teachers and school management.	
A2-1-1			Student involvement in learning process	Learning activities selected do not en
A2-1-2			Participate with other teachers to assist students in their learning processes	Discusses with other teachers about s
A2-1-3			Cooperate with school management	Teacher puts into practice administra

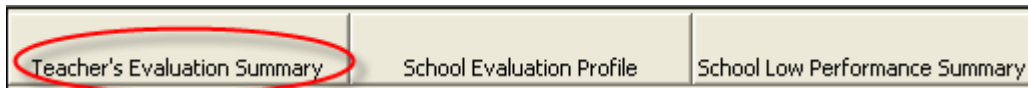
6.0 School Report Button



Under “School Report” the following tabs will appear. This mainly focuses on the teacher’s evaluation and the school evaluation as a whole along with their performance summary.



6.1 Teacher’s Evaluation Summary

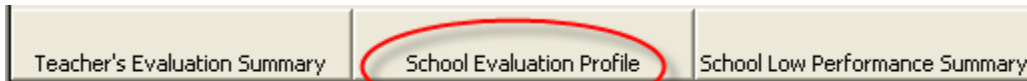


The screenshot shows a spreadsheet titled "Teacher Evaluation Summary Report" for "445 Koro District College" in the year "2009". The spreadsheet has columns for various evaluation periods (T004, T005, T006, T007, T014, T016) and rows for different competencies. Callouts are present:

- 1:** A blue arrow points to the "Select School" and "Select Year of Evaluation" dropdown menus. Callout: "Select the School and the year of evaluation".
- 2:** A yellow circle highlights the "Print Report" button.
- 3:** A yellow circle highlights the report title. Callout: "This report will appear once the school and the evaluation year is selected."
- 4:** A yellow circle highlights the "Clear Report" button. Callout: "You can either print the report, email the report or save it. However, 'clear report' is to close the current report and open a new one".

		T004	T005	T006	T007	T014	T016
8	A1-1						
9	A1-1-1	3	2	2	2	4	3
10	A1-1-2	3	3	3	3	4	3
11	A1-1-3	4	3	4	3	4	3
12	A1-1-4	3	4	3	2	3	2
13		Competency Total:					
13		13	12	12	10	15	11
14		Mean Competency Level:					
14		3.25	3	3	2.5	3.75	2.75
16	A1-2						
17	A1-2-1	2	2	2	3	3	2
18	A1-2-2	2	3	4	4	3	2
19		Competency Total:					
19		4	5	6	7	6	4
20		Mean Competency Level:					
20		2	2.5	3	3.5	3	2
22	A2						

6.2 School Evaluation Profile



The “**School Evaluation Profile**” below has the school profile and the performance level with the grading system of 1 to 4 (one as the lowest and 4 as the highest point). The user may decide to “Print Report”, “Email Report” to various interested parties or “Save Report”. However, “Clear Report” is to simply close the current file.

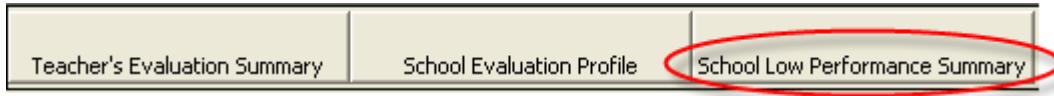
1 Select the school and the year of evaluation year for the school

2 Select the school and the year of evaluation year for the school

3 This table will appear when th "School" and "Evaluation Year" are selected.

		Total No.	Performance Level			
			1	2	3	4
COMPETENCY TOTAL						
PERCENTAGE						
COMPETENCY TOTAL						
PERCENTAGE						
COMPETENCY TOTAL						
PERCENTAGE						

6.3 School Low Performance Summary



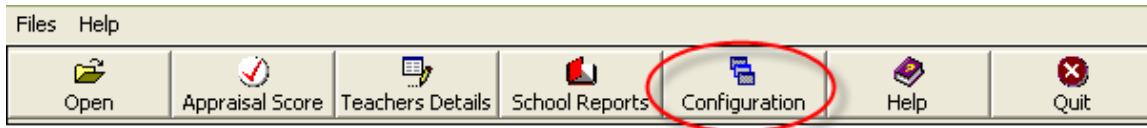
“School Low Performance Summary” reflects those teachers and their percentage level with their scores.

