

Registered Teacher Standards

Samoa

*This document has been endorsed by the Samoa Teachers Council
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Layout and design: Nadya Va'a

Engage with us:

MERD
MESC
Malifa Headquarters
Apia, Samoa

Ph: +685-64600
E-mail: education@mesc.gov.ws
Website: mesc.gov.ws



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Glossary

Domains	Principles of teaching that are related to enhancing student learning.
Educational and Quality Assessment Programme	A programme within the Pacific Community (SPC), an international development organization owned and governed by its 26 countries and territory members. Education and Quality Assessment Programme is mandated to develop education quality in the Pacific dedicated to literacy and numeracy, assessment, curriculum development, qualifications accreditation, and research.
Education Sector Project II	The Education Sector Project II (ESPII) aimed to support the Government of Samoa in its continued efforts to build a more equitable and effective education system, primarily by improving the quality of learning for primary and secondary school children (2005-2015).
Faa Samoa	The cultural ethos of being Samoan and living the Faa Samoa way of life.
Faa Samoa core values	Values embedded in the teaching profession such as caring, trust, respect and integrity.
Focus area	Specific area of teaching under a broad area of the standards.
Key performance indicators	Concrete practices, observable, and measurable teacher behaviour that support and empower positive student learning.
National Teacher Development Framework	Sets out the Government of Samoa's vision for a quality teaching service and the policies that will support its mission.

Outcomes-based Curriculum	is a student centred approach to education that focuses on what students should be able to demonstrate, know and understand
Professional Teacher Standards	Professional Standards for Samoa's Teachers set out what teachers should know and be able to do. The standards also provide the framework for preparing new teachers and guiding their induction into the teaching profession.
Quality Assurance Performance Appraisal	Appraisal system used to monitor teachers performance through the professional standards. QAPA is a two year cycle for newly inducted teachers with less than 2 years of experience and a 3 year cycle for teachers who have 2 or more years of teaching experience.
Registered Teacher Standards	The registered teacher standards indicate a progression from graduate teacher status for beginning teachers in their first 2 years in schools prior to teacher registration.
Samoa Teachers Council	Advisory body of (13) educators established in 2019 under the Teachers Act 2016 to regulate the registration and professional standards including the breach of professional standards and related matters.
Standards	Specific elements of positive teaching practice under a broad domain.
Teachers Act 2016	An ACT to regulate the registration of teachers, establish the Samoa Teachers Council and regulate professional standards and breach of professional standards, and for related purposes.
Technical Advisor	An individual who is an expert in a particular field of knowledge, hired to review and write standards.
Work ethics	Sets out principles of good conduct and practice for teachers.

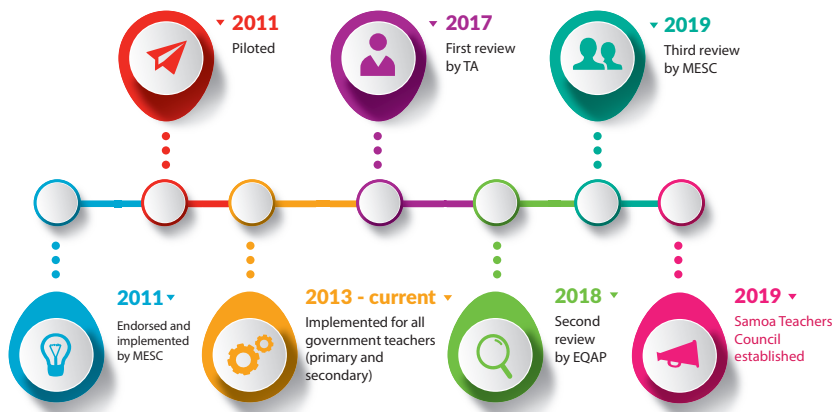
Background

The Professional Standards and Performance Appraisal for Samoa's Teachers were endorsed in 2011. This work was developed under the ESP II project as part of the National Teachers' Development Framework 2011.

In 2011-2013, the Registered Teacher Standards was piloted to selected schools, with a full roll out of implementation for all government teachers (primary and secondary) in 2014.

The need to align the Registered Teacher Standards to the Outcomes Based Curriculum and education reforms since implementation facilitated the review of the RTS in 2017 by a consultant (TA). Further work to refine the RTS was required leading to the second review by EQAP in 2018. The review conducted by EQAP, involved merging, collapsing and removing various areas of the 2011 RTS currently used. A third review was conducted by the Ministry in 2019 by merging the work conducted by EQAP and particular areas of the standards developed by the TA in 2017.

Three different revisions¹ have been conducted since 2017 by the Ministry to ensure that the RTS reflects teacher standards that will contribute to improving student learning in all aspects of curriculum.



1 2011, Professional Standards and Performance Appraisal for Samoa's Teachers, 2017 Professional Standards for Registered Teachers in Samoa by Technical Assistant, 2018 review conducted by EQAP.

Purpose of Registered Teacher Standards

Registered Teacher Standards is a generic standard that applies to all teachers regardless of sector or level. They spell out the criteria for quality teaching recognising that student achievement is strongly influenced by the quality of teacher practice.

The Registered Teacher Standards are intended to reflect teacher's knowledge, practice, professional development, core values, and ethics that a teacher must have in order to teach the Samoan Curriculum.

The registered teacher standards indicate a progression from graduate teacher status for beginning teachers in their first 2 years in schools prior to teacher registration.

Registered teacher standards is also a mandatory standard for all teachers that are teaching in the schools, to encourage a shift of teaching practice to a more student-centred approach in line with curriculum reforms. It is certainly useful for experienced teachers, to identify their professional development needs and to shape their continuous learning and development.

Registered teacher standards are important in supporting teachers towards achieving full teacher registration.

It is hoped that through the Standards, key players of education such as Principals, practitioners, policy makers, and educators will better support teachers in preparing students to attain their life learning goals.

Supporting Documentation

The Registered Teacher Standards are linked to the following documentation:

Teachers Act	2016
Minimum Service Standards	2016
Leadership and Management Standards	2014
Government Teachers Appraisal Policy	2018-2023
National Teacher Development Framework	2018-2028

Structure of Standards

Registered teacher standards contain 4 major domains, with specific standards, focus areas, and key performance indicators.

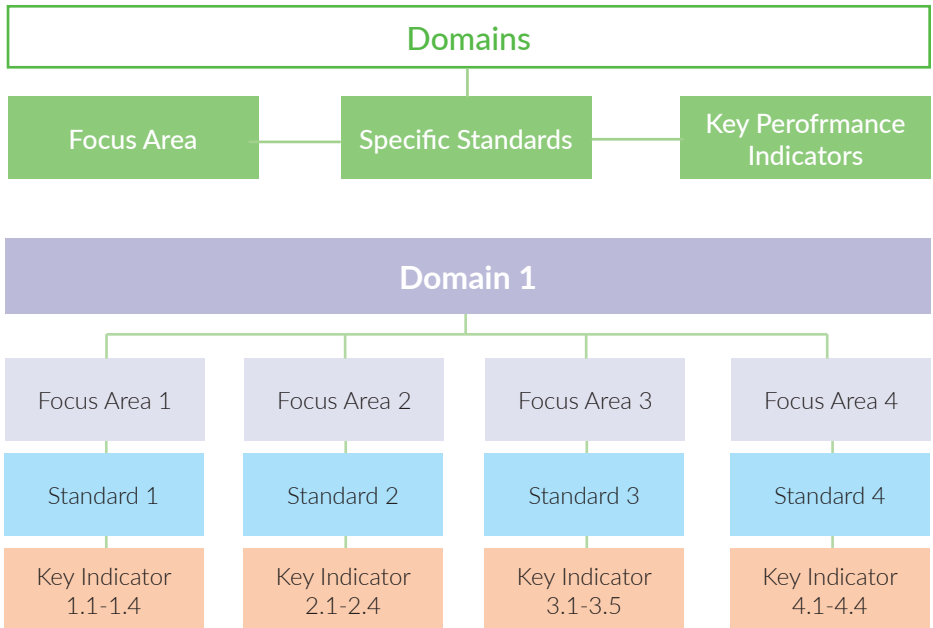
Domains: refer to principles of teaching that are related to enhancing student learning.

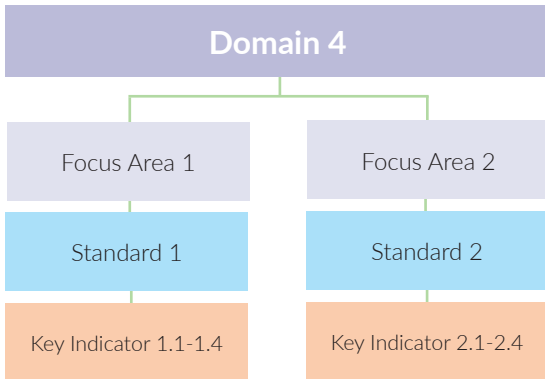
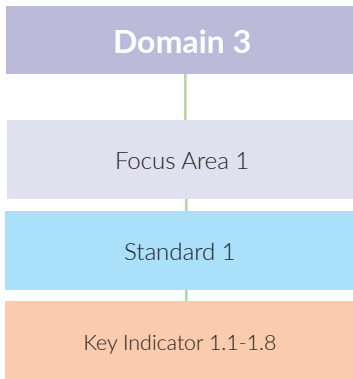
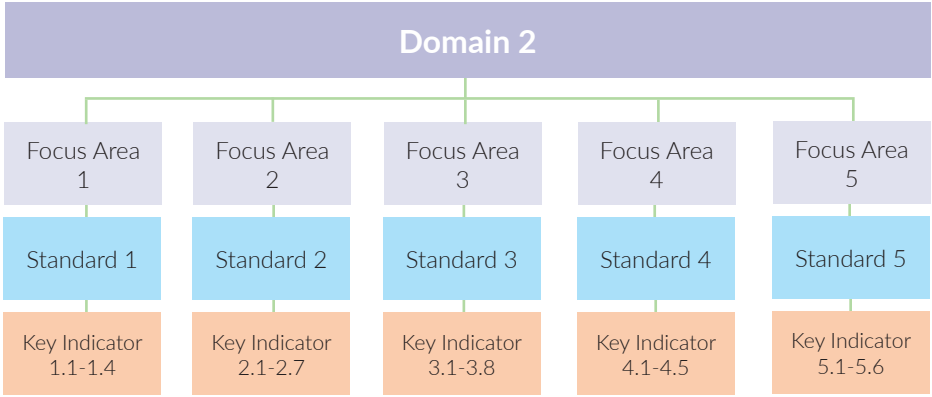
Standards/specific standards: refer to a specific element of positive teaching practice under a broad domain.

