IMPLEMENTATION GUIDE:
Site/School Based CPD Coordinating Committee
Implementing CPD at the site/school level
IMPLEMENTATION GUIDE

Site/School Based CPD Coordinating Committee

Implementing CPD at the site/school level

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Produced by the Continuing Professional Development (CPD) Unit
University of Namibia, Windhoek
July, 2014
ACKNOWLEDGEMENTS

The following individuals are acknowledged for their contributions towards the production of this guide: Saara Nakafino (ERO, Oshana Region), Erica Elfriede Dax (SEO, Kunene Region), Imelda Manga Lisho (Principal, Zambezi Region), Onesmus Nashilongo (EO, Oshana Region), Naemi Amuthenu (IOE, Oshikoto Region), Silas Nande (Principal, Ohangwena Region), Justine Veii (TRC Manager, Khomas Region), Markus Mbambo (TRC Manager, Kavango Region), Lineekela Hamunyela (CEO, Oshikoto Region), Anna Hako (IOE, Ohangwena Region), Bernadette Jagger (Deputy Director, Kunene Region), Johan Mostert (TRC Manager, //Kharas Region), Katrien Van Rooi (TRC Manager, Erongo Region), Josef Damaseb (Principal, Erongo Region), Albertina Shituleni (Principal, Oshana Region), Kosmas Katura (IOE, Kavango Region), Miriam Amoomo (CEO, Ohangwena Region), Fanuel Kapapero (Deputy Director, Kavango Region), Lidia Koos (SEO, Omaheke Region), Victor Makgone (Deputy Director, Omaheke Region), Markus Munenge (SEO, Otjozondjupa Region), Loide Kapenda (SEO, PQA Head Office), Nickey Eiman (CEO, Otjozondjupa Region), Pandera Mate Tjituka (SEO, Kunene Region), Ernstina Shehama (TRC Manager, Hardap Region), Elfriede Stephanus (Deputy Director, Hardap), Professor David Mtetwa (Consultant).
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<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>SBCPDCC</td>
<td>Site/School Based Continuing Professional Development Coordinating Committee</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>TSE</td>
<td>Teacher Self-Evaluation</td>
</tr>
<tr>
<td>UNAM</td>
<td>University of Namibia</td>
</tr>
</tbody>
</table>
1. **Introduction**

One of the key concerns in the education sector is how to improve the quality of teaching and learning in Namibian schools. One way of seeking to address this is through continuing professional development (CPD) of educators. As a result, we have adopted a model of CPD that is decentralized, localized or site-based. We have particularly chosen this model because it recognizes that educators learn best when:

- they have a ‘voice’ in determining their own professional development needs as opposed to those that are determined for them by others;
- the learning process is locally driven, placing responsibility of learning in the hands of educators not in those of external powers;
- learning takes place within the working *milieu* as opposed to when it takes place off-site;
- they are seen as unique individuals with unique contexts and needs who, at times, require tailor made programmes as opposed to the ‘one-size-fits-all’ approach;
- they collaborate with colleagues from other schools, clusters, etc. and learn from them.

This guide is an attempt to provide guidance on how to implement CPD at the local level, particularly at the school level. The guide provides suggestions, tools and templates that could be used to implement CPD at the site/school level. Nothing is prescriptive in this guide. Sites/schools are encouraged to be creative in their implementation of CPD and to share their innovations with the entire community of educators.
2. The Site/school based CPD coordinating committee: what is it?

This committee is the key driver of professional development for educators at site/school level. The committee can be established at school, cluster or circuit level.

3. Who should serve this committee?

Membership on this committee is not prescribed. Schools/sites are encouraged to compose the committee depending on the conditions on the ground. However, the following general framework is suggested:

- Principal
- Mentor Teacher
- Heads of Department
- Novice/beginner Teacher
- Experienced Teacher

4. Who drives this committee in the school context?

In the school context, the committee is led or chaired by the school principal who by virtue of his or her position is an ‘instructional leader and teacher developer’. Even though they graduated from university or college, teachers don’t arrive at a school as ‘finished products’. Their professional formation only starts on the first day when they enter the school grounds and continues throughout their entire professional lives. The school principal as a school based teacher developer is responsible for the professional journey that starts when a beginner teacher arrives at the school for the first time regardless of whether or not she is a college or university graduate. Teaching is a learning profession, and teachers learn continuously so that they function effectively in this profession. The school principal is assisted by a school CPD coordinator. This can be one of the teachers or an HOD.
5. Yes, but what are my specific roles as a school principal (chair of the committee) or a school CPD coordinator?

