

TEACHER PERFORMANCE

APPRAISAL MANUAL



LEARN • DISCOVER • ACHIEVE

TENURED TEACHERS

ACKNOWLEDGEMENTS

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10. Administrators of the Nova Central School District

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NCSD Teacher Performance Appraisal – Tenured Teachers **3**

INTRODUCTION AND RATIONALE

The performance appraisal process for tenured teachers has been designed as a growth focused appraisal process. The goal of such an approach is to enhance student learning through high quality teaching. It is intended to recognize excellence in teaching, foster teacher development, provide meaningful appraisals that support professional learning and growth, and to identify areas where additional support may be required. This process sets the framework for teachers to set individual goals within the context of the Provincial and District Strategic Plans as well as the School's Development Plan.

The performance appraisal process for tenured teachers provides a framework to assess experienced teachers' practices in a manner that reflects their need for growth and development in which the teacher and principal take an active role. It is designed to strengthen schools as learning communities in which teachers are provided opportunities to engage in professional exchange and collective inquiry that leads to continuous growth and development. It provides a framework to encourage improvement efforts aimed at ensuring student success. Essential in this process is the engagement of teachers in professional dialogue and self-reflection that deepens their understanding of what it means to be an effective teacher.

Throughout the performance appraisal process teacher skills, knowledge and attitudes are assessed, strengths and areas for growth are identified, and where applicable, steps for improvement are planned.

PERFORMANCE APPRAISAL PROCESS: KEY COMPONENTS

The key components of the performance appraisal process for tenured teachers include:

- Domain which are the broad categories under which teacher performance is appraised;
- Competency statements that describe the skills, knowledge and attitudes that reflect the standards outlined in the Nova Central School District's Currently Modern Standards;
- Performance indicators which are measures of performance against an identified competency;
- Professional Growth Plan which is a process that develops out of a needs assessment. It is a measurable progression toward achieving an identified goal(s) that are in line with the School Development Plan and the District Strategic Plan;
- Yearly Plans that reflect the delivery of instruction of the outcomes as outlined in the prescribed provincial curriculum documents. It includes timelines, resources, assessment, and evaluation procedures;
- Appraisal meetings that provide opportunities for reflection and collaboration between the principal and teacher to promote growth and development;
- Summary report documents of the appraisal process that provide feedback for teachers to help identify opportunities for growth;
- Rating scale that is used to assess tenured teachers overall performance.

Requirements

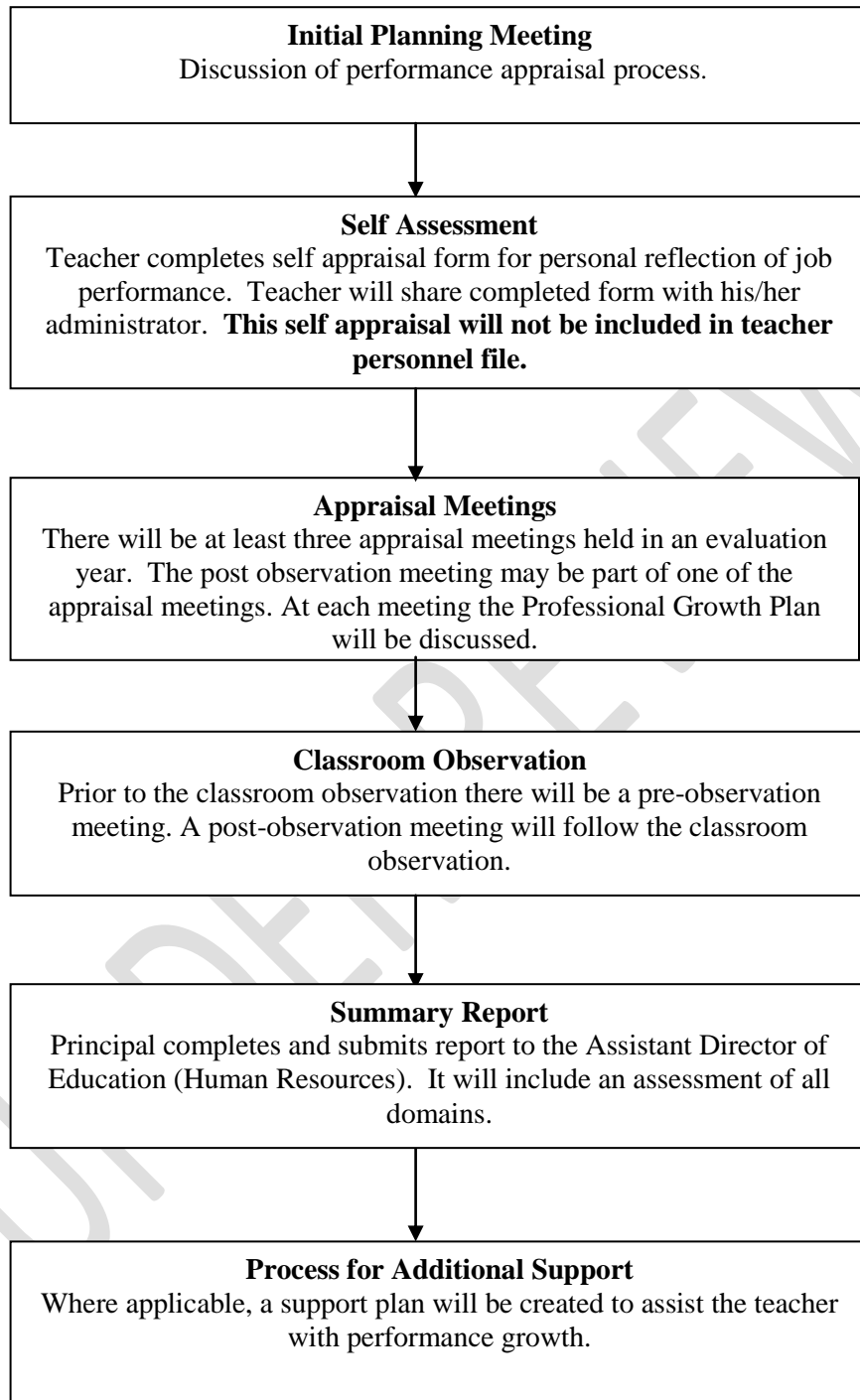
The district will ensure that each tenured teacher is placed on a five-year cycle for performance appraisal. A principal may request upon consultation with the Assistant Director of Education (Human Resources) that a teacher assigned to a school in addition to those required, follow the performance appraisal process or some aspect of it. A teacher may request a performance appraisal at any time and this request will be given due consideration.