Focus area: refers to a specific area of teaching under a broad area of the standards.

Key performance indicators: are concrete practices, observable, and measurable teacher behaviour that support and empower positive student learning.

The standards are structured as follows:





Organisation of Standards

The implementation of an Outcomes-Based Curriculum for Samoa puts the child at the centre of learning. It requires a shift of teaching practice and re-focussing on various elements of teacher knowledge, and practice, professional development and values.

The four domains used in the RTS not only emphasise principles of good teaching for Samoa's teachers, but also ensure that they are closely aligned with those of international standards.



All four interrelated domains are equally important in developing well equipped teachers in the classroom. A qualified and registered teacher must have the knowledge and be able to apply best practices to empower positive student learning. One must also be willing to engage and participate in capacity building in order to improve knowledge and practice over time. Encompassing of these are the core values and work ethics (Agatausili o le Faiva Faafaiaoga)

that a teacher must demonstrate and uphold. Faa Samoa cultural values are embedded in the core values and work ethics domain. Faa Samoa is the cultural ethos of being Samoan and living the Faa Samoa way of life.

The following four (4) domains are further expanded to various Focus Areas below.

Domain 1: Professional Knowledge

Focus Areas:

- Curriculum
- Teaching and Learning
- Assessment and Monitoring
- Policies

Domain 2: Professional Practice

Focus Areas:

- Inclusive Planning
- Teaching Pedagogies
- Communication Strategies
- Classroom management strategies
- Assessment and reporting

Domain 3: Professional Engagement and Participation

Focus Areas:

- Professional Development and Engagement

Domain 4: Core values and work ethics

Focus Areas:

- Core values of teaching
- Work ethics

Domains

Professional Knowledge²

It is important that teachers know the content of their subjects and curriculum. Knowing and understanding curriculum requires teachers to also know and understand their learners in order to best inform their teaching strategies, assessment planning and policies that govern student's engagement and participation. A teacher's professional knowledge is fundamental in informing their teaching practice.

Professional Practice³

Teachers are expected to have a repertoire of effective teaching strategies to enhance student learning and achievement of learning outcomes. In this domain, teachers are required to plan inclusively to cater for the diversity of students' abilities, draw on a pool of teaching and communication strategies, classroom management strategies and reporting. In practice, teachers must constantly evaluate their planning and implementation of lessons and assessment to ensure curriculum teaching is further expanded in ways that benefit all learners in the classroom.

The use of ICT to support learning is also an important aspect of a teacher's practice.

2 Existing domain from RTS 2011.

3 Existing domain from RTS 2011.

Professional Engagement and Participation⁴

The importance of capacity building through professional development is fundamental in the development of teacher knowledge and practice. As such, the Standards emphasise the need for teachers to value their self-development and engagement either in school or through other initiatives of the school or their communities.

Keeping up with the current reforms of curriculum teaching and learning requires the teacher to constantly seek opportunities for their own self learning, development and often personal growth.

Core Values and Work Ethics⁵

In teaching, cultural values and good work ethics matter in order to provide assurance and security that our students are nurtured in an environment that is conducive to learning.

The Faa Samoa values are core values that teachers must uphold and reflect in their work ethics. Faa Samoa not only celebrates traditional values (Agatausili), but also culture (Aganuu) and the environment (Siosiomaga). They are fundamental in the teaching and learning of students. These include:

- Caring: Amanaia, Faafailele ma Aputiputi
- Respect: Faaaloalo ma Fealoaloai
- Trust: Faamoemoeina ma Faatuatuaaina
- Integrity (Moral behaviour and decency): Amiotonu ma Amiolelei.

A teacher must be seen to reflect these values in the teaching profession for students, teachers, parents and community. Teachers' teaching in Samoa must understand the meaning of these core values.

Work ethics are also important to ensure that teachers uphold the core values of the teaching profession. Likewise, they must also demonstrate their commitment to the teaching profession through accepting their responsibility as a teacher through the Standards. Teaching is a responsibility that impacts directly on the livelihood of all students in Samoa.

4 Newly added domain to empower the professional development for teachers.

5 Newly added domain extracted from the Registered Teacher standards developed in 2017 by TA.

Use of Registered Teacher Standards

Teacher Registration

Registered Teacher Standards will be used to assess whether a teacher at the end of their two year probationary period is eligible to move from being a qualified (teacher) to becoming a registered teacher. This applies to teachers who are also experienced teachers already teaching in a school.

Quality Assurance Performance Appraisal

Registered Teacher Standards are used for monitoring and evaluating teacher's performance through the Quality Assurance Performance Appraisal process. QAPA, is a system used to monitor teachers performance by identifying what they should do and be able to do as teachers according to the RTS or any approved standards.


Teacher performance appraisal is best about helping teachers develop and re-design their teaching towards doing their personal best in order to achieve quality learning.

Professional Growth and Development

Through the QAPA process, the standards will be used by Principals and teachers to identify areas of teaching needs that require professional growth and development. Feedback from the performance appraisal must have a positive impact, and has to be seen by teachers as a process which supports them in their personal growth. Principals need to ensure that teacher needs are addressed through on going professional development programmes at the school level.

Career Pathways and Promotion

RTS can be used for promotional purpose in the career structure for teachers. The purpose of any teacher appraisal is one of either development or accountability. The more common use of teacher appraisals is often used for keeping teachers accountable. At times this accountability purpose extends to selection, promotion and even continuation of employment.



Implementation and Monitoring the Standards

The following describes the various roles played by the various implementers.

Development of Standards

The Ministry of Education, Sports and Culture play a focal role in the development, revision and implementation of all Teachers Professional Standards. This role in particular is enabled under the Monitoring, Evaluation and Review Division.

Endorsement of Standards

Since the approval of the Teachers Act 2016; Samoa Teachers Council was established in 2019 under the auspices of the Ministry to regulate registration, professional standards including the breach of professional standards and related matters. Professional Teacher Standards are endorsed by the Council.

Implementing the Standards

All Principals and management of schools are expected to play a crucial role in the implementation of all Professional Teacher Standards. As leaders of schools, their role is to ensure that teachers are aware and well equipped in the expectation of the Standards.

Monitoring of Standards

The Principals are expected to monitor the implementation of standards within their respective schools. The Ministry of Education will continue to support the external monitoring of teachers performance, and underperformance through the Quality Assurance Performance (QAPA) system.

Teacher Registration, Certificate and Licensing

Teacher registration is mandatory under the functions of Samoa's Teacher Council as per the Teachers Act 2016. Effective on the 28th January 2019 all teacher registration applications are approved by the Council including the issuing of Teacher Registration Certificate and Teaching License.

Domain 1: Professional Knowledge

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Curriculum	Knowledge of curriculum content and teaching requirements.	1.1 Demonstrates through planning knowledge and understanding of curriculum content and expectations for all teaching subjects.	<p><i>Planning & Implementation</i></p> <ul style="list-style-type: none"> • Lesson plan/ workbooks and templates <ul style="list-style-type: none"> » LO's/AO's » Prior knowledge » Strategies » Assessment methods » Reflection » 6 key strategies • Lesson observation • Student workbooks
		1.2 Demonstrates knowledge of effective pedagogies to support the teaching of subjects for all learners including, inclusive and special needs students.	<ul style="list-style-type: none"> • Lesson observation and group activities & tasks • Extra activities and planning for struggling student • Reading programmes • Remedial classes (Saturday or after school classes) • Special classroom programmes • Extra remedial homework, student books • Student evaluation • Teacher evaluation • One-to-one support, mentoring support by other teachers in the school <p>ICT: moodle /zoom.</p>

	Ratings	Rating Descriptions
	5 Exemplary	Teacher demonstrates a comprehensive level of knowledge across all teaching subjects and effectively integrates it to maximise teaching and learning. Curriculum knowledge from the lesson observed, lesson plans, workbook plans and support teacher observations, exceeds the expectations of curriculum.
	Comprehensive evidence	
	4 Advanced	Teacher demonstrates substantial knowledge and confidence in teaching curriculum content in all subjects given lesson observed, lesson plans, and work book plans. The quality and quantity of lesson planning is substantial.
	Substantial evidence	
	3 Proficient	Teacher demonstrates relevant knowledge of curriculum content, learning outcomes, assessment and curriculum expectations for some subjects taught.
	Adequate evidence	
	2 Basic	Teacher shows uncertainties in demonstrating curriculum knowledge to teach subjects. The quality and quantity of the lesson observed, lesson plans or workbook plans are unsatisfactory.
	Unsatisfactory evidence	
	1 Not demonstrate	The teacher demonstrates little or no knowledge of curriculum content across all teaching subjects' evidence is insufficient.
	Lack evidence	
	5 Exemplary	Demonstrates compressive knowledge of curriculum pedagogies for all subjects taught and can confidently integrate strategies to cater for emerging needs of students including special needs.
	Comprehensive evidence	
	4 Advanced	Understands curriculum pedagogies across most subjects and shows confidence in applying it during teaching and learning to support the learning needs of all students including special needs.
	Substantial evidence	
	3 Proficient	Able to demonstrate an understanding of curriculum pedagogies for some subjects and applies it to the teaching and learning of students including those with special needs.
	Adequate evidence	
	2 Basic	Teacher demonstrates a basic knowledge of curriculum resources and materials but does not integrate it effectively in the teaching and learning. Unsatisfactory evidence is observed and presented.
	Unsatisfactory evidence	
	1 Not demonstrate	Teacher lacks knowledge of curriculum pedagogies to support the learning needs of students.
	Lack evidence	

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Curriculum	Knowledge of curriculum content and teaching requirements.	<p>1.3 Demonstrates through planning an understanding of relevant curriculum resources and materials available to support teaching and learning for students at different levels (e-resources, curriculum resources).</p>	<ul style="list-style-type: none"> • Lesson planning • Resource files • Classroom & lesson observation • Student & teacher portfolios <p>Includes the following but not limited to:</p> <ul style="list-style-type: none"> » Relevant text books » SRA's » Literacy & numeracy supporting resources » Science materials and equipment for teaching » Cultural materials » Charts » Magazines » DVD's » Visual materials <p><i>(all resources and materials suggested for all subjects in curriculum statements)</i> Zoom / moodle.</p>
		<p>1.4 Demonstrates through structured lesson plans an understanding of curriculum instructional teaching time for all teaching subjects.</p>	<ul style="list-style-type: none"> • Timetable of subjects • Assessment plans • Lesson plans • Lesson observation • Student workbooks • Student activities • Teacher and student portfolios <p><i>(support teacher observation form 2c)</i></p>

