

## Guidelines for Using Scheme

### 1. Planning and Organization

This Standard comprises sixteen (16) items. The items in this Standard for which explanations are provided are **a, b, c, e, g, h, l, m, n, o, and p.**

<b>a</b>	the appraiser should note whether the teacher takes into account the requirements of the national and school's curricula in preparation of schemes of work or work plans.
<b>b</b>	the teacher presents a completed lesson plan to the appraiser before the start of the lesson.
<b>c</b>	'well- laid out and sequenced' means that the structure of the lesson is logical and clearly outlined.
<b>e</b>	'level appropriate' refers to the grade or form.
<b>g</b>	the content of the lesson must be relevant to students and to the instructional goals.
<b>h</b>	'standards' refers to the level of difficulty of the work.
<b>i</b>	the activities must reflect students' characteristics and allow for different pathways according to student needs.
<b>l</b>	'usable' means that the teacher is practical in selecting materials for the lesson by taking the environment into account.
<b>m</b>	'adequate' means having sufficient quantity.
<b>n</b>	the teacher indicates how time is to be used. That means that the teacher must indicate the time allocation for each component of the lesson.
<b>o</b>	the teacher must be on time, alert and relaxed. He/she should have all materials and equipment arranged and readily available with minimum class disruption.
<b>p</b>	there must be evidence of preparation for assessing teaching and learning. Assessment exercises should be age and level appropriate.

## 2. Instructional Process

Standard 2, Instructional Process, comprises (20) items. In this Standard, guidelines are provided for the following items: **b, c, d, e, f, g, k, l, m, n, q, r, and s.**

<b>b</b>	the teacher communicates the objective and its relevance to the students in a manner that they can understand.
<b>c</b>	'appropriate' means that the teacher prepares activities that are aligned with the learning objective and instructional needs of students, e.g. developmental stage, learning style, interests, and gender.
<b>d</b>	'meaningful' means that the teacher prepares activities that are relevant to students and are aligned to prior learning.
<b>e</b>	the learning activities engage the students and are at the application level or higher on Bloom's Taxonomy when appropriate to the learning objective. Students are challenged by the instruction.
<b>f</b>	there must be evidence that the teacher prepares work/activities and materials that are suited to students' ability.
<b>g</b>	the content, instructional and assessment strategies should be aligned with the objectives of the lesson.
<b>k</b>	the focus is on the extent to which the teacher presents the lesson(s) in an enthusiastic and confident manner. The teacher should capture and maintain students' attention throughout instruction as evidenced by their level of enthusiasm.
<b>l</b>	'appropriate' means that the teacher selects materials that relate to the lesson objectives and to the students' characteristics: gender, chronological age, developmental stage and interests.
<b>m</b>	the focus is on whether the teacher asks a variety of questions that aid instruction, are suited to the students' developmental levels and abilities, challenge students to think critically, solve problems, make connections, initiate probes and make appropriate contributions.
<b>n</b>	the teacher allows sufficient time for students to think and or consult before requiring an answer to questions asked.
<b>q</b>	the teacher encourages students to think and problem solve while she/he acts as a guide.
<b>r</b>	'a logical and coherent manner' means that the teacher presents the activities of the lesson in an orderly and sequential manner.
<b>s</b>	teacher brings closure to the lesson in a manner that brings the learning experiences together (clarifying, reviewing learning outcomes, etc.)



### 3. Assessment

Standard three (3) comprises ten (10) items. Guidelines are provided for all items in this Standard.

<b>A</b>	the teacher tells students what is expected of them and how their performance will be assessed.
<b>B</b>	the teacher uses assessment activities that are aligned with the learning objectives and reflect the unique needs and characteristics of students.
<b>C</b>	the teacher designs assessment activities that are appropriate for the students' age, developmental level and ability.
<b>D</b>	the teacher monitors (keeps track) of each student's learning throughout the lesson
<b>E</b>	the teacher gives specific, immediate feedback when appropriate.
<b>F</b>	the teacher keeps clear, reliable, and correct records of students' achievement.
<b>G</b>	the teacher keeps track of students' performance (achievements, strengths, and weaknesses). The monitoring of each student is ongoing.
<b>h and i</b>	feedback is provided in reasonable time, i.e., without undue delays and within such time that corrective measures can be taken.
<b>J</b>	the teacher analyses the results of student assessment and uses the data (information) to improve student performance and his/her practice.



