



OECS EDUCATION REFORM UNIT (OERU)

OECS Generic Teacher Appraisal Scheme

OERU
April, 2003

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PREFACE

Teacher appraisal is critical to the development of a positive professional attitude and competence of individual teachers. A survey research on Teachers' Work and Education Reform in the OECS identified support and guidance of the school administration as an essential predictor of the development of teacher commitment.

The OECS Teacher Appraisal Scheme developed by a team of OECS educational professionals attempts to outline a mechanism for assessing the quality of preparation for and actual instructional practice of teachers. The working group comprised Ministry of Education officials and representatives from teachers' colleges and teachers' unions.

During the first meeting in Grenada in March 2002. The draft scheme was piloted in a sample of schools in Grenada and St. Vincent and the Grenadines. Additionally OERU circulated the draft scheme to member countries for comment. The working group consulted the existing appraisal schemes in individual member countries, along with the instrument used for evaluating practical teaching in teachers' colleges (Divisions of Teacher Education) through the University of the West Indies.

Based on a critical examination of existing schemes and instruments and relevant literature the working group developed six categories of actions that represented the foci of teachers' work: *Planning and preparation, Instructional practice, Classroom management, Assessment, Interpersonal relations, and Professionalism*

A review meeting held in Antigua and Barbuda in March 2003 discussed the results of the pilot together with the countries' comments, and modified the draft appraisal scheme appropriately. The working group then suggested a number of purposes for the appraisal scheme. Among the purposes are: providing a basis for awarding incentives, enabling teachers to qualify for access to professional development opportunities, and providing data for consideration of promotion to senior positions or for selection to specialized services in education. It is interesting to note that the OECS Teachers' Work survey also found that opportunity for career advancement and professional development was important for teacher commitment.

The generic Teacher Appraisal Scheme provides the opportunity to characterize schools, an important entity since teachers' work is conducted and assessed in the context of the school as a social system. Also, the principal (or head of department in a secondary school) has a major responsibility for conducting appraisals that should include a pre-conference as well as a post-conference. In addition, assessors are required to be able to identify skills, knowledge and attitudes that teachers need to acquire. These supervisory personnel also should be able to recommend specific measures that might be instituted at the individual, school and district or national levels.

The OERU expresses sincere gratitude to Dr. Veronica Marks, then principal of St. Vincent Teachers' College, who led the working group consisting of:

Antigua and Barbuda	Mr. Rolston Nickeo, Teachers' Union Ms. Lenore Henry, Chief Education Officer (ag.) Ms. Peecheeta Spencer, Principal, Antigua State College Mrs. Cynthia Crump-Hanley, Lecturer, Antigua State College
Dominica	Mr. Lennox Bedneau, Dominica Association of Teachers
Grenada	Mr. Francis Sookram, Senior Education Officer Mr. Marvin Andall, Teachers' Union
Montserrat	Ms. Rosamund Meade, Education Officer
St. Kitts and Nevis	Ms. Carmen Ward, Education Officer Mrs. Blondell Franks, Education Officer Dr. Bronte Gonsalves, Education Planning Officer
St. Lucia	Ms. Marylene John-Marquis, Education Officer,
St. Vincent and the Grenadines	Mr. Luis De Shong, Senior Education Officer

Dr. Henry Hinds, Curriculum Specialist, organized the activities associated with the development of the generic appraisal scheme, including designing the pilot, analyzing the data and editing the relevant documents. The OERU appreciates the contribution of former heads, Mrs. Lorna Callender and Ms. Candia Alleyne for administrative guidance, and thanks Mr. Johnson Cenac for project management inputs. Ms. Deborah Alphonse, OERU, provided administrative support and Ms. Cleotha Randolph formatted the completed document; for these services OERU is grateful. The OERU thanks the senior officials in Ministries of Education and teachers' colleges for granting release time to professionals and for providing workshop accommodation and administrative support.

OERU hopes that the generic Teacher appraisal scheme will be beneficial to the teaching profession throughout the OECS.