Report: Evaluation Summary Report of Below Par Performances of Teachers
School: 445 Koro District College
Year: 2007
Total Number of Teachers Evaluated: 5

A	Professional Attributes	No. of Teachers Scored < 2	Percentage of Teachers Scored < 2
A1	Relationships with students		
A1-1	Establish, demonstrate and maintain good relationships with students.		
A1-1-1	Address the students by names	3	60%
A1-1-4	Student attendance	2	40%
A1-2	Exhibit empathy with students and equitable relationships.		
A1-2-1	Actively listen to students	4	80%
A1-2-2	Availability to all students	2	40%
A2	Communicating and working with others		
A2-1	Interact with the students, other teachers and school management.		
A2-1-1	Student involvement in learning process	4	80%
A2-1-2	Participate with other teachers to assist students in their learning processes	1	20%
A2-2	Interact with parents, guardians, and communities about school's progress.		
A2-2-1	Report students' progress to parents and guardians	4	80%

Teachers with Low Performance

7.0 Configuration Button



Configuration contains the different ways in which data on teacher standards will be stored. The fields indicated below, were arrived at through regional consultations. Countries may approve on using this or they may opt to creating their own.

When the “Configuration Button” is clicked, the below tabs will appear.

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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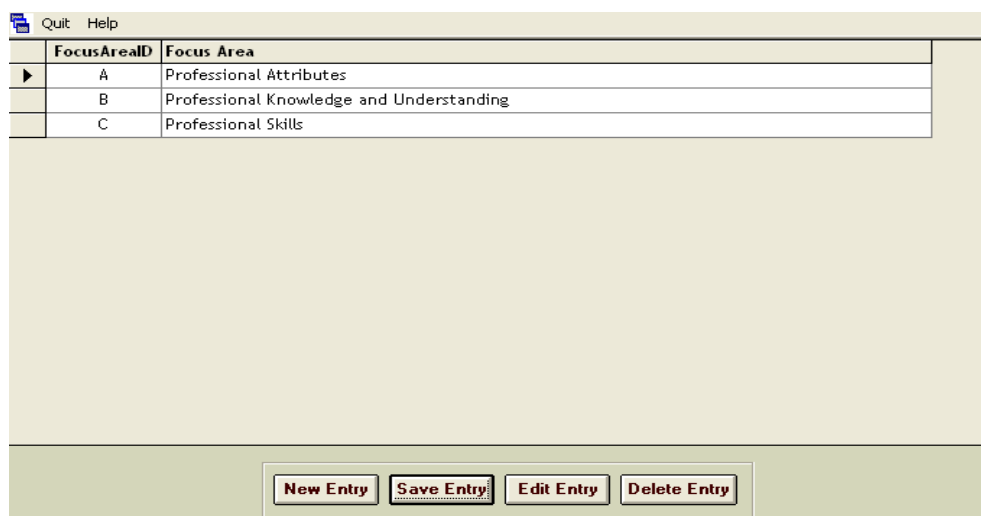
7.1 Focus Area

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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There are three “**Focus Areas**” in Teacher Standards and these are classified as;

- A. *Professional Attributes,*
- B. *Professional Knowledge and Understanding, and*
- C. *Professional Skills.*

The three ‘focus areas’ each include the different attributes, knowledge and understanding, and skills that a teacher is expected to have in order to carry out his responsibilities effectively.



7.2 Components

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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Each focus area is subdivided into its different “components”. The components are elements within each focus area. There are three components in Professional Attributes, and these are coded as A1, A2, and A3; six components in Professional Knowledge and Understanding, and these are coded as B1, B2, ..., B6; and six components in Professional Skills, and these are coded as C1, C2, ..., C6.

