

CONTINUOUS PROFESSIONAL DEVELOPMENT TOOLBOX



**MINISTRY OF EDUCATION
AND SPORTS**

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CONTINUOUS PROFESSIONAL DEVELOPMENT

TOOLBOX



CPD tools at individual level

Tool 1: Staff Competency Profile¹

An occupational competency profile for a tutor

DUTIES	TASKS				
DUTY A	A1	A2	A3	A4	A5
Participate in curriculum development	Conduct needs assessment	Participate in curriculum design	Participate in review of curriculum	Participate in developing new programmes	Develop supplementary guides or materials for learners and teachers
	A6	A7	A8	A9	A10
	Develop supplementary guidelines for learners with special needs.	Develop support materials to cater for learners with special needs	Participate in validating the curriculum	Participate in piloting the curriculum	Participate in evaluation of curriculum.
DUTY B	B1	B2	B3	B4	B5
Prepare learning activities	Interprete curriculum	Identify relevant resources e.g references	Prepare schemes or work	Determines teaching methods	Make a lesson plan
	B6	B7	B8	B9	
	Make lesson notes	Develop teaching/learning materials	Determine learning venue	Organise projects e.g exhibition, field visits	
DUTY C	C1	C2	C3	C4	C5
Deliver learning activities	Organise the classroom	Provide conducive learning environment	Facilitate learning	Use teaching learning materials	Manage class activities
	C6	C7	C8	C9	C10
	Interact with learners	Guide learners	Carry out clinical teaching	Conduct micro teaching and demonstration lessons	Conduct skills demonstration
	C11	C12	C13	C14	C15
	Conduct team teaching	Supervise learning	Maintain learning materials	Store learning materials	Organise remedial lessons

¹ MOES, An occupational competency profile for tutor in Uganda, 2016

DUTY D	D1	D2	D3	D4	D5
Assess Learning	Prepare assessment scheme	Determine areas of Assessment	Set objectives for assessment	Prepare assessment instruments	Moderate assessment instruments
	D6	D7	D8	D9	D10
	Prepare scoring guides	Prepare resources for assessment	Sensitize learners on assessment rules and regulations	Administer assessment	Assess learner competences
	D11	D12	D13		
Prepare mark sheets	Analyses assessment results	Provide feedback on assessment			
DUTY E	E1	E2	E3	E4	E5
Support fieldwork and placements	Set fieldwork/ placement objectives	Determine activities	Develop tools e.g checklist questionnaire	Sensitize the community	Pre test the tools
	E6	E7	E8	E9	E10
	Conduct school practice clinical placement/fieldwork	Conduct fieldwork/field study/ placement	Supervise placement/ fieldwork / school practice	Carry out support supervision	Prepare evaluation report
DUTY F	F1	F2	F3	F4	F5
Carry out co-curricular activities	Determine type of activities	Prepare equipment, tools and materials	Prepare sports arena	Participate in setting of music drama arena	Participate in coaching of participants
	F6	F7			
	Supervise co-curricular activities	Nurture learners talents			
DUTY G	G1	G2	G3	G4	G5
Carry out guidance and counselling	Determine counselling and guidance needs	Establish rapport	Sensitize on guidance and counselling	Source resource persons	Organise guidance + counselling sessions
	G6	G7	G8	G9	G10
	Participate in career guidance talks	Identify the counseling and guidance challenges	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education
	G11	G12	G13	G14	G15
Follow up on those with unique problems	Make referrals	Model good practises	Provide career guidance	Promote life skills	

DUTY H	H1	H2	H3	H4	H5
Keep records	Document institutional activities	Prepare records e.g continuous assessment	Make reports of the various activities	Categorize records	File records
	H6	H7			
	Secure records	Back up records			
DUTY I	I1	I2	I3	I4	I5
Perform occupational safety, health and safety issues in the environment	Identify key health and safety issues in the environment	Participate in health and safety training	Manage waste disposal	Enforce occupational safety, healthy and environmental regulations	Maintain safety, sanitation and hygiene
	I6	I7	I8	I9	I10
	Prepare first aid kit	Administrate first aid	Dispaly safety signs	Perform fire fighting	Supervise landscape gardening
DUTY J	J1	J2	J3	J4	J5
Carry out administrative tasks	Participate in developing institutional plans	Participate in making rules and regulations	Participate in admission of learners	Participate in staff recruitment	Orient staff and students
	J6	J7	J8	J9	J10
	Sensitise learners on rules + regulations	Conduct school assembly	Assign work	Supervise work	Evaluate work
	J11	J12	J13	J14	J15
	Manage conflict	Appraise staff/ students	Mobilise resources	Participate in procurement process	Participate in budgeting process
	J16	J17	J18	J19	J20
	Prepare accountability reports	Attend meetings	Communicate with stakeholders	Participate in institutional performance review	Participate in public relations activities
DUTY K	K1	K2	K3	K4	K5
Carry out research	Conduct needs assement	Identify research problem	Write a proposal	Develop research instruments	Carry out research.
	K6	K7	K8	K9	K10
	Carry out child study	Write research reports	Disseminate research findings	Supervise students research	Assess students research reports
DUTY L	L1	L2	L3	L4	L5
Participate in continuous professional development	Attend technical workshops	Attend refresher courses	Train others	Mento others	Attend professional training
	L6	L7	L8	L9	L10
	Obtain membership in professional organisations	Review publications (e.g educational reports, journals Acts)	Network with peers on technical matters	Network with other agencies on technical matters	