OECS Generic Teacher Appraisal Scheme

Rationale for Adoption

This generic teacher appraisal scheme emerged from the diversity of sub-regional teacher appraisal instruments and is a well developed tool for measuring teacher performance. The generic teacher appraisal scheme is recommended for adoption in the sub-region because it:

- *sets common standards and establishes regional cohesiveness;*
- *identifies the critical domains of teachers' work;*
- *informs training and support needs;*
- *encourages professionalism;*
- *encourages a cultural shift from non-participatory to a collaborative and participatory approach to teacher appraisal;*
- *facilitates improvement in teacher quality; and*
- *encourages student-centred learning.*

It is anticipated that the generic teacher appraisal scheme will be given favourable recognition by members of the teaching profession and Ministries of Education in the OECS.

Use of the Appraisal Scheme

In its present format the instrument is versatile in that it may be used in both a formative and summative manner. The entire scheme may be used holistically for both formative and summative purposes. Alternatively, the domains may be used separately for on-going evaluation to monitor a particular component of teachers' work. For example, if a teacher chooses to focus on the *instructional process* for on-going evaluation, that domain in the appraisal scheme may be used by itself. There will be probably the need for slight changes to the phraseology of some items to reflect particular situations in a formative setting.

Before the actual appraisal begins, both the teacher and the appraiser should establish the purpose of the appraisal, the type and process of the appraisal in a *pre-evaluation/pre-appraisal conference*. The objectives for the appraisal should be set at the pre-evaluation/pre-appraisal conference and agreed to by both parties before the commencement of the appraisal, whether formative or summative.



The teacher should be informed when he/she will be visited for formal appraisal. Unplanned visits should focus on supervision, not appraisal. Each visit for appraisal should be followed by a *post conference*, even a brief one. Where formative evaluation is the choice, particularly for the beginning or inexperienced teacher, the ongoing evaluation should inform summative

appraisal. **Summative appraisal should be based on at least three visits during the course of the appraisal period, normally a period of one year.**

The appraisal, whether formative or summative, should be conducted by the teacher's supervisor, usually the principal. The principal may delegate this duty to heads of departments (secondary school) or senior teachers (primary school). Principals of secondary schools may be advised to make adequate use of their heads of department in the appraisal process. However, there is scope for the principal to initiate peer evaluation among senior teachers and heads of departments as a supportive device. Peer evaluation, it must be noted, is also a component of professional development.

The current trend in teacher appraisal is a movement toward a differentiated system. A differentiated system accommodates various categories or grades of teachers within the profession. This OECS generic teacher appraisal scheme may also be used in a differentiated system. A differentiated teacher appraisal system can take several forms.

Typically, however, a differentiated teacher appraisal scheme consists of the following:

-  *an annual formal appraisal for new teachers, and*
-  *formal appraisal of long-serving (tenured) and experienced teachers conducted every two, three or four years.*

During the non-formal appraisal years, experienced teachers engage in self-directed professional development.

While the major purpose of teacher appraisal should be to provide data for personal and professional development, there may not exist any recognizable support structure to facilitate this development. The school as an organization, school districts, teachers' associations, the Ministry of Education and teachers' colleges are all institutions that should be involved in mapping out such mechanisms to enhance teachers' professional development. Of course, teachers should be engaged also in seeking avenues for their own professional development.

The generic teacher appraisal scheme is compatible with other appraisal systems currently in use in some member OECS member countries. The scheme may be used in its present form, it may be modified to suit the needs of individual countries, or it may be merged with existing schemes. An important condition, however, is that a domain should be used in its intact form. For member countries that do not yet have a fully developed teacher appraisal scheme, this appraisal scheme will be worth considering.

OECS Generic Teacher Appraisal Scheme

Appraisal Form

Section A. (To be completed by the Teacher)Surname _____ First name _____ Initial _____ Gender: ☐ Male ☐ FemaleStatus: ☐ Permanent ☐ TemporaryDate of Birth: _____
(Day) (Month) (Year)Date of Appointment _____ Teaching Experience _____
(Years)Institution/School _____ ☐ Primary ☐ Secondary ☐ Tertiary

Grade/Level taught: _____ Subjects Taught: _____

Qualifications: (Please indicate with a tick (✓) all qualifications held)