In the booklet: Introduction to Continuing Professional Development (UNAM, 2013, p.13) - the roles were outlined. But we will repeat them here for you:

5.1 What are the roles and responsibilities of chairperson (school principal) of school based CPD committee?

- Ensure that a functioning school based CPD coordinating committee (SBCPDCC) is established
- Schedule and Chair SBCPDCC meetings
- Ensure school based CPD plans are in place
- Oversee implementation of the school based CPD plans
- Ensure that teachers actively participate in CPD and continue to learn
- Liaise with regional CPD coordinating committee (RCPDCC) and CPD Unit when necessary

5.2 What are the roles and responsibilities for school based CPD coordinators?

- Coordinates the activities of CPD at the school level;
- Keeps records of CPD activities at school/site level
- Serves as secretary for the SBCPDCC
- Disseminates CPD information to teachers
- Assists in planning of CPD activities at school/site level
- Assists in monitoring the implementation of CPD activities at school level
- Serves as the CPD liaison person at school level
- In consultation with the principal, attends meetings of CPD at cluster/circuit/regional level
6. **What are the key roles and responsibilities of this committee and how do I implement them?**

In the booklet: *Introduction to Continuing Professional Development* (University of Namibia, 2013) – the key roles and responsibilities of the site/school based CPD coordinating committee are outlined. For the purpose of this Implementation Guide, these roles and responsibilities are summed up as follows:

- **Identifying** professional development needs
- **Planning** for these needs
- **Implementing** the professional development action plan
- **Evaluating** (support, monitor, assess impact) the interventions

In order to facilitate understanding, these roles can also be presented graphically as follows:

*Figure 6.1: Graphic Summary of the roles and responsibilities of the SBCPDCC*
7. Yes, but what specific tools can I use to do all these, how do I go about implementing all these?

Ok, here are a few proposals on each of the roles and responsibilities:

7.1 Identifying Professional Development needs

Professional development needs at a school level can be identified in several ways. These include:

- **peer observation** where a colleague sits in your class and gives you feedback on the strengths and shortcomings of your lesson;
- **interviews** where the principal, HOD or member of the SBCPDCC conducts an interview with a colleague (An example of interview questions are given below);
- **Questionnaire** – A simple questionnaire can be drafted to solicit some information from colleagues at the school (the questionnaire can have the same questions as the interview or a new set of questions can be developed;
- **Teacher Self-Evaluation (TSE)** – In the National Standards for Schools a Teacher Self-Evaluation Form (TSE) has been developed (see appendix 1). This same form can be used to gather data on challenges faced by the teacher;
- **Teacher self-reflections** – Teachers can keep reflective journals (a journal is simply a write-up or narrative of what you think about your lesson in terms of what were its strengths and weaknesses, and what areas would you like to improve) where they revisit their lessons, identify strengths and weaknesses which become part of the professional development exercise (See Appendix ii for an example of what to include in a self-reflection). Reflections can serve as good sources of data on what areas the teacher might need improvement.
- **Learner performance data** – such as the Standardized Achievement Tests (SATs) results provide useful data from the national level down to the school level. Other learner performance data sources include examiners’ reports, tests and examinations conducted by teachers themselves. Data from these sources can be analyzed to identify those
content areas where learners underperformed. The underperformance can be regarded as a mirror reflection of the areas where teachers did not teach well or had challenges teaching, hence the need for professional development on those specific topic areas.