DUTY M	M1	M2	M3	M4	M5
Network with other stakeholders	Identify areas of collaboration	Identify relevant partners	Establish roles of stakeholders	Collaborate with partners	Promote partnerships
	M6	M7	M8		
	Monitor partnership outputs/ outcomes	Evaluate partnerships	Participate in community activities		
DUTY N	N1	N2	N3	N4	N5
Perform entrepreneurship task	Identify the type of business	Prepare business plan	Source capital	Identify sources of material for business	Set up a business enterprise
	N6	N7	N8		
	Market business e.g Brand, label advertise etc	Provides customer care	Maintain business records		

Tool 2: Self-reflection report

1. The following are my main values with regards to my teaching profession, please limit the values to three:

2. What development needs do I have in relation to:

- a. My subject / content knowledge?
- b. My pedagogical expertise/skills?
- c. My ICT skills: ICT basic skills and use of ICT in teaching and learning ?
- d. My management capacities?
- e. My research skills?
- f. Others

3. What are my priorities (limited to 3 areas) for professional development this year?

4. How do I plan to use the acquired competences after my CPD activities?

5. What do I see as opportunities to enhance my professional competences?

THE REPUBLIC OF UGANDA

STAFF PERFORMANCE APPRAISAL FORM FOR THE PUBLIC SERVICE

Uganda Government Standing Orders Section A-e

Preamble

Staff Performance Appraisal is part of the Performance Management System for the Public Service of Uganda. It is used as a management tool for establishing the extent to which set targets within overall goals of the organization are achieved. Through staff performance appraisal, performance gaps and development needs of an individual employee are identified. The appraisal process offers an opportunity to the Appraisee and Appraiser to dialogue and obtain a feedback on performance. This therefore, calls for a participatory approach to the appraisal process and consistence in the use of guidelines by all Public Officers in filling the form.

The Appraiser and Appraisee are therefore, advised to read the detailed guidelines before filling this form.¹

Period of Assessment: From

	DD	MM	YY	TO	DD	MM	YY
	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION A: PERSONAL INFORMATION (To be filled by the Appraisee)

Name of the Appraisee:

	DD	MM	YY
Date of Birth	<input type="text"/>	<input type="text"/>	<input type="text"/>

Job Title/Rank:

Salary scale:

Date of present appointment

	DD	MM	YY
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Terms of employment (Probation, Permanent, Contract)

Name of the Appraiser:

Job Title/Rank

Salary scale:

Ministry/ Department/ Local Government/Institution

Department

Division

SECTION B: ASSESSMENT OF THE LEVEL OF ACHIEVEMENT

This section should be filled by both the Appraiser and the Appraisee. At the beginning of each assessment period, the Appraiser and Appraisee will agree on the key outputs for the assessment period. The means by which performance shall be measured (Performance Indicators) and the minimum level of performance (performance targets) for each output shall be agreed upon. If in the course of the assessment period, other activities are assigned to the Appraisee, the outputs related to the new activities should be agreed upon and included immediately or at least before the end of the assessment period. It is recommended that the maximum number of outputs for each assessment period should not exceed 10.

At the end of the assessment period, an appraisal meeting should be conducted by the Appraiser. The Appraisee completes part B (1), before the appraisal meeting, by indicating the key outputs, performance indicators and targets agreed upon in the performance plan at the beginning of the assessment period. The Appraiser should complete part B (2), after the appraisal meeting. The assessment should reflect the jointly agreed position.

The assessment of the Individual outputs shall be reflected as a performance level under section B(2), this will be supported by relevant comments on performance under the same section. The performance levels shall be described as Excellent, Very Good, Good, Fair and Poor. In order to quantify the assessment the performance levels shall be awarded scores namely; 5 for excellent, 4 for Very Good, 3 for Good, 2 for fair and 1 for Poor. Right after the table below is a detailed description of the performance levels.