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates sound knowledge of various curriculum materials and resources including ICT that are appropriate for students at different levels. Integrates the use of different resources and materials in the teaching of relevant lessons.
4 Advanced Substantial evidence	Teacher shows confidence in using a variety of materials and resources that are appropriate for students at different levels.
3 Proficient Adequate evidence	Teacher is able to identify various resources and materials that are available and can incorporate it into the teaching of subjects.
2 Basic Unsatisfactory evidence	Understands that there are resources available but does not have the knowledge to use it to support teaching.
1 Not demonstrate Lack evidence	Planning for all subjects is inconsistent and not clearly documented. Evidence is insufficient.
5 Exemplary Comprehensive evidence	Demonstrates sound knowledge in curriculum planning, enforcing instructional time allocated to each taught subjects without bias to ensure students interests and learning are not limited.
4 Advanced Substantial evidence	Teacher demonstrates consistent knowledge in curriculum planning and enforces the importance of instructional time allocated for each subject across all levels.
3 Proficient Adequate evidence	Teacher demonstrates consistent knowledge in curriculum planning and enforces the importance of instructional time allocated for each subject across all levels.
2 Basic Unsatisfactory evidence	The teacher is aware of a few learning strategies but does not confidently integrate it to the teaching and learning of students. Evidence observed and presented is unsatisfactory.
1 Not demonstrate Lack evidence	Teacher has no concern for curriculum planning including instructional time for each subject taught.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching and Learning	<p>Knowledge of learner's well-being and how they learn to inform teaching and learning of curriculum and learning outcomes.</p>	<p>2.1 Understands learner's cultural, social, physical and intellectual development to support curriculum planning and teaching.</p>	<ul style="list-style-type: none"> • Classroom observation • Student learning goals • Student activities • Extracurricular activities • Student and teacher portfolio classroom display • Learning experiences & abilities
		<p>2.2 Demonstrates comprehensive knowledge of learners literary, numeracy, and scientific literacy needs to inform teaching and learning.</p>	<ul style="list-style-type: none"> • Literacy and numeracy lesson plans • Lesson observations • Student workbooks • Evaluation and diagnostic assessments • School assessments and analysis or reports to inform literacy teaching and planning

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Understands the holistic development of learners, (culturally, socially, physically and intellectually) and plans appropriate lessons that cater for their different learning needs.
4 Advanced Substantial evidence	Shows knowledge of individual learner's well-being and uses this information to inform lesson planning, teaching and learning.
3 Proficient Adequate evidence	Shows commitment to understanding the well-being of the each learner and provides adequate teaching and learning support when required.
2 Basic Unsatisfactory evidence	Shows awareness of the learner's well-being but lacks understanding of the holistic development of the learner to inform teaching and learning.
1 Not demonstrate Lack evidence	Shows little understanding of the learner's well-being and does not attempt to cater for learners needs in the teaching and learning.
5 Exemplary Comprehensive evidence	Demonstrates an all-inclusive knowledge of learner's literacy and numeracy needs across all teaching subjects and across levels. Shows the ability to provide an integrated approach in catering for the individual needs of all learners.
4 Advanced Substantial evidence	Has sound knowledge of learners literacy and numeracy needs and consistently uses this information to inform teaching and learning across all subjects.
3 Proficient Adequate evidence	Understands learner's individual literacy and numeracy needs and uses this information to plan lessons and inform teaching and learning across some teaching subjects.
2 Basic Unsatisfactory evidence	Shows awareness of the importance of literacy and numeracy but makes little attempt to understand learner's individual learning needs.
1 Not demonstrate Lack evidence	Has insufficient knowledge of learner's literacy and numeracy needs.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching and Learning	<p>Knowledge of learner's well-being and how they learn to inform teaching and learning of curriculum and learning outcomes.</p>	<p>2.3 Shows knowledge of learners diverse abilities across subjects and levels to inform teaching and learning.</p>	<ul style="list-style-type: none"> • Lesson observation • Student activities and work • Classroom display of students work • Student portfolio with evidence of students work • Teacher evaluation • Student progress cards
		<p>2.4 Demonstrates knowledge of best practices and pedagogies to expand the teaching of curriculum and to contextualise learning outcomes in order to improve student engagement.</p>	<ul style="list-style-type: none"> • Group activities • Student workbooks • Extra-curricular activities Student and teacher portfolio • Assessment analysis to inform teaching and learning strategies • Student and teacher evaluation <p><i>All teaching and learning strategies suggested for each subject area in curriculum statements.</i></p>

	Ratings	Rating Descriptions
	5 Exemplary Comprehensive evidence	Demonstrates an inclusive knowledge and awareness of learner diversity and uses this information to holistically plan and contextualize lessons for teaching across all subjects.
	4 Advanced Substantial evidence	Has extensive knowledge of learner diversity across all subject areas and consistently works to use this to inform planning and teaching.
	3 Proficient Adequate evidence	Shows an understanding of learner diversity across some subject areas and uses this information to inform planning and teaching.
	2 Basic Unsatisfactory evidence	Struggles to understand learner's diverse abilities and how this informs planning and teaching.
	1 Not demonstrate Lack evidence	Lacks sufficient knowledge of the learner's abilities across subjects or levels.
	5 Exemplary Comprehensive evidence	Demonstrates sound knowledge of best practices and strategies that are child-centred and culturally relevant for expanding and contextualising learning outcomes across curriculum areas.
	4 Advanced Substantial evidence	Demonstrates knowledge of best practices and applies these practices in contextualising and expanding on learning outcomes across subject areas.
	3 Proficient Adequate evidence	Teacher demonstrates confidence in adapting best practices and strategies that are used to expand and contextualise on learning outcomes to inform teaching and learning.
	2 Basic Unsatisfactory evidence	Teacher is aware of the importance of strategies and the need to expand and contextualise on learning outcomes but does not have sufficient knowledge to apply this to teaching and learning.
	1 Not demonstrate Lack evidence	Teacher is not aware and lacks understanding of relevant strategies and best practices to expand on learning outcomes.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Assessment and monitoring	Knowledge of assessment to inform planning, teaching and monitoring.	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.	<ul style="list-style-type: none"> • Assessment book and plans school based assessment blueprints samples • Diagnostic assessment samples and data • Formative assessment samples and data • Summative assessment samples and data • Self and peer assessment templates and data <p>All assessment strategies suggested in curriculum statements.</p> <ul style="list-style-type: none"> • Teacher's workplan • District & national assessments
		3.2 Demonstrates a comprehensive knowledge of literacy, numeracy and scientific literacy assessment requirements including, diagnostic formative, summative, self and peer assessment for all levels.	<ul style="list-style-type: none"> • Integrated planning of literacy and numeracy assessments for primary & secondary • Assessment plans, curriculum planning • Lesson observation • Reading plans • Running records • Student writing books

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Demonstrates confidence in applying knowledge of various assessment forms including diagnostic, formative, summative, and self and peer assessment, to inform planning, teaching and monitoring. A balanced knowledge in the use of various forms of assessment.
4 Advanced Substantial evidence	Teacher demonstrates sound understanding and knowledge of a wide range of assessment forms, particularly summative, formative and diagnostic to inform planning, teaching and monitoring across all teaching subjects. A balanced knowledge in the use of various forms of assessment.
3 Proficient Adequate evidence	Teacher demonstrates knowledge of various assessment forms particularly summative and formative but is yet to be consistent in using a balance of both to inform planning, teaching and monitoring.
2 Basic Unsatisfactory evidence	Teacher shows awareness of assessment but does not have sufficient knowledge of various assessment forms to inform planning, teaching and monitoring.
1 Not demonstrate Lack evidence	Teacher shows inadequate knowledge of various assessment tools to inform planning, teaching and monitoring.
5 Exemplary Comprehensive evidence	Teacher has an all-inclusive knowledge of literacy, numeracy or scientific assessment requirements across all levels and subjects, and re-enforces these requirements through planning, teaching and learning.
4 Advanced Substantial evidence	Teacher demonstrates sound knowledge of literacy, numeracy or scientific assessment requirements across teaching subjects according to teaching level.
3 Proficient Adequate evidence	Teacher is aware and has an understanding of literacy, numeracy or scientific assessment requirements across teaching subjects.
2 Basic Unsatisfactory evidence	Teacher is either familiar with a few literacy, a few numeracy or a few scientific assessment requirements according to teaching subjects.
1 Not demonstrate Lack evidence	Teacher has no understanding of literacy, numeracy and scientific assessment requirements across teaching subjects.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Assessment and monitoring	Knowledge of assessment to inform planning, teaching and monitoring.	3.3 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).	<ul style="list-style-type: none"> • Spell analysis (Y4-Y6) SPE-CA (Y8) analysis • SSC & SSLC (y12 & Y13) analysis • Examiners reports • School based assessment analysis • SMIBE analysis • Student progress or achievement data & analysis (school based benchmarking analysis, learning outcomes analysis) • SILNAs, SJC-Diagnostic Assessments <p><i>For all classes in (Year 1-3, 5 & 7, Y9-11) school based assessment is highly considered.</i></p>
		3.4 Communicates clear knowledge of national assessments and their purposes in order to prepare students through teaching and learning.	<ul style="list-style-type: none"> • Student evaluation & teacher evaluation • National assessment training and PD • Portfolios • Lesson plans • Assessment and curriculum plans • Principal evaluation • National assessments • Results analysis

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates comprehensive knowledge in using assessment evidence across teaching subjects including the use of assessment data for both national and school based assessments to inform decision about student's achievement of learning outcomes.
4 Advanced Substantial evidence	Teacher has sound knowledge in the use of assessment evidence across various teaching subjects and consistently analyses assessment to make informed decisions about student's achievement learning outcomes.
3 Proficient Adequate evidence	Teacher is aware of assessment evidence across teaching subjects but is yet to use it to make informed decisions about student's achievements.
2 Basic Unsatisfactory evidence	Teacher is slowly developing an understanding of assessment and how it should be used to inform decisions about student's achievements.
1 Not demonstrate Lack evidence	Teacher lacks knowledge in assessment and evaluation of student's achievements to inform achievement of LO.
5 Exemplary Comprehensive evidence	Teacher demonstrates a comprehensive understanding of all national assessments that is clearly shared with students to assist them in improving their learning.
4 Advanced Substantial evidence	Teacher demonstrates a clear understanding of all national assessments and can consistently provide up to date information for the purpose of improving students' learning.
3 Proficient Adequate evidence	Teacher demonstrates knowledge of some national assessments and usually provides up to date information to assist learners in making improvements.
2 Basic Unsatisfactory evidence	Teacher demonstrates knowledge of assessment for certain class levels, but does not necessarily provide up-dated information and their purposes to support students in making improvements. Evidence observed and presented is unsatisfactory.
1 Not demonstrate Lack evidence	Teacher demonstrates little or no knowledge of national assessments and their purposes to support students in improving their achievements.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Assessment and monitoring	Knowledge of assessment to inform planning, teaching and monitoring.	3.5 Demonstrate knowledge and evidence of how assessment outcomes are used to monitor improvements in students learning.	<ul style="list-style-type: none"> • Lesson plans • Assessment and curriculum plans • Assessment data • Progress cards and reports • Reading records
Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Knowledge of Policies	Knowledge of policies including ICT to support teaching and learning.	4.1 Demonstrates understanding of workplace policies for teachers and students to support teaching and learning including health and safety.	<ul style="list-style-type: none"> • School policies and regulation evident in school • Classroom display • Teacher and student evaluation • Student and teacher portfolio • Health and safety policies • Wall display of policies • National ICT in Education Policy

