

**Independent Education Program Teacher Professional Practice Performance Appraisal**

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| **IndEP Teacher Name** |  | |
| **Years of Employment with Board** |  | |
| **Assignment** | **IndEP Teacher** | **\_\_\_.\_\_\_FTE** |
| **School** |  | |
| **Report Date** |  | |

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| **School-Based Administrator** |  |
| **Superintendent of Education** |  |
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| **Purpose:** | The Performance Appraisal is part of the permanent employment record which will be retained in the Personnel File. It documents and supports the professional growth of the teacher according to the Teacher Professional Practice Indicators. |
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| **Observation Dates:** |  |
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| **Recommendations:** | |

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| **INDEPENDENT EDUCATION PROGRAM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL** | | | | |
| The four levels of teaching performance are identified below. The levels range from describing teachers who are still striving to master the basics of teaching to highly accomplished professionals who are able to share their expertise.  **Unsatisfactory level** - teacher does not appear to understand best professional practice  **Basic level** - student teachers, teachers new to the profession, or in a new assignment  **Proficient level** - most experienced, capable teachers  **Distinguished level** - master teachers who make contributions to the profession | | | | |
| **DOMAIN LEVELS OF PERFORMANCE** | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Domain I:**  **Planning**  **and**  **Preparation** | Teacher’s plans reflect little understanding of the content, the students and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate. | Teacher’s plans reflect moderate understanding of the content, the students and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals. | Teacher’s plans reflect solid understanding of the content, the students and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals. | Teacher’s plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans—instructional outcomes, learning activities, materials, resources and assessments—are in complete alignment and are adapted as needed for individual students. |
| **Domain 2:**  **The**  **Classroom Environment** | Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space and negative interactions between individuals. | Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect. | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning. | Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct and a physical environment conducive to high-level learning. |

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|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Domain 3:**  **Instruction** | Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified. | Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students’ interests and their success in learning. | All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student. | All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student. |
| **Domain 4:**  **Professional**  **Responsibilities** | The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth. | The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth. | The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development. | The teacher’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication. |

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| **INDEPENDENT EDUCATION PROGRAM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL** | | | | | | | | | | | |
| Key: | **U** | **Unsatisfactory** | **B** | **Basic** | **P** | **Proficient** | **D** | **Distinguished** | | | |
| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | | **U** | **B** | **P** | **D** |
| **1a. Demonstrating Knowledge of Content and Pedagogy** | | | | | | | | | | | |
| * Is knowledgeable in subject matter. | | | | | | | |  |  |  |  |
| * Helps students make cross-cultural connections. | | | | | | | |  |  |  |  |
| * Uses a variety of teaching strategies. | | | | | | | |  |  |  |  |
| **1b. Demonstrating Knowledge of Students** | | | | | | | | | | | |
| * Understands developmental characteristics of each age group (intellectual, social, emotional, physical). | | | | | | | |  |  |  |  |
| * Determines students’ prior knowledge and experiences. | | | | | | | |  |  |  |  |
| * Builds on students’ strengths, skills and interests to increase competence. | | | | | | | |  |  |  |  |
| * Demonstrate an awareness of social and cultural characteristics. | | | | | | | |  |  |  |  |
| * Adapts appropriately for the diverse needs of students. | | | | | | | |  |  |  |  |
| **1c. Setting Instructional Outcomes** | | | | | | | | | | | |
| * States goal directed learning outcomes. | | | | | | | |  |  |  |  |
| * Implements provincial curricula, division initiatives, and locally determined options. | | | | | | | |  |  |  |  |
| * Develops concepts for student appropriate learning activities. | | | | | | | |  |  |  |  |
| * Adjusts outcomes for the diverse needs of students. | | | | | | | |  |  |  |  |
| **1d. Demonstrating Knowledge of Resources** | | | | | | | | | | | |
| * Seeks and uses a variety of resources in planning and instruction. | | | | | | | |  |  |  |  |
| * Seeks and participates in resource opportunities to enhance professional development (PLT groups, reads professional literature). | | | | | | | |  |  |  |  |
| * Demonstrates knowledge of, and access to, resources for students (tutoring, homework buddies, peer mentorship, child and youth counseling, community agencies, Kids Help Line, etc.). | | | | | | | |  |  |  |  |
| **1e. Designing Coherent Instruction** | | | | | | | | | | | |
| * Selects appropriate activities, materials, methods and student groups. | | | | | | | |  |  |  |  |
| * Plans logical sequences of activities from easy to difficult. | | | | | | | |  |  |  |  |
| * Creates opportunities for students of diverse skill and knowledge. | | | | | | | |  |  |  |  |
| * Emphasizes thinking and problem-based learning. | | | | | | | |  |  |  |  |
| * Integrates the use of technology in teaching. | | | | | | | |  |  |  |  |