- | | |
|-----------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Ph. D | <input type="checkbox"/> 2 or more A' Levels |
| <input type="checkbox"/> Master's Degree (eg. MA/MSc.) | <input type="checkbox"/> 1 A' Level |
| <input type="checkbox"/> Bachelor's Degree (eg. BA/BSc.) | <input type="checkbox"/> 5 or more O' Levels/CXC general |
| <input type="checkbox"/> Bachelor's Degree in Education (B.Ed) | <input type="checkbox"/> 4 O' Levels/CXC general |
| <input type="checkbox"/> Associate Degree in Education | <input type="checkbox"/> 3 or fewer O' Levels/CXC general |
| <input type="checkbox"/> Diploma in Education | |
| <input type="checkbox"/> Certificate in Teacher Education (Primary) | CAPE <input type="checkbox"/> No. of 1-Unit Subjects |
| <input type="checkbox"/> Certificate in Teacher Education (Secondary) | <input type="checkbox"/> No. of 2-Unit Subjects |
| <input type="checkbox"/> Other (Specify) _____ | |

Job/Position: _____

Present Salary Last review date _____ Date of Increment _____

Appraisal Period: From _____ To _____

Pre-conference: ☐ Yes ☐ No If yes, give date: _____**Section B. (To be completed by the Appraiser)**

Please put a tick in the appropriate column for each item.

Rating Scale:			DOMAINS	Weighting
Always	(A)	5	1. Planning and Organisation	20%
Very Often	(VO)	4	2. Instructional Process	25%
Often	(O)	3	3. Classroom Management	20%
Sometimes	(SO)	2	4. Assessment	15%
Seldom	(SE)	1	5. Interpersonal Relations	10%
			6. Professionalism	10%

SECTION B.*Updated: August 09, 2005*

(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
----------	------------	-----------	------------	------------

(5) (4) (3) (2) (1)

1. PLANNING AND ORGANISATION

The Teacher

[] [] [] [] []

- a. Prepares and submits schemes of work related to the scope and sequence of curriculum

[] [] [] [] []

- b. Prepares required lesson plans that are well laid out and sequenced

[] [] [] [] []

- c. Writes clear, level appropriate and achievable objectives

[] [] [] [] []

- d. Sets attainable standards for student performance at specified levels

[] [] [] [] []

- e. Plans activities that meet the needs of all students

[] [] [] [] []

- f. Prepares instruction with opportunities for individual work

[] [] [] [] []

- g. Prepares instruction with opportunities for group work

[] [] [] [] []

- h. Prepares instructional materials that are adequate and usable in the setting

[] [] [] [] []

- i. Prepares for the effective use of instructional time

[] [] [] [] []

- j. Is well organised for lesson presentation

[] [] [] [] []

- k. Prepares evaluation exercises/instruments for assessing students' learning

[] [] [] [] []

2. INSTRUCTIONAL PROCESS

The Teacher

	(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
a. States objectives clearly	(5) []	(4) []	(3) []	(2) []	(1) []
b. Uses appropriate and meaningful activities	[]	[]	[]	[]	[]
c. Demonstrates an awareness of students' level of performance	[]	[]	[]	[]	[]
d. Uses a variety of teaching strategies to enhance learning	[]	[]	[]	[]	[]
e. Demonstrates a good grasp of the subject matter	[]	[]	[]	[]	[]
f. Presents correct information	[]	[]	[]	[]	[]
g. Arouses and maintains students' interest	[]	[]	[]	[]	[]
h. Uses relevant instructional materials in the teaching/learning environment	[]	[]	[]	[]	[]
i. Uses appropriate questioning techniques	[]	[]	[]	[]	[]
j. Gives students opportunities to respond to questions	[]	[]	[]	[]	[]
k. Engages students in activities that encourage them to think	[]	[]	[]	[]	[]
l. Ensures that all students participate in instructional activities	[]	[]	[]	[]	[]
m. Provides opportunities for students to work as groups	[]	[]	[]	[]	[]
n. Guides students to develop concepts	[]	[]	[]	[]	[]
o. Presents instruction in a logical and coherent manner	[]	[]	[]	[]	[]
p. Provides activities that meet individual and group needs	[]	[]	[]	[]	[]
q. Ends lesson appropriately	[]	[]	[]	[]	[]
r. Achieves instructional objectives	[]	[]	[]	[]	[]