B(1) Agreed Key Outputs, Performance Indicators and Targets		B(2) Agreed Assessment of Performance between the Appraiser and the Appraisee		
Key Outputs	Performance Indicators (How will results be measured)	Performance targets (An agreed minimum level of performance)	Performance Level	Comments on Performance

Definition of the Performance Levels

Excellent (5): The Appraisee has exceeded the agreed targets and has consistently produced results of excellent quality and demonstrated a high level of productivity and timeliness. The Appraisee is a model of excellence in both the results achieved and the means by which they are achieved.

Very good (4): The Appraisee achieved all the agreed outputs in line with the agreed targets. The Appraisee consistently meets expectations for the outputs achieved and the means by which they are achieved.

Good (3): The Appraisee achieved most, but not all the agreed outputs in line with the agreed targets, and there is no supporting rationale for not meeting the other commitments.

Fair (2): The Appraisee has achieved minimal outputs in line with the agreed targets and without a supporting rationale for inability to meet the commitments.

Poor (1): The Appraisee has not achieved most of the agreed targets and without supporting rationale for not achieving them.

Overall Assessment of Performance

Overall assessment of performance should be derived by adding the scores at each performance level and the total divided by the total number of outputs. The average of the scores obtained shall be the overall assessment.

Overall Performance Level	Excellent	Very Good	Good	Fair	Poor
	5	4	3	2	1
Tick the relevant box					

SECTION C: ASSESSMENT OF CORE COMPETENCIES

This section should be filled by the Appraiser after joint discussions between the Appraiser and Appraisee. The assessment will help establish any areas where some training or development is necessary. The Appraisee should be rated only in areas, which are relevant to his/her job. The maximum points per competence are 5, where 5 is for Excellent, 4 - Very Good, 3 - Good, 2 - Fair, 1 – Poor, N/A - Not Applicable. The Appraiser should give work related examples under comments, to justify their rating.

COMPETENCE	ASSESSMENT						COMMENTS
	Performance level attained (Please tick)						
	5	4	3	2	1	N/A	
<p>Professional knowledge/skills</p> <p>Draws on own experience, knowledge and expertise to demonstrate good judgment; relates professional knowledge to work.</p>							
<p>Planning, organizing and coordinating</p> <p>Prioritizes own work, develops and implements plans; rationally allocates resources, builds group capacity for effective planning and executing of work. Has ability to to meet deadlines.</p>							
<p>Leadership</p> <p>Keeps people informed; models and encourages personal accountability; uses power and authority fairly; demonstrates credible leadership, champions new initiatives; reinforces and communicates a compelling vision for change.</p>							
<p>Decision Making</p> <p>Makes logical analysis of relevant information and factors; develops appropriate solutions and takes action, generates ideas that provide new insight; provides reasons for decision or actions, is objective.</p>							
<p>Team work</p> <p>Works cooperatively and collaboratively; builds strong teams; shares information and develops processes to improve the efficiency of the Team.</p>							

<p>Initiative</p> <p>Shows persistence by addressing current problems; acts proactively, plans for the future and implements comprehensive plans.</p> <p>Is open to new ideas; curious about and actively explores new possibilities; identifies how to create more value for customers; takes action on innovative ideas and champions innovation.</p>							
<p>Communication</p> <p>Actively listens and speaks respectfully; seeks to send clear oral and written messages; understands the impact of messages on others.</p>							
<p>Result Orientation</p> <p>Takes up duty willingly and produces results.</p>							
<p>Integrity</p> <p>Communicates values to others, monitors own actions for consistency with values and beliefs, takes pride in being trust worthy; is open and honest and provides quality services without need for inducements.</p>							
<p>Human Resource Management</p> <p>Works effectively with people to achieve organizational goals. Motivates the supervisees, focuses on the knowledge, skills and attitudes and the general work environment that affects their efficiency and effectiveness. Trains, mentors, coaches, inspires, motivates the supervisees, delegates effectively and are able to build a strong working team.</p>							
<p>Financial Management</p> <p>Knows the basic financial policies and procedures; familiar with the overall financial management processes.</p>							
<p>Management of other resources (equipment & facilities) Effectively and efficiently uses resources to accomplish tasks.</p>							

Time Management Always in time and accomplishes tasks in time required and maximizes the use of time to achieve set targets.							
Customer care Responds well and attends to clients. Reflects a good image for the Public service.							
Loyalty Complies with lawful instructions of Supervisor and is able to provide ongoing support to Supervisors.							
Any other relevant Competence							

SECTION D: ACTION PLAN TO IMPROVE PERFORMANCE

The Action Plan shall be jointly agreed during the performance appraisal meeting, taking into consideration the Appraisee’s required job competences and the identified performance gaps.