Delegation by Principal to Vice-Principal

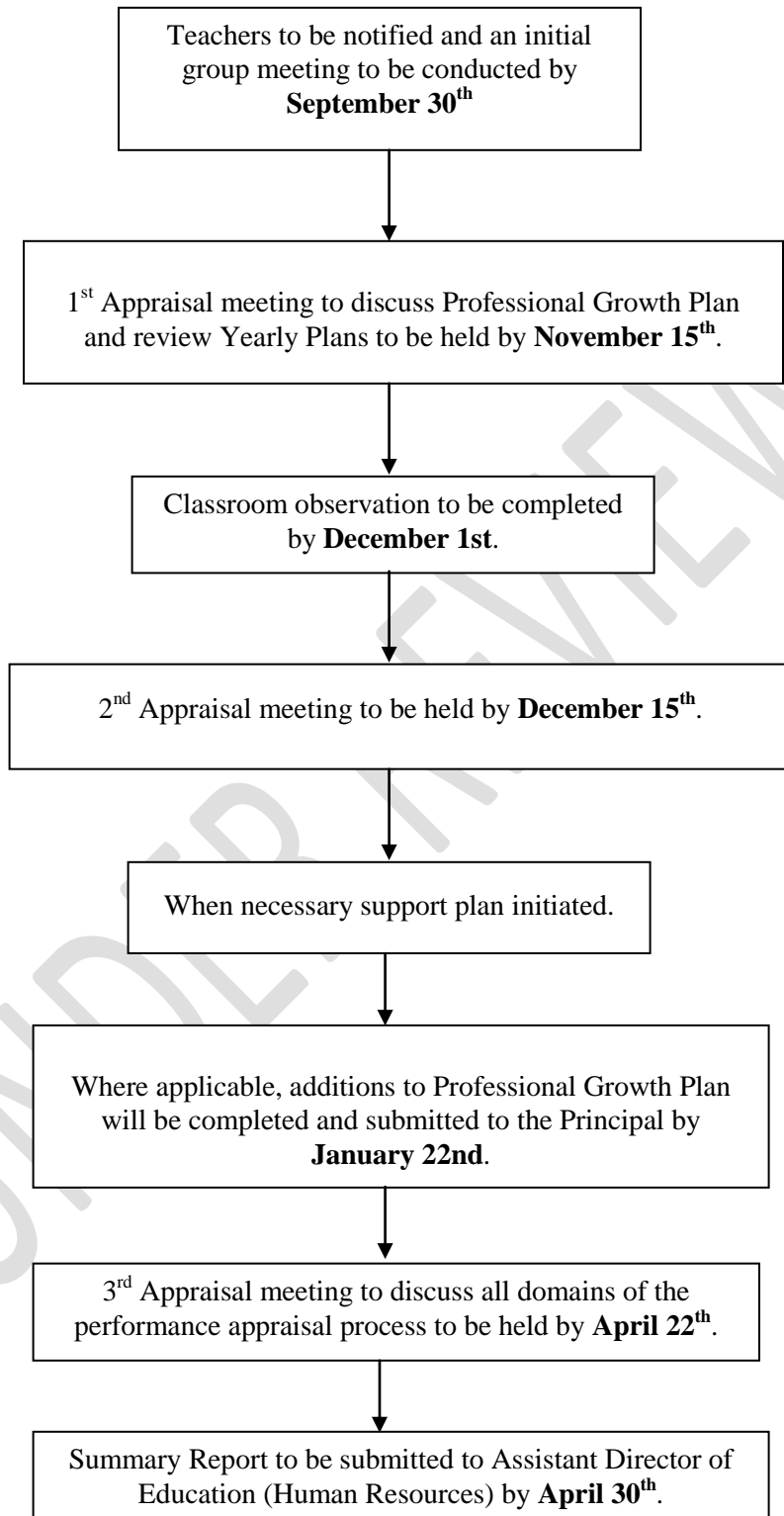
The principal of the school is responsible for the performance appraisal process but may delegate to the school's vice-principal. This may be necessary where a number of performance appraisals are required or when there is a conflict of interest.

UNDER REVIEW

TEACHER PERFORMANCE APPRAISAL OUTLINE



TEACHER PERFORMANCE FRAMEWORK TIMELINE



ROLES AND RESPONSIBILITIES

In the context of the school and school district as a learning community, principals, teachers and district office personnel all contribute to the performance appraisal process for tenured teachers. While fulfilling their responsibilities, they promote collaboration and demonstrate mutual respect.

Principals

Principals conduct performance appraisals of tenured teachers assigned to the school in accordance with the Performance Appraisal Policy of the Nova Central School District.

Principals conduct **one** classroom observation in the year that is scheduled as an appraisal year for the teacher. This must take place by December 1st. Additional classroom visits are required if a teacher receives a “Growth Required” or Unsatisfactory rating (refer to Appendix C). The Assistant Director of Education (Human Resources) must be notified prior to the Christmas break if a teacher receives such a rating. Principals may also conduct additional classroom visits if deemed necessary.

A principal must:

- Adhere to timelines as outlined in appraisal package;
- Notify the Assistant Director of Education (Human Resources) of a potential or perceived conflict of interest;
- Conduct performance appraisals of tenured teachers;
- Notify the teachers and conduct a planning meeting by **September 30th**;
- Consider all domains in assessing the performance of the teacher;
- Conduct meetings with the teacher in preparation for the classroom observation, to discuss the professional growth goals and strategies for the teacher to consider in developing their Professional Growth Plan, and to discuss the teacher’s yearly plans. The teacher’s self assessment is also reviewed during a meeting;
- Conduct a classroom observation to appraise the teacher’s performance;
- Meet with the teacher after the classroom observation to review the observation and Professional Growth Plan and to make recommendations if necessary;

- Prepare a report of the classroom observation. This report must include evidence record/comments and level of performance for the competencies assessed;
- Conduct a meeting by **April 22nd** to discuss the complete teacher appraisal; and
- Complete a summary report. This report must be signed by the teacher acknowledging receipt of the report and sent to the Assistant Director of Education (Human Resources) by **April 30th**. The teacher has the option of attaching comments to this report.

Tenured Teacher

A tenured teacher must:

- Participate in at least one performance appraisal every five years;
- Meet annually with the principal to review the teacher's current Professional Growth Plan;
- In an appraisal year meet with the principal a minimum of three times to review and update Professional Growth Plan, yearly plans and discuss the classroom observation;
- Participate in additional performance appraisals as required if the appraisal rating is "Growth Required" or "Unsatisfactory";
- Provide input into the recommended steps and action that should be taken to improve performance following an "Unsatisfactory" rating; and
- Meet with the principal to discuss the overall performance appraisal and review the summary report. This report must be signed by the teacher to acknowledge receipt.

A tenured teacher may:

- Add comments to the report; and
- During non-appraisal years, request performance appraisal.

District

The District must:

- Inform teachers through the principals about the performance appraisal process;

- Track appraisal years for tenured teachers in a manner that ensures that each teacher will be assessed once every five years;
- Ensure that every tenured teacher has a Professional Growth Plan;
- Ensure that a teacher performance appraisal process is conducted by a principal unless this responsibility is delegated to another person; and
- Provide support to the principal and/or the teacher during the performance appraisal process.

UNDER REVIEW

PROCEDURES

In order to ensure a meaningful performance appraisal process for tenured teachers the procedures as outlined must be followed. During this process the teacher and the principal engage in professional dialogue that supports the teachers' understanding of effective teaching.

Initial Meeting

A meeting must be held by **September 30th** between the principal and the tenured teachers who will be following the Performance Appraisal process:

At this meeting the principal shall:

- Provide the teacher(s) with the Performance Appraisal manual;
- Provide an overview of the appraisal process;
- Clearly state the expectations of the appraisal process; and
- Discuss Professional Growth Plans.

1st Appraisal Meeting

A meeting must be held between the principal and the teacher by **November 15th** of the appraisal year. The principal and teacher shall discuss:

- Self Assessment;
- Professional Growth Plan;
- Yearly Plans;
- The date for the pre-observational meeting; and
- Student Surveys (refer to Appendix D)

Pre-observation Meeting

The teacher and principal must meet prior to the principal observing the teacher in an instructional setting. During the pre-observation meeting the principal and teacher shall discuss:

- The competencies that will be the focus of the classroom observation;
- The expectations of the lesson to be observed;
- The outcomes that will be taught;
- The teacher's expectations of students;
- The teacher's plan for the classroom observation period;
- Any unique qualities of the class;
- The date and time for the classroom observation; and
- The date and time for the post-observation meeting, which will be held within ten school days.

Classroom Observation

The principal assesses the teacher's skills, knowledge and attitudes in an instructional setting using the Administrator's Report Guide. The observation shall occur in the teacher's ordinary teaching environment.

The classroom observation is only one component of the appraisal process and must be completed by **December 1st**. Evidence of some competencies may be obtained in other ways.

2nd Appraisal Meeting/Post-Observation Meeting

Following the classroom observation, the teacher and principal must meet within ten school days but not later than **December 15th** to review the teacher's performance.

During this meeting the principal and teacher shall discuss:

- All competencies that form the basis of the performance appraisal.
- The competencies that were identified as the focus of the performance appraisal.
- Comments and evidence regarding level of performance intended for the Summary Report.

- The Professional Growth Plan strategies to initiate a support plan, if applicable. This support plan must be developed by **January 22nd** and submitted to the Assistant Director of Education (Human Resources).
- If a support plan is required the Assistant Director of Education (Human Resources) must be contacted prior to Christmas break.

Support Plan Process (where applicable)

When a teacher receives an “Unsatisfactory” rating the following process must be adhered to:

- Support Plan developed by **January 22nd**.
- 2nd classroom observation by **March 1st**.
- An appraisal meeting to be held by **March 7th**.
- Where applicable, further supports implemented by **March 21st**.
- 3rd classroom observation completed by **April 15th**.