3. CLASSROOM MANAGEMENT

The Teacher

	(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
	(5)	(4)	(3)	(2)	(1)
a. Demonstrates awareness of what is happening in the classroom	[]	[]	[]	[]	[]
b. Provides an atmosphere that is conducive to learning for all students	[]	[]	[]	[]	[]
c. Maintains students' attention and interest throughout lessons	[]	[]	[]	[]	[]
d. Deals effectively with students' behaviour	[]	[]	[]	[]	[]
e. Demonstrates fairness in dealing with all students	[]	[]	[]	[]	[]
f. Manages and utilizes learning resources effectively	[]	[]	[]	[]	[]
g. Manages effectively classroom-related activities, assignments, projects, field trips, etc.	[]	[]	[]	[]	[]
h. Keeps accurate and relevant student records	[]	[]	[]	[]	[]
i. Ensures that students observe the rules for classroom activities and students' behaviour	[]	[]	[]	[]	[]
j. Demonstrates effective transition from one activity to another during instruction	[]	[]	[]	[]	[]

4. ASSESSMENT

(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
----------	-----------	----------	-----------	-----------

The Teacher

- | | | | | | |
|----------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| | (5) | (4) | (3) | (2) | (1) |
| a. Communicates clear criteria/standards for assessment to students | [] | [] | [] | [] | [] |
| b. Uses appropriate tests and evaluation exercises to assess student performance | [] | [] | [] | [] | [] |
| c. Designs tests/evaluation exercises at appropriate level (s) of difficulty | [] | [] | [] | [] | [] |
| d. Frequently monitors each student's progress | [] | [] | [] | [] | [] |
| e. Provides timely feedback to students on their performance | [] | [] | [] | [] | [] |
| f. Provides timely feedback to parents on students' performance | [] | [] | [] | [] | [] |
| g. Maintains accurate records for each student's performance | [] | [] | [] | [] | [] |
| h. Takes appropriate action based on results of assessment | [] | [] | [] | [] | [] |

5. INTERPERSONAL RELATIONS

The Teacher

- | | | | | | |
|-----------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| a. Encourages students to respect the worth and dignity of others | [] | [] | [] | [] | [] |
| b. Communicates effectively with | | | | | |
| principal | [] | [] | [] | [] | [] |
| colleagues | [] | [] | [] | [] | [] |
| students | [] | [] | [] | [] | [] |
| support/ancillary staff | [] | [] | [] | [] | [] |
| parents | [] | [] | [] | [] | [] |
| c. Offers advice to others (principal, colleagues, students, parents, etc.) | [] | [] | [] | [] | [] |

	(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
	(5)	(4)	(3)	(2)	(1)
d. Accepts advice from others (principal, colleagues, students, parents, etc.)	[]	[]	[]	[]	[]
e. Is co-operative and works well with others	[]	[]	[]	[]	[]
f. Demonstrates sensitivity to opinions, attitudes and feelings of others	[]	[]	[]	[]	[]
g. Maintains a good rapport with					
principal	[]	[]	[]	[]	[]
colleagues	[]	[]	[]	[]	[]
students	[]	[]	[]	[]	[]
support/ancillary staff	[]	[]	[]	[]	[]
parents	[]	[]	[]	[]	[]

6. PROFESSIONALISM

The Teacher

a. Expresses himself/herself clearly and is easily understood	[]	[]	[]	[]	[]
b. Arrives for work on time	[]	[]	[]	[]	[]
c. Reports for work regularly	[]	[]	[]	[]	[]
d. Ensures the safety of all students	[]	[]	[]	[]	[]
e. Is trustworthy	[]	[]	[]	[]	[]
f. Demonstrates sound judgement in decision-making	[]	[]	[]	[]	[]
g. Seeks opportunities for his/her professional development	[]	[]	[]	[]	[]
h. Participates in professional development activities	[]	[]	[]	[]	[]
i. Demonstrates self-control and maturity in dealing with students	[]	[]	[]	[]	[]
j. Demonstrates leadership skills in the performance of duties	[]	[]	[]	[]	[]