The action plan to improve performance may include; Training, Coaching, mentoring, attachment, job rotation, counseling and or provision of other facilities and resources.

Where the plan (s) involves formal training of the Appraisee, the record should be forwarded to the Training Committee.

Performance Gap	Agreed Action	Time frame

SECTION E: COMMENTS, RECOMMENDATIONS (IF ANY) AND SIGNATURES

This section is to be completed by the Appraisee, Appraiser and the counter signing Officers. It is a confirmation that the appraisal meeting took place and that there was agreement or if there was disagreement, it was resolved. It is also confirmation that the action plan to improve performance was discussed and agreed upon. The Appraisee / Appraiser / countersigning officer should use this section to comment about the job, career and any other relevant information.

COMMENTS OF THE APPRAISEE

DD

MM

YY

Signature _____

COMMENTS OF THE APPRAISER

DD

MM

YY

Signature _____

COMMENTS OF THE COUNTERSIGNING OFFICER/SUPERVISOR OF APPRAISER

Name of Countersigning Officer _____

Job Title _____

DD

MM

YY

Signature _____

COMMENTS OF THE RESPONSIBLE OFFICER

Name _____

Job Title _____

DD

MM

YY

Signature _____

Tool 4: Request for CPD support

For each CPD activity for which you request financial support from NTC, please fill in the table below and share with your appraiser and the deputy principal to recommend for approval. The final approval is given by the NTC principal.

Request for financial support for CPD activities			
NTC			
SUBMITTED BY (name and position)			
Date of submission		Date of Reception by the appraiser	
Title activity			
Objectives What do I want/need to learn and why?			
CPD Activity What will I do to achieve this? (What, when, where, how often, ...)			
Budget			
Description	Qty	Unit Cost/Rate	Total
Total			
Name of forwarding officer (appraiser):			
Comments on the decision taken (to be filled by the appraiser):			
Signature:			
Date:			
Approved by principal:			
Date:			

For each CPD activity for which you **request leave from the NTC**, please fill in the table below and share with your appraiser and the deputy principal to recommend for approval in line with the public service standing orders. The final approval is given by the NTC principal.

Request for leave for CPD activities			
NTC			
SUBMITTED BY (name and position)			
Date of submission		Date of Reception by the appraiser	
Comments			
<i>Title CPD activity</i>			
Objectives What do I want/need to learn and why?			
CPD Activity What will I do to achieve this? (What, when, where, how often, ...)			
<i>Leave</i>			
Description	Days	Total	
Total			
Name of forwarding officer (appraiser):			
Comments on the decision taken (to be filled by the appraiser):			
Signature:			
Date:			
Approved by principal:			
Date:			

Tool 5: CPD activity record

This document is to be filled in one after each Continuous Professional Development activity. This document is also used to prepare for and follow-up on other training activities and conferences by NTC staff.

CPD activity record
<i>Title CPD activity</i>
Date and place of the CPD activity:
Length/duration of the CPD activity (in hours):
<i>Personalia</i>
Name of Participant:
Name of organisation:
Position in organisation:
Email:

CPD ACTIVITY OBJECTIVES
The objectives related to the CPD activity are:
1:
2:

3:

Signature of Participant:

Date:

Signature of Appraiser:

Date:

POST CPD ACTIVITY ACTION PLAN

Please list three important concepts, ideas, or skills which you plan to apply in your job/organisation as a result of implementing this CPD activity.

Instruction:

In the 1st column, list the actions to take in applying what you have learned.

In the 2nd column, indicate how you will measure your successes.

The more specific your objectives and measure, the more likely you are to fulfil them.

What did you learn from this activity?

As a result of what I learned from this activity, I am going to...	I will know I am succeeding with this objective when...
Next week	
Within one month	
Within three months	
Has the activity highlighted any areas for further development?	
<p>Participant's Commitment :</p> <p>I commit to implement the action plan described above. If I am unable to complete an activity, I will seek the help of my appraiser to make arrangements to modify the plan accordingly.</p> <p>Signature of Participant:</p> <p>Date:</p>	<p>Appraiser's Commitment :</p> <p>I support the action plan described above and will complete the actions assigned to me. If needed, I will help make arrangements to modify the plan accordingly. 3 months after the activity, I will follow up the plan.</p> <p>Signature of Appraiser:</p> <p>Date:</p>

Tool 6: Class reflection practice (use of ATL and of ICT), as part of the

Class Date: ____/____/_____

Class type:

What did I want to experiment?

Describe the class activities:

What did work well?

What were the challenges I have encountered during this class? How did you respond?

What can I do next or in the future to perform better ?

