



Teacher Growth and Appraisal

Professional Appraisal - Growth of Tenured Teachers

MODULE 2

Outline

1. Guidelines for Tenured Teacher Appraisal
2. Procedures for Tenured Teacher Appraisal
3. Timelines for Tenured Teacher Appraisal
4. Expectations of Educational Professionals
5. Components of Professional Practice
6. Forms:
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 - Tenured Teacher Appraisal Teacher and Facilitator's Report (Form 2)
7. Assessment Tools:
 - ✓ Teacher Self-Assessment
 - ✓ Administrator Survey of Tenured Teachers
 - ✓ Tenured Teacher Peer Assessment
8. Appendixes:
 1. Professional Learning Plan (Sample)
 2. Sample Professional Portfolio

Guidelines Principles

1. While we value and expect educator improvement as a necessary professional attribute this module will highlight the fact that the vast majority of our professional educators are **not** in acute need of drastic changes in their professional practice.
2. As members of a profession, teachers should have control over their professional development. As skilled professionals, teachers need both support and feedback, not only from administrators or supervisors, but from colleagues.
3. Module Two of the Professional Appraisal Policy will specifically inform practice and foster improvement as well as highlight and acknowledge good teaching practice.
4. Effective Appraisal of Tenured teachers requires a focus on teacher growth and instructional improvements. To facilitate success the model must:
 - Provide effective feedback for teachers
 - Use multiple sources of data
 - Be based on clear, relevant and meaningful criteria
 - Support active involvement in peer assistance/mentoring
 - Foster mutual trust between the teacher(s) and facilitator

Procedures for Teacher and School Administrator Growth and Appraisal

1. The Principal or Assistant Principal shall be responsible for the facilitation of professional appraisal of tenured teachers.
2. All tenured teachers being appraised in accordance with this module shall be directed to the Professional Growth and Professional Appraisal Policy and Administrative Regulations as published on the Newfoundland and Labrador English School District website.
3. All tenured teachers will be placed in a five year (5) teacher appraisal cycle by the school principal.
4. Teachers successful in completing their probationary period will be placed into the five (5) appraisal cycle by their principal.
5. Should a teacher be transferred to another school in the district, their place in the five (5) year tenured teacher appraisal cycle shall transfer with them. It will be the responsibility of the receiving school Principal to determine the transferred teacher's placement.
6. All teachers participating in Module Two will be notified no later than May 1st of the previous school year.
7. The Principal shall schedule a meeting prior to May 1st to inform teachers of their placement and provide them with the documents needed to begin the data collection.
8. All data gathered is the property of the teacher and shall be shared only at the discretion of the tenured teacher(s).
9. As part of the Professional Growth Plan development process in the spring, and in consultation with the facilitator, the teacher will complete the following:
 - Teacher Self-Assessment

The teacher also may choose to gather data using the tools listed below:

1. Administrator Survey of Effective Teaching
2. Peer Questionnaire

10. The decision to involve professional peers is solely that of the teacher and participation of professional peers in a third party survey is voluntary.
11. The teacher shall consider relevant internal and external student achievement data prior to the completion of their Professional Appraisal Plan.
12. Tenured teachers shall also consider the following data sources when developing a professional growth plan:
 - The District Strategic Education Plan
 - The School Development Plan
 - Components of Professional Practice
 - Expectations of Professional

