



**MINISTRY OF  
EDUCATION AND CULTURE**

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### FORM 1: QAPA EVALUATION COMMENTS SAMPLE FORM

Employee No.:	Gender:
Last Names:	School Principal:
First Names:	Cohort:
School Name:	Cycle / Round:
Position:	Appraisal Date:

**Write your choice of providing quality education in the corresponding column according to the scale provided:  
1-Not demonstrated, 2-Basic, 3-Proficient, 4-Advanced, 5 Exemplary**

<b>DOMAIN 1 - PROFESSIONAL KNOWLEDGE</b>								
<b>Rating from 1 to 5 (Determine using evidence)</b>								
<b>Focus Area</b>	<b>Standards</b>	<b>Indicators</b>	<b>Teacher</b>	<b>Principal</b>	<b>Agreed Rating (between Principal &amp; Teacher)</b>	<b>Evidence sighted</b>	<b>Appraiser</b>	<b>Recommendations and support needed</b>
Curriculum	<b>1. Knowledge of curriculum content and teaching requirements.</b>	1.1 Demonstrates through planning knowledge and understanding of the curriculum content and expectations for all teaching subjects.						
		1.2 Demonstrates knowledge of effective pedagogies to support the teaching of subjects for all learners including, inclusive and special needs students.						

		1.3 Demonstrates through planning and understanding of relevant curriculum resources and materials available to support teaching and learning for students at different levels (e-resources, curriculum resources)						
		1.4 Demonstrates through structured lesson plans and understanding of curriculum instructional teaching time for all teaching subjects.						
<b>Teaching &amp; Learning</b>	<b>2. Knowledge of learners well-being and how they learn to inform teaching and learning of the curriculum and learning outcomes.</b>	2.1 Understands learners cultural, social, physical and intellectual development to support curriculum planning and teaching.						
		2.2 Demonstrates comprehensive knowledge of learner's literacy, numeracy, and scientific literacy needs to inform teaching and learning.						
		2.3 Shows knowledge of learners diverse abilities across subjects and levels to inform teaching and learning						
		2.4 Demonstrates knowledge of best practices and pedagogies to expand the teaching of the curriculum and to contextualise learning outcomes in order to improve student engagement						
<b>Assessment and Monitoring.</b>	<b>3. Knowledge of assessment to inform planning, teaching and monitoring</b>	3.1 Demonstrates clearly through lesson planning a range of assessment methods including diagnostic, formative, summative, self and peer assessment to inform teaching and monitoring.						

		<p><b>3.2</b> Demonstrates a comprehensive knowledge of literacy, numeracy, and scientific literacy assessment requirements including, diagnostic formative summative self and peer assessment for all levels.</p>						
		<p><b>3.3</b> Understands the importance of using assessment evidence to make informed decisions about students overall achievement of learning outcomes (including national assessments and school based/classroom assessments)</p>						
		<p><b>3.4</b> Communicates clear knowledge of national assessments and their purposes in order to prepare students through teaching and learning.</p>						
		<p><b>3.5</b> Demonstrates knowledge and evidence of how assessment outcomes are used to monitor improvements in students learning.</p>						
<p><b>Knowledge of policies</b></p>	<p><b>4. Knowledge of policies including ICT to support teaching and learning</b></p>	<p><b>4.1</b> Demonstrates understanding of workplace policies for teachers and students to support teaching and learning including health and safety</p>						
		<p><b>4.2</b> Able to identify curriculum and assessment policies and frameworks to guide teaching and learning</p>						
		<p><b>4.3.</b> Demonstrates knowledge of policies and legislative requirements and how it is integrated in the teaching and learning in order to empower participation and learning of students including</p>						

		special needs.						
		4.4 Applies knowledge of integrating ICT policies in the planning of lesson and its appropriate use to support teaching and learning.						
<b>DOMAIN 2 – PROFESSIONAL PRACTICE</b>								
<b>Inclusive Planning</b>	<b>1. Inclusive Planning for teaching and learning for all students including students with special needs</b>	1.1 Designs units of work with a logical sequence of lessons to meet major curriculum learning outcomes.						
		1.2 Designs sequence of lessons that are inclusive to cater for the learning needs of all learners in the classroom.						
		1.3 Designs lessons using a variety of teaching strategies and curriculum resources including ICT to support student engagement and participation.						
		1.4 Designs lessons that are contextualised and student age appropriate to cater for students individual learning needs across all subjects and levels.						
<b>Teaching Pedagogies</b>	<b>2. Implementation of lesson plans for teaching and learning</b>	2.1 Implements well-structured lessons that are integrated inclusive, and contextualised to expand students learning of curriculum.						
		2.2 Teachers well prepared activities using a variety of teaching strategies to support student centred learning, gender engagement and participation.						
		2.3 Applies effective literacy and numeracy strategies to teach literacy						