Tool 7: Professional reading notes

This is a general template that you may find useful when engaging with an article, paper, chapter or book. The template emphasizes an action learning approach to engagement and reflection by prompting you to consider ways in which the article has, might or will influence your teaching practice.

1) Record below your complete **reference** for the relevant journal article / paper / book chapter / book / website

2) **Identify** important concepts / ideas / quotes that are important for you.

3) **Explore** why you found these concepts / ideas / quotes interesting. Specifically, what connection do you see between the source and your own teaching and learning

4) What will be the changes or alterations you will actually make to your teaching as a result of engaging with the article.

Tool 8: Check list for Bursar

The checklist is attached and shows the following information:

- Name
- Surname
- Gender
- Position
- Activity (Description)
- Type of support
- Date of the activity
- Accountability deadline
- Check supportive documents
 - CPD activity record
 - Invoice
 - Proof of payment

Tool 9: Professional portfolio – table of content

Why to develop a professional portfolio?

A professional portfolio is collection of documents prepared for the purpose of

- Helping one reflect on and improve one's teaching;
- Documenting evidence of professional developing in teaching.

What is the content of a professional portfolio?

A professional portfolio should be a collection of the main Continuous Professional Development activities implemented, and documented through the “CPD activity record” template. The “CPD activity record” are organized in different rubrics, and may be completed by other documents, such as:

1. Self-reflection practice:
 - » Self-reflection reports on use of ATL and ICT in teaching and learning
 - » Self-reflection reports based on the analysis of a video-recording of self-teaching
 - » Professional reading notes
 - » Action research
2. Community of practice
 - » Classroom observation reports by mentors
 - » Lesson plan review by mentors
 - » Participation in micro-teaching sessions on teaching practice videos analysis
 - » Reflection report on Team teaching
3. Students' feedback
 - » Feedback from students
4. Professional meetings on teaching
 - » Short term education programmes: Technical workshops, Refresher courses, Professional training, conferences...
 - » Long term education programmes leading to a formal qualification
5. Academic research diffusion
 - » Development of an Academic research
 - » Dissemination of results of academic research: publications in teaching journals, papers delivered on teaching, presentation of results in conference...
6. Contributions to the Teaching Profession
 - » Participation to curriculum revision
 - » Membership in professional organizations
 - » Development of policies, protocols or guidelines
7. Assistance to colleagues on teaching matters
 - » Provide peer support
 - » Mentor others

Tool 10: Portfolio assessment tool

Within one academic year, you should participate in CPD activities for at least 60 hours. This portfolio assessment tool, will help you calculate the points you can acquire through CPD-activities.

Assessment Score Sheet

Name:		Teacher number:	
Institution:		Position:	
Covering the period from - to		Date:	

Items	Criterion	Rating (points)		Score
		Details	Max	
1 - Reflective practice				
Self-reflection reports on use of ATL and ICT in teaching and learning	Has developed quality self-reflection reports	Per report: 1 point (max 4 points) Quality of reports: 1 (weak) to 3 (good)	7	
Self-reflection reports based on the analysis of a video-recording of self-teaching	Has reflected on video of self-teaching	Per video: 1 point (max 4 points) Quality of reports: 1 (weak) to 3 (good)	7	
Professional reading notes	Has reviewed source of knowledge	Per notes: 1 point (max 4 points) Quality of notes: 1 (weak) to 3 (good)	7	
Action research	Has identified a problem and reflected on it through action research	Per action research: 1 point (max 4 points) Quality of action research: 1 (weak) to 3 (good)	7	

2 - Community of practice				
Classroom observation reports by mentors	Mentors have observed his/her lesson and a self-reflection was based on the report	Per report: 1 point (max 4 points) Quality of self-reflection: 1 (weak) to 3 (good)	7	
Participation in a micro-teaching session on videos recording of teaching practice analysis	Has participated in a micro-teaching session and self-reflected on the session	Per participation: 1 point (max 4 points) Quality of self-reflection: 1 (weak) to 3 (good)	7	
Reflection report on Team teaching	Has done team teaching and self-reflected on the session	Per team teaching: 1 point (max 4 points) Quality of self-reflection: 1 (weak) to 3 (good)	7	
3 - Students' feedback				
Feedback from students	Has organized feedback from students and has reflected on the feedback	Per feedback activity: 1 point (max 4 points) Quality of self-reflection: 1 (weak) to 3 (good)	7	
4 - Professional meetings on teaching				
Short term education programmes	Has attended short term education programmes: Technical workshops, Refresher courses, Professional training, conferences, ...	Per programme: 1 point (max 4 points)	4	
Long term education programmes	Has attended long term education programmes leading to a formal qualification	Per programme: 4 points	4	
5 - Academic research diffusion				
Development of an Academic research	Has developed an academic research report	Research: 3 points Quality of research: 1 (weak) to 3 (good)	6	
Dissemination of results of academic research (academic papers)	Has disseminated results of academic research: publications in teaching journals, papers delivered on teaching, presentation of results in conference, starting a website/online platform within the NTC, ...	Per Dissemination: 1 point (max 4 points) Quality of dissemination support: 1 (weak) to 3 (good)	7	