(A) 5	(VO) 4	(O) 3	(SO) 2	(SE) 1
----------	-----------	-----------	-----------	-----------

(5) (4) (3) (2) (1)

- k. Contributes to the life of the school including co-curricular activities [] [] [] [] []
- l. Submits required information (reports, data, etc.) on time [] [] [] [] []
- m. Adheres to the code of ethics [] [] [] [] []

Appraisal Categories and Descriptive Information

85% - 100% - distinguished/outstanding/exemplary

75% - 84% - very good

65% - 74% - competent

55% - 64% - fair

45% - 54% - marginal

Total Score _____ (%)

Category _____

Signature _____

Appraiser

Calculation of the Appraisal Score

First, the total raw score obtained for a teacher is divided by the maximum score possible on that domain. For example, if a teacher obtains a score of 50 on *Professionalism*, the percentage would be $(50/65) \times 100 = 76.9\%$ to the nearest percentage. Note that 65 (13 items x 5) is maximum score attainable on *Professionalism*.

Second, the assessor should consider the weighting of that particular domain in relation to the entire scheme. *Professionalism* has a weighting of 10% of the entire appraisal. Therefore, the weighted score for professionalism for that teacher would be $(76.9 \times 10) / 100 = 7.69\%$ or 8% to the nearest whole number. The total appraised score for the teacher would be the sum of all the weighted scores.

Note that for *Planning and Organization* the maximum score is $5 \times 11 = 55$, and the weighting is 20%; for *Instructional Process* the maximum is $5 \times 18 = 90$, and the weighting is 25%; for *Classroom Management* the maximum score is $5 \times 10 = 50$, and the weighting is 20%; for *Assessment* the maximum score is $5 \times 8 = 40$, and the weighting is 15%; and for *Interpersonal Relations* the maximum score is $5 \times 15 = 75$, and the weighting is 10%.

SECTION C.

Formative Appraisal

1. Pre-Appraisal Conference ☐ Yes ☐ No
2. No. of Visits (formative)
3. Post Conference(s) for Formative Visit(s) ☐ Yes ☐ No
4. Teacher's Comments: _____

Teacher's Signature

Date

5. Summary of Formative Visit(s): _____

Appraiser's Signature

Date

6. Summative Appraisal

To be completed by the Appraiser

Pre-Appraisal Conference

☐

Yes

☐

No

Strengths:

Areas for Development:

7. Recommendations:

Post Conference

☐

Yes

☐

No

Date

(If yes, give date)

Appraiser's Signature

Date

Teacher's Signature

Date

8. To be completed by the Teacher

I have read this completed appraisal form which was discussed/not discussed with me. I agree/disagree with the evaluation.

Comments: _____

Teacher's Signature

Date

9. To be completed by Education Officer/Chief Education Officer

Comments: _____

Recommendations: _____

Signature

Position

Date

Guidelines for Using Scheme

Following agreement on the final product, including the relocation of some dimensions, guidelines were formulated for some items to ensure that the instrument was user-friendly. These guidelines are presented using the six domains/categories as a framework.

Section B

1. Planning and Organization

In the final product, this domain (category) has eleven (11) items. The items in this domain/category for which explanations are provided are: **a, c, d, h, I, j, and k.**

1. When scoring item **a**, the appraiser should note whether the teacher takes into account the requirements of the national and school's curricula in the preparation of schemes of work or work plans.
2. In item **c**, "level appropriate" refers to the grade or form.
3. In item **d**, "standards" refers to the level of difficulty of the work.
4. For item **h**, "adequate and usable in the setting" means having sufficient quantity, and taking into account such things as the environment, chronological age and developmental stage of the students.
5. For item **I**, the teacher indicates how time is to be used. This means that the teacher ensures that all points in the lesson(s) are accounted for in terms of time.
6. In item **j**, the teacher must be on time, alert and relaxed. S/he should have all materials and equipment sequentially arranged and readily available with minimum class disruption.
7. In the case of item **k**, there must be evidence of preparation for evaluating instruction. Tests and evaluation exercises should be age and level appropriate.