ComponentID	Components
A1	Relationships with students
A2	Communicating and working with others
A3	Personal Professional Development
B1	Teaching and Learning
B2	Assessment and Monitoring
B3	Subjects and curriculum
B4	Literacy, Numeracy and ICT
B5	Achievement for all
B6	Health and well-being
C1	Planning
C2	Teaching
C3	Assessing, monitoring and giving feedback
C4	Reviewing teaching and learning
C5	Learning Environment
C6	Team working and collaboration

7.3 Expectations

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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Expectations are “standard statements” that clearly stipulate what is expected of a professional teacher in terms of attributes, knowledge and understanding, and skills. The level at which each teacher is able to meet these expectations will be reflected in the teacher’s assessment score. At least two expectation statements are provided for each component. The coding for these expectation statements (e.g. A1-1...B1-2...etc.) follow the configuration for each component.

ExpectationID	Expectation Statements
A1-1	Establish, demonstrate and maintain good relationships with students.
A1-2	Exhibit empathy with students and equitable relationships.
A2-1	Interact with the students, other teachers and school management.
A2-2	Interact with parents, guardians, and communities about school's progress.
A2-3	Involve parents and guardians as active stakeholders of student's well-being and achievement.
A2-4	Model behaviour of a good team player, through a collaborative and participatory style as appropriate.
A3-1	Take initiative/responsibility for their personal professional development.
A3-2	Taking the initiative to attend and learn from Professional Development Activities(PDA).
B1-1	Know a wide range of teaching strategies, learning styles, and abilities.
B1-2	Understand the importance of a conducive learning environment to teaching and learning.
B2-1	Know the assessment requirements.
B2-2	Know the different assessment strategies.
B2-3	Know the different monitoring strategies.
B3-1	Know the content of their teaching subject(s).
B3-2	Understand the curriculum (aim, time, objective, methodology, teaching resources and assessment).
B3-3	Know curriculum linkages and applications.
B4-1	Know the foundational importance of Literacy/Numeracy/ICT to teaching and learning.
B4-2	Know strategies for incorporating literacy, numeracy and ICT skills into all aspects of teaching.
B5-1	Understand how students develop, learn and progress, and the factors that contribute to their development.
B5-2	Know the inclusive education principles and implementation strategies in order to bring about equitable education.
B6-1	Know their duty of care for their students and school property.
B6-2	Know how to identify 'at risk' student behaviour, manage them correctly and refer to relevant support services.
B6-3	Understand the importance of the holistic well being of students.

7.4 Performance Indicator

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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Expectation statements are, in many instances, broad and global statements. To be able to assess a teacher, these global statements are ‘unpacked’ into more specific “performance indicators”. These indicators are intended to be SMART – simple, measurable (by being observable), attainable, and realistic targets. Each expectation statement is unpacked into at least two performance indicators. The assessor, whether it is the teacher himself/herself for self assessment or another teacher for peer assessment or an external assessor for external assessment will consult sources of evidences that support each indicator. The coding for each indicator follows the coding from the expectation statements.