13. A meeting shall be held with the tenured teacher being appraised not later than October 15th of the appraisal year. The meeting shall discuss the appraisal process and allow the teacher and the administrator to discuss the teacher's Professional Growth Plan for the School Year. A record of this initial meeting will be made using **Form 1**. A copy of this form will be provided to Human Resources Division along with Report 1 in January of the appraisal year.
14. Facilitators in schools with more than one teacher taking part in **Module Two** professional appraisal may schedule a group initial meeting. Individual **Form 1**s shall be required for each teacher.
15. The teacher will incorporate milestones/timelines for achievement in their Professional Appraisal Plan. (See **Appendix A** for a sample)
16. The teacher may develop a portfolio or use a current portfolio to highlight their successes and growth during the school year. Please see **Appendix B** for a sample list of portfolio contents.
17. Teacher/Administrator may request classroom observations as part of their Professional Appraisal Plan.
18. Observers for formal classroom visits can be the appraisal facilitator(s) or a professional peer decided upon in consultation with the appraisal facilitator. A professional peer is defined as a teacher working at the same site as the teacher being appraised.
19. Should a teacher request classroom visits as part of the Professional Growth Plan then:
 - a. The teacher shall provide the facilitator, or professional peer, the focus of lesson for the class observation session prior to the actual lesson.
 - b. All classroom observations should be followed up with a feedback session between the observer and teacher.
20. Teachers being appraised shall report on the progress of their Professional Growth Plan and achievement of timelines/milestones two times during the school year. Teachers shall use **Form 2** to report this progress and submit to their appraisal facilitator.
21. Appraisal progress reports shall be discussed with the facilitator. The facilitator shall be given the opportunity to respond in writing to the report.
22. Facilitators shall validate the progress as reported on **Form 2** and then forward to the Senior Education Officer, Human Resources Division on or before January 31st and May 31st of each school year.
23. The first teacher report is to be submitted to the appraisal facilitator before January 15th of the school year and the final report is due on May 15th.
24. In consultation with the appraisal facilitators, teachers in the same school may decide to form a professional peer discussion group. The professional peer is defined as a teacher working at the same site as the teacher being appraised.
25. All teachers participating in Module Two of Performance Appraisal shall receive a letter of acknowledgement from the school district following completion of the Appraisal Year.
26. Human Resources will annually survey all participants in Module Two at the end of the school year to confirm program reliability and validity.

PROFESSIONAL APPRAISAL TIMELINES FOR TENURED TEACHERS

Administrators may wish to use this timeline to assist in the tracking of Tenured Teacher Appraisals. This form does not need to be submitted to Human Resources Division.

| Date Desired | Action | Date Completed | Signature |
|--------------------------|--|----------------|-----------|
| May 1 st | Initial Meeting | | |
| June of previous year | Assessments Completed | | |
| October 15 th | Implementation of Professional Growth Plan | | |
| January 15 th | First Teacher Report – (Form 2) | | |
| January 31 st | First Facilitator Summary Report (Form 2) | | |
| May 15 th | Final Teacher Report (Form 2) | | |
| May 31 st | Final Facilitator Summary Report (Form 2) | | |

Expectations of Educational Professionals

The School District and the school have the responsibility of providing the employee with a clear set of expectations. Expectations of professional performance encompass three domains namely, *knowledge, skills and attitudes*. It is expected that an educational professional will:

A. Possess extensive knowledge, particularly of:

- The policies of the School Board.
- The nature of the learner.
- The content, aims, objectives, and intended learning outcomes of the subject areas for which they are responsible.
- A variety of instructional and evaluation strategies.

B. Demonstrate skills, particularly in:

- Planning, organizing, delivering, and evaluating instruction.
- Addressing the needs of the whole learner, accommodating different rates and styles of learning.
- Employing a resource-based approach to learning.
- Incorporating learners' real-life experiences.
- Stimulating independent and interdependent learning.
- Establishing appropriate routines and in using instructional time effectively.
- Performing different roles such as facilitator, motivator, and communicator.
- Maintaining adequate records.
- Modifying programs to meet the needs of the learners.
- Making professional decisions in the best interest of the learner.
- Creating a stimulating and supportive atmosphere which respects the uniqueness of the individual.
- Organizing an environment which is conducive to learning.
- Working collaboratively to improve the educational process.
- Using good interpersonal skills with all stake-holders.

C. Exhibit a positive personal attitude that:

- All students can learn.
- The dignity of the learner must be preserved.
- Creates an environment in which learners can develop positive self-esteem.
- Provides for a bias free environment.
- Encourages high, realistic personal and learner expectations.
- Reflects a balanced emphasis on process and product within the curriculum.
- Parents are integral to the learners' education.
- Reflects learning is a life-long process.
- Professional growth is continuous.