#### 4. Classroom Management

Standard four (4), Classroom Management comprises eleven (11) items. Guidelines are provided for all items in this category.

<b>a</b>	the teacher 'demonstrates awareness' by moving around and observing the students, lending support, giving advice and making suggestions to students who are experiencing difficulties. The teacher also gives due recognition for students' efforts.
<b>b</b>	the teacher creates an atmosphere of trust and respect where students are not inhibited. They feel free to ask and answer questions and to share ideas. The teacher is caring but firm and minimizes hostility in the classroom.
<b>c</b>	the teacher has established strategies to stop, redirect off-task and /or disruptive behaviour.
<b>d</b>	the teacher should treat all students equally and in a manner that is just. There should be no preferential treatment.
<b>e</b>	the teacher pays careful attention to time on task so that student learning is maximized.
<b>g</b>	the teacher organizes and uses a variety of material and equipment resources (e.g. charts, books, computer, etc) that are appropriate and enhance delivery in the classroom. Materials are readily available to all students; routines for handling materials are effective and result in maximum use of instructional time.
<b>h</b>	the teacher provides positive reinforcement for good behaviour, gives praise and rewards where appropriate, and corrects and discourages negative or deviant behaviour.
<b>i</b>	the teacher moves smoothly from one activity to another.
<b>j</b>	the teacher makes note of and keeps a record of students who are absent from the lesson.
<b>k</b>	'records' include attendance registers, report books, and student data cards and other relevant data as required by law.



## 5. Interpersonal relationships

Standard five (5) comprises fifteen (15) items. Guidelines are provided for all items contained in this standard.

<b>a</b>	the teacher ensures that students see others as human beings worthy of respect regardless of class, colour, race or religious affiliation.
<b>b</b>	'offers advice to others' refers to the teacher's willingness to share ideas and opinions that are intended to bring a positive change in behaviour or performance.
<b>c</b>	'accepts advice from others' refers to the teacher's receptivity to ideas and opinions that are intended to bring about positive change in behaviour or performance.
<b>d</b>	the teacher does his/her share of the workload, demonstrates a willingness to work with others and is a good team player. 'Others' refers to the principal, colleagues, students, parents, etc.
<b>e</b>	the teacher understands and has empathy for others.
<b>f, g, h, i, j</b>	'communicates effectively' relates to the tone of voice, choice of words, body language, clarity of speech, and ability to relate to others.
<b>k, m, m, o</b>	1. there is evidence of an ongoing good relationship between the teacher and others: students, principal, colleagues, ancillary staff and parents.



## 6. Professionalism

Standard six (6), Professionalism, comprises 14 items. Guidelines are provided for twelve (12) items. The items for which guidelines are not provided are **b** and **m**.

<b>A</b>	the teacher is articulate and uses language at a level that others can understand.
<b>c and d</b>	regularity and punctuality will be based on the entries in the Attendance Book. Teachers who are out on school business shall not be considered late or absent.
<b>E</b>	the teacher maintains a clean environment, arranges furniture, classroom, field, workshop or laboratory material and equipment to prevent accidents and injury to students.
<b>F</b>	'is trustworthy' includes, honesty, accountability and confidentiality.
<b>G</b>	the teacher is able to maintain his/her composure in dealing with students and is guided by rules and regulations.
<b>H</b>	decisions taken by the teacher are the best, given the particular circumstances and options.
<b>I</b>	the teacher is proactive in identifying and accessing opportunities for training.
<b>J</b>	the teacher attends professional development activities organized by the school, Ministry of Education, Teachers' Union and other organizations that offer training.
<b>K</b>	1. the teacher takes initiative and successfully carries out his/her duties.
<b>L</b>	2. the teacher initiates/participates in academic and non-academic activities.
<b>N</b>	3. the teacher observes the Professional Code of Ethics.