2. Instructional Process

Domain/Category two (2), Instructional Process, has eighteen (18) items. In this domain/category, guidelines are provided for the following items: **c**, **g**, **I** and **m**.

1. For item **c**, there must be evidence that the teacher prepares work/activities and materials that are suited to students' ability.
2. Item **g** focuses on the extent to which the teacher presents lesson(s) in an enthusiastic and confident manner. The teacher should capture and maintain students' attention throughout instruction.
3. In the case of item **I**, the focus is on whether the teacher asks questions that aid instruction and are suited to the students' developmental levels and abilities.
4. In item **m**, "work in groups" means that students work cooperatively within groups.

3. Classroom Management

Domain/Category three (3) has ten (10) items. With the exception of item "**d**", guidelines are provided for all items in this category.

1. In item **a**, the teacher "demonstrates awareness" by moving around and observing the students, lending support, giving advice and making suggestions to students who are experiencing difficulties. The teacher also gives due recognition for students' efforts.
2. For item **b**, the teacher creates an atmosphere of trust and respect where students are not inhibited. They feel free to ask and answer questions and to share ideas. The teacher is caring but firm and minimizes hostility in the classroom.
3. For item **c**, the teacher brings instruction alive. S/he presents the lesson(s) in a manner that captures and maintains the interest of students. The teacher may do this by using a variety of activities, using a variety of questioning techniques and a variety of evaluation exercises that cater to the individual needs of the students.
4. In item **e**, the teacher should treat all students equally (alike). There should be no preferential treatment.
5. In item **f**, the teacher uses a variety of material and equipment resources (e.g. charts, books, computer, etc.) that are appropriate and enhance delivery in the classroom.
6. In the case of item **g**, the teacher should have guidelines and marking schemes to reduce subjectivity. Field trips should be related to classroom instruction and should not be organised in an ad hoc manner without any stated educational purpose.

7. For item **h**, “records” include mark-books, attendance registers, report cards, and student data cards as required by law.
8. For item **i**, the teacher provides positive reinforcement for good/acceptable behaviour, gives praise and rewards where appropriate, and corrects and discourages negative or deviant behaviour.
9. For item **j**, the teacher moves smoothly from one activity to another.

4. Assessment

Domain/Category four (4) has eight (8) items. Except for item “**c**”, guidelines are provided for all items in this domain/category.

1. For item **a**, the teacher tells students what is expected of them and how their performance will be assessed.
2. For item **b**, the teacher uses assessment instruments (e.g. tests, evaluation exercises) that are appropriate for students’ age, developmental level and ability.
3. In the case of item **d**, the teacher monitors (keeps track of) each student’s performance himself/herself. The monitoring of each student’s performance is ongoing.
4. For items **e** and **f**, feedback is provided in reasonable time, that is, without undue delays.
5. In the case of item **g**, the teacher keeps clear, reliable and correct records of students’ achievement.
6. For item **h**, the teacher analyses the results of student assessment and uses the data (information) to improve student performance and his/her practice.

5. Interpersonal Relations

Domain/Category (domain) five (5), Interpersonal Relations, has seven (7) items. However, two of these items (**b** and **g**) have five (5) dimensions. Given the non-specific nature of this domain/category, guidelines are provided for all items.

1. For item **a**, the teacher ensures that students see others as human beings worthy of respect regardless of class, colour, race or religious affiliation.
2. In item **b**, “communicates effectively” relates to the tone of voice, body language, clarity of speech, and ability to relate to others (principal, colleagues, students, etc.).

3. In item **c**, “offers advice to others” refers to the teacher’s willingness to share ideas and opinions that are intended to bring about a positive change in behaviour or performance.
4. For item **d**, “accepts advice from others” refers to the teacher’s receptivity to ideas and opinions that are intended to bring about positive change in behaviour or performance.
5. In the case of item **e**, the teacher does his/her share of the workload, demonstrates a willingness to work with others and is a good team player. “Others” refers to the principal, colleagues, students, parents, etc.
6. For item **f**, the teacher understands and has empathy for others.
7. In the case of item **g**, there is evidence of an ongoing good relationship between the teacher and others: principal, colleagues, ancillary staff and parents.