IndicatorID	Indicator	Descriptor 1
A1-1-1	Address the students by names	The teacher SELDOM uses (calls or addresses) children by the
A1-1-2	Appropriateness of language	Uses impolite and disrespectful language
A1-1-3	Provide positive reinforcements when appropriate	Teacher ignores student contribution to class and gives minir
A1-1-4	Student attendance	Many un-excused absences
A1-2-1	Actively listen to students	Shows no interest in student concerns, requests or contribut
A1-2-2	Availability to all students	Teacher spends most of his/her time with certain student(s)
A2-1-1	Student involvement in learning process	Teaching activities do not involve students
A2-1-2	Participate with other teachers to assist students in their	The teacher works alone
A2-1-3	Cooperate with school management	Teacher ignores administrative directives
A2-2-1	Report students' progress to parents and guardians	No reports are produced at all
A2-2-2	Report school progress to community	No reports are produced at all
A2-3-1	Have meetings with parents and guardians	No attempt made to attend meetings with parents and guardi
A2-4-1	Involvement in school activities	Does not make any attempt attend to school activities at all
A3-1-1	Identify professional needs and take action	No initiative to identify weakness
A3-1-2	Attendance at PDA	Never attend
A3-2-1	Applying and sharing newly learnt ideas	Newly learnt ideas not shared
B1-1-1	Uses a variety of teaching strategies to address different le	Has no knowledge of other teaching strategies and practices
B1-1-2	Create a conducive learning environment to teaching and l	A classroom that does not exhibit learning resources
B2-1-1	Articulated assessment requirements in the curriculum and	Teacher does not know the requirements for assessment
B2-2-2	Articulated assessment strategies in the curriculum and usi	Teacher does not know the strategies for assessment
B2-2-3	Articulate different monitoring strategies in the curriculum	Teacher does not know the monitoring strategies
B3-1-1	Qualified in relevant subject area according to national sta	Not qualified, no teaching qualification
B3-1-2	Know content of curriculum at appropriate level	First year of teaching

7.5 Performance Level

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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There are four performance levels stipulated for this assessment, with level 4 (L4) being the highest level and level 1 (L1) being the lowest level. Each level is accompanied by a level descriptor which is a statement that attempts to describe the ‘kind’ of performance that corresponds to that level. It is expected that for every indicator the teacher will be performing at either L1, L2, L3 or L4.

Level	Description	Meaning
1	Unsatisfactory	Performance clearly not meeting required standard and is therefore unac
2	Area of Concern	Performance is at minimally acceptable standard and need to improve.
3	Meet Expectations	Performance consistent in meeting all expectations.
4	Exceeds Expectations	Performance above average and exceeds all expectations for the job. On
X	No Appraisal	No appraisal was done

7.6 Schools

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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This gives a list of all the schools that have been entered into SMITE.

SkIcode	School	Principal	Address 1	Address 2	Address 3
445	Koro District College	Mr Wicked Walu	PO Box 4231	Koro	Fiji
521	St Francis Secondary School	Ms Corin Meke	PO Box 3054	Suva	Fiji
679	Tanoa Secondary School	Mr Richard Were	321 Garden Road	Nadi	Fiji

7.7 Users

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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This tab will portray the users that have access to the SMITE software.

Username	Firstname(s)	Lastname	Position	Section	Password
User	A	User			smite

7.8 Year of Evaluation

Focus Area	Components	Expectations	Performance Indicator	Performance Level	Schools	Users	Year of Evaluation
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This tab will show the year it was evaluated and the ID represents the amount of times it has been evaluated.

ID	YearOfEvaluation
01	2000
02	2001
03	2002
04	2003
05	2004
06	2005
07	2006
08	2007
09	2008
10	2009
11	2010

8.0 Help Button

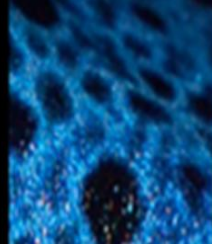
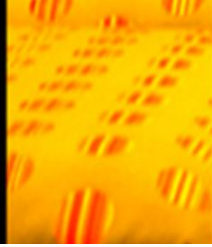


The “Help” button is to basic instructions of helping the user around the SMITE software.

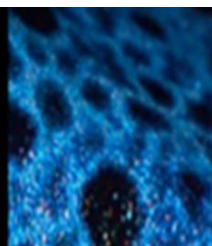
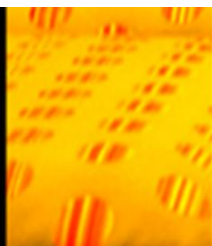
9.0 Quit Button



The “Quit” button is to exit the SMITE software.