3rd Appraisal Meeting

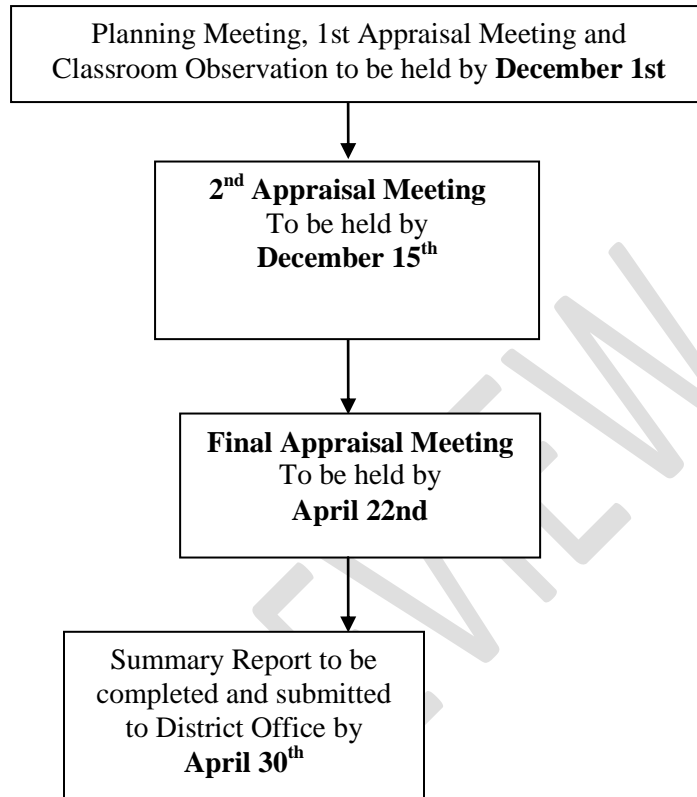
The principal must meet with the teacher to conclude the appraisal process. This meeting must be held by **April 22nd**. At this meeting the teacher’s professional growth will be assessed.

Summary Report

The principal must complete a Summary Report that reflects all components of the performance appraisal process. A copy of this report must be given to the teacher. The teacher must sign the report to acknowledge receipt and a signed copy must be sent to the Assistant Director of Education (Human Resources) by **April 30th**.