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher demonstrates sound knowledge in the use of strategies to monitor student’s assessments throughout the year and across subjects to determine students’ progress over time.
4 Advanced	Substantial evidence	Teacher shows confidence and skills in monitoring assessments to determine students’ progress across most subject areas.
3 Proficient	Adequate evidence	Teacher is aware of strategies for monitoring assessments in the classroom for some subject areas. Yet to use this information to determine students’ progress across learning areas.
2 Basic	Unsatisfactory evidence	Teacher is aware of assessments but does not have the strategies for monitoring assessment in the classroom and across all teaching subjects.
1 Not demonstrate	Lack evidence	Teacher struggles to understand strategies for monitoring assessments in the class room.
Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher has sound knowledge of workplace policies and practices including health and safety. Policies are observed to be strongly reflected in everyday teaching and learning practices.
4 Advanced	Substantial evidence	Teacher shows knowledge of workplace policies and practices including health and safety. Observed in their daily routines.
3 Proficient	Adequate evidence	Teacher understands workplace policies and practices including health and safety.
2 Basic	Unsatisfactory evidence	Teacher has basic knowledge of workplace policies and practices including health and safety. Policies are not clearly evident in everyday teaching and learning practices.
1 Not demonstrate	Lack evidence	Teacher shows no knowledge of workplace policies and practices including health and safety. Teacher evaluation is not answered indicating that the teacher is yet to understand what these policies are. Evidence observed and presented is insufficient.

Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Knowledge of Policies	<p>Knowledge of policies including ICT to support teaching and learning.</p>	<p>4.2 Able to identify curriculum and assessment policies and frameworks to guide teaching and learning.</p>	<ul style="list-style-type: none"> • Bilingual Policy • Literacy Policy and Numeracy Policy • National Curriculum Framework • Assessment Policy Framework
		<p>4.3 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 special needs.</p>	<ul style="list-style-type: none"> • One Government Grant • Minimum Service Standards • Inclusive Education Policy • Education Act • Teachers Act

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Demonstrates holistic knowledge of curriculum assessment and framework including all relevant policies to guide and inform teaching and learning.
4 Advanced Substantial evidence	Teacher has sound knowledge of curriculum and assessment framework and applies it to inform teaching and learning.
3 Proficient Adequate evidence	Teacher demonstrates knowledge of curriculum and assessment framework and relevant policies to guide teaching and learning.
2 Basic Unsatisfactory evidence	Teacher shows limited understanding of curriculum assessment framework and policies.
1 Not demonstrate Lack evidence	Teacher shows no knowledge of curriculum assessment framework and policies.
5 Exemplary Comprehensive evidence	Demonstrates awareness and understanding of relevant policies and legislation that support student participation including special needs.
4 Advanced Substantial evidence	Teacher has sound knowledge of relevant policies and legislation that support student participation including special needs.
3 Proficient Adequate evidence	Teacher demonstrates knowledge of some relevant policies and legislation that support student participation in the teaching and learning.
2 Basic Unsatisfactory evidence	Teacher shows limited knowledge of relevant policies and legislation that support student participation.
1 Not demonstrate Lack evidence	Teacher shows no knowledge of relevant policies and legislation that support student participation.

Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Knowledge of Policies	Knowledge of policies including ICT to support teaching and learning.	4.4 Applies knowledge of integrating ICT policies in the planning of lesson and it's appropriate use to support teaching and learning.	<ul style="list-style-type: none"> ● School policies and regulation evident in school ● Classroom display ● Teacher and student evaluations ● Student and teacher portfolios ● Health and safety policies ● Wall display of policies. ● National ICT in Education Policy ● Master ICT Plan

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher is able to demonstrate knowledge through teacher's evaluation about the added value of technology to coherently inform decisions about teaching future lessons. Evidence presented is comprehensive.
4 Advanced	Substantial evidence	Teacher shows a developing understanding through teacher's evaluation of the added value of technology to inform some decisions about future lessons. Evidence presented is substantial.
3 Proficient	Adequate evidence	Teacher shows awareness through teacher's evaluation of the added value of technology to make some informed decision about future lessons. Evidence presented is adequate.
2 Basic	Unsatisfactory evidence	Teacher shows some basic knowledge through teachers' evaluation of the added value of technology but it is not used to make any informed decisions for future lessons. Evidence presented is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher shows little or no knowledge of the added value of technology for informing future lessons. Evidence presented is insufficient.

Domain 2: Professional Practice

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Inclusive Planning	Inclusive planning for teaching and learning for all students including students with special needs.	1.1 Designs units of work with a logical sequence of lessons to meet major curriculum learning outcomes.	<ul style="list-style-type: none"> • Annual plan • Unit plan/term plan • Workbook plans • Evidence of lesson sequence and activities • Student learning outcomes & achievement objectives • Supporting activities • Student evaluation • Student & teacher portfolios
		1.2 Designs sequence of lessons that are inclusive to cater for the learning needs of all learners in the classroom	Planning and implementation <ul style="list-style-type: none"> • Lesson plan <ul style="list-style-type: none"> » Workbooks and templates » LO's/AO's » Prior Knowledge » Strategies » Assessment methods » Reflection » 6 key strategies • Lesson observation • Student workbooks

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher's plans (unit of work) reflect a comprehensive sequence of lesson planning to support curriculum outcomes and achievement objectives for all lessons. Evidence observed and presented is comprehensive.
4 Advanced Substantial evidence	Teacher's plans (unit of work) shows a structured sequence of lesson planning to support curriculum learning outcomes and achievement objectives for most lessons. Evidence observed and presented is substantial.
3 Proficient Adequate evidence	Teacher's plans (unit of work) for some lessons shows a link to curriculum, with adequate evidence of lessons to support curriculum learning outcomes or achievement objectives for some lessons. Evidence observed and presented is adequate.
2 Basic Unsatisfactory evidence	Teacher's plans (unit of work) are in place but there is no clear sequencing of lesson evident or link between lesson and curriculum learning outcomes or achievement objectives for most subjects. Evidence observed and presented is unsatisfactory.
1 Not demonstrate Lack evidence	Teacher's plans (unit of work) are not well structured and coherent to show a clear link to curriculum outcomes and achievement objects for all subjects. Evidence observed and presented is insufficient.
5 Exemplary Comprehensive evidence	Lesson plans are comprehensive and coherent with a clear link to curriculum learning outcomes, student ideas, strategies and assessment that are clearly implemented for all lessons. (All lesson plans are recorded with strong evidence of implementation.)
4 Advanced Substantial evidence	Lesson plans shows a coherence of planning and a clear link to most curriculum learning outcomes, student ideas, strategies, and assessment that are clearly evident to be implemented for selected lessons. (All lesson plans are recorded with substantial evidence of implementation).
3 Proficient Adequate evidence	Lesson plans for most subjects' shows a clear link to curriculum learning outcomes, student ideas, strategies, and assessment but are not fully implemented. (Lesson plans recorded but implementation is not clearly evident).
2 Basic Unsatisfactory evidence	Lesson plans reflects some structured lessons and implementation but does not show a clear link to curriculum learning outcomes, student ideas, strategies and assessment. (Lesson plans are not recorded for some subjects and lesson implementation is not clear).
1 Not demonstrate Lack evidence	All lesson plans lack coherence, and does not clearly reflect a link to curriculum learning outcome, strategies and assessment. (Lesson plans not recorded for most Terms and not clearly implemented).

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Inclusive Planning	<p>Inclusive planning for teaching and learning for all students including students with special needs.</p>	<p>1.3 Designs lessons using a variety of teaching strategies and curriculum resources including ICT to support student engagement and participation.</p>	<ul style="list-style-type: none"> • Lesson plans • Lesson observation • Work plan and templates • Classroom observation • Student workbook • Resource files: e-resources posters, printed & photocopied materials, TVs, tablets, computers, laptops
		<p>1.4 Designs lessons that are contextualised and student age appropriate to cater for students individual learning needs across all subjects and levels.</p>	<ul style="list-style-type: none"> • Lesson plans • Lesson observation • Work plan and templates • Classroom observation • Student work book • Resource files, e-resources: posters, printed & photocopied materials, TVs, tablets, computers, laptops

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Lessons are well planned and designed to be ICT engaging and thought provoking empowering student engagement.
4 Advanced Substantial evidence	Lesson plans reflect teaching strategies and resources that are designed to cater for student's interests and engagement such as ICT.
3 Proficient Adequate evidence	Lesson plans reflect as variety of teaching strategies and resources including ICT to support and encourage student engagement.
2 Basic Unsatisfactory evidence	Lesson plans generally lack coherent, and do not reflect clear strategies and resources to support teaching and learning.
1 Not demonstrate Lack evidence	Lesson plans are not clearly planned to reflect a variety of teaching strategies and resources.
5 Exemplary Comprehensive evidence	Lesson plans are designed to be student focussed and contextualised in a manner that recognises the learning abilities of all learners across taught and all subjects.
4 Advanced Substantial evidence	Lesson plans are student focussed and clearly contextualised to cater for the learning abilities of all students across taught subjects.
3 Proficient Adequate evidence	Teacher plans are well organised but need to be contextualised clearly so that teaching and learning of learning outcomes cater for learning abilities of the individual students.
2 Basic Unsatisfactory evidence	Teacher shows a lack of effort to contextualise lessons to cater for student learning needs across subjects.
1 Not demonstrate Lack evidence	Teacher does not plan adequately to cater for students learning needs.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching Pedagogies	Implementation of lesson plans for teaching and learning.	2.1 Implements well-structured lessons that are integrated inclusive, and contextualised to expand students learning of curriculum.	<ul style="list-style-type: none"> • Annual plan • Unit plan/term plan • Workbook plans • Evidence of lesson sequence and activities • Student learning outcomes & achievement objectives • Supporting activities • Student evaluation • ICT
		2.2 Teaches well prepared activities using a variety of teaching strategies to support student centred learning, gender engagement and participation.	<ul style="list-style-type: none"> • Curriculum plans • Assessment plans • Lesson plans • Students activities • Portfolios • Classroom display