Components of Professional Practice

The Newfoundland and Labrador English School District recognizes the four components of professional practice as desirable qualities of all teachers. (Danielson)

These components are outlined in the following pages under the four domains of:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Other Professional Responsibilities

Domain 1:

Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

b. Demonstrating Knowledge of Students

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

c. Selecting Instructional Goals

- Value

- Clarity
- Suitability for diverse students
- Balance

d. Knowledge of Resources

e. Designing Coherent Instruction

- Learning activities
- Instructional materials and Resources
- Instructional groups
- Lesson and unit structure

f. Assessing Student Learning

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Commentary

A person cannot teach what they do not know. He/she must have sufficient command of a subject. This is not stagnant but evolves over time through renewal. Students must learn some skills before others. Knowledgeable teachers know this.

Students vary in interests, talents and preferred approaches to learning. Skilled teachers help build on these strengths. Many classes contain special needs children. These students may demonstrate knowledge in many ways. This is useful in planning.

Instructional goals must be worthwhile and have high expectations for students. They must be clearly stated in terms of student learning and should be measurable. The goals should be appropriate to all students and should include a balance among different types of learning.

There are two types of resources - those to help the teacher and those to help the student. They may be simple or complex. Knowledge about these to aid in teaching is part of the teacher's responsibility.

This is demonstrated by a unit plan. It enables teachers to demonstrate their skill in organizing and sequencing activities to engage students in learning using a variety of materials and groups appropriately in a reasonable time. It is only through the assessment of student learning that teachers know if students have met the instructional goals of a unit or lesson. Students should know the required standards achievement. Assessment is to provide feedback to the students.

Domain 2:

The Classroom Environment

a. Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

b. Establishing a Culture for Learning

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

c. Managing Classroom Procedures

- Management of instructional groups
- Management of transitions

- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and Paraprofessionals

d. Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student behavior

e. Organizing Physical Space

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Commentary

Teaching is a matter of relationships among individuals and they should show mutual respect both between teacher and students and among students.

The classroom is a place where a culture for learning exists. There are high expectations for all students and a high value on high quality work. Student work is valued and displayed. Students know that the teacher has a high regard for their abilities.

Teaching requires good management before good instruction is possible. Teachers must develop smooth operation of the classroom and the efficient use of time before they can address instruction. Volunteers and paraprofessionals need guidance before they make a substantial contribution to the class.

The key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping the bounds. Use of physical space is important in a learning environment. Organization of space tells how teachers view learning—grouping, use of “centers”, desks facing forward. Space must be used efficiently and safely.

Domain 3:

Instruction

a. Communicating Clearly and Accurately

- Directions and procedures
- Oral and written language

b. Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

c. Engaging Students in Learning

- Representation of content
- Activities and assignments

- Grouping of students
- Instructional materials and resources
- Structure and pacing

d. Providing Feedback to Students

- Quality: accurate, substantive, constructive and specific.
- Timeliness

e. Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Commentary

For students to become actively engaged in learning, they must be exposed to clear directions and explanations.

When teachers use skilled questioning, they engage their students in an exploration of content. Experienced teachers give think-time before students respond to a question. They also cultivate well-run discussions.

This is the “raison d’être” of education. Successful instruction requires the active and invested participation of all parties. It is the teacher’s responsibility to choose appropriate activities, assignments and grouping which will encourage students to become active participants in the learning process.

Feedback is provided to all students about their learning. To be effective, feedback has to be timely, accurate, constructive, substantive, and specific. If a student can’t use a teacher’s comments, they can’t learn from them.

Teachers can demonstrate flexibility and responsiveness if a lesson is not working and it has to be modified in midstream. Also, a spontaneous event may provide for valuable learning. In addition, a teacher may search for alternative approaches if all students are not learning. Novice teachers rarely have the instructional repertoire to abandon a lesson midstream and go in a new direction. This comes with experience.

Domain 4:

a. Reflecting on Teaching Accuracy

- Use in future teaching

b. Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

c. Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

d. Contributing to the School District

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

e. Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

f. Showing Professionalism

- Service to students
- Advocacy
- Decision making

Commentary

Did the lesson work – were the goals met? Teachers must reflect on the lesson and evaluate their errors as well as their successes. This helps refine their practice.

Teachers need to keep accurate records. Student assignments, checklists, portfolios and other performance tasks must be tracked. Other items such as field trip permission slips and lunch order collections keep the school operating smoothly.

When the teacher and student's family work co-operatively in the educational process, the likelihood of student learning is enhanced. Teacher contact is important to keep families informed.