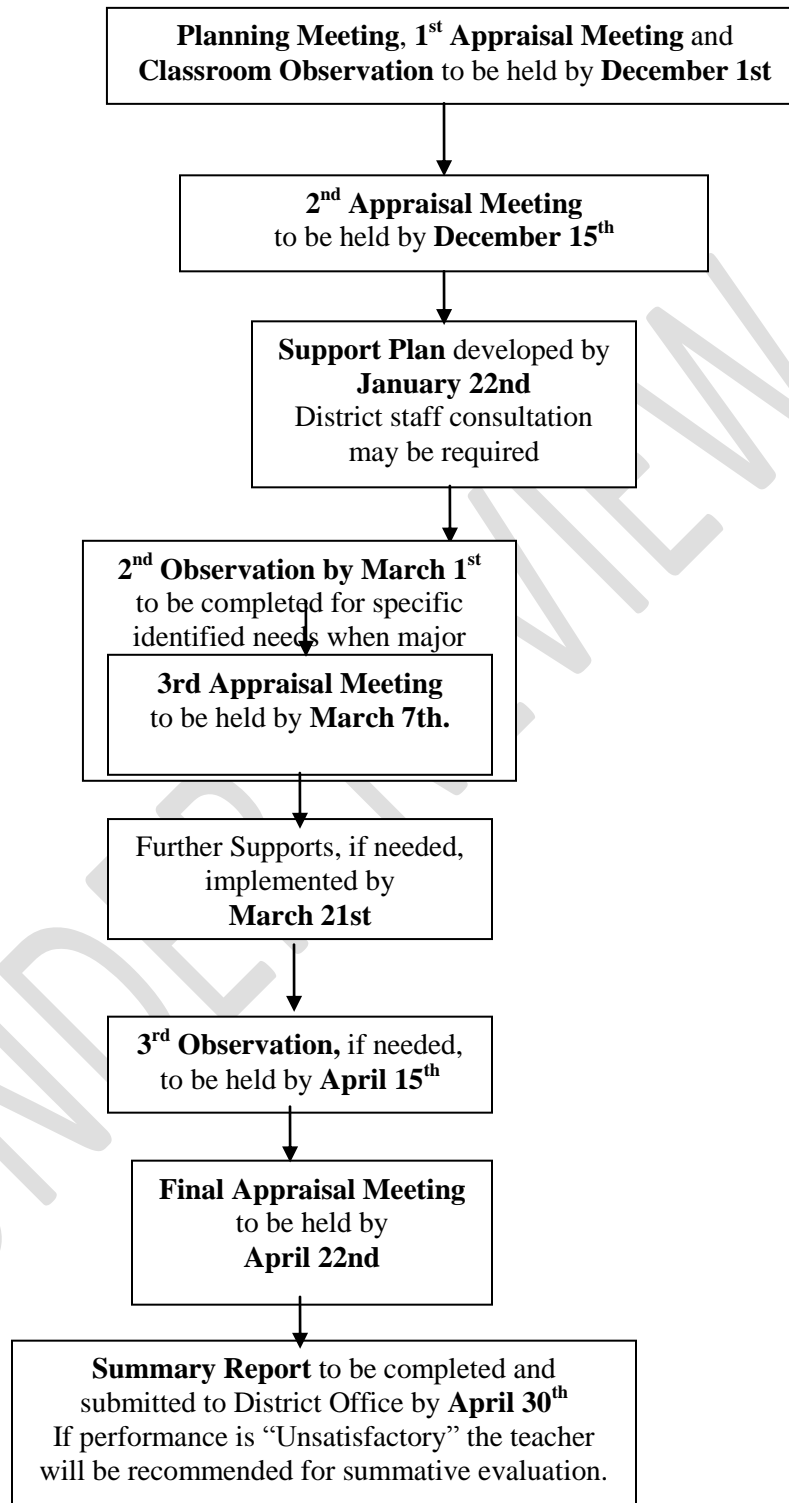
TEACHER PERFORMANCE APPRAISAL TIMELINE

SATISFACTORY



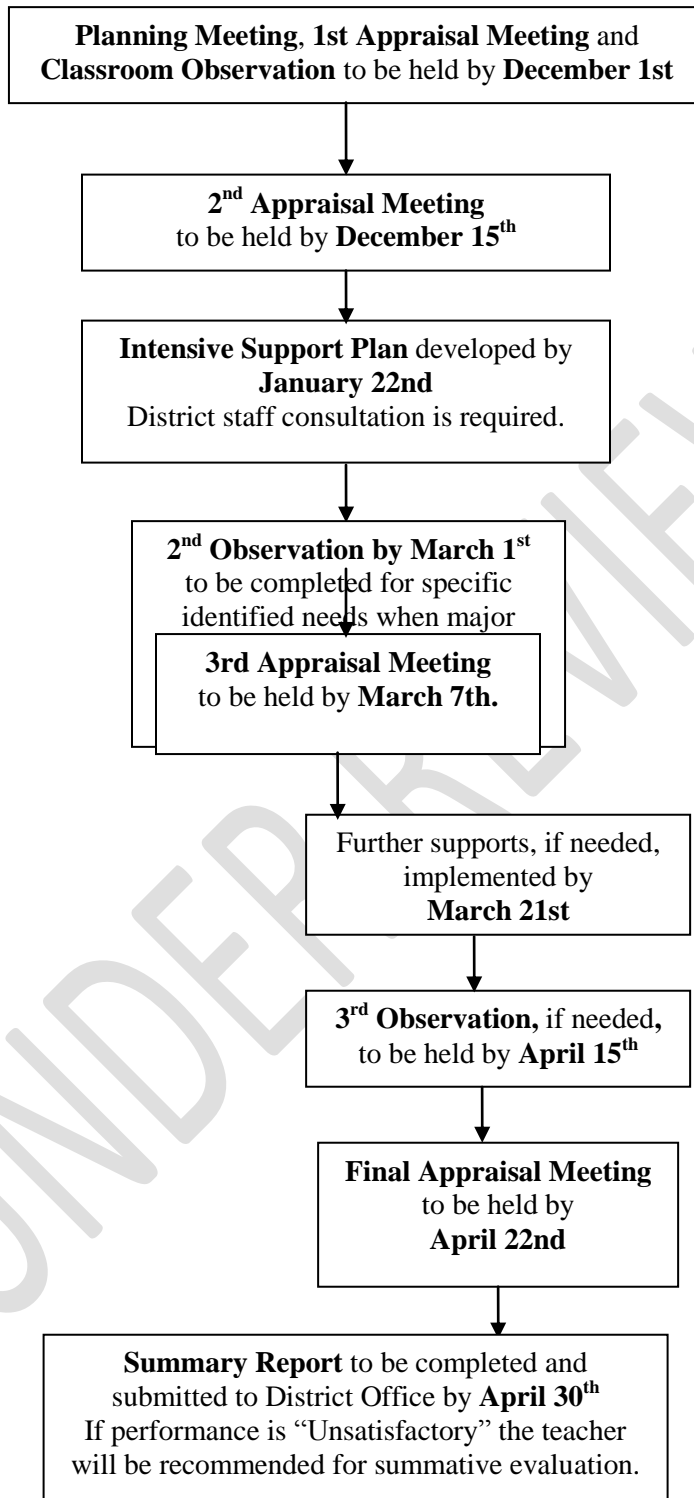
TEACHER PERFORMANCE APPRAISAL TIMELINE

GROWTH REQUIRED



TEACHER PERFORMANCE APPRAISAL TIMELINE

UNSATISFACTORY



SELF-ASSESSMENT TEACHER PERFORMANCE APPRAISAL

This form must be completed prior to the first observation and shared with the administrator during the Post-Observation Meeting.

Teacher:

School:

NOTE: This self reflective guide is the property of the teacher whose name appears above. Duplication is not permitted without the teacher's written consent.

Please read each statement and rate yourself (ME – Meets Expectation; IFG – “Growth Required”)

LEARNING ENVIRONMENT

Competencies	ME	IFG	Rationale
1.1 I demonstrate commitment to the well-being and development of all students.			
1.2 I am dedicated in my efforts to teach and support student learning and achievement.			
1.3 I treat all students equitably and with respect.			
1.4 I provide an environment for learning that encourages students to be problem-solvers and decision-makers.			

TEACHING PRACTICE

Competencies	ME	IFG	Rationale
2.1 I demonstrate an understanding of the central concepts, assumptions, structures and pedagogy of the provincial curriculum.			
2.2 I use professional knowledge and understanding of students, curriculum, and teaching practices to promote the learning and achievement of students.			
2.3 I communicate effectively with students, parents, and colleagues.			
2.4 I use a variety of effective classroom management strategies.			
2.5 I adapt and refine my teaching practices through continuous learning and reflection, using a variety of sources and resources.			

ASSESSMENT, EVALUATION, & REPORTING

Competencies	ME	IFG	Rationale
3.1 My assessment practices are based on a philosophy of education that respects the uniqueness of each child & is conducted according to current educational theory and practice.			

COMMITMENT TO THE SCHOOL COMMUNITY

Competencies	ME	IFG	Rationale
4.1 I collaborate with other teachers and school colleagues to create and sustain learning communities in my classroom and school.			
4.2 I show leadership through committee work, and co-curricular/extra curricular involvement.			

PROFESSIONAL GROWTH

Competencies	ME	IFG	Rationale
5.1 I engage in ongoing professional learning to improve			

my teaching practices.			
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UNDER REVIEW

PROFESSIONAL GROWTH PLAN

Growth in an individual occurs when one can recognize his/her strengths and areas for professional growth. The District Strategic Plan, your teaching assignment, the School’s Development Plan and your completed “Self-Assessment” will assist you in developing your Professional Growth Plan. Using these sources, **identify up to three goals** for your Professional Growth Plan and complete a table for each goal. Please refer to Appendix A for further guidance.

Teacher _____ School _____ Date _____

Goal 1:

Objectives	Strategies	Resources	Professional “Growth Required”	Timeline	Evidence of Success

Goal 2:

Objectives	Strategies	Resources	Professional "Growth Required"	Timeline	Evidence of Success

Goal 3:

Objectives	Strategies	Resources	Professional "Growth Required"	Timeline	Evidence of Success

REFLECTIVE SUMMARY

Teachers are encouraged to incorporate the feedback from the student surveys when completing the reflective summary.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Other: _____

Signature

Date

PRE-OBSERVATION MEETING GUIDE

These questions are intended to be used by the administrator as a guide to facilitate discussion at the pre-observation meeting. Teachers may want to reflect on these questions prior to this meeting.

Teacher:

Grade/Subject:

Pre-observation Date:

Observation Date:

Observation Time:

1. What are the outcomes for the observation period?
2. How are the outcomes aligned to the curriculum?
3. How are these outcomes related to previous learning?
4. What is your knowledge of the learners in your class?
5. How do you differentiate instruction to meet the diversity of your students?
6. How do you assess student achievement— both informally and formally?
7. What resources will you use to aid in the delivery of instruction?
8. Is there anything else I need to know about the lesson or your class before I observe?
9. Other

ADMINISTRATOR'S REPORT GUIDE

The *Administrator's Report Guide* is a tool used by administrators to conduct teacher performance appraisals. This guide contains the competencies that are used to evaluate a teacher. For each competency a number of Performance Indicators are identified. **It is not necessary for a teacher to meet all Performance Indicators to receive a satisfactory rating. Please check Performance Indicators where the skill described is being observed and applied. Performance indicators where there are areas of concern should be noted in the evidence records/comments column. Examples of evidence can be found in Appendix B.**

This form must be used for each appraisal. Of the five domains – Learning Environment; Teaching Practice; Assessment; Evaluation and Reporting; Commitment to the School Community and Professional Growth – the first three are directly related to the classroom observation.

Teacher:

Administrator:

School:

Description of Teacher's Assignment (e.g. Grade(s), Subject(s), Full-time/Half-time):

Meeting and Classroom Observation Dates (yyyy/mm/dd):

Pre-Observation

Classroom Observation

Post-Observation

Instructions to the Administrator:

1. This report must be completed before the post-observation meeting.
2. A copy, signed by the administrator, must be provided to the teacher in a timely manner but no more than 10 school days after the classroom observation or five school days if the appraisal has resulted in a performance rating that indicates areas of "Growth Required" or an "Unsatisfactory" rating.

3. The teacher and the administrator must meet to discuss the performance appraisal. The report must be signed by the teacher acknowledging receipt and forwarded to the Assistant Director of Education (Human Resources).
4. In preparing the report, the Administrator must:
 - a. Assess the teacher's performance in relation to the five domains and applicable competencies.
 - b. Provide an overall rating of the teacher's performance in accordance with the rating scale; and
 - c. Recommend growth strategies for the teacher's development.

UNDER REVIEW

DOMAIN 1: LEARNING ENVIRONMENT

COMPETENCY 1.1

Teacher demonstrates commitment to the well-being and development of all students.

PERFORMANCE INDICATORS

The teacher:

- applies knowledge effectively about how students develop and learn physically, socially, and cognitively.
- shapes instruction appropriately to ensure the needs of all students are met.
- models and promotes the joy of learning to effectively motivate students.
- provides relevant and constructive student work.
- effectively uses student work to identify learning difficulties and provides appropriate remediation.
- demonstrates a positive rapport with students.
- recognizes student difficulties by employing effective teaching strategies.
- creates a classroom environment that attends to factors that affect students' safety, comfort level, and emotional health.
- promotes student self-esteem by reinforcing positive behaviours.
- develops and maintains communication and collaboration between school and home.
- seeks solutions to overcome obstacles that prevent parental involvement.
- promotes an environment in which students develop nurturing relationships with caring adults.

EVIDENCE RECORD/COMMENTS

<input type="radio"/> Responds to diagnosed learning exceptionalities by modifying programs to ensure the needs of students are met.		
SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory The teacher demonstrates considerable commitment to the well-being and development of all students. The teacher shows continued growth in this competency	<input type="checkbox"/> “Growth Required” The teacher demonstrates some commitment to the well-being and development of all students. The teacher would benefit from support to further develop this competency	<input type="checkbox"/> Unsatisfactory The teacher demonstrates limited commitment to the well-being and development of all students. The teacher requires extensive improvement in this competency.