When using questionnaires or interviews to determine the professional development needs, the following questions or aspects could be used:

a) background qualifications, specific kinds of knowledge/skills commanded, professional experience possessed;
b) preferred learning experiences or forms of training;
c) areas of knowledge/skills they feel they are good/strong at;
d) areas of knowledge/skills they feel they are not good at;
e) new things (ideas/skills/attitudes) related to their professional practice that they are curious about and would love to be introduced to and learn;
f) their level of readiness for undertaking related learning to develop themselves, especially in their areas of weakness;
g) time periods they might avail themselves for such learning;
h) their inspiration/objective for such training/learning;
i) their overall feeling or sense about themselves as educators (professionals) and as learners;
j) the kind of support (e.g. financial, materials, emotional, etc.) they may require (this information can be obtained through open discussion with educators)

Data analysis is a critical exercise in the process of identifying professional development needs of educators. This can be done by a simple frequency count (i.e., how many times a particular need has been expressed). In the case of an observation, an emerging pattern or recurrence of needs could be observed. The SBCPDCC should therefore analyze the data in order to determine the nature of training appropriate for each educator or the school.
Searching for professional development opportunities to match with the educator need profiles follows the data analysis exercise. This can be done from the following:

a) web (on-line communities of practice);

b) inventories of experts (consult CPD Unit);

c) institutions of higher learning, e.g. UNAM, Polytechnic of Namibia, foreign institutions;

d) among peers (e.g. mentors, school resource persons);

e) at appropriate conferences and seminars

7.2 Planning for professional development needs

Once professional development needs have been identified, a site/school professional development plan for implementing these needs should be produced. The first step is to prioritize. When prioritizing, you ask questions such as: which of these identified needs are more urgent in terms of improving teaching and learning at our school and should therefore be implemented within the next limited time we have, and which ones can wait for some time later? Prioritization looks at what is more urgent in terms of making a positive impact on our activities. It also looks at the availability of resources (financial, human and time). In some cases, it may be that there is no need to prioritize and all needs can be incorporated into the professional development plan.

The next step is to outline the prioritized activities (or all the activities if such a decision was taken) on an action plan template. An action plan template could look as follows:
<table>
<thead>
<tr>
<th>Thematic needs</th>
<th>Proposed intervention /Methods</th>
<th>Client (for whom)</th>
<th>Facilitator (by who)</th>
<th>Content</th>
<th>Date</th>
<th>Venue</th>
<th>Expected outcomes</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of supervision</td>
<td>Theoretical base, practical kills, exposure</td>
<td>HoDs</td>
<td>Principal</td>
<td>Managemen t and Supervision</td>
<td>09.06.2014</td>
<td>Circuit/Cluster/School</td>
<td>Be able to supervise subordinate s</td>
<td>N$ 20 000</td>
</tr>
</tbody>
</table>
Alternatively, you could use the following template:

*Figure 7.2.2: CPD Action Plan Template*

Region: ……………………………………... Year: ………………………
Circuit/Cluster/School: ………………………………………..

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topic</th>
<th>CPD Activity</th>
<th>Target Audience</th>
<th>Expected learning outcome</th>
<th>Timing (dates)</th>
<th>Resources</th>
<th>Facilitator</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The action plan can be produced for the whole year but broken down per school term.

**7.3 Implementing the professional development action plan**

“Implementation” is an action-oriented, “make-things-happen” stage. It does not help to develop a plan and not implement it. Unfortunately, in some organizations, plans are developed but never get implemented. Nothing changes if plans are not implemented. Everything stays the same as before. In CPD, however, we commit to translating our CPD plans into actions (implementation) in order to make changes that improve our effectiveness as educators.

As outlined in the booklet: *Introduction to CPD* (UNAM, 2013), the implementation phase includes several activities such as:

- **facilitating CPD** activities (a facilitator can be sought from within the site/school or from outside, the CPD Unit could also be of use in identifying facilitators);
- **administering CPD** activities (e.g. keeping records of minutes and other CPD proceedings);
- **dissemination** or sharing of information (reports, etc.) on CPD activities;
- **collaboration** with other site/school based CPD committees in a given cluster or circuit;
- **creating opportunities for teacher learning**

### 7.4 Evaluating the interventions

This responsibility entails three aspects: namely:

- **Supporting** the implementation process – there is a need for ongoing support in order to ensure effective implementation of the plan. At the school level, the school principal should create a supportive environment to ensure that CPD activities take place;