6. Professionalism

Domain/Category six (6), Professionalism, has thirteen (13) items. Guidelines are provided for ten (10) items in this domain/category. The three items for which guidelines are not provided are: **b**, **c** and **i**.

1. For item **a**, the teacher is articulate and uses language at a level that others can understand.
2. For item **d**, the teacher arranges furniture, equipment and other classroom materials to prevent accidents and injury to students.
3. In the case of item **e**, “is trustworthy” includes accountability and confidentiality.
4. In item **f**, decisions taken by the teacher are the best given the particular circumstances and the options.
5. In item **g**, the teacher is proactive in identifying and accessing opportunities for training.
6. For item **h**, the teacher attends professional development activities organised by the school, Ministry of Education, teachers’ union and other organisations that offer training.
7. For item **i**, the teacher is able to maintain his/her composure in dealing with students and is guided by the rules and regulations.
8. In the case of item **j**, the teacher takes initiative in carrying out his/her duties.

9. For item **k**, the teacher initiates/participates in academic and non-academic activities.
10. For item **m**, the teacher observes the professional code of ethics.

OECS Education Reform Unit
Report on the OERU Institutional/School Management Workshop:
Review the OECS Generic Teacher Appraisal Scheme

Introduction

The draft OECS generic teacher appraisal scheme was developed at a sub-regional workshop held in Grenada 3 - 5 March 2002. At that workshop, participants examined and discussed the various teacher appraisal instruments used across the sub-region, shared their observations and experiences about teacher appraisal and reviewed the current literature in the field. Informed by these activities, participants developed the draft generic teacher appraisal scheme for the OECS.

One of the observations at that workshop was that while each country either had an appraisal scheme instrument or was working on developing one, those schemes that were in use had never been validated through research. The meeting took the decision to pilot the draft scheme in order to validate it, and to refine it based on the results of the pilot. The intention was to pilot the instrument in two countries, namely, Grenada and St. Vincent and the Grenadines. A set of criteria was formulated to guide the selection of schools for that purpose. In addition to the proposed pilot, comments about the draft appraisal scheme were invited from stakeholders involved in teacher education across the sub-region.

Deliberations of Review Workshop: 6 - 7 March 2003

This report covers the follow-up workshop (6 - 7 March 2003) that was held to examine the results of the pilot and to refine the draft OECS generic teacher appraisal scheme. The workshop was held at the National Technical Training Centre in Antigua. The participants at the workshop were representative of the stakeholders in teachers' work and teacher education across the sub-region.

The objectives of the workshop were to:

- ✚ provide a forum for the exchange of ideas on practices in teacher appraisal among interested stakeholders.
- ✚ review selected common critical elements in existing teacher appraisal schemes based on comments from OECS countries.
- ✚ develop a rationale for the inclusion of all dimensions that validly represent the essential components of teachers' work.
- ✚ discuss the report on the results of the pilot of the draft appraisal scheme.

Participants in the workshop examined the results of the pilot and the feedback received from stakeholders in teachers' work across the sub-region. Only one of the two countries, Grenada, submitted its completed forms by the set deadline; therefore, only those data were used in the analyses. The sample in the pilot consisted of a total of forty teachers, comprising 13 men and 27 women, from three primary schools and one secondary school.

The draft instrument for the OECS generic teacher appraisal scheme comprised six categories/domains that captured the core of a teacher's responsibilities:

- ✚ planning and organization
- ✚ instructional process
- ✚ classroom management
- ✚ assessment
- ✚ interpersonal relations
- ✚ professionalism

Findings from the Pilot

The analysis of the data from the pilot revealed that the first four categories (listed above) were easier to score accurately than the last two: *interpersonal relations* and *professionalism*. More specifically, the results indicated that the variable appraised most favourably by principals was *professionalism*, and the variable appraised least favourably was *assessment*. The more specific activities that comprise the core of teaching, namely, *planning and organization*, *instructional process*, *classroom management* and *assessment* had lower mean ratings than *professionalism* and *interpersonal relations*.

An important finding of the pilot was that, overall,

- ❖ ***planning and organization*** and ***classroom management*** were important as predictors of good ***instructional process***. That is, the extent to which the teacher plans work and the better the teacher's classroom management practice, the higher will be the quality of actual teaching.