6 - Contributions to the Teaching Profession				
Participation to curriculum revision	Has worked on curriculum revision	Participation: 1 Quality of participation: 1 (weak) to 3 (good)	4	
Membership in professional organizations	Is an active member of professional organizations	Per Membership: 1 (max 2 points)	2	
Development of policies, protocols or guidelines	Has developed policies, protocols or guidelines	Participation: 1 Quality of participation: 1 (weak) to 3 (good)	4	
7 - Assistance to colleagues on teaching matters				
Provide peer support	Has provided pedagogical support to peers: lesson plan review, classroom observation	Per peer support activity: 1 point (max 3 points) Quality of peer support: 1 (weak) to 3 (good)	6	
Mentor others	Is acting as a mentor: lesson plan review, classroom observation, induction training, ...	Per mentorship activity: 1 point (max 4 points) Quality of mentorship: 1 (weak) to 3 (good)	7	
CPD SCORE (TOTAL) - /100				

Annex the results to appraisal form in view of career progression

Tool 11: Guidelines for student feedback

It is important that the students are taken through the process of giving feedback. Please make sure you introduce this system during class.

The feedback of students' is organized twice a year (first and second term).

The aim is to identify an area of your teaching/topic you want to investigate and quickly and easily obtain students' feedback on that aspect of your teaching.

We propose you to organize:

- a) an anonymous survey in the classroom (e.g. stratified one student in five per row)
 - depending on the resources and facilities in each NTC, the evaluation can be done through an online evaluation form. and/or
- b) a focus group discussion

After organizing one or the other, or both, you analyze the feedback of your students.

a) **Anonymous survey (online or paper-based)**

Assessment of the Performance

The evaluation form is filled in by students and is related to the competence profile and the appraisal form of a lecturer. The student ticks the appropriate performance level, in all fairness and in good conscience.

Performance Level	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
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Competence	ASSESSMENT						Comments
	Performance Level Attained - Please tick						
Feedback by students							
GC 1 Professional Knowledge / Skills The lecturer uses examples from own experience and immediate environment relating the professional world of work during his lessons	5	4	3	2	1	N/A	
GC2 Planning Organization and coordinating The lecturer is well organized and sets deadlines for students and follows-up accordingly.							

Competence	ASSESSMENT						Comments
	Performance Level Attained - Please tick						
GC 6 Initiative The lecturer is open to new ideas, curious about and actively explores new possibilities; identifies how to create more value for learners; takes action on innovative ideas and champions innovations.							
GC 7 Communication The lecturer communicates in a clear way: <ul style="list-style-type: none"> - good audibility - encourages questions and answers - speaks respectfully - seeks to send clear oral and written languages - understand the impact of messages on and from the students 							
GC 9 Integrity The lecturer communicates values to others, monitors own action for consistency with values and beliefs, takes pride in being trustworthy, is open and honest and provides quality services without need for inducements.							
GC 10 Human Resource Management The lecturer motivates and trains the students effectively and is able to build a strong working relationship.							
GC 13 Time Management The lecturer manages time: start- and end of a lesson and other extracurricular activities							
GC 14.1 ATL application – method application The lecturer makes use of Active Teaching and Learning Methods (e.g. learning stations, project based learning, problem based learning and learning contract)							
GC 14.2 ATL application - techniques The lecturer makes use of Active Teaching and Learning Techniques (e.g. Brainstorming, Group Work, Storytelling, Presentations)							

Competence	ASSESSMENT						Comments
	Performance Level Attained - Please tick						
GC 14.3 ATL application – tools The lecturer makes use of Active Teaching and Learning Resources (e.g. Maps, Charts, Social Media, Experiments, Multimedia, ...)							
GC 15 Use of ICT The lecturer makes use of ICT in teaching and learning (e.g. PowerPoint, projector, computer lab, online training, ...)							

b) A focus group discussion

Guidelines on how to organize a focus group in your classroom

Process

- Keep it short (45-minutes)
- Appoint a moderator (cannot be you, it has to be a trusted peer/another lecturer)
- Keep the groups small: 6-12 students
- Select four questions for discussion (based on the identified area of teaching/topic you want feedback on):
 - » Start with a general question
 - » Proceed with two specific questions
 - » And with another general question
- Practical
 - » Give them a copy of the discussion questions prior to the actual focus group
 - » Introduce the moderator to your students before starting the focus group
 - » Ensure your students that their responses are confidential and leave the room
 - » Afterwards you should receive a raw observational report from the moderator
 - » You should interpret it (preferably alongside other feedback you have received on your teaching), plan changes or strategies resulting from the feedback and report back to your students