- **Monitoring** – this aspect entails routine tracking of progress. The committee can ask questions such as: *Are we on track with the implementation of our plan? Are we proceeding as planned or are we going off track? Do we need to take any corrective actions in order to bring the implementation back on track?* Monitoring is formative and ongoing. It generates both qualitative and quantitative data about progress;

- **Evaluation** – impact evaluations through periodic studies are carried out in order to assess impact. Evaluation assesses the overall impact and sustainability of the results. In this guide, we suggest that a site/school may not do its own evaluation study. In order to obtain objective feedback, external evaluators should be considered. These can come from a neighboring school, cluster, circuit or regional CPD committee or CPD Unit. The evaluation looks at the intended outcomes of the action plan (indicators) and the actual outcome as shown in the data.
8. How are these roles and responsibilities related to each other?

Evaluating the interventions may lead back to further identifying professional development needs and/or further planning for professional development needs and then implementation. The roles should therefore be seen to be taking place in a cyclical manner, each influencing or leading to the next one, with the cycle repeated.

9. Yes, but CPD is not yet fully integrated into the activities of my school. How do I go about doing that?

The following will help you integrate CPD into your school programmes/activities:

9.1 School principal as instructional leader and teacher developer creates an enabling environment for CPD

It all starts with the school principal. He or she is the key driver of CPD at the school level. To provide an environment conducive for CPD, he or she should, among others:

- take the lead in CPD activities (as chair) at the school level;
- provide the necessary support towards CPD activities;
- value and utilize teachers’ inputs and contributions in the making of the CPD action plan and its execution, and assessment of activities;
- provide a safe and inspiring work environment (e.g., non-threatening, non-retribution and tolerant work ethos and orientations);
- provide intellectual support for teachers, e.g., through online libraries and educational visits to sources with intellectual resources (e.g. universities);
- encourage and allow free interaction and conversation on school grounds (e.g., at tea breaks, in staff room, at sports grounds) and boosting of appropriate social relations;
• encourage self-directed learning among teachers (treat teachers autonomously, ask them to make choices rather than the principal issuing orders and choosing things for them)

9.2 Producing a school CPD plan for the whole year and committing to it
• producing and committing to a school CPD plan is one way of integrating CPD into the school programme;
• as proposed earlier, the plan can be broken down into school terms;
• the plan should indicate clearly the expected learning outcomes (indicators)

9.3 Holding subject meetings, demonstration lessons (lesson study), etc. with fellow teachers
• subject meetings can be organized around problematic topics, best practices can be shared on how to teach those topics;

In the case of a demonstration lesson (lesson study), the following could be used:

• at cluster level, one teacher teaches a concept while peers observe;
• themed critique of the lesson follows, guided by focus issues/questions, e.g., approach used, models involved, handling learner questions, explaining sub-concepts, concept development, assessing understanding, etc.;
• arriving at consensus on general strengths and weak aspects of the lesson;
• reflect on and re-plan

Alternatively, participating teachers can watch selected video clips and critique them – appreciating the strengths which they could emulate but also identifying weaknesses that they would improve on or avoid if they were to teach the topic.
10. Conclusion

This booklet has provided some guidelines, suggestions, tools and templates on implementing CPD at the site or local level. Many examples have been drawn from the school. However, the suggestions or tools could also be used at other levels such as the cluster or circuit. All these are regarded as CPD sites. A question and answer format has been adopted to be more interactive. Further questions regarding implementing of CPD at the site/school level can be directed to the CPD Unit at telephone numbers: +264-61-206-4682 or +264-61-206-3574.
Appendix I: Teacher Self-Evaluation Instrument

MINISTRY OF EDUCATION

TSE

Teacher Self-Evaluation Instrument

The content of this instrument indicates what is expected of a teacher in Namibia. The standards are set in the National Standards and Performance Indicators. Evaluate yourself honestly and develop a PERSONAL DEVELOPMENT PLAN to SUSTAIN THE STRENGTHS and IMPROVE ON THE WEAKNESSES.

1. Subject Administration

   1. I'm in possession of the following official MoE documents: the latest syllabi of the subjects I teach, the latest teacher's guide in my subject(s), the document "Towards improving continuous assessment", the Code of Conduct for teachers, the policy on pass requirements, the LCE policy and the National Standards.