APPENDIX



10.0 Appendix

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: The teacher ALWAYS uses (calls or addresses) children by their names L3: The teacher USUALLY uses (calls or addresses) children by their names L2: The teacher SOMETIMES uses (calls or addresses) children by their names L1: The 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 <u>sensitive</u> to the <u>different</u> cultures 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

		4. Student attendance	Class roll	L4: Rare un-excused absences L3: Few un-excused absences L2: Some un-excused absences L1: Many un-excused absences
	2 Exhibit empathy with students and equitable relationships	1. Actively listen to students	Classroom observation, student interviews	L4: is proactive in seeking student concerns, requests and contributions L3: acknowledges and responds to student concerns, requests and contributions L2: has an awareness of student concerns, requests and contributions L1: 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

<p style="text-align: center;">PROFESSIONAL ATTRIBUTES 3. Personal Professional Development</p>	<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 L3: Usually attend L2: Rarely attend L1: Never attend</p>
		<p>3. Applying and sharing newly learnt ideas</p>	<p>Teacher plan</p>	<p>L4: Newly learnt ideas shared in professional discussions with colleagues in a department as well as others in and out of school L3: Newly learnt ideas shared in professional discussions with colleagues with in a department and school L2: Newly learnt ideas shared only in a department 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	Workplan, observation	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 ie 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	Observation, lesson plan, 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 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	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	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. Qualified in relevant subject area according to national standards	Teacher record	L4: Qualified (according to national standards) in relevant subject (to teaching subject) area and qualified to teach L3: Qualified (according to national standards) in a non relevant subject area but qualified to teach L2: Qualified in a relevant subject area but no teaching certificate L1: Not qualified, no teaching qualification
		2. Know content of curriculum at appropriate level	Teacher records, work plans, lesson plans	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

	<p>2. Understand the curriculum for which they have been trained (aim, time, objective, methodology, teaching resources and assessment) and its current requirements.</p>	<p>1. Apply understanding of curriculum requirements for lesson planning, preparation and teaching</p>	<p>Lesson plans</p>	<p>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 <u>does not</u> 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)</p>
	<p>3. Know curriculum linkages, relevant initiatives and applications.</p>	<p>1. Apply knowledge of curriculum linkages and initiatives on lesson planning, preparation and teaching</p>	<p>Lesson plans</p>	<p>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)</p>

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	Interview	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 eg 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: 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: 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: has some understanding of the support system but does not refer students to them.</p> <p>L1: 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>
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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 (Homework and out of class work to sustain learners' progress and consolidate learning)	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
		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	1. Teach lessons using appropriate teaching strategies (Teach lessons that build on prior knowledge, develop concepts and processes and enable learners to apply new knowledge and meet learning objectives)	1. Teaching strategies suit learning outcomes	Lesson plan, observation	L4: chosen teaching strategies are varied and support achievement of learning outcomes for all students L3: chosen teaching strategies are varied and support achievement of learning outcomes for some students L2: chosen teaching strategies are varied and support achievement of learning outcomes for few students only L1: chosen teaching strategies do not support learning outcomes
		2. Teaching strategies suit learning needs	lesson plan, students book, student interview	L4: Chosen Teaching Strategies (cooperative, guided activity, whole class discussion, experiments etc) are varied and engage all different learning needs (fast, average, slow, disabilities) L3: Chosen Teaching Strategies target only three of the above groups L2: Chosen Teaching Strategies target only two of the above learners L1: Chosen Teaching Strategies target only one of the above groups.
	2. Use appropriate teaching skills and resources as well as modify teaching to maximize learning for all students	1. Resources to support teaching & enhance learning	Observations, student records	L4: Create and use teaching resources (charts, blackboard, TV, apparatus, textbooks, etc.) that engages all students in support of lesson outcomes L3: Select and use available resources that engage all students in support of learning outcomes L2: select and use resources that do not support lesson outcomes L1: Uses only chalk and talk, and note copying

		2. Teaching skills that maximize learning	Observations, student records	<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>
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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 different assessment methods to monitor students' learning L3: Knows and applies some assessment methods 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	L4 : Has regular consultations with students to identify strengths and weaknesses and the developed improvement plan caters for their strengths and weaknesses L3: Is able to identify strengths and weaknesses but does not consider these in the IP L2: Has identified strengths and weaknesses but does not have an IP L1: Does not have adequate consultation with students