		and numeracy across all teaching subjects.							
		<b>2.4</b> Empowers the use of ICT and e-resources to expand curriculum teaching and learning.							
		<b>2.5</b> Selects a variety of learning strategies and relevant resources to support gender interest and cultural values of all learners.							
		<b>2.6</b> Provides extra assistance opportunities and activities for students experiencing difficulties with learning.							
		<b>2.7</b> Provides extension opportunities for students who are particularly able to challenge students learning.							
<b>Communication strategies</b>	<b>3. Effective communication strategies for teaching and learning.</b>	<b>3.1</b> Applies effective communication strategies verbal and non-verbal to teach lessons.							
		<b>3.2</b> Clearly and correctly communicates lessons using bilingual approach/policy as part of curriculum requirements.							
		<b>3.3</b> Clearly communicates concepts and ideas to facilitates open discussions during the teaching and learning.							
		<b>3.4</b> Expands issues, topics or new challenging problems to expand and stimulate discussions during teaching and learning.							
		<b>3.5</b> Applies a range of questioning techniques with emphasis on open questions, and higher order thinking skills to extend students critical thinking.							
		<b>3.6</b> Listens to students and encourages students to respond in ways that							

		encourage further thinking and discussions without fear.						
		<b>3.7</b> Provides opportunities for students to lead and interactively work with others, exchange ideas, beliefs and opinions in a supportive manner.						
		<b>3.8</b> Provides opportunities for feedback with students about their learning and to address issues arising.						
<b>Classroom management strategies</b>	<b>4. Environment conducive for learning</b>	<b>4.1</b> Establishes a classroom environment that is conducive to learning where students feel comfortable and safe to learn.						
		<b>4.2</b> The classroom reflects the students learning and work, encouraging the use of concepts, vocabulary, ideas and initiatives.						
		<b>4.3</b> Applies strategies for managing positive and challenging behaviour using constructive methods.						
		<b>4.4</b> Sets high expectations for all learners and insists on high quality work.						
		<b>4.5</b> Encourages real life and purposeful activities to encourage positive student motivation and participation.						
<b>Assessment and Reporting</b>	<b>5. Assessment practices and reporting.</b>	<b>5.1</b> Applies assessment practices that are clearly linked to assessing students learning outcomes/ classroom based assessment						
		<b>5.2</b> Uses a wide range of formative and summative assessment strategies to guide and support student learning.						
		<b>5.3</b> Analyses assessment evidence to inform ethical decisions and overall judgment of students learning.						

		5.4 Provides students with timely consistent oral and written feedback to assist student in improving their learning.						
		5.5 Keeps clear updated records of students' progress and assessment outcomes using various forms including the use of ICT						
		5.6 Uses a variety of methods and strategies to report on student progress to parents, communities and other relevant members.						

**DOMAIN 3 – PROFESSIONAL ENGAGEMENT AND PARTICIPATION**

<b>Professional development and engagement</b>	<b>1. Professional development and engagement.</b>	1.1 Participates in leading and designing Professional Development Plans of the schools.						
		1.2 Uses feedback from (QAPA) Professional Teacher Standards to reflect on one's practice and to inform professional development and training.						
		1.3 Teacher takes lead in sharing experiences, ideas and knowledge to support other colleagues through PD or school projects and activities.						
		1.4 Applies knowledge of professional development and training to teach and re-design lessons to improve students learning.						
		1.5 Engages in self-reflection using students learning achievements and self-evaluation to identify areas for personal learning and development capacity building.						
		1.6 Shows appreciation for new ideas and is receptive to new ideas with the willingness to use it for improving their teaching practices.						
		1.7 Seeks opportunities for						

		professional development to enhance content knowledge and teaching skills.						
		1.8 Values other people's ideas and supports school initiatives by participating collaboratively in school improvement.						
<b>DOMAIN 4 – CORE VALUES AND WORK ETHICS</b>								
<b>Core values of teaching</b>	1. <b>Demonstrates core values of teaching.</b>	1.1 Caring Teacher conducts duties and responsibilities with compassion, and insight towards student's other colleagues and community. Teacher cares for the interest and wellbeing of all learners.						
		1.2 Respect Teacher role models respect demonstrating Christian and cultural values, for the teaching profession, students and others. Teacher shows respect for culture (Faa Samoa ), dress code, language, environment, families and communities of the school.						
		1.3 Trust Teacher is reliable and responsible cultivating a culture of trust between teacher-student, colleagues, parents and the school community.						
		1.4 Integrity (Moral Behaviour and decency) Teacher conducts all duties, responsibilities and decision making with honest judgement and decency. Teacher values, equity, <b>justice</b> , peace, democracy and PSC values.						
<b>Work ethics</b>	2. <b>Demonstrates work ethics in the teaching profession.</b>	2.1 Teacher is of good character and demonstrates core values to high standards.						
		2.2 Teacher values the role						

		of parents, and community in supporting the learning of all students.						
		2.3 Teacher abides by the working conditions, legislation and policies required of a teacher to guide the teaching profession.						
		2.4 Teacher shows commitment to the teaching profession by accepting his/ her duties laid out in the professional teacher standards.						

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appraiser's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_