   2. I'm in possession of the following internal documents: the internal subject policies for the subjects I teach, schemes of work and year plans, an internal assessment plan and a list of available reference books for teachers.

   3. Grade 4-12 teachers: I use the following files: preparation file, administration file, question paper file and resource file.
   Lower Primary teachers: I use the 7 official files.

2. PREPARING MYSELF

   2.1 A conducive learning environment in the class

      2.1.1 I have my own classroom.

      2.1.2 I set an EXAMPLE of being positive, loyal, committed, well prepared, friendly, hardworking, consequent and approachable.

      2.1.3 The physical environment of my class (heat, light and cleanliness) supports teaching and learning.

      2.1.4 Each child has an own clean desk and chair in the classroom.

      2.1.5 The arrangement of the learners and their desks supports different activities and methodologies.

   2.1.6 My classroom is neat, subject-friendly and inviting with subject related posters, grade-appropriate printed materials, teacher prepared materials, learner materials and real-world objects.

   2.1.7 The learners in my class respect the resources and materials in the class.

   2.1.8 Notice boards in my class are in a good condition and properly used.

   2.1.9 My table and chair are neat and in a good condition.

   2.1.10 A chalk board, chalk and brush are available and properly used.

   2.1.11 The window panes in my class are not broken and are clean.

   2.1.12 The door can lock and the floor and walls are clean.

   2.1.13 The cupboards in my classroom are neat and orderly packed.

   2.1.14 The general condition of inventory items in my class is good.

   2.1.15 I assure that all learners in my class have relevant resources (textbooks, stationery, pencils, etc).

   2.1.16 The resources are well maintained and accessible to all the learners.

   2.1.17 Good discipline and good order support quality teaching and learning in my classroom.

   2.1.18 Learners arrive and leave my class in an orderly manner.

   2.1.19 I have effective and consistent strategies in place, to handle discipline.

   2.1.20 The learners and I arrive punctually for class and maximum time on task prevails in my class - I teach for the whole period.

2.2 Set Academic Performance Targets

   2.2.1 The school has set a performance target for my subject in the PAAI.

   2.2.2 I have set an academic performance target for each of the classes I teach and am committed to attain these targets with each class.

   2.2.3 I assisted every learner I teach to set individual subject targets.

   2.2.4 I take full responsibility for achieving the demanding targets in my subject.

2.3 Quality lesson planning and lesson preparation

   2.3.1 My daily / weekly lesson plans are written out in the correct format and well in advance of the presentation.

   2.3.2 I use the latest subject syllabus (not the textbook) to plan my lessons.

   2.3.3 Every lesson is connected to a scheme of work and year plan that is based on the latest syllabus.

   2.3.4 Every lesson is clearly based on the basic competencies and learning objectives from the syllabus.

   2.3.5 Every lesson plan contains all the necessary components (e.g. introduction, delivery, learner work, teaching aids, assessment, conclusion, homework).

   2.3.6 Lesson plans contain enrichment activities to support slow & fast learners.
### 3. LESSON PRESENTATION

#### 3.1 Lesson Delivery

<table>
<thead>
<tr>
<th></th>
<th>Week</th>
<th>Fair</th>
<th>Good</th>
<th>Exc</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 I dress and behave in such a way that I'm a positive role model to learners.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.2 I am very well prepared for every lesson.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.3 I monitor previous homework properly every day.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.4 My lesson introductions engage learners and direct them toward the lesson objectives.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.5 I pace each lesson to allow the right amount of time for each component (introduction, presentation, learner work, teaching aids, assessment, conclusion, homework, etc.).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.6 My teaching is stimulating, enthusiastic and consistently challenging.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.7 Short well planned notes on a neat chalk board summarise my lessons.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.8 I demonstrate an acceptable English language competency.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.2 Teaching Strategies