Another important result was that:

- ❖ ***planning and organization***, and ***classroom management*** also predicted good ***assessment***.

The findings established the validity of all the domains and, moreover, pointed to the need to revisit the dimensions of the less specific domains, namely, *interpersonal relations* and *professionalism*. Further, the data analysis also indicated those items that required discussion and modification, and highlighted the need to reconsider the relative weighting of the domains.

Responses from Countries

Feedback on the draft appraisal scheme was received from the following countries: Antigua and Barbuda, British Virgin Islands, Grenada, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines. The comments received

from the various countries were analyzed using the draft appraisal scheme as the organizing framework. The analyses are presented below:

Section A (of Scheme)

The comments related to Section A (biographical data) were confined to a request for the inclusion of CAPE (Caribbean Advanced Proficiency Examination) and suggestions for reconsideration of the weighting of the appraisal categories.

Section B (of Scheme)

There were several useful comments for each of the domains in the draft generic appraisal scheme. For the first domain, *planning and organization*, modifications were suggested for the following areas: preparation of lesson plans, relating lesson plans to scope and sequence of the curriculum, and preparation of appropriate instruments for student assessment.

In the case of *instructional process*, suggestions were made for merging some items to eliminate repetition and explicating others to avoid ambiguity.

For *classroom management*, suggestions focused mainly on clarification of focus and expansion of the content of some items.

In the case of *assessment*, recommendations also concentrated on clarification of some items.

For *interpersonal relations*, respondents from one country suggested that items that dealt with respect, effective communication, constructive criticism, cooperation and teamwork, should be modified to include teachers' relations with parents, with principals and school support staff. Countries' comments generally referred to the likelihood for this domain to be subjective, based on the appraiser's knowledge and personality.

In the case of *professionalism*, clarification was sought for the phrase "student welfare" and respondents from one country raised questions about the meaning of professional development, including dress code.

Several general comments about the proposed generic teacher appraisal scheme were also received. The following are some excerpts:

The teachers are pleased with the six domains of assessment. Everyone was unanimous in their opinion on the domains and felt that they are pertinent to education and the teaching profession.

Section C, which would be completed by the Appraiser, would give the teacher an indication of his/her weaknesses and strengths.

I think that this draft appraisal form is very comprehensive and detailed.

I have carried out the appraisal interviews and found the form to be quite lengthy but very comprehensive. The domains are well laid out and create a guided scope for continuous improvement of teachers' performance and effective monitoring of their progress, shortcomings and achievements.

It was also thought by many country respondents that the draft appraisal scheme was fair because it allowed the teacher to agree or disagree with his/her appraisal and to make comments.

In summary, the analysis of the comments from countries revealed that, generally, the inclusion of the domains enabled the scheme to capture the essence of teachers' work. From the feedback received, most respondents felt that the scheme represented significant improvement over existing ones in some cases. The responses supported the validity of the domains used to measure teachers' work. The countries' comments also provided useful information for refining the scheme and for justifying its adoption.

Reviewing the Draft Generic Teacher Appraisal Instrument

Following the presentation and discussion of the above findings at the review workshop, the participants reviewed and modified the appraisal scheme. By the end of the workshop participants had refined the dimensions that needed modification, shifted some items across domains, merged some items to eliminate repetition, and removed at least two items deemed unrelated by the findings. Participants reached consensus on the final draft and the weighting of the domains. While the instrument remained somewhat lengthy, participants felt that the benefits of comprehensive coverage and appraisal of all aspects of teachers' work far outweighed the concerns about length.

The refined generic teacher appraisal scheme has retained the six major categories (domains) with the following refined weightings:

Planning and organization	20%
Instructional process	25%
Classroom management	20%
Assessment	15%
Interpersonal relations	10%
Professionalism	10%

The five-point rating scale ranging from Always (5) to Seldom (1) is recommended for scoring.

Section C (of Scheme)

Section C of the instrument has been upgraded to accommodate information in relation to on-going or formative evaluation. The data from this formative appraisal/evaluation will be instrumental in complementing the data obtained from a summative exercise.