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher's plans (unit of work) reflect a comprehensive sequence of lesson planning to support curriculum outcomes and achievement objectives for all lessons.
4 Advanced Substantial evidence	Teachers plans (unit of work) shows a structured sequence of lesson planning that is implemented to support curriculum learning outcomes and achievement of objectives.
3 Proficient Adequate evidence	Teacher's plans (unit of work) reflect structured lessons with clear defined outcomes that are taught and implemented.
2 Basic Unsatisfactory evidence	Teacher's plans (unit of work) are in place but there is no clear sequencing of lesson implemented.
1 Not demonstrate Lack evidence	Teacher's plans (unit of work) are not well structured and coherent to show a clear link to curriculum outcomes and achievement objects for all subjects.
5 Exemplary Comprehensive evidence	Teacher applies a variety of teaching strategies that cater for gender participation in classroom activities.
4 Advanced Substantial evidence	Lessons show a variety of strategies that cater for the diversity of student needs and gender participation in classroom activities, teaching and learning.
3 Proficient Adequate evidence	Lessons reflect strategies that enable gender participation in activities.
2 Basic Unsatisfactory evidence	Lessons taught reflect a few teaching strategies but are not always encouraging gender participation in activities.
1 Not demonstrate Lack evidence	Lessons lack a variety of teaching strategies to support gender engagement and participation.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching Pedagogies	Implementation of lesson plans for teaching and learning.	2.3 Applies effective literacy and numeracy strategies to teach literacy and numeracy across all teaching subjects.	<ul style="list-style-type: none"> • Curriculum plans • Assessment plans • Lesson plans • Students activities • Portfolios • Classroom displays • Reading plans • SSILNAs • School based literacy & numeracy • E-resources
		2.4 Empowers the use of ICT and e-resources to expand curriculum teaching and learning.	<ul style="list-style-type: none"> • SchoolNet e-resource materials and activities • Relevant resources from other e-curriculum sources • Teacher and student evaluation • Lesson planning

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Demonstrates effective strategies to teach literacy and numeracy to support the learning needs of students across taught subjects.
4 Advanced Substantial evidence	Applies relevant literacy and numeracy strategies to support the learning needs of students across various subjects.
3 Proficient Adequate evidence	Demonstrates some literacy and numeracy strategies in the planning and teaching of subjects.
2 Basic Unsatisfactory evidence	Shows evidence of some lesson that focus on literacy and numeracy across teaching subjects.
1 Not demonstrate Lack evidence	Teachers show a very little concern for literacy and numeracy in planning.
5 Exemplary Comprehensive evidence	Teacher shows an exemplary knowledge of SchoolNet resources and e-curriculum materials that are effectively integrated into lesson planning, teaching and learning. Evidence observed and presented is comprehensive.
4 Advanced Substantial evidence	Teacher shows advanced knowledge of SchoolNet resources and e-curriculum materials that are integrated into lesson planning, teaching and learning.
3 Proficient Adequate evidence	Teacher has access to SchoolNet resources and shows some proficiency in understanding and selecting some e-curriculum materials for lesson planning teaching and learning.
2 Basic Unsatisfactory evidence	Teacher has access to SchoolNet resources and is aware of e-curriculum materials available but shows little effort to integrate these into planning, teaching and learning.
1 Not demonstrate Lack evidence	Teacher uses very limited e-resources available. Teacher does not have access to adequate e-resources and shows e-curriculum learning is not made important in teaching and learning.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching Pedagogies	Implementation of lesson plans for teaching and learning.	2.5 Selects a variety of learning strategies and relevant resources to support gender interest and cultural values of all learners.	<ul style="list-style-type: none"> • Classroom observation • Student learning goals • Student activities • Extra-curricular activities • Student and teacher portfolios • Classroom displays
		2.6 Provides extra assistance opportunities and activities for students experiencing difficulties with their learning.	<ul style="list-style-type: none"> • Lesson observation and group activities & tasks • Extra activities and planning for struggling student • Reading programmes • Remedial classes (Saturday or after school classes) • Special classroom programmes • Extra remedial homework • Student books • Student evaluation • Teacher evaluation • One-to-one support • Mentoring support by other teachers in the school • E-resources

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher shows passion in applying strategies and resources that are gender relevant and culturally appropriate to empower students learning and personal growth.
4 Advanced	Substantial evidence	Teacher confidently embraces students learning interests and cultural values by applying relevant strategies and resources to encourage student's individual growth.
3 Proficient	Adequate evidence	Teacher shows enthusiasm in understanding student's interest and cultural values and provides resources and learning strategies to encourage growth.
2 Basic	Unsatisfactory evidence	Teacher shows a developing knowledge of learning strategies, resources to support student's interests and cultural background.
1 Not demonstrate	Lack evidence	Teacher demonstrates very limited knowledge of resources and strategies to support individual interest and cultural values of learners.
5 Exemplary	Comprehensive evidence	Teacher shows a comprehensive understanding of students learning difficulties and uses this to inform lesson planning; provide extra assistance and activities for all struggling students. Evidence of extra assistance provided is comprehensive.
4 Advanced	Substantial evidence	Teacher shows understanding of most students and their learning difficulties and often uses this to provide effective learning opportunities for most struggling students during teaching and learning. Evidence of extra assistance provides is substantial.
3 Proficient	Adequate evidence	Teacher shows a developing understanding of some students and their learning difficulties and selectively uses this to provide a few effective learning opportunities for some struggling students in classroom teaching and learning. Evidence of extra assistance provides is adequate.
2 Basic	Unsatisfactory evidence	Teacher shows a basic understanding of a few students learning difficulties, but it is not evident to be used to inform teaching opportunities for students during teaching and learning. Evidence of extra assistance provided is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher shows little or no knowledge of students learning abilities and shows no evidence of any extra assistance provided for students with learning difficulties. Evidence of extra assistance is insufficient.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Teaching Pedagogies	Implementation of lesson plans for teaching and learning.	2.7 Provides extension opportunities for students who are particularly able to challenge students learning.	<ul style="list-style-type: none"> • Workbook • Lesson plans • Student books and activities • Homework • Ability group • Extension group and work • Extra-curricular activities • Student evaluation • Teacher evaluation • Student and teacher portfolios
Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Communication strategies	Effective Communication strategies for teaching and learning.	3.1 Applies effective communication strategies verbal and non-verbal to teach lessons.	<ul style="list-style-type: none"> • Verbal communication strategies • Non-verbal – gestures and facial expression

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher shows ample understanding of capable students and their learning needs and effectively uses this information to provide comprehensive and effective extension opportunities. Evidence of extension opportunities provided is comprehensive.
	4 Advanced	Teacher shows substantial understanding of most capable students and their learning needs and often uses this information to inform and provide advanced extension opportunities. Evidence of extension opportunities provided is substantial.
3 Proficient	Substantial evidence	Teacher shows a developing understanding of some capable student's learning needs and often uses this information to provide some extension opportunities. Evidence of extension opportunities provided is proficient.
	Adequate evidence	Teacher shows a basic understanding in identifying capable students but lesson plans and activities does not reflect any effective extension opportunities for these students. Evidence of extension opportunities provided is unsatisfactory.
2 Basic	Unsatisfactory evidence	Teacher shows little or no understanding of capable students and their learning needs. No extension opportunities are evident.
	1 Not demonstrate	
Lack evidence		
Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Engages learners through verbal and non-verbal communication strategies to engage students in the teaching and learning across subjects.
	4 Advanced	Uses engaging and effective communication strategies to draw student's attention to engage in the teaching and learning.
3 Proficient	Substantial evidence	Effectively communicate using verbal and non-verbal expressions to teach lessons.
	Adequate evidence	Shows some effort to communicate verbally but struggles to use non-verbal expression to teach lessons.
2 Basic	Unsatisfactory evidence	Struggles to communicate clearly both verbally and non-verbally to students.
	1 Not demonstrate	
Lack evidence		

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Communication strategies	Effective Communication strategies for teaching and learning.	3.2 Clearly and correctly communicates lessons using bilingual approach/ policy as part of curriculum requirements.	<ul style="list-style-type: none"> • Lesson observation • Bilingual policy and implementation • Student and teacher conversation
		3.3 Clearly communicates concepts and ideas to facilitate open discussions during the teaching and learning.	<ul style="list-style-type: none"> • Lesson observation • Lesson planning • Student work and activities

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates excellent ability in communicating fluently with students using either Samoan or English, given students year level and bilingual policy requirements.
4 Advanced Substantial evidence	Teacher demonstrates advanced ability to communicate with students using either Samoan or English given students year level and bilingual policy requirements.
3 Proficient Adequate evidence	Teacher demonstrates proficiency to communicate with students using either Samoan or English given students year level and bilingual policy requirements.
2 Basic Unsatisfactory evidence	Teacher demonstrates basic ability to clearly communicate in Samoan or English given students year level and bilingual policy.
1 Not demonstrate Lack evidence	Teacher struggles to communicate clearly using either Samoan or English given students year level and bilingual policy requirements.
5 Exemplary Comprehensive evidence	Teacher demonstrates exemplary knowledge of all concepts and ideas that are correctly explained, discussed and taught in a way to maximize student's critical thinking and responses. Excellent evidence is observed.
4 Advanced Substantial evidence	Teacher demonstrates knowledge of various concepts and ideas that are clearly explained and taught in a way that fosters student's critical thinking and responses. Clear evidence is observed.
3 Proficient Adequate evidence	Teacher demonstrates a developing knowledge of some concepts and ideas that are partially correct, taught and discussed given curriculum requirements. Partial evidence is observed.
2 Basic Unsatisfactory evidence	Teacher demonstrates basic knowledge of concepts and ideas that are not clearly discussed and taught given curriculum requirements. The whole strand of listening and speaking and the need to explain and explore vocabulary in a reading context was not taught. Basic evidence is observed.
1 Not demonstrate Lack evidence	Teacher struggles to clearly explain concepts and ideas correctly to students given curriculum requirements. Vague evidence is observed.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Communication strategies	Effective Communication strategies for teaching and learning.	3.4 Expands on issues, topics or new challenging problems to expand and stimulate discussions during teaching and learning.	<ul style="list-style-type: none"> • Lesson planning • Lesson observation • Student work & activities • Group work
		3.5 Applies a range of questioning techniques with emphasis on open questions, and higher order thinking skills to extend students critical thinking.	<ul style="list-style-type: none"> • Lesson observation and the application of higher order questions (Levels – 1,2,3,4) • Lesson plan templates and questioning prompts, student tasks