<table>
<thead>
<tr>
<th></th>
<th>Week</th>
<th>Fair</th>
<th>Good</th>
<th>Exc</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 The content of my lessons is linked to the interests, knowledge and experience of the learners.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.2 I communicate clearly and effectively with learners through questioning, instruction, explaining and feedback.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.3 I integrate literacy skills in English during my lessons (reading, writing, spelling and speaking skills).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.4 I assure that all the learners in my classes can read and write English fluently and correctly.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.5 I exploit every possible opportunity to develop my learners' numeracy skills in my subject.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.6 I use a variety of activities/tasks when I teach (e.g., games, presentations, written work, role plays, practical work, assignments, etc.).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.7 I give clear instructions and guidance for assignments and learners fully understand what to do.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.8 I introduce and monitor individual/group/pair work.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.9 I present subject content and learning tasks in a clear and stimulating manner.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.10 I give frequent, supportive, and appropriate feedback to my learners and their parents.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.3 Learner Engagement

<table>
<thead>
<tr>
<th></th>
<th>Week</th>
<th>Fair</th>
<th>Good</th>
<th>Exc</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Learners in my classes &quot;talk and act&quot; more than &quot;sit and listen.&quot;</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.2 Learners initiate questions and comments.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.3 Learners share information in groups/individually.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.4 All learners have the opportunity to participate in questions and activities.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.5 I elicit responses from specific learners.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.6 Learners respond in an appropriate manner during my classes (no shouting out, etc.).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.7 I communicate openly and show genuine interest in my learners (e.g. I know their names, interests, backgrounds).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.4 Teaching / Learning Aids

<table>
<thead>
<tr>
<th></th>
<th>Textbooks</th>
<th>The chalk board</th>
<th>Printed materials</th>
<th>Teacher-made materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Learner-made materials</td>
<td>Real-world objects</td>
<td>Technology (OHP, videos)</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

#### 3.5 Learners' Work Done in Class during a Lesson

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 My lessons include appropriate and assessable class activities.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3.5.2 Class activities and homework meaningfully support the achievement of basic competencies as indicated in the syllabus.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3.5.3 Written work and homework are regularly marked by me, and I give written motivating and positive feedback to the learners.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3.5.4 The learners consistently do corrections on mistakes/ errors.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

#### 3.6 Assessment and Evaluation during Lessons

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 My assessment activities during a lesson are clearly related to the basic competencies covered in the lesson.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3.6.2 The assessment activities I'm using during a lesson require learners to:</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
  - show understanding of issues/the information;
  - apply new knowledge and skills (e.g., solve problems, draw, role play);
  - use higher-order critical thinking skills;
  - reflect on feelings and attitudes;
  - work with other learners.
### 4. OTHER IMPORTANT ISSUES I MUST ATTEND TO

**4.1 Teaching materials in the classroom**
- Yes/No

  - 4.1.1 The Overhead projector and screen are in good condition and regularly used.
  - 4.1.2 Learners' stationery is in a good condition and respected by them.
  - 4.1.3 Textbooks are available, well looked after and controlled.
  - 4.1.4 Dictionaries are available and accessible to learners.

**4.2 Written Work of Learners**
- Yes/No

  - 4.2.1 All learners I teach are in possession of the necessary exercise books.
  - 4.2.2 Exercise books are neatly covered with name, grade and subject on cover.
  - 4.2.3 The number of written assignments is within the guidelines prescribed in the internal subject policy guide.
  - 4.2.4 The written assignments I expect from learners are well planned and are based on the basic competencies from the syllabus.
  - 4.2.5 At least 70%-80% of written assignments of learners are marked by me.
  - 4.2.6 The overall quality of the written work (legibility, neatness, full sentences, spelling, vocabulary, etc) is of a high standard.
  - 4.2.7 The learners consistently do corrections on mistakes/ errors.
  - 4.2.8 The handwriting of learners is neat and legible.
  - 4.2.9 Homework/ written work is regularly marked by me and my feedback is praising, encouraging, positive and informative.

**4.3 Continuous Assessment**
- Yes/No

  - 4.3.1 I implement the assessment plan of the subject.
  - 4.3.2 Projects and assignments for the purpose of a continuous assessment mark are well planned and clearly based on the basic competencies and learning objectives from the syllabus.
  - 4.3.3 The marks allocated to assignments and projects to serve as CA marks are in line with the learners’ achievements in tests and examinations (e.g. my learners don’t get a CA mark of 80% and 35% in the examination).
  - 4.3.4 The number of projects and assignments for CA marks are according to the subject’s assessment plan.
  - 4.3.5 Evidence of completed CA record forms exist for every class I teach.
  - 4.3.6 Each learner has a test book or a test file and I mark the tests regularly.
  - 4.3.7 The number of mastery and topic tests is within acceptable margins - 3-5 tests per term for Grades 6-12.
  - 4.3.8 The format of questions I set in mastery tests satisfies the requirements of questions in the end of year examinations.
  - 4.3.9 I follow the marking policy of the school as stipulated in the assessment plan.