Committee work, school council, assistance with curriculum in-servicing for parents, joint planning in thematic units with colleagues are all examples as to how teachers make contributions to the school community.

Continuing development is the mark of a true professional. They supervise student teachers, participate in study groups with colleagues, take short courses in order to stay informed and increase their skills.

Teachers care for their students and advocate on their behalf when needed. They demonstrate a commitment to professional standards in problem solving and decision making

**Tenured Teacher Appraisal
Record of Initial Meeting Report**

This form is to be sent to Human Resources Division along with the January Report. A copy is to be provided to the tenured teacher.

Teacher:

School(s):

Facilitator(s):

Assignment:

Comments:

The teacher and I have met to discuss the appraisal process.

The teacher has been provided with the appraisal timelines and forms

I have reviewed the teacher's Professional Growth Plan.

Facilitator's Signature:

*Please note that your name typed here, denotes your official signature

Date:

**Tenured Teacher Appraisal
Record of Initial Meeting Report**

This Report for **tenured** teachers is to be completed by the tenured teacher and submitted to the appraisal facilitator. After the appraisal facilitator has signed the report a copy is to be sent to Human Resources by January 31st and May 31st. Copies of each report are to be provided to the teacher.

Teacher:

School(s):

Assignment:

Tenured Teacher Summary Statement

The tenured teacher will select one of the following options:

I am making satisfactory progress towards meeting the milestones/timelines outlined in my Professional Appraisal Growth Plan. **(January 31st Report)**

***Note: Teacher must expand upon their success in teacher reflection section below.**

I am concerned that I will not meet the milestones/timelines outlined in my Professional Appraisal Growth Plan. **(January 31st Report)**

***Note: Teacher must expand upon their challenges in teacher reflection section below.**

I have successfully met the milestones outlined in my Professional Appraisal Growth Plan.
(For May 31st Report only)

***Note: Teacher must expand upon their success in teacher reflection section below.**

I have not met the milestones outlined in my Professional Appraisal Growth Plan.
(For May 31st Report only)

***Note: Teacher must expand upon their challenges in teacher reflection section below.**

Teacher Reflection: (Teacher is to expand upon their summary statement of progress. Use an attachment sheet if required)

Teacher Signature:

*Please note that your name typed here, denotes your official signature

Date:

Facilitator Summary Statement

My signature designates agreement with the Teacher summary statement above. If agreement does not exist then the facilitator should add rationale in the provided space.

Facilitator's Signature:

*Please note that your name typed here, denotes your official signature

Date:

Facilitator's Comments: (if required)

Facilitator's Signature:

*Please note that your name typed here, denotes your official signature

Date:

Distribution:

January 31st

Copy 1 - Teacher
Copy 2 - Facilitator
Copy 3 - Human Resources

May 31st

Copy 1 - Teacher
Copy 2 - Facilitator
Copy 3 - Human Resources

Questionnaires

TEACHER SELF-ASSESSMENT QUESTIONNAIRE

This tool is to be used by the tenured teacher in preparing for the development of the Professional Appraisal Growth Plan. The use of this instrument is meant to be a reflective tool to assist the teacher in understanding their strengths and should serve as one piece of data in the determination of the individual's Professional Appraisal Growth Plan.

Instructions:

1. Please take the time to read each statement and rank your response.

TENURED TEACHER SELF- ASSESSMENT QUESTIONNAIRE

Rating: 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

Planning and Preparation

- Prepares daily and long-range plans.
- Prepares a variety of instructional materials and methodologies.
- Has knowledge of existing outcomes as provided in curriculum guides.
- Further develops existing program guidelines and objectives.
- Utilizes existing information on students in planning.
- Adapts and modifies course of study to meet the diversified needs of individual students.
- Recommends alternate courses as student needs dictate.
- Integrates with other subject areas where possible and appropriate.
- Effectively plans for the use of available facilities, equipment and resources.
- Makes provision for substitute teachers by supplying detailed lesson plans, class lists, seating plans and teaching materials, etc.
- Cooperates with other teachers involved in teaching the same course.
- Provides for differences in student ability and experience.
- Is cognizant of the learning outcomes of each course and the degree to which students have met them.
- Communicates the learning outcomes to students and parents.
- Communicates to students the expectations of a high standard of achievement.