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher demonstrates a comprehensive use of effective, learning and teaching strategies that fully engage students in learning and examining a range of ideas. Evidence presented and observed is comprehensive.
4 Advanced	Substantial evidence	Teacher demonstrates a sufficient use of relevant learning and teaching strategies that engage most students in examining certain ideas. Evidence presented and observed is substantial.
3 Proficient	Adequate evidence	Teacher demonstrates a proficient use of some relevant learning and teaching strategies that partially engages some students in learning and examining ideas. Evidence presented and observed is adequate.
2 Basic	Unsatisfactory evidence	Teacher demonstrates some basic understanding of learning and teaching strategies to engage a few students but not examining ideas. During the lesson students were not fully concentrating or engaged during the lesson. This indicates the lesson was teacher focussed and did not provide opportunities of examining and exploring the world around reading, vocabulary and grammar. Evidence presented and observed is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher demonstrates little or no knowledge of relevant teaching and learning strategies to engage student in learning and examining ideas. Evidence presented and observed is insufficient.
5 Exemplary	Comprehensive evidence	Teacher demonstrates the comprehensive use of a range of higher order thinking questioning that supports opportunities to extend learning for all students. Evidence presented and observed is comprehensive.
4 Advanced	Substantial evidence	Teacher demonstrates the use of higher order questioning techniques that supports and extends thinking skills for some students in some subject areas. Evidence presented and observed is substantial.
3 Proficient	Adequate evidence	Teacher demonstrates the use of a few questioning techniques that partially supports higher order, thinking skills to extend student learning. Evidence presented and observed is adequate.
2 Basic	Unsatisfactory evidence	Teacher demonstrates the basic use of everyday low order questioning techniques that does not effectively extend student learning. Evidence presented and observed is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher demonstrates little or no knowledge of effective questioning techniques to extend student learning. Evidence presented and observed is insufficient.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Communication strategies	Effective Communication strategies for teaching and learning.	3.6 Listens to students and encourages students to respond in ways that encourage further thinking and discussions without fear.	<ul style="list-style-type: none"> • Lesson observation and teacher responses • Classroom observation • Student tasks and activities • Teacher responses on students workbooks • Student evaluation
		3.7 Provides opportunities for students to lead and interactively work with others, exchange ideas, beliefs, and opinions in a supportive manner.	<ul style="list-style-type: none"> • Lesson observation and student interaction • Student tasks and activities

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher demonstrates commitment to listen attentively to all students ideas and uses these opportunities to maximize further thinking and discussion. Evidence presented and observed is comprehensive.
4 Advanced	Substantial evidence	Teacher demonstrates interest to clearly listen to students ideas and uses these opportunities to support further thinking and discussion. Evidence presented and observed is substantial.
3 Proficient	Adequate evidence	Teacher demonstrates a developing interest to listen to some student's ideas and attempts to use some of these opportunities to facilitate discussion. Evidence presented and observed is adequate.
2 Basic	Unsatisfactory evidence	Teacher demonstrates some interest in listening to students ideas but partially uses these ideas to facilitate discussion. Evidence presented and observed is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher demonstrates a lack of interest in listening to student ideas in order to facilitate further thinking and discussion. Evidence presented and observed is insufficient.
5 Exemplary	Comprehensive evidence	Teacher provides relevant and effective tasks that maximize student's interaction and a range of opportunities for sharing ideas and opinion. Evidence presented and observed is comprehensive.
4 Advanced	Substantial evidence	Teacher provides sufficient tasks that foster student interaction and a range of opportunities for sharing ideas, beliefs, and opinions. Evidence presented and observed is substantial.
3 Proficient	Adequate evidence	Teacher provides some tasks that create student interaction and some opportunities for sharing. Evidence presented and observed is adequate.
2 Basic	Unsatisfactory evidence	Teacher provides basic tasks that do not create student interaction and opportunities for sharing responsibilities. Evidence presented and observed is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher provides inadequate interactive tasks for students to foster interaction and opportunities for sharing responsibilities. Evidence presented and observed is insufficient.

Focus Area 3	Standard 3	Key Performance Indicators	Evidence
Communication strategies	Effective Communication strategies for teaching and learning.	3.8 Provides opportunities for feedback with students about their learning and to address issues arising.	<ul style="list-style-type: none"> • Lesson observation • Student tasks and activities • Group work presentations
Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Classroom management strategies	Environment conducive to learning.	4.1 Establishes a classroom environment that is conducive to learning, where students feel comfortable and safe to learn.	<ul style="list-style-type: none"> • Lesson observation (instructions, questioning, teacher's responses, feedback from students) • Student workbooks • Classroom observation • Student evaluation • Teacher evaluation

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher consistently provides learning opportunities that encourage students to learn from one another across all subjects. Evidence presented and observed is comprehensive.
4 Advanced	Substantial evidence	Teacher provides sufficient learning opportunities that facilitate the sharing and exchanging of ideas across most subjects. Evidence presented and observed is advanced.
3 Proficient	Adequate evidence	Teacher attempts to provide some learning opportunities that encourage student interaction in some subjects and not others. Evidence presented and observed is adequate.
2 Basic	Unsatisfactory evidence	Teacher provides little or insufficient learning opportunities to encourage student to share ideas and listen to others. Evidence presented and observed is unsatisfactory.
1 Not demonstrate	Lack evidence	Teacher provides limited opportunities for student interactions and exchange of ideas.
Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher demonstrates knowledge in the importance of student ideas, beliefs, and opinions and provides effective classroom opportunities for nurturing these elements.
4 Advanced	Substantial evidence	Teacher demonstrates confidence in understanding the importance of student ideas, beliefs, and opinions and provides sufficient classroom opportunities for nurturing these elements.
3 Proficient	Adequate evidence	Teacher shows awareness and understanding of the importance of student ideas, beliefs and opinions and provides a few classroom opportunities for nurturing these elements.
2 Basic	Unsatisfactory evidence	Teacher understands the importance of student ideas, beliefs and opinions but does not provide class opportunities for nurturing these elements.
1 Not demonstrate	Lack evidence	Classroom environment does not reflect the importance of student ideas, beliefs and opinions.

Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Classroom management strategies	Environment conducive to learning.	4.2 The classroom reflects students learning and work, encouraging the use of concepts, vocabulary, ideas, and initiatives.	<ul style="list-style-type: none"> • Lesson observation (instructions, questioning, teacher's responses, feedback from students) • Student workbooks • Classroom observation • Student evaluation • Teacher evaluation
		4.3 Applies strategies for managing positive and challenging behaviour using constructive methods.	<ul style="list-style-type: none"> • Classroom guidelines & rules • Traffic lights

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates knowledge in the importance of student ideas, beliefs, and opinions and provides effective classroom opportunities for nurturing these elements.
4 Advanced Substantial evidence	Teacher demonstrates confidence in understanding the importance of student ideas, beliefs, and opinions and provides sufficient classroom opportunities for nurturing these elements.
3 Proficient Adequate evidence	Teacher shows awareness and understanding of the importance of student ideas, beliefs and opinions and provides a few classroom opportunities for nurturing these elements.
2 Basic Unsatisfactory evidence	Teacher understands the importance of student ideas, beliefs and opinions but does not provide class opportunities for nurturing these elements.
1 Not demonstrate Lack evidence	Classroom environment does not reflect the importance of student ideas, beliefs and opinions.
5 Exemplary Comprehensive evidence	Applies strategies that are constructive and relevant to managing students positive and challenging behaviour.
4 Advanced Substantial evidence	Demonstrates positive strategies in managing students behaviour both challenging and positive across subjects taught.
3 Proficient Adequate evidence	Demonstrates awareness for managing student behaviour in a positive manner but struggles to implement this in a constructive manner.
2 Basic Unsatisfactory evidence	Applies some knowledge in managing students challenging behaviour in the classroom.
1 Not demonstrate Lack evidence	Demonstrate limited knowledge and skills in managing students' behaviour.

Focus Area 4	Standard 4	Key Performance Indicators	Evidence
Classroom management strategies	Environment conducive to learning.	4.4 Sets high expectations for all learners and insists on high quality work.	<ul style="list-style-type: none"> ● Student work and activities ● Classroom observation ● Student learning goals ● Student evaluation ● Teacher evaluation ● Teacher and student portfolios
		4.5 Encourages real life and purposeful activities to encourage positive student motivation and participation.	<ul style="list-style-type: none"> ● Lesson plan/workbook ● Student tasks and activities ● Extra-curricular activities ● Student portfolio ● Teacher portfolio

	Ratings	Rating Descriptions
	5 Exemplary	Teacher demonstrates that student's achievements and expectations are valued for all students and are consistently reinforced in teaching and learning practices across all subjects. Evidence observed and presented is comprehensive.
	Comprehensive evidence	
	4 Advanced	Teacher demonstratesG that student's achievements and expectations are valued for all students and are consistently reinforced in teaching and learning practices across all subjects. Evidence observed and presented is comprehensive.
	Substantial evidence	
	3 Proficient	Teacher demonstrates that achievement expectations for some students are valued in teaching and learning practices for some subjects. Evidence observed and presented is adequate.
	Adequate evidence	
	2 Basic	Teacher shows some basic effort to value student's achievements and expectations but the learning environment does not fully support this. Students workbooks are not well organised and students workbooks are untidy. Evidence observed and presented is unsatisfactory.
	Unsatisfactory evidence	
	1 Not demonstrate	Teacher shows that student's achievements and expectations are not made important in teaching and learning practices. Insufficient evidence is presented.
	Lack evidence	
	5 Exemplary	Teacher provides comprehensive learning experiences that effectively engage students in meaningful learning across all subjects. Evidence presented and observed is comprehensive.
	Comprehensive evidence	
	4 Advanced	Teacher provides relevant real life learning experiences to engage most students across most subjects. Evidence presented and observed is substantial.
	Substantial evidence	
	3 Proficient	Teacher provides a few adequate real life learning experiences to engage some students across some subjects. Evidence presented and observed is adequate.
	Adequate evidence	
	2 Basic	Teacher provides basic learning experiences that partially engage some students in learning across most subjects. No real reading experiences and context was observed which made the lesson passive for students. Evidence presented and observed is unsatisfactory.
	Unsatisfactory evidence	
	1 Not demonstrate	Teacher provides no meaningful learning experiences for engaging student Evidence presented and observed is insufficient.
	Lack evidence	