**4.3.10 Learners' achievements in tests are monitored and analysed by me, to help me evaluating the efficiency of my own teaching.**

**4.3.11 I set the end of year examination paper on the whole syllabus and not the textbook.**

**4.4. External support**
- Yes/No

  - 4.4.1 I get continuous and high quality support from my Subject Head.
  - 4.4.2 I get continuous and high quality support from Management.
  - 4.4.3 I get continuous and high quality support from my Advisory Teacher.
  - 4.4.4 I get continuous and high quality support from the Inspector / Regional Office.

### A. A SUMMARY OF MY SELF-EVALUATION

<table>
<thead>
<tr>
<th>MY ROLE AS TEACHER</th>
<th>MY STRENGTHS</th>
<th>MY WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All my answers were YES or 3/4</td>
<td>Some or all answers were NO or 1/2</td>
</tr>
</tbody>
</table>

#### 1. Subject Administration
**PREPARATION**
- 2.1 Establish a conducive environment in class
- 2.2 Setting academic targets
- 2.3 Do quality lesson planning and preparation

**LESSON PRESENTATION**
- 3.1 Lesson delivery
- 3.2 Teaching strategies
- 3.3 Learner engagement
- 3.4 Teaching and Learning aids
- 3.5 Learner’s work in class
- 3.6 Assessment and evaluation during lessons

**OTHER ISSUES**
- 4.1 Teaching materials in the classroom
- 4.2 Written work of learners
- 4.3 Continuous assessment
- 4.4 External support

#### B. MY PERSONAL DEVELOPMENT PLAN
As a result of the TSE and a discussion I had with the Principal / HOD / Subject Head / Phase Head, on the outcome of the TSE, we have decided
that I must take the responsibility and work on the following weaknesses to improve my teaching in the classroom and to sustain what I’m good at.

<table>
<thead>
<tr>
<th>WEAKNESSES</th>
<th>Time Frame</th>
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<tbody>
<tr>
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</table>

2. I MUST KEEP UP AND SUSTAIN THE FOLLOWING STRENGTHS

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<tr>
<th>Strengths</th>
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<tbody>
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<td>6.</td>
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</tbody>
</table>

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TEACHER

DATE

PRINCIPAL / HOD / SUBJECT HEAD

DATE
MY PERSONAL DEVELOPMENT PLAN (PDP)
As a result of my TSE and a discussion I had with the Principal / HOD / Subject Head / Phase Head, on the outcome of the COI, we have decided that I must take the responsibility and work on the following weaknesses to improve my teaching in the classroom and to sustain what I'm good at.

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<td>9.</td>
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<td>10.</td>
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</table>

<table>
<thead>
<tr>
<th>2. I MUST KEEP AND SUSTAIN THE FOLLOWING STRENGTHS</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

TEACHER

PRINCIPAL / HOD / SUBJECT HEAD
### Appendix ii: Teacher Self Reflection Format

Teacher Name: ...........................................  Grade: .................................
School: ......................................................  Date: .................................
Subject: ......................................................  Region: .................................
Lesson Topic: ..............................................
Teaching Objective/Goal: .................................................................

<table>
<thead>
<tr>
<th>What were the strengths of my lesson?</th>
<th>How did these support learning?</th>
<th>What evidence supports my response?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were the weaknesses (challenges) of my lesson?</th>
<th>How did these hinder learning?</th>
<th>What evidence supports my response?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What would I like to improve next time?</th>
<th>Why do I think this will make a difference in my learners' knowledge, skills or understanding?</th>
<th>What evidence supports my response?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What would I like to learn more so that I can improve my teaching next time?

<table>
<thead>
<tr>
<th>What evidence supports my response?</th>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>