COMPETENCY 1.2	
Teacher is dedicated in his/her efforts to teach and support student learning and achievement.	
<u>PERFORMANCE INDICATORS</u>	<u>EVIDENCE RECORD/COMMENTS</u>
The teacher: <ul style="list-style-type: none"> <input type="radio"/> assists learners in practicing new skills by providing opportunities for guided practice. <input type="radio"/> provides for active student participation in the learning process. <input type="radio"/> employs appropriate balance of student and teacher directed discussion/learning. <input type="radio"/> establishes an environment that maximizes learning. <input type="radio"/> encourages students to excel to the best of their ability. <input type="radio"/> Uses a variety of teaching strategies to meet the diverse needs of students. 	

SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory The teacher demonstrates considerable dedication in his/her efforts to teach and support student learning and achievement. The teacher shows continued growth in this competency.	<input type="checkbox"/> “Growth Required” The teacher demonstrates some dedication in his/her efforts to teach and support student learning and achievement. The teacher would benefit from support to further develop this competency.	<input type="checkbox"/> Unsatisfactory The teacher demonstrates limited dedication in his/her efforts to teach and support student learning and achievement. The teacher requires extensive improvement in this competency.

COMPETENCY 1.3	
Teacher treats all students equitably and with respect.	
PERFORMANCE INDICATORS	EVIDENCE RECORD/COMMENTS
The teacher: <ul style="list-style-type: none"> <input type="radio"/> demonstrates care and respect for students by maintaining positive interactions. <input type="radio"/> fosters the development of polite and respectful interactions. <input type="radio"/> demonstrates polite and respectful teacher-student interaction. <input type="radio"/> uses appropriate tone, body language and dialogue. <input type="radio"/> addresses and values issues of equity and diversity by planning appropriate experiences. 	

SOURCES OF INFORMATION		
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
The teacher treats all students equitably and with respect to a considerable extent.	The teacher treats all students equitably and with respect to some extent.	The teacher treats all students equitably and with respect to a limited extent.
The teacher shows continued growth in this competency.	The teacher would benefit from support to further develop this competency.	The teacher requires extensive improvement in this competency.

COMPETENCY 1.4	
Teacher provides an environment for learning that encourages students to be problem-solvers, decision-makers, lifelong learners and contributing members of a changing society.	
PERFORMANCE INDICATORS	EVIDENCE RECORD/COMMENTS
<p>The teacher:</p> <ul style="list-style-type: none"> ○ provides learners with appropriate opportunities for independent practice of new skills. ○ employs effective questioning techniques that encourage higher level thinking skills. ○ encourages feedback, risk-taking, questioning, and experimentation. ○ encourages students to be cognizant of their personal strengths and capabilities to pursue possible career paths. ○ helps prepare students for life by aiding them to develop an appetite for life-long learning. ○ provides opportunities for students to exercise and communicate sound reasoning; understand connections; make complex choices; analyze; and problem solve. 	

SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory The teacher provides an environment for learning that encourages students to be problem solvers and decision makers to a considerable extent. The teacher shows continued growth in this competency.	<input type="checkbox"/> “Growth Required” The teacher provides an environment for learning that encourages students to be problem solvers and decision makers to some extent. The teacher would benefit from support to further develop this competency.	<input type="checkbox"/> Unsatisfactory The teacher provides an environment for learning that encourages students to be problem solvers and decision makers to a limited extent. The teacher requires extensive improvement in this competency.

DOMAIN 2: TEACHING PRACTICE

COMPETENCY 2.1: Teacher demonstrates an understanding of the central concepts, assumptions, structures and pedagogy of the provincial curriculum.			
PERFORMANCE INDICATORS	EVIDENCE RECORD/COMMENTS		
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> teaches the provincial curriculum by exhibiting an understanding and ability to explain subject areas. <input type="radio"/> embeds curriculum outcomes and program design in long and short term planning implementation. <input type="radio"/> effectively communicates curriculum expectations and design to students and parents. <input type="radio"/> teaches in a logical coherent fashion building on outcomes previously mastered and connecting those to be learned in the future. <input type="radio"/> uses curriculum appropriate questioning techniques. <input type="radio"/> structures activities that require students to use higher order thinking. <input type="radio"/> develops daily, unit and yearly plans reflecting the outcomes of the programs taught. <input type="radio"/> presents accurate and up-to-date information. <input type="radio"/> demonstrates confidence in subject knowledge. 			
SOURCES OF INFORMATION			<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment

<u>LEVEL OF PERFORMANCE</u>		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
The teacher demonstrates considerable understanding of the central concepts, assumptions, structures and pedagogy of the provincial curriculum. The teacher shows continued growth in this competency.	The teacher demonstrates some understanding of the central concepts, assumptions, structures and pedagogy of the provincial curriculum. The teacher would benefit from support to further develop this competency.	The teacher demonstrates limited understanding of the central concepts, assumptions, structures and pedagogy of the provincial curriculum. The teacher requires extensive improvement in this competency.

<u>COMPETENCY 2.2</u>	
Teacher uses his/her professional knowledge and understanding of students, curriculum, and teaching practices to promote the learning and achievement of their students.	
<u>PERFORMANCE INDICATORS</u>	<u>EVIDENCE RECORD/COMMENTS</u>
<p>The teacher:</p> <ul style="list-style-type: none"> ○ models and promotes effective communication skills. ○ demonstrates flexibility in teaching strategies by addressing the needs of all students. ○ chooses pertinent resources for the development of instruction to address student needs and learning styles. ○ uses instructional time in a focused, purposeful way. ○ organizes subject matter into meaningful lessons. ○ relates specific lesson topics to major subject matter concepts and generalizations. ○ encourages students to know about, reflect on, and monitor their own learning. ○ assists students to develop and use ways to access and critically assess information. ○ uses a clear and consistent format to present instruction. ○ uses different motivational strategies to encourage students in developing competence in all areas. 	

<ul style="list-style-type: none"> ○ develops clear and achievable classroom expectations with students. ○ models and promotes effective use of technology to promote student learning. ○ uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision making. ○ responds to individual student needs with flexible grouping practices. ○ adapts programs to fit student needs by making topics relevant to students' lives and experiences. ○ offers student tutorial sessions during non-instructional time. ○ uses appropriate resources in their teaching practices and related professional responsibilities. ○ participates in the development and implementation of Individual Student Support Plans (ISSP). ○ creates a work plan for the Student Assistant. ○ Uses a variety of appropriate teaching techniques to engage students. 	
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SOURCES OF INFORMATION

<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities 	<ul style="list-style-type: none"> <input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
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<u>LEVEL OF PERFORMANCE</u>		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
The teacher uses his/her professional knowledge and understanding of student curriculum and teaching practices to promote the learning and achievement of his/her students with considerable effectiveness. The teacher shows continued growth in this competency.	The teacher uses his/her professional knowledge and understanding of student curriculum and teaching practices to promote the learning and achievement of his/her students with some effectiveness. The teacher would benefit from support to further develop this competency.	The teacher uses his/her professional knowledge and understanding of student curriculum and teaching practices to promote the learning and achievement of his/her students with limited effectiveness. The teacher requires extensive improvement in this competency.

<u>COMPETENCY 2.3</u> Teacher communicates effectively with students, parents, and colleagues.	
<u>PERFORMANCE INDICATORS</u>	<u>EVIDENCE RECORD/COMMENTS</u>
<p>The teacher:</p> <ul style="list-style-type: none"> ○ provides ongoing feedback to parents, for example, through newsletters and bulletins. ○ demonstrates a positive, professional attitude when communicating with parents, students, and colleagues. ○ follows school/district guidelines and policies. ○ conducts effective teacher-student conferences. ○ communicates clear, challenging, and achievable expectations for students. ○ models appropriate tone, body language and dialogue. ○ demonstrates effective use of technology as it relates to school operations and board expectations. 	

SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory Teacher communicates effectively with students, parents, and colleagues with considerable effectiveness. The teacher shows continued growth in this competency.	<input type="checkbox"/> “Growth Required” Teacher communicates effectively with students, parents, and colleagues with some effectiveness. The teacher would benefit from support to further develop this competency.	<input type="checkbox"/> Unsatisfactory Teacher communicates effectively with students, parents, and colleagues with limited effectiveness. The teacher requires extensive improvement in this competency.