Tips for the questions

- Questions should be Open-ended. Avoid questions that can be answered “yes” or “no”.
- “Why” questions are rarely asked in a focus group. Why questions tend to imply a rational answer whereas you want the participants to openly share their impressions, opinions, and perceptions.
- Questions should be systematically and carefully prepared but have a natural feel and flow.
- Get feedback on the tone and flow from colleagues beforehand.
- Arrange questions in logical sequence. Usually this means going from the general to more specific about a topic before moving on to another topic
- Allow for unanticipated questions

- Use the survey tool as an inspiration to prepare your questions

c) **Analysis of survey and focus group**

Read the students' responses.

First, identify a typical response (one that summarizes the opinions of many students).

Secondly, identify an unexpected response (one that varies from the typical response).

Thirdly, write down the responses below and answer the questions:

- According solely to the student comments, what could you do to bring about improvement?
- To what extent do the comments made by the students seem to be representative of your class's experiences overall?
- What is the change you will make?

Tool 12: Guidelines for peer feedback

The assessment by peers is to be done 2 times per year (during the first and the second term).

The sampling procedures is as follows: the attribution of lecturers is done per department and subject-based. The Heads of Department identify who is going to observe who through setting up a rotation cycle (lecturers are not supposed to observe the same lecturer as the one they are being observed by).

Depending on the resources and facilities in each NTC, the evaluation can be done through an online evaluation form. An online assessment will make the overall assessment easier.

This evaluation form is based on the lesson observation tool used for support supervision. In the process of peer-observation, it is however not necessary to organize a pre-conference between the observer and the observed. The only requirement for the observed is to share the lesson preparation with all its aspects, with the observer. After the lesson observation, a post-conference observation is to be organized between both parties.

a) Observation tool for peers

Observed		
Name:	Position:	Date:
Observer		
Name:	Position:	Date:

Assessment of the Performance

The evaluation form is filled in by peer-lecturers. Peers choose the appropriate the performance level, in all fairness and with good conscience.

Performance Level	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
A. Lesson Preparation					
B. Learning environment					

C. Lesson Strategies and Activities	
D. Utilization of instructional materials	
E. Presentation & communication	
F. Classroom Management and Leadership	
G. Lesson conclusion	

b) The guidelines

These are meant to support the lecturer in the process of peer observation.

A. Lesson Preparation

- Schemes of work
- Lesson plans
- Lesson notes
- Teaching learning resources
- Clarity of lesson competences
- Differentiation of lesson competences (domains and levels)
- Assessment strategies planned
- Any other important observations?

B. Physical Environment

- Availability of resources , supplies needed for the lesson
- Classroom organization and physical layout (teacher-to-student and student-to-student interactions)
- Can desks and chairs easily be moved around the classroom for group work?
- Appropriate environment for special needs students
- Safety in the classroom
- Cleanliness, lighting and aeration
- Any other important observations arising from the lesson?

C. Lesson Strategies and Activities

- Activation of students' prior knowledge
- Communication of expected competences to the learners
- Use of strategies that are appropriate for the lesson competences
- Use of activities and student work that engage students as active learners
- Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson (support slow learners)
- Gender responsiveness
- Communication of accurate, relevant content, key concepts, skills and understandings
- Pacing and use of lesson time
- Team teaching with fellow lecturers/students or teaching assistants
- Provision of hand-outs and references (including electronic resources) for further reading
- Any other important observations arising from the lesson?

D. Utilization of instructional materials

- Adequacy of instructional materials
- Appropriateness of the instructional materials
- How well were the instructional materials used?
- Innovative use of instructional materials
- Utilisation of ICT in teaching and learning
- Any other important observations arising from the lesson?

E. Presentation & communication

- Audibility
- Confident/enthusiastic
- Non-verbal communication e.g. gestures
- Clarity of explanation and instructions
- Maintaining eye contact
- Composure
- Mastery of content/subject
- Any other important observations arising from the lesson?

F. Classroom Management and Leadership

- Classroom rules, expectations and procedures that minimize time wasting, maintains student discipline/behaviour, and maximize student engagement in the lesson
- Reinforcement of positive behaviour; redirection of off-task conversations; correction of disruptive behaviours
- Reinforcement and use of Institutional norms and routines
- Movement in classroom
- Modelling of honesty, integrity and personal responsibility
- Team building within the class
- Use of energizers and ice breakers
- Guidance and counselling

- Any other important observations arising from the lesson?