Focus Area 5	Standard 5	Key Performance Indicators	Evidence
Assessment and reporting	Assessment practices and reporting.	5.1 Applies assessment practices that are clearly linked to assessing students learning outcomes/ classroom based assessment.	<ul style="list-style-type: none"> • Lesson plan and work-book • Teacher evaluation • Assessment book • Lesson observation and application of more than 4 assessments during teaching and learning • Clear evidence of: <ul style="list-style-type: none"> • Assessment for learning • Assessment as learning • Assessment of learning
		5.2 Uses a wide range of formative and summative assessment strategies to guide and support student learning.	<ul style="list-style-type: none"> • Assessment book and plans • School based assessment blueprints samples • Diagnostic assessment samples and data • Formative assessment samples and data • Summative assessment samples and data • Self and peer assessment templates and data (<i>all assessment strategies suggested in curriculum statements</i>) • Teacher evaluation

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates the use of comprehensive assessment methods that caters for the learning ability of all students.
4 Advanced Substantial evidence	Teacher demonstrates the use of a variety of assessment methods that effectively caters for learning ability of most students.
3 Proficient Adequate evidence	Teacher demonstrates the proficient use of some formal assessment methods appropriate to the ability of various students.
2 Basic Unsatisfactory evidence	Teacher demonstrates the use of basic informal assessment methods that do not support the ability of most students.
1 Not demonstrate Lack evidence	Teacher demonstrates little or no knowledge of a range of assessment methods appropriate to the ability of students.
5 Exemplary Comprehensive evidence	Demonstrates confidence in applying knowledge of various assessment forms including diagnostic, formative, summative, self and peer assessment, to inform planning, teaching and monitoring. A balanced knowledge in the use of various forms of assessment.
4 Advanced Substantial evidence	Teacher demonstrates sound understanding and knowledge of a wide range of assessment forms, particularly summative, formative and diagnostic to inform planning, teaching and monitoring across all teaching subjects. A balanced knowledge in the use of various forms of assessment.
3 Proficient Adequate evidence	Teacher demonstrates knowledge of various assessment forms particularly summative and formative but is yet to be consistent in using a balance of both to inform planning, teaching and monitoring.
2 Basic Unsatisfactory evidence	Teacher shows awareness of assessment but does not have sufficient knowledge of various assessment forms to inform planning, teaching and monitoring.
1 Not demonstrate Lack evidence	Teacher shows inadequate knowledge of various assessment tools to inform planning, teaching and monitoring.

Focus Area 5	Standard 5	Key Performance Indicators	Evidence
Assessment and reporting	Assessment practices and reporting.	5.3 Analyses assessment evidence to inform ethical decisions and overall judgment of students learning.	<ul style="list-style-type: none"> • Assessment records and analysis • School based records and analysis • National and district assessment records and analysis • Progress cards • Term reports • Student portfolio and books • Teacher evaluation
		5.4 Provides students with timely consistent oral and written feedback to assist student in improving their learning.	<ul style="list-style-type: none"> • Lesson observation • Student homeworkbooks, activities and workbooks • Classroom observation of feedback during teaching and learning

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates comprehensive knowledge in analyzing a range of assessment evidence and consistently integrates it to improve teaching practice across most subjects. Evidence is comprehensive.
4 Advanced Substantial evidence	Teacher demonstrates substantial knowledge in analysing assessment evidence to improve teaching practice across most subjects. Evidence is comprehensive.
3 Proficient Adequate evidence	Teacher demonstrates proficiency in selecting assessment but struggles to use it for improving teaching practice across selected subjects. Evidence is adequate.
2 Basic Unsatisfactory evidence	Teacher demonstrates a developing ability to use assessment but struggles to analyze it or use it to inform or to improve teaching and learning. Evidence is unsatisfactory.
1 Not demonstrate Lack evidence	Teacher demonstrates a need for support in using, and analyzing assessment evidence to improve teaching and learning.
5 Exemplary Comprehensive evidence	Teacher provides evidence of comprehensive written and on-going feedback and feed- forward to assist students in their learning across all subjects.
4 Advanced Substantial evidence	Teacher provides evidence of constructive written and on-going feedback and feed-forward to assist students in their learning across most subjects.
3 Proficient Adequate evidence	Teacher provides evidence of sufficient written and on-going feedback and feed-forward to assist students in their learning across some subjects.
2 Basic Unsatisfactory evidence	Teacher provides evidence of a few written and on-going feedback and feed-forward to assist students in their learning. Marking needs to be more constructive rather than a tick, updating response on students work needs to be effective and consistent.
1 Not demonstrate Lack evidence	Teacher does not provide effective oral, written and on-going feedback and feed-forward to assist students in their learning.

Focus Area 5	Standard 5	Key Performance Indicators	Evidence
Assessment and reporting	Assessment practices and reporting.	5.5 Keeps clear updated records of students' progress and assessment outcomes using various forms including the use of ICT.	<ul style="list-style-type: none"> • Assessment folder, analysis reports or examiners and moderators • School based assessments & national examination reports or achievement data • Progress cards
		5.6 Uses a variety of methods and strategies to report on student progress to parents, communities and other relevant members.	<ul style="list-style-type: none"> • Student reports and progress cards • Meetings with parents • Teacher portfolios • Student portfolios

	Ratings	Rating Descriptions
	5 Exemplary Comprehensive evidence	Student assessment records are coherently organised and widely used as a tool to improve planning, teaching and learning. Evidence observed and presented is comprehensive.
	4 Advanced Substantial evidence	Student assessment records are well organised and widely used as a tool to improve selected planning, teaching and learning. Evidence observed and presented is substantial.
	3 Proficient Adequate evidence	Student assessment records are organised and partially used to improve planning, teaching and learning. Evidence observed and presented is adequate.
	2 Basic Unsatisfactory evidence	Some student assessment records are documented but not well organised or used to inform lesson planning and students learning goals. Evidence observed and presented is unsatisfactory.
	1 Not demonstrate Lack evidence	Student's assessment records are not recorded formally or evident. No assessment book was sighted during observation. Evidence observed and presented is insufficient.
	5 Exemplary Comprehensive evidence	Teacher demonstrates a positive view of reporting student progress to all relevant members with integrity.
	4 Advanced Substantial evidence	Teacher demonstrates a strong commitment to report student progress to family and community members without hesitation.
	3 Proficient Adequate evidence	Teacher demonstrates a vested interest in reporting student progress to family and community members when applicable.
	2 Basic Unsatisfactory evidence	Teacher demonstrates interest in reporting student progress to family and community members only when relevant.
	1 Not demonstrate Lack evidence	Teacher does not demonstrate a valued interest in the importance of reporting student progress to relevant members.

Domain 3: Professional Engagement and Participation

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Professional development and engagement	Professional development and engagement.	1.1 Participates in leading and designing Professional Development Plans of the schools.	<ul style="list-style-type: none"> • PD plans • Training and other school activities and engagement for capability building • Evaluation forms • Teacher portfolios
		1.2 Uses feedback from (QAPA) Professional Teacher Standards to reflect on one's practice and to inform professional development and training.	<ul style="list-style-type: none"> • QAPA reports • Summative forms • National intervention programmes • Cluster PDs/ School based PDs

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Shows exemplary standards of leadership by taking responsibility to contribute ideas to the planning and development of schools PD plans.
4 Advanced Substantial evidence	Engages with leadership in planning and supporting other colleagues in developing plans for schools PD programs.
3 Proficient Adequate evidence	Engages in PD design with contribution to the development and planning only when required.
2 Basic Unsatisfactory evidence	Engages in PD design with very little contribution to the planning and development of PD plans.
1 Not demonstrate Lack evidence	Never engages in the design of school PD programs.
5 Exemplary Comprehensive evidence	Demonstrates commitment to improving skills and abilities by using QAPA feedback and PD evaluations to inform PD and training needs.
4 Advanced Substantial evidence	Demonstrates consistency in using QAPA feedback to inform PD and training needs.
3 Proficient Adequate evidence	Demonstrates attempts to refer or use QAPA feedback to inform PD and training.
2 Basic Unsatisfactory evidence	Teacher is aware of QAPA feedback but does not use it to inform PD training.
1 Not demonstrate Lack evidence	Teacher is not aware of QAPA feedback and does not use it to inform professional development.

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Professional development and engagement	Professional development and engagement.	1.3 Teacher takes lead in sharing experiences, ideas and knowledge to support other colleagues through PD or school projects and activities.	<ul style="list-style-type: none"> • PD discussions • Staff meetings • Evidence of support for other colleagues • Principal • Support Teacher • Teacher evaluations
		1.4 Applies knowledge of professional development and training to teach and re-design lessons to improve students learning.	<ul style="list-style-type: none"> • PD plans, files and resources, portfolio, principal evaluations • Lesson plans • Student exercise books • Assessment books

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Demonstrates an all-round character in supporting and helping others by sharing ideas, experience and knowledge with ease.
4 Advanced Substantial evidence	Demonstrates passions to help others by sharing ideas, knowledge and experiences in certain subject areas of expertise.
3 Proficient Adequate evidence	Teacher shows efforts to share ideas, experience and knowledge when required to support other colleagues.
2 Basic Unsatisfactory evidence	Teacher is limited in sharing ones experience ideas and knowledge to support other colleagues.
1 Not demonstrate Lack evidence	Teacher does not engage in sharing experience, ideas and knowledge to support other colleagues.
5 Exemplary Comprehensive evidence	Demonstrates ability to link PD and teaching in the classroom to improve students learning across all taught subjects.
4 Advanced Substantial evidence	Passionate about improving students learning by applying PD to everyday teaching.
3 Proficient Adequate evidence	Shows effort to make links between PD and improving teaching and learning in subjects taught.
2 Basic Unsatisfactory evidence	Aware of PD but makes little attempts to link PD to teaching.
1 Not demonstrate Lack evidence	Does not show efforts to apply knowledge learnt from PD to improve student learning.

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Professional development and engagement	Professional development and engagement.	1.5 Engages in self-reflection using students learning achievements and self-evaluation to identify areas for personal learning and development capacity building.	<ul style="list-style-type: none"> • Teacher evaluation • Principal's evaluation • Professional Development records • Teacher portfolio <p><i>(Form 1a & 2b summary of teaching needs)</i></p>
		1.6 Shows appreciation for new ideas and is receptive to new ideas with the willingness to use it for improving their teaching practices.	<ul style="list-style-type: none"> • Principal's evaluation • Support teacher document • Lesson plan • Lesson observation • Vee-map • Integrated approach, • School-based annual & term extra-curricular activities • National events (SSILNAs)

	Ratings	RaGting Descriptions
	5 Exemplary Comprehensive evidence	Teacher demonstrates comprehensive evidence of how self-reflection and various evaluations are used to identify personal learning and PD needs.
	4 Advanced Substantial evidence	Teacher demonstrates substantial evidence of engagement in using a range of self-reflection evaluations to identify personal learning and PD needs.
	3 Proficient Adequate evidence	Teacher demonstrates commitment to engage in self-reflection and use evaluation to identify personal learning and PD needs.
	2 Basic Unsatisfactory evidence	Teacher demonstrates little interest to engage in self-reflection and use evaluation to identify personal learning and PD needs.
	1 Not demonstrate Lack evidence	Teacher demonstrates no interest to engage in self-reflection and the use of evaluation to identify personal learning and PD needs.
	5 Exemplary Comprehensive evidence	Teacher demonstrates a developing attitude to accept and try out new idea and methods to improve teaching and learning.
	4 Advanced Substantial evidence	Teacher demonstrates willingness to accept and integrate relevant ideas and methods to improve teaching and learning.
	3 Proficient Adequate evidence	Teacher demonstrates evidence of accepting and implementing some new ideas and methods to improve teaching and learning.
	2 Basic Unsatisfactory evidence	Teacher demonstrates a developing attitude to accept and try out new idea and methods to improve teaching and learning.
	1 Not demonstrate Lack evidence	Teacher demonstrates unwillingness to accept and try out new idea and methods to improve teaching and learning.