COMPETENCY 2.4	
Teacher demonstrates a variety of effective classroom management strategies.	
PERFORMANCE INDICATORS	EVIDENCE RECORD/COMMENTS
The teacher: <ul style="list-style-type: none"> ○ establishes classroom routines and tasks to engage students in varied learning experiences. ○ teaches scheduled class/subject for allocated time periods with effective student engagement. ○ displays student work appropriately for a variety of teaching/learning experiences. ○ considers the individual needs of students and the learning environment when selecting resources. ○ provides opportunities for students to share their interests and demonstrate their involvement in learning. ○ ensures that all students have the opportunity to learn by planning purposeful assignments. ○ differentiates instruction to meet diverse student needs. 	

<ul style="list-style-type: none"> <input type="radio"/> develops clear and achievable classroom expectations with the students. <input type="radio"/> establishes and maintains standards for student behaviour that support learning and respect the dignity of students. <input type="radio"/> uses appropriate strategies to manage discipline. <input type="radio"/> addresses inappropriate student behaviour in a positive manner. <input type="radio"/> consistently implements the school's code of conduct. <input type="radio"/> consistently implements Provincial and District policy guidelines and procedures. 		
<u>SOURCES OF INFORMATION</u>		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
<u>LEVEL OF PERFORMANCE</u>		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
<p>Teacher demonstrates a variety of classroom management strategies with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>Teacher demonstrates a variety of classroom management strategies with some effectiveness.</p> <p>The teacher would benefit from support to further develop this competency.</p>	<p>Teacher demonstrates a variety of classroom management strategies with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>

COMPETENCY 2.5

Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

PERFORMANCE INDICATORS

The teacher:

- assesses and reviews program delivery for relevancy.
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching.
- modifies program to respond to needs of exceptional pupils.
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching.

EVIDENCE RECORD/COMMENTS**SOURCES OF INFORMATION**

<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
--	--	---

LEVEL OF PERFORMANCE

<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
<p>Teacher continuously adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources.</p> <p>The teacher shows continued growth in this competency.</p>	<p>Teacher sometimes adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources.</p> <p>The teacher would benefit from support to further develop this competency.</p>	<p>Teacher seldom adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources.</p> <p>The teacher requires extensive improvement in this competency.</p>

DOMAIN 3: ASSESSMENT, EVALUATION AND REPORTING

COMPETENCY 3.1

Teacher's assessment practices are based on a philosophy of education that respects the uniqueness of each child and is conducted according to current educational theory and practice.

PERFORMANCE INDICATORS

The teacher:

- has an assessment and evaluation process that is student centered.
- gathers accurate data on student performance and keeps comprehensive records of student achievement.
- aligns assessment strategies with learning outcomes.
- uses a variety of assessment strategies and evaluation techniques.
- monitors the learning progress of students and adjusts teaching strategies to meet individual needs.
- uses ongoing reporting to keep both students and parents informed and to chart student progress.
- gathers pre-instructional information from a variety of sources.
- uses formative evaluation to document student progress and identifies impediments to learning in order to determine instructional strategies.
- evaluates performance based on General Curriculum Outcomes (GCOs) and Specific Curriculum Outcomes (SCOs).
- considers affective, cognitive, and psychomotor domains when evaluating students.
- prepares learners for internal and external assessment and evaluation.

EVIDENCE RECORD/COMMENTS

<input type="radio"/> compiles individual learner data at the end of grade levels using such things as report cards, cumulative records, etc.		
<input type="radio"/> uses appropriate diagnostic techniques and tools to assess student difficulties eg. running records, CAMET, Atlantic Assessment kit.		
SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
<p>Teacher’s assessment practices are based on a philosophy of education that respects the uniqueness of each child and is conducted according to current educational theory and practice with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>Teacher’s assessment practices are based on a philosophy of education that respects the uniqueness of each child and is conducted according to current educational theory and practice with some effectiveness.</p> <p>The teacher would benefit from support to further develop this competency.</p>	<p>Teacher’s assessment practices are based on a philosophy of education that respects the uniqueness of each child and is conducted according to current educational theory and practice with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>

DOMAIN 4: COMMITMENT TO THE SCHOOL COMMUNITY

COMPETENCY 4.1		
Teacher collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and their schools.		
PERFORMANCE INDICATORS	EVIDENCE RECORD/COMMENTS	
<p>The teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> learns with and from colleagues and others in the community of learners. <input type="radio"/> pursues and effectively shares knowledge with colleagues about current thinking, trends, and practices in education with colleagues. <input type="radio"/> works cooperatively with colleagues to solve pupil, classroom and school concerns. <input type="radio"/> participates as an effective team member and shares expertise with others. (Examples include acting as mentor, peer coach, or associate teacher.) <input type="radio"/> participates effectively by contributing to grade, division, and/or subject teams. <input type="radio"/> participates effectively on committees by organizing school-based activities. <input type="radio"/> shares learning acquired through participation on system-wide or provincial initiatives with colleagues. <input type="radio"/> serves as a resource to colleagues, eg. In the effective use of technology, assessment strategies, classroom management. <input type="radio"/> creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school. 		
SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans

<u>LEVEL OF PERFORMANCE</u>		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
Teacher collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and their schools to a considerable extent. The teacher shows continued growth in this competency.	Teacher collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and their schools to some extent. The teacher would benefit from support to further develop this competency.	Teacher collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and their schools to a limited extent. The teacher requires extensive improvement in this competency.

<u>COMPETENCY 4.2</u>		
Teacher shows leadership through committee work, co-curricular and/or extra-curricular involvement.		
<u>PERFORMANCE INDICATORS</u>	<u>EVIDENCE RECORD/COMMENTS</u>	
The teacher: <input type="radio"/> is an active member of school based committees. <input type="radio"/> plans co-curricular activities to enhance student learning. <input type="radio"/> is involved in extra-curricular activities (i.e. lunchtime/after school activities).		
<u>SOURCES OF INFORMATION</u>		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
<u>LEVEL OF PERFORMANCE</u>		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> “Growth Required”	<input type="checkbox"/> Unsatisfactory
Teacher shows considerable leadership through committee work, co-curricular/extra-curricular involvement. The teacher shows continued growth in this competency.	Teacher shows some leadership through committee work, co-curricular/extra-curricular involvement. The teacher would benefit from support to further develop this competency.	Teacher shows limited leadership through committee work, co-curricular/extra-curricular involvement. The teacher requires extensive improvement in this competency.

DOMAIN 5: PROFESSIONAL GROWTH

COMPETENCY 5.1

Teacher engages in ongoing professional learning and applies it to improve teaching practices.

PERFORMANCE INDICATORS

The teacher:

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices.
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices.
- participates willingly and effectively in professional learning, study groups, and inservice programs to enhance skill development or broaden knowledge.
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices.
- reads professional journals, books, internet sites, or any articles related to education contexts and effectively shares with peers.
- participates in workshops, seminars, courses, and inservice programs.
- reflects on practices and shares this reflection with others to develop a better understanding of teaching.
- explores ways to access and to use educational research.

EVIDENCE RECORD/COMMENTS

SOURCES OF INFORMATION		
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Teaching Resources <input type="checkbox"/> Assessment	<input type="checkbox"/> Notes/Handouts <input type="checkbox"/> Student Work <input type="checkbox"/> Professional Development Activities	<input type="checkbox"/> District Projects <input type="checkbox"/> Other <input type="checkbox"/> Yearly Plans <input type="checkbox"/> Professional Growth Plans
LEVEL OF PERFORMANCE		
<input type="checkbox"/> Satisfactory Teacher engages in ongoing professional learning and applies it to improve teaching practices to a considerable extent. The teacher shows continued growth in this competency.	<input type="checkbox"/> “Growth Required” Teacher engages in ongoing professional learning and applies it to improve teaching practices to some extent. The teacher would benefit from support to further develop this competency.	<input type="checkbox"/> Unsatisfactory Teacher engages in ongoing professional learning and applies it to improve teaching practices to a limited extent. The teacher requires extensive improvement in this competency.

OVERALL RATING OF TEACHER'S PERFORMANCE

For a description of the ratings refer to Appendix C.

Check appropriate box:

- | | | | |
|--|---------------------------------------|--|---|
| <input type="checkbox"/> Observation 1 | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Growth Required | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Observation 2 | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Growth Required | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Observation 3 | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Growth Required | <input type="checkbox"/> Unsatisfactory |

GROWTH STRATEGIES FOR THE TEACHER

(Check the appropriate box.)