Learning Environment

- Has developed effective class routines.
- Creates an environment of respect for self and others.
- Uses firm but fair constructive and consistent methods of discipline.
- Demonstrates and maintains consistent expectations of student behavior.
- Encourages and guides students towards self-discipline.
- Makes every effort to resolve his/her classroom discipline problems.
- Creates a supportive atmosphere that promotes students' involvement, questioning and learning.
- Maintains relevance by controlling digression in a lesson.
- Strictly observes all safety measures.
- Promotes and displays students' work.

Instruction

- Communicates clearly and accurately in oral and written language.
- Uses skilled questioning that engages students in an exploration of content.
- Gives think-time before students respond to a question.
- Cultivates well-run discussion.
- Encourages students to become active participants in the learning process by employing various groupings, instructional strategies.

Provides feedback which is timely, accurate, constructive, substantive and specific.

Demonstrates flexibility and responsiveness when a lesson is not working and has to be modified in midstream.

Searches for alternative approaches to instruction when all are not learning.

Provides for learning diversity so that each student is challenged to perform to maximum potential.

Has a good understanding of the District's Student Assessment and Evaluation Policy.

Has a good understanding of the concept of "Assessment for Learning".

Professional Responsibility

Has a good understanding and acceptance of the Teacher Code of Ethics.

Exhibits an interest in planning, attending and participating in in-service education activities.

Recognizes need for honest self-appraisal and attempts to improve professional skill.

Refines practice based on continual self-reflection.

Displays a willingness to accept constructive criticism, listens openly to suggestions for improvement, and is innovative.

Enhances academic and professional knowledge through continued educational activities.

Volunteers to participate in extracurricular programs.

Contributes constructively on school and/or District Committees.

Contributes to grade/staff/department meetings.

Supports school and District policies.

Attends responsibly to student supervision duties.

Attends school sponsored functions.

Shows initiative in participating with other teachers in the sharing of ideas and materials for solving student learning problems.

Treats each staff member with respect and dignity.

Has developed an effective communication procedure with parents.

Communicates effectively with peers.

Has a positive attitude toward teaching and learning.

Demonstrates warmth, friendliness, a sense of humor and understanding.

Is a role model for students reflecting courtesy and enthusiasm for learning?

Is punctual and reliable.

Adheres to deadlines for non-instructional records.

Teacher's Name:

School:

Date:

**Newfoundland and Labrador English School District
Administrator Questionnaire
- Tenured Teachers**

Teacher's Name:

School:

Instructions: As the schools administrator you are asked to participate in the professional development of the above named teacher. Please complete each statement below. If you are unable to answer a particular statement please leave blank.

Rating: 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

Planning and Preparation

Prepares daily and long-range plans.

Prepares a variety of instructional materials and methodologies.

Has knowledge of existing instructional objectives provided in available guides.

Further develops existing program guidelines and objectives.

Utilizes existing information on students in planning.

Adapts and modifies course of study to meet individual student needs.

Recommends alternate courses as student needs dictate.

Integrates with other subject areas where possible and appropriate.

Effectively plans for the use of available facilities, equipment and resources.

Makes provision for substitute teachers by supplying detailed lesson plans, class lists, seating plans and teaching materials, etc.

Cooperates with other teachers involved in teaching the same course.

Provides for diversity in student ability and experience.

Is cognizant of the learning outcomes of each course and the degree those students have met them.

Communicates the learning outcomes to students.

Communicates to students the expectations of a high standard of achievement.

Learning Environment

Has developed effective class routines.

Maintains an educationally conducive classroom environment.

Uses firm but fair constructive and consistent methods of discipline.

Demonstrates and maintains consistent expectations of student behaviour.

Encourages and guides students towards self-discipline.

Makes every effort to resolve his/her classroom discipline problems.

Creates a supportive atmosphere that promotes students' involvement, questioning and learning.

Strictly observes all safety measures .

Promotes and displays students' work.

Instruction

Effectively plans and delivers instruction for student success.

Communicates clearly and accurately in oral and written language.

Uses skilled questioning that engages students in an exploration of content.

Encourages students to become active participants in the learning process by employing various groupings, instructional strategies.