		2 Existence of student improvement plan	Student profile, record card,	<p>L4: Documents and implements a complete student improvement plan that includes student details, areas of weaknesses, strategies for improvement, results, consultations, and recommendations</p> <p>L3: Documents and implements a student improvement plan but plan is not complete (2 or more areas above are not covered in the plan)</p> <p>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</p> <p>L1: has no documented student improvement plan, counsels students generally only</p>
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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

		<p>2. Improved teacher effectiveness</p>	<p>Lesson plans or teacher planner, observation, peer review, principal, reflective journals</p>	<p>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</p>
		<p>3. Improved parental awareness and participation.</p>	<p>Parents, Principal, Teachers, Observations</p>	<p>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</p>

<p style="text-align: center;">PROFESSIONAL SKILLS 5. Providing a Conducive Learning Environment</p>	<p>1. Create, sustain and manage a safe and positive learning environment (physical, cultural, social, emotional, spiritual, intellectual)</p> <p>(Establish a clear framework for classroom discipline to manage learners' behavior constructively and promote self control and independence)</p>	<p>1. Level of student engagement</p>	<p>Students, lesson observations</p>	<p>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</p>
		<p>2. Improved students' achievement</p>	<p>Lesson plans or teacher planner, observation, peer review, principal, reflective journals</p>	<p>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</p>
		<p>3. Attendance of students</p>	<p>Student attendance roll</p>	<p>L4: There are no unexcused absences L3: There are a few unexcused absences L2: There are frequent unexcused absences L1: There are many unexcused absences</p>
		<p>4. Stakeholder satisfaction with learning environment</p>	<p>Survey of stakeholders' views (parents, students, management, suppliers, etc)</p>	<p>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</p>

		5. Organised, safe and “healthy” classroom	Observations	<p>L4: Classroom is neatly organised, safe, and ‘healthy’ for teaching and learning (well lit, appealing, bright posters, comfortable, spacious).</p> <p>L3: Classroom is neatly organised, but elements of hazards are found in the room</p> <p>L2: Classroom is not neat and there are elements of hazards in the room</p> <p>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</p>
		6. Seating arrangement to teaching strategies	Observations	<p>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</p> <p>L3: Seating arrangements change to suit teaching strategies but changes cause disruption i.e. not efficiently carried out.</p> <p>L2: Seating in the room is too difficult to change and this influence teaching</p> <p>L1: Seating arrangement is not changed at all as the teacher does not change strategy so does not change seating</p>
		7. Rules & procedures for teaching and learning	Records, observations, student interviews	<p>L4: Rules and procedures for teaching and learning are negotiated with students, clearly displayed in the room and applied consistently</p> <p>L3: Rules and procedures are clearly displayed in the room, consistently applied, but mandated by the teacher only</p> <p>L2: Rules are mandated by the teacher, displayed in the room but not consistently applied</p> <p>L1: Rules are mandated by the teacher, not displayed and inconsistently applied.</p>

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	1. Level of collegial cooperation within the school	Teachers, Meeting minutes, Principal	L4: Cooperates with other teachers in meeting school standards and produces expected outputs L3: Cooperated with other teachers in meeting school standards 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
	(Ensure that colleagues working with them are appropriately involved in supporting learning and understand roles they are expected to fulfill)	2. Level of parental/community involvement in learning and teaching programmes	School plan, parent survey, learning plan	L4: Parents and teacher work together on teaching and learning projects L3: Parents are invited by the teacher to discuss student matters and they attend regularly L2: Teacher communicates with parents but does not follow up towards meaningful involvement L1: Teacher does not involve parents in student matters
		3. Meet school wide targets/goals	School plan, Principals,	L4: Meets all school targets (curricular as well as co-curricular targets) and does even more than the expected targets L3: Meets all school targets to expectations L2: Meets some targets only L1: Performance in meeting school targets is below expected standard

SMITE USER MANUAL 2011

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