G. Lesson conclusion

- Summary of key ideas at the end of the lecture
- Linking the lesson to the next lesson
- Take home assignments/reading assignments
- Any other important observations arising from the lesson?

c Post-observation conference

After the lesson observation, the observer and the observed are supposed to organize a post observation conference where observer and observed discuss how the lesson was conducted and each identify **3 strengths and 2 areas of improvement.**

1 strengths identified by the observed

- 1.
- 2.
- 3.

2 areas of improvement identified by the observed

- 1.
- 2.

3 strengths identified by the observer

- 1.
- 2.
- 3.

4 areas of improvement identified by the observer

- 1.
- 2.

Approved by the observer	
Signature:	Date:
Approved by the observed	
Signature:	Date:

Tool 13: Performance Appraisal Form

Refer to section B2, C and E of tool 3

CPD tools at institutional level

Tool 14: Continuous Professional Development NTC workplan

14 a) Committee on Continuous Professional Development: composition

In the CPD committee, there are ideally not more than 5 to 6 members, and one chair.

Name	Position in the NTC	Role in the committee	Telephone	E-mail
	<u>Deputy principal (can designate)</u>	Chair		
	Heads of departments: science/ICT, arts/humanities, vocational, professional	Members, 1 secretary		
	Principal (prioritizing needs)	Co-opted member when financial implications		

14 b) CPD Committee Planning

ACTIVITY	RESPONSIBLE PERSON	TIME-FRAME	RESOURCES	REMARKS
Information on Continuous Professional Development Guidelines		Before 15 th of August		
Performance appraisal of staff		Before 15 th of September		
Deliberation and prioritization of professional development needs		Before 15 th of September		
Develop CPD plan at NTC level and share CPD plan with mentorship committee Share CPD plan with TIET and KyU.		Before 15 th of September		
Monitor the effectiveness of the changes to teaching and learning		Throughout the year		
Assess the content of individual Professional Development Portfolios and provide constructive feedback.		Throughout the year		
Update the CPD database and share with TIET		30 th of June		
To mobilize resources to support all the CPD activities within the college.		Throughout the year		

14 c) Continuous Professional Development activities WORKPLAN

As an NTC, you will have to develop a workplan to implement the CPD activities with Enabel support. This budgeted workplan for the use of Enabel funds is in relation to this activity workplan. The **CPD needs** identified in A and the **CPD objectives** identified in B, have to be in relation with the activities you plan for in the budgeted workplan for the use of Enabel funds.

A - MAIN Continuous Professional Development needs identified

1. _____
2. _____
3. _____
4. _____
5. _____

B - Institutional Continuous Professional Development OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____

The table below can be a copy paste of the workplan developed for the use of Enabel funds. The only information that needs to be added is the **timing** and **responsible person**. In the column **resources**, you do not have to limit yourself to Enabel support, but you can add activities funded by the college (governing council or others).

WHAT	RESPONSIBLE	TIMING	RESOURCES

Approved by the Principal

Signature:

Date:

Tool 15: CPD Database

This CPD database will allow the NTC and other stakeholders to have an overview of all the CPD activities/ trainings that have taken place per staff member of each NTC. It will help the NTC to assess the CPD needs of the NTC, the personal professional portfolio and might help the NTC in approving individual CPD requests. Next to that, it will allow the CPD committee and the NTC to track what is invested in one person in terms of CPD and have an idea on the return on investment. The database of CPD activities is a requirement for all NTCs.

The database is attached in excel, and shows the following information:

- Teacher Registration number
- Name
- Surname
- Gender
- Date of birth
- Telephone
- Email
- Position (in the NTC)
- Confirmed appointment: yes/no
- Date of appointment NTC
- Subjects taught: Computer, Commerce, Agriculture, Arts & Design, CRE, Islamic religion, Literature, Kiswahili, French, Accounts, Entrepreneurship
- Subjects taught: Computer, Commerce, Agriculture, Arts & Design, CRE, Islamic religion, Literature, Kiswahili, French, Accounts, Entrepreneurship
- CPD activity: training, conference, workshop, ... (see listing CPD activities)
- Individual cost (all-in) for the CPD activity
- Funded under: Enabel – SDHR, Enabel – TTE, other, ...
- Venue
- Duration (in hours)
- Conducted by
- Date Conducted
- Comments

Tool 16: CPD Event Report

The annual event for CPD activities is obligatory.

These are the essential elements to include in the event report, held at the NTC:

Background

Participants

Date and location

Event content

Evaluation by participants

Observations and feedback of the NTC

Conclusion

Version of August 2018
Design by



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