Provides feedback which is timely, accurate, constructive, substantive and specific.

Demonstrates flexibility and responsiveness when a concept/lesson has not provided the intended result.

Allows for the re-teaching and retesting of material when a student (s) have struggled with concept mastery.

Teacher searches for alternative approaches to instruction.

Teacher provides for learning diversity so that each student is challenged to perform to maximum potential.

Teacher plans student instruction with the concept of "Learning for All" as a core element.

Teacher has a good understanding of the District's Student Assessment and Evaluation Policy.

Professional Responsibility

Has a good understanding and acceptance of the Teacher Code of Ethics.

Teacher takes opportunity to formally and informally mentor new teachers.

Exhibits an interest in planning, attending and participating in in-service education activities.

Adapts instruction to changing classroom conditions.

Recognizes need for honest self-appraisal and consistently seek to improve professional practice.

Displays a willingness to accept constructive criticism, listens openly to suggestions for improvement, and is innovative.

Enhances academic and professional knowledge through continued educational activities.

Volunteers to participate in extracurricular programs.

Contributes constructively on school committees.

Contributes to grade/staff/department meetings.

The teacher is supportive of school and district policies.

Exercises proper care and control of school equipment.

Attends responsibly to student supervision duties.

The teacher attends school sponsored functions.

Contributes constructively to the school and district community.

Shows initiative in participating with other teachers in the sharing of ideas and materials for solving student learning problems.

Treats each staff member with respect and dignity.

Has developed an effective communication procedure with parents.

Communicates effectively with peers.

Has a positive attitude towards the teaching profession.

Demonstrates warmth, friendliness, a sense of humor and understanding.

Is a role model for students who reflects courtesy and enthusiasm for learning.

Is punctual and reliable.

Administrator's Name:

Date:

**Newfoundland and Labrador English School District
Tenured Teacher Peer Assessment Questionnaire**

Teacher's Name:

School:

Date:

Instructions: Your colleague named above has requested that you assist in their professional growth by taking the time to fill out this questionnaire. This information is confidential and is meant for the teacher only and will not be shared. Please answer each question as accurately as you possibly can. If you are unable to answer a specific question please leave blank. When complete please place in a sealed envelope and return to the teacher's mailbox. The section titles are for the teacher's reference.

Rating: 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

Domain 1

Teacher demonstrates knowledge of content and pedagogy.

There is classroom evidence of the use of a variety of instructional materials and methodologies.

Adapts and modifies course of study to meet individual student needs.

Is an active participant in the ISSP/IEP process?

Effectively plans for the use of available facilities, equipment and resources.

Makes provision for substitute teachers by supplying detailed lesson plans, class lists, seating plans, teaching materials etc.

Plans cooperatively with other teachers involved in teaching the same course.

Plans for, provides for and monitors differences in student ability and experience.

Communicates to students the expectations of a high standard of achievement.

Domain 2

Demonstrates that there are effective class routines.

Ensures that physical conditions of room reflect organization and appearance conducive to learning.

Demonstrates and maintains consistent expectations of student behavior.

Makes every effort to resolve his/her classroom discipline problems.

Strictly observes all safety measures.

Uses firm but fair constructive and consistent methods of discipline.

Promotes and displays students' work.

Domain 3

- Communicates clearly and accurately in oral and written language.
- Gives think-time before students respond to a question.
- Cultivates well-run discussion.
- Encourages students to become active participants in the learning process by employing various groupings, instructional strategies, skills, and resources.
- Provides feedback which is timely, accurate, constructive, substantive and specific.
- Demonstrates flexibility and responsiveness when dealing with instructional issues.
- Searches for alternative approaches to instruction when all are not clear.
- Provides for learning diversity of students.
- Has a good understanding of the district's Student Assessment and Evaluation Policy.