- Support Plan (required following a “Growth Required” or an “Unsatisfactory” performance rating).
- The teacher received a “Satisfactory” performance rating. The following growth strategies have been identified for the teacher’s consideration to assist in his or her ongoing development.

Growth Strategies:

Administrator's Summary Comments on the Appraisal

Teacher's Comments on Progress to Date (optional)

I have discussed this report with the Teacher.

Administrator Signature

Date (yyyy/mm/dd)

I have discussed this report with the Administrator.

Teacher Signature

Date (yyyy/mm/dd)

SUMMARY REPORT

This form is to be completed by the Administrator at the end of the appraisal process and presented to the teacher at the final appraisal meeting which must be held by **April 22nd** .

Teacher:

Administrator:

School:

- Overall Rating:**
- Satisfactory
 - Growth Required
 - Unsatisfactory

Recommended for Summative Evaluation

DOMAINS

LEARNING ENVIRONMENT

TEACHING PRACTICE

[Empty box for Teaching Practice]

ASSESSMENT, EVALUATION & REPORTING

[Empty box for Assessment, Evaluation & Reporting]

COMMITMENT TO THE SCHOOL COMMUNITY

[Empty box for Commitment to the School Community]

UNDER REVIEW

PROFESSIONAL GROWTH

[Empty box for Professional Growth comments]

ADMINISTRATOR’S SUMMARY COMMENTS

[Empty box for Administrator’s Summary Comments]

TEACHER’S COMMENTS (OPTIONAL)

[Empty box for Teacher’s Comments (Optional)]

I have discussed this report with the Teacher

Administrator Signature

Date (yyyy/mm/dd)

I have discussed this report with the Administrator

Teacher Signature

Date (yyyy/mm/dd)

UNDER REVIEW

GLOSSARY

Appraisal is a systematic and professional process gathering information and evidence concerning a performance.

Competency describes the skills, knowledge and attributes that serve as guidelines for daily practice.

Designate is a person assigned to act in the role of another thereby performing certain specified duties.

District Strategic Plan is a development plan for district initiatives over a period of 3-5 years. The plan identifies key areas which are broad in scope, yet provide focus for school emphasis in the enhancement of learning.

Domain is a broad category under which teacher performance is appraised.

Evidence of Success is an ongoing evaluation of how well the goals and objectives are being met.

Goal is a broad statement which defines a desired outcome.

Individual Support Services Plan (ISSP) is a long term planning tool which summarizes the relevant information regarding the child and the program that s/he will be following.

Learning Community is a group that promotes and values learning as an on-going, active and collaborative process which includes dynamic dialogue by teachers, students, staff, administrators, parents and the school community to improve the quality of learning and life within the school.

Mentor is an experienced educator chosen to assist in the induction of a new educator into the profession.

Needs Assessment is a systematic process for eliciting the needs of the system in order to enhance learning/teaching in accordance with personal, school and district development plans.

Objective is a specific target or milestone set to promote achievement of a particular goal by a specific date.

Observation is the gathering of information during the process of teaching for the purpose of feedback and action.

Observation report is written by an administrator after observations are conducted.

Performance indicators are measures of performance against an identified competency.

Portfolio is a collection of information pertaining to the teacher’s professional development, new professional courses, diplomas, certificates or other professional development material.

Post-observation meeting is held following a classroom observation by an administrator to review the observation report and to discuss the plan for future direction.

Pre-observation meeting is held prior to a classroom observation to discuss the classroom lesson to be taught.

Probationary Teacher is an employee who has not been tenured as per the NLTA Collective Agreement outlined in Article 7.

Probationary 1/1 – a one year probationary period

Probationary 1/2 – first year of a 2 year probationary period

Probationary 2/2 – second year of a 2 year probationary period

Professional Growth is a measurable progression toward achieving a previously identified goal(s) as per a “Personal Professional Growth Plan” and/or a District or School “Development Plan”.

Professional Growth Plan is a plan that is developed to reflect current professional practice whereby needs are recognized, goals defined and strategies to achieve the goals are identified. The plan should be seen as a “means” rather than an “end”, thus remaining an open system which reflects ongoing collaboration among the teacher, the administrator and/or District personnel.

Resources are the tools required to reach a defined goal or objective i.e. personnel, print, technology, financial etc.

School Development is a systematic approach by which schools periodically evaluate their activities and seek independent judgments of their achievements. The process of school growth provides a means whereby schools complete an organizational review and develop a school growth plan. School growth is helping schools find ways to grow continuously.

Self-reflective guide is a tool whereby a teacher rates current competencies to help identify areas for further development.

Strategy is a plan which states how goals and objectives are to be achieved.

Teacher induction is a program which outlines a process to assist in the introduction of new teachers to the profession.

Tenure is when a teacher completes a probationary period and then enters into continuous employment with the same School Board as per the NLTA Collective Agreement outlined in Article 7.

Timeline is a schedule which defines the target dates for a goal or objective.

APPENDIX

A

UNDER REVIEW

PROFESSIONAL GROWTH PLAN A GUIDE TO DEVELOPMENT

Frequently Asked Questions	Suggestions
<ul style="list-style-type: none"> What factors determine my Professional Growth Plan? 	A Professional Growth Plan is based upon your self-assessment, observations, teaching assignment School Development Plan and District Strategic Plan.
<p>What is the goal(s) of my Professional Growth Plan?</p> <p>A Goal is a broad statement which defines a desired outcome.</p>	Goals could include individual, team, school, or district goals that result in the continuous improvement of student learning.
<ul style="list-style-type: none"> What are the objectives required to reach my goal(s)? <p>Objective is a specific target or milestone set to promote achievement of a particular goal by a specific date.</p>	<p>Objectives are specific targets or milestone set to promote achievement of a particular goal by a specific date.</p> <p>Small manageable steps to achieve goals.</p>
<ul style="list-style-type: none"> What strategies will I use? <p>Strategy is a plan which states how objectives are to be achieved.</p>	Strategies could include action research, coaching, video taping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academics. Make sure strategies are SMART – specific, meaningful, achievable, realistic and time targeted.
<ul style="list-style-type: none"> What resources/support do I need? <p>Resources are tools that are required to reach a defined goal or objective i.e. personnel, print, technology, financial etc.</p>	Resources/support could include classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support.
<ul style="list-style-type: none"> What is the timeline for my plan? <p>Timeline is a schedule which defines the target dates for a goal or objective.</p>	Timeline includes a target date for each goal and objective ie. a month, a term, a year.
<ul style="list-style-type: none"> Where can I find evidence of success? <p>Evidence of Success is an ongoing evaluation of who well the goals and objectives are being met.</p>	Evidence of success could include student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, and benchmarks.
<ul style="list-style-type: none"> When do I evaluate my plan? 	A Professional Growth Plan should be continuously reviewed and updated. As goals are reached new goals are added.

Guidelines for writing goals and objectives

A well-formulated goal or objective:

- Starts with the word “to”, followed by an action verb.
- States a single key result to be accomplished.
- Lists a target date for its accomplishment.
- Includes maximum cost factors, if applicable.
- Is as specific and quantitative as possible (and therefore measurable and verifiable).
- Relates directly to the teacher’s roles and missions and to higher level roles, missions and objectives.
- Is readily understandable by those who will help accomplish it.
- Is realistic and attainable but still represents a significant challenge.
- Provides maximum payoff on the required investment in time and resources as compared with other objectives being considered.
- Avoids or minimizes dual accountability for achievement when joint efforts are required.
- Is consistent with basic school system policies and practices.
- Is willingly agreed to by both the teacher and administrator without undue pressure or coercion.
- Is recorded in writing with a copy kept and regularly referred to by both the teacher and administrator.
- Requires oral and written discussion between the teacher and administrator who contribute to its attainment.