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Professional development and engagement	Professional development and engagement.	1.7 Seeks opportunities for professional development to enhance content knowledge and teaching skills.	<ul style="list-style-type: none"> • PD file and documentation • Principal's evaluation • National & cluster PDs • Teacher upgrading • STAP • Support • Teacher system
		1.8 Values other people's ideas and supports school initiatives by participating collaboratively in school improvement.	<ul style="list-style-type: none"> • Principal's evaluation • Teacher portfolios

	Ratings	Rating Descriptions
	5 Exemplary Comprehensive evidence	Teacher demonstrates a comprehensive record of participation and continuously seeks a range of Professional Training and Teacher Development initiatives to improve knowledge and skills.
	4 Advanced Substantial evidence	Teacher demonstrates a strong commitment and interest to participate and seek a range of Professional Training and Teacher Development initiatives to improve knowledge and skills.
	3 Proficient Adequate evidence	Teacher demonstrates a commitment to participate and seek some Professional Training and Teacher Development initiatives.
	2 Basic Unsatisfactory evidence	Teacher demonstrates a developing interest to participate in some Professional Training and Teacher Development initiatives.
	1 Not demonstrate Lack evidence	Teacher does not demonstrate commitment to seek or participate in Professional Training and Teacher Development initiatives.
	5 Exemplary Comprehensive evidence	Teacher demonstrates a strong level of commitment to voluntarily participate in school improvement initiatives and respect other people's ideas and workload.
	4 Advanced Substantial evidence	Teacher demonstrates continuous commitment to participate in school improvement initiatives and respect other people's ideas and workload.
	3 Proficient Adequate evidence	Teacher demonstrates a willingness to participate in school improvement initiatives or respect other people's ideas and workload.
	2 Basic Unsatisfactory evidence	Teacher demonstrates some willingness to participate in school improvement initiatives or respect other people's ideas and workload.
	1 Not demonstrate Lack evidence	Teacher demonstrates no effort to voluntarily participate in school improvement initiatives or respect other people's ideas and workload.

Domain 4: Core Values and Work Ethics

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Core values of teaching	Demonstrates core values of teaching.	<p>1.1 Caring Teacher conducts duties and responsibilities with compassion, and insight towards students other colleagues and community. Teacher cares for the interest and wellbeing of all learners.</p>	<ul style="list-style-type: none"> • Evaluation forms (principal, support teacher & teacher) • Cell or staff meeting books • Lesson observation • Newsletters • Principal's report
		<p>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.</p>	<ul style="list-style-type: none"> • Evaluation forms (principal and support teacher evaluations) • Positive language • Lesson observation • Newsletters • Principal's reports

	Ratings	Rating Descriptions
	5 Exemplary Comprehensive evidence	Teacher is caring and compassionate to all students and others without bias and genuinely cares for the wellbeing of all learners.
	4 Advanced Substantial evidence	Teacher is compassionate and caring towards others and this is also reflected in ones actions towards others.
	3 Proficient Adequate evidence	Teacher is caring and is often observed to be compassionate towards others.
	2 Basic Unsatisfactory evidence	Teacher is observed to care but needs to reflect this in the way they treat everyone.
	1 Not demonstrate Lack evidence	Teacher lacks compassion and insight towards students, other colleagues and community.
	5 Exemplary Comprehensive evidence	Teacher demonstrates respect and the cultural values of the Fa'a Sāmoa. Known in the school to lead by example demonstrating respect for others and the teaching profession.
	4 Advanced Substantial evidence	Teacher is well respected by others in the school. Leads by example and shows respect for culture and the Fa'a Sāmoa.
	3 Proficient Adequate evidence	Teacher is respectful and respected by others and often leads by example.
	2 Basic Unsatisfactory evidence	Teacher is respectful but is yet to reflect it in their daily duties and responsibilities.
	1 Not demonstrate Lack evidence	Shown and observed to be disrespectful and is yet to understand the importance of respect.

Focus Area 1	Standard 1	Key Performance Indicators	Evidence
Core values of teaching	Demonstrates core values of teaching.	<p>1.3 Trust Teacher is reliable and responsible cultivating a culture of trust between teacher-student, colleagues, parents and the school community.</p>	<ul style="list-style-type: none"> • Evaluation forms (principal, support teacher & student evaluations) • Principal's reports
		<p>1.4 Integrity (Moral Behaviour and decency) Teacher conducts all duties, responsibilities and decision making with honest judgement and decency. Teacher values, equity, justice, peace, democracy and PSC values.</p>	<ul style="list-style-type: none"> • Evaluation forms (principal, student, support teacher) • Principal's report • Lesson observation • Teacher portfolio • Classroom displays

Ratings		Rating Descriptions
5 Exemplary	Comprehensive evidence	Teacher is well trusted by colleagues and students and is deemed to be well respected. Always reliable and can be counted on to conduct duties and responsibilities entrusted upon them.
4 Advanced	Substantial evidence	Teacher is very trustworthy and reliable in conducting their own duties and responsibilities entrusted to them without supervision.
3 Proficient	Adequate evidence	Teacher is trustworthy and reliable in conducting their own duties and others entrusted upon them from time to time.
2 Basic	Unsatisfactory evidence	Teacher is slowly developing the ability to be responsible but needs more improvement.
1 Not demonstrate	Lack evidence	Teacher is unreliable in their own duties and other duties entrusted upon.
5 Exemplary	Comprehensive evidence	Teacher is well manners and is always observed to be one with great judgment, honest and not biased, democratic in one's decision making and empowers equity and justice for students and colleagues.
4 Advanced	Substantial evidence	Teacher is well behaved and reflects values of honesty, good judgment and democracy.
3 Proficient	Adequate evidence	Teacher is well behaved and conducts some duties and decisions with honesty.
2 Basic	Unsatisfactory evidence	Teacher is developing and needs to improve in being honest and in managing his/her behaviour. Has a minor disciplinary action or complaint against his/her behaviour.
1 Not demonstrate	Lack evidence	Teacher lacks values of honesty and is often observed to have poor behaviour and disciplinary action against his/her.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence
Work ethics	Demonstrates work ethics in the teaching profession.	2.1 Teacher is of good character and demonstrates core values to high standards.	<ul style="list-style-type: none"> • Evaluation forms (principal, support teacher & student) • Principal's reports
		2.2 Teacher values the role of parents, and community in supporting the learning of all students.	<ul style="list-style-type: none"> • Evaluation forms (principal, student & support teacher) • Teacher portfolio

Ratings	Rating DDescriptions
5 Exemplary Comprehensive evidence	Teacher is of good character and is observed to work very hard demonstrating values of excellent work ethics and to high standards.
4 Advanced Substantial evidence	Teacher is of good character and is observed to work hard demonstrating values of great work ethics and good work standards.
3 Proficient Adequate evidence	Teacher is of good character and is observed to work hard demonstrating values of good work standards.
2 Basic Unsatisfactory evidence	Teacher is of good character but needs to improve on applying good work ethics to conducting ones duties.
1 Not demonstrate Lack evidence	Teacher is ill mannered and does not reflect good work ethics required of a teacher.
5 Exemplary Comprehensive evidence	Teacher demonstrates commitment by always taking ownership of responsibility to facilitate and support community projects and activities.
4 Advanced Substantial evidence	Teacher demonstrates a strong willingness to strongly support and take responsibility to facilitate and support community projects and activities.
3 Proficient Adequate evidence	Teacher demonstrates initiative to support and take responsibility to facilitate and support community projects and activities.
2 Basic Unsatisfactory evidence	Teacher demonstrates little interest in taking responsibility to support and facilitate community activities and projects.
1 Not demonstrate Lack evidence	Teacher demonstrates no enthusiasm or interest to take responsibility and support community activities and projects.

Focus Area 2	Standard 2	Key Performance Indicators	Evidence	
Work ethics	Demonstrates work ethics in the teaching profession.	2.3 Teacher abides by the working conditions, legislation and policies required of a teacher to guide the teaching profession.	<ul style="list-style-type: none"> • Teacher portfolio • Extracurricular activities • Principal's evaluations • Code of conduct policies 	
		2.4 Teacher shows commitment to the teaching profession by accepting his/ her duties laid out in the professional teacher standards.	<ul style="list-style-type: none"> • Teacher portfolio • Principal's evaluation • Teacher's Registration & license • Classroom displays • Workplan 	

Ratings	Rating Descriptions
5 Exemplary Comprehensive evidence	Teacher demonstrates a consistent strong effort to develop effective personal work-related goals to support school policies and procedures.
4 Advanced Substantial evidence	Teacher demonstrates a strong effort to develop a range of explicit personal work-related goals to support school policies and procedures.
3 Proficient Adequate evidence	Teacher demonstrates effort to develop personal work-related goals to support school policies and procedures.
2 Basic Unsatisfactory evidence	Teacher demonstrates little effort to develop some personal work-related goals to support school policies and procedures.
1 Not demonstrate Lack evidence	Teacher demonstrates no effort to develop personal work-related goals to support school policies and procedures. No evidence of teaching goals found.
5 Exemplary Comprehensive evidence	Teacher is highly respected for commitment to the teaching profession and is always accepting of duties and extra duties delegated from time to time.
4 Advanced Substantial evidence	Teacher is very committed to teaching and accepts one's duties and responsibilities laid out the professional teacher standards.
3 Proficient Adequate evidence	Teacher is passionate about teaching and is known to work hard in conducting one's duties and responsibilities.
2 Basic Unsatisfactory evidence	Teacher is able to teach but does not show adequate commitment to one's teaching responsibilities and duties.
1 Not demonstrate Lack evidence	Teacher lacks commitment to the teaching profession and not accepting one's responsibilities laid out in the professional standards.