Domain 4

- Has a good understanding and acceptance of the Teacher Code of Ethics.
- Exhibits an interest in planning, attending and participating in in-service education activities.
- Recognizes need for honest self-appraisal and attempts to improve professional skill.
- Displays a willingness to accept constructive criticism, listens openly to suggestions for improvement, and is innovative.
- Enhances academic and professional knowledge through continued educational activities.
- Volunteers to participate in extracurricular programs.
- Contributes to School Committees and grade/department/staff meeting.
- The teacher demonstrates support for school and District policies.
- Attends responsibly to student supervision duties.
- Attends school sponsored functions.
- Shows initiative in participating with other teachers in the sharing of ideas and materials for solving student learning problems.
- Treats each staff member with respect and dignity.
- Communicates effectively with peers.
- Demonstrates a positive attitude toward the teaching profession.
- Demonstrates warmth, friendliness, a sense of humor and understanding.
- Is a role model for students who reflects courtesy and enthusiasm for learning.

**Appendix A: Professional Growth Plan (sample)
Tenured Teacher**

Please use the online form via *Member Services* for the completion of the individual Professional Growth Plan

Name: John Doe **School:** Newfoundland and Labrador English School District All Grade

Assessments and Questionnaires. (√)

Please check questionnaires and assessments used in the creation of your plan.

- 1. Teacher Self Assessment _____
- 2. Peer Questionnaire _____
- 3. Administrative Questionnaire _____

Professional Appraisal Learning Plan goal(s): (Sample)

Goal 1: Increase student achievement in Mathematics

Strategies:

- 1.1 Use item analysis of Criterion Reference Testing to reflect on instructional practice.
Timelines: Completed by Sept. 30th
- 1.2 Develop Individual/Grade Level/Departmental working group.
Timelines: October 30th
- 1.3 Study and improve curriculum alignment between Program of Studies, teaching resources, assessment and evaluation and student activities.
Timelines: Ongoing
- 1.4 Network with other math teachers and share classroom ideas.
Timelines: Ongoing
- 1.5 Redesign all units based on analysis of data and curriculum alignment decisions.
Timelines: Ongoing

Measures: At the end of the project, our grade level/departmental working group will analyze the results of student learning using classroom and provincial data.

Describe the methods to monitor progress:

- 1. The development of grade level working group.
- 2. Development of network of contacts.
- 3. Development of evaluation practices aligned with results of analysis of achievement data.

Goal 2: Research, implement and evaluate the use of student portfolios for student assessment and evaluation.

Strategies:

2.1 Research the use of student portfolios to develop student responsibility for learning and thereby enhance student achievement.

- a. Review professional resources
- b. Access video resources/conferences
- c. Visit another teacher who uses portfolios
- d. Research Activity

Timelines: Completed by October 15th

2.2 Implement student portfolios into mathematics.

- a. Develop student guidelines.
- b. Implement portfolio activities in all units.

Timelines: Completed by October 30th

2.3 Use student portfolios for assessment and evaluation.

- a. Develop a student self-evaluation rubric.
- b. Incorporate portfolios into student reporting

Timelines: Completed by Nov. 30th

2.4 Evaluate effectiveness of student portfolio project

- a. Personal reflection and analysis of student achievement

Timelines: Completed by May 30th

Measures: I will reflect on the use of student portfolios as a tool for student assessment and evaluation and discuss the benefits and challenges I have experienced with my principal and teaching team. We will determine whether using student portfolios increased student achievement in mathematics.

Describe the methods to monitor progress:

1. The development of Student Portfolios for Mathematics.
2. The development of a student self-evaluation rubric

Resources needed to achieve this goal and strategies:

1. Access to professional resources
2. Time to visit with another teacher

Teacher: *John Doe*

Date: Today's Date

Facilitator: *Principal / Assistant Principal*

Date: Today's Date

A professional Portfolio is a mode which allows teachers to collect information about their professional, personal and educational background so that they can demonstrate in a practical and realistic manner that they have the competencies and skills necessary to be successful in their current role or any future positions in which they might find themselves. Since the professional portfolio is a showcase it is important that it be kept current and relevant.

The Professional Portfolio could include:

- Records of achievement and successes
- Records of courses completed
- Resume
- Certificate of qualification
- Awards and certificates
- Records of completed projects
- Chronological work history – including responsibilities
- Evidence of skills and competencies obtained
- Mentor’s acknowledgement
- Evaluation reports
- School community involvement
- Letter of commendations and recommendation
- Committee work
- Articles written
- Conferences attended
- Professional development experiences
- List of leadership initiatives
- Professional growth plan and reflections
- Other pertinent materials
- Lesson plans/units of work
- Course materials
- Web pages