APPENDIX B

Possible Sources of Evidence

The following list provides examples of possible sources of evidence:

- Age-appropriate assessment tools, including modifications for students;
- Classroom assignments and assessments, including modifications/accommodations for students with exceptionalities ;
- Differentiated lessons and assessments;
- Feedback on assignments;
- Goal-setting activities;
- Learning centres;
- Lessons and assignments that show authentic assessment practices;
- Letters to parents;
- Newsletters;
- List of classroom expectations and routines;
- Use of instructional time;
- Use of manipulatives;
- Use of technology;
- Open house/curriculum night/education week materials;
- Parent conference materials;
- Parent/teacher/student interviews and conferences;
- Photos of classroom bulletin boards, student activities;
- Plans showing results of collaboration with other teachers;
- Posters, photos, bulletin boards, displays of student work;
- Reading and reasoning targets;
- Data analysis;
- Records of student achievement;
- Reflective journals;
- Classroom practices that reflect diversity;
- Lesson and unit plans reflecting curriculum integration;
- Progress reports and report cards;
- Safety routines;
- Student reflection;
- Student work
- Tests, rubrics, checklists, anecdotal comments;
- Self and peer assessments;
- Student portfolios;
- Student presentations;
- Student-designed assignments;
- Use of classroom data to improve instruction;
- Use of community resources and guest speakers;
- Use of curriculum unit planner; and
- Word wall and classroom visuals.

APPENDIX C

UNDER REVIEW

DESCRIPTION FOR LEVELS OF PERFORMANCE

THE RATING SCALE

The scale used in the appraisal process for non-tenured teachers is:

- Satisfactory
- Growth Required
- Unsatisfactory

Descriptions of the Overall Performance Ratings

The following descriptions of the performance ratings are provided as a resource to clarify for administrators and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Administrators and teachers may find it helpful to expand on these descriptions to develop a shared understanding of the ratings.

Satisfactory

Non-Tenured teachers whose overall performance rating is “Satisfactory”:

- Continue to make adequate progress across the competencies;
- Strive to improve their practice so that student performance improves as a result of their teaching;
- Demonstrates a capacity to accept constructive feedback in order to improve and refine their teaching;
- Show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- Demonstrate steadily increasing readiness to become an experienced teacher.

Growth Required

Non-Tenured teachers whose overall performance rating is “Growth Required”:

- Require improvement in one or more competencies in which performance is less than satisfactory and thus affects their teaching and student learning;
- Need targeted support that is focused on one or more competencies;

Non-Tenured teachers whose overall performance rating is “Growth Required” may or may not also exhibit some of the following characteristics of teachers whose overall performance rating is “Satisfactory”. They may:

- Strive to improve their practice so that student performance improves as a result of their teaching;
- Demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- Show increasing independence and self-direction in their improvement efforts, including seeking help from others; and/or
- Demonstrates steadily increasing readiness to become an experienced teacher.

Unsatisfactory

New teachers whose overall performance rating is “Unsatisfactory”:

- Are not making adequate progress in relation to the competencies even after added time and supports have been provided following a “Growth Required” rating; and/or
- Require improvement in the competencies in which their performance is “Unsatisfactory” and thus affects their teaching and student learning.

APPENDIX D (OPTIONAL)

STUDENT SURVEYS GRADES 1-6 GRADES 7-12

**THESE SURVEYS ARE OPTIONAL AND CAN
BE USED BY THE TEACHER TO RECEIVE
FEEDBACK FROM STUDENTS**

STUDENT SURVEY

GRADES 1 - 3

School: _____

Teacher Name: _____

Subject (if applicable): _____ Grade: _____

Directions: If you think the question asked is true, then colour the happy face ☺. If you think the question is not true, then colour the sad face ☹.

My teacher makes the school day interesting so that I enjoy my day.	☺	☹
My teacher fills my day with learning activities.	☺	☹
My teacher shows me how I can learn about different things.	☺	☹
My teacher gives me enough time to do my work.	☺	☹
The work in my class is not too easy and not too hard.	☺	☹
I like doing my homework.	☺	☹
I think the class rules are fair.	☺	☹
Even when the teacher is not watching, I do my work.	☺	☹
I can get help from the teacher when I need it.	☺	☹
My teacher is ready for class when it is ready to begin.	☺	☹
My teacher helps me to understand what I am supposed to do.	☺	☹
My teacher talks to me about making my work the best it can be.	☺	☹
I like my teacher.	☺	☹
I enjoy going to school.	☺	☹

Name: _____

Today's Date: _____

STUDENT SURVEY GRADES 4 - 6

School: _____

Teacher Name: _____

Subject (if applicable): _____ Grade: _____

Scoring Scale:

- 1 - Never
- 2 - Not very often
- 3 - Sometimes
- 4 - Usually
- 5 - Almost always
- 6 - I don't know

Directions: Please answer every question by placing a check mark in the box you think describes your teacher.

	1	2	3	4	5	6
My teacher plans interesting activities.						
I can do the activities assigned by my teacher.						
My teacher knows when I need help.						
Our day is planned well and we know what we are going to learn.						
My teacher gives me work that is not too hard or too easy.						
My teacher helps me learn new things.						
I can sometimes choose activities in my teacher's class.						
Good work habits are used by my teacher.						
I have enough time to finish my work in class.						
My teacher explains things so I can understand them.						

	1	2	3	4	5	6
My teacher gives me materials for me to do my work.						
My teacher shows me how to use different kinds of materials.						
My teacher gives me fair grades.						
My teacher explains why I get things wrong on my homework and tests.						
My teacher gives me enough chances to show what I know.						
My teacher makes everybody behave.						
My teacher has fair rules.						
My teacher makes the classroom a nice place to work.						
My teacher listens to what I say.						
My teacher will help me with problems about school.						
I like my teacher.						
I enjoy going to school.						

Name: _____
(Please Print)

Today's Date: _____

STUDENT SURVEY GRADES 7 - 9

School: _____

Teacher Name: _____

Subject (if applicable): _____ Grade: _____

Rating Scale:

- 1 – Strongly Disagree**
- 2 – Disagree**
- 3 – Neutral**
- 4 – Agree**
- 5 – Strongly Agree**
- 6 – Do Not Know/Not Applicable**

Directions: Please answer every question by placing a check mark in the appropriate box. Please feel free to make further comments at the end of the survey.

	1	2	3	4	5	6
My teacher makes class work interesting.						
My teacher asks questions to see if we understand what has been taught.						
My teacher gives assignments related to the subject we are studying.						
We discuss and summarize each lesson we have just studied.						
My teacher tells us how we can use what we have already learned to learn new things.						
My teacher maintains discipline in our classroom.						
My teacher returns tests and assignments quickly.						
My teacher lets me know how I am doing.						
My teacher lets me know how I can improve.						
My teacher encourages me to do my best.						
My teacher knows a lot about the subject he/she teaches.						
My homework helps me to learn the subject being taught.						

	1	2	3	4	5	6
My teacher uses a variety of materials and resources.						
The resources my teacher uses help us learn about the subject we are studying.						
My teacher is well-organized.						
My teacher likes it when we ask questions.						
We work in different groups for certain activities.						
My teacher encourages us to look at problems in new ways and find new ways to solve problems.						
My teacher is available to help me during class time.						
My teacher looks at our work, as we are doing it, to see if we understand the lesson.						
I like to come to school.						
I like my teacher.						

Comments:

Name: _____
(Please Print)

Signature: _____ Date: _____

STUDENT SURVEY GRADES 10-12

School: _____

Teacher Name: _____

Subject (if applicable): _____

Grade: _____

Rating Scale:

- 1 – Strongly Disagree**
- 2 – Disagree**
- 3 – Neutral**
- 4 – Agree**
- 5 – Strongly Agree**
- 6 – Do Not Know/Not Applicable**

	1	2	3	4	5	6
I like my teacher.						
I enjoy going to school.						

The teacher:	1	2	3	4	5	6
communicates or conveys the subject matter effectively.						
communicates course and assignment expectations clearly.						
strives to maintain an atmosphere of fairness and mutual respect.						
uses various teaching strategies to help me in my learning.						
provides extra help to me after school when needed.						
provides feedback to me about my performance.						
shows me ways I can improve my performance.						
establishes a good classroom atmosphere that enables me to learn.						
My teacher maintains discipline in our classroom.						
My teacher returns tests and assignments quickly.						

	1	2	3	4	5	6
My teacher lets me know how I am doing.						
My teacher lets me know how I can improve.						
My teacher encourages me to do my best.						
My teacher knows a lot about the subject he/she teaches.						

Name: _____
(Please Print)

Signature: _____ Date: _____

UNDER REVIEW

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