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| **DOMAIN 1: PLANNING AND PREPARATION (continued)** | **U** | **B** | **P** | **D** |
| **1f. Designing Student Assessments** | | | | |
| * Designs assessment criteria and standards for students (rubric, checklist, rating scale). |  |  |  |  |
| * Examines and analyzes student work to determine necessary changes in instruction or assessment. |  |  |  |  |
| **1g. Flexibility in Planning and Delivery** | | | | |
| * Balances careful planning with flexibility in program delivery on a situational or daily basis. |  |  |  |  |
| * Demonstrates flexible individual student program planning. |  |  |  |  |
| **Comments:** | | | | |
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| **Domain 2: The Classroom Environment** | | | | | | | | | **U** | **B** | **P** | **D** |
| **2a. Creating an Environment of Respect and Rapport** | | | | | | | | | | | | |
| * Demonstrates mutual respect and trust. | | | | | | | | |  |  |  |  |
| * Recognizes and respects students’ lives outside school. | | | | | | | | |  |  |  |  |
| * Demonstrates friendliness and openness but remembers role as adult. | | | | | | | | |  |  |  |  |
| * Sets high standards for student conduct and enthusiasm. | | | | | | | | |  |  |  |  |
| * Establishes a positive learning environment where everyone feels valued and safe. | | | | | | | | |  |  |  |  |
| **2b. Establishing a Culture for Learning** | | | | | | | | | | | | |
| * Encourages students to take pride in their work and give their best effort. | | | | | | | | |  |  |  |  |
| * Sets high expectations for student effort and work. | | | | | | | | |  |  |  |  |
| * Conveys genuine enthusiasm for content. | | | | | | | | |  |  |  |  |
| * Creates a safe environment where students can take risks and believe, “It’s cool to be smart.” | | | | | | | | |  |  |  |  |
| **2c. Managing Classroom Procedures** | | | | | | | | | | | | |
| * Demonstrates a smoothly functioning classroom (procedures, efficient use of time, established routines). | | | | | | | | |  |  |  |  |
| * Engages students in productive work. | | | | | | | | |  |  |  |  |
| * Maintains smooth transitions and directions during delivery of instruction. | | | | | | | | |  |  |  |  |
| * Manages materials and supplies efficiently. | | | | | | | | |  |  |  |  |
| * Uses appropriate methods for handling clerical matters (attendance, form distribution, etc.). | | | | | | | | |  |  |  |  |
| * Provides guidance to assistants (EAs or volunteers). | | | | | | | | |  |  |  |  |
| **2d. Managing Student Behaviour** | | | | | | | | | | | | |
| * Presents and discusses the school Code of Conduct with students. | | | | | | | | |  |  |  |  |
| * Communicates clear and consistent expectations. | | | | | | | | |  |  |  |  |
| * Uses clear, appropriate and consistent consequences and reinforces positive behaviours. | | | | | | | | |  |  |  |  |
| * Encourages and supports students to monitor their own behaviour. | | | | | | | | |  |  |  |  |
| **2e. Organizing Physical Space** | | | | | | | | | | | | |
| * Organizes classroom with consideration for safety and accessibility to learning. | | | | | | | | |  |  |  |  |

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| **Domain 2: The Classroom Environment (continued)** |
| **Comments:** |
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| **Domain 3: Instruction** | | | | | | | | **U** | | **B** | **P** | **D** |
| **3a. Communicating Clearly and Accurately with Students** | | | | | | | | | | | | |
| * Demonstrates clear, audible, and legible expectations. | | | | | | | |  | |  |  |  |
| * Communicates the purpose of the work. | | | | | | | |  | |  |  |  |
| * Uses correct and appropriate language. | | | | | | | |  | |  |  |  |
| * Uses analogies and stories to connect with student background. | | | | | | | |  | |  |  |  |
| * Monitors for understanding. | | | | | | | |  | |  |  |  |
| **3b. Using Questioning and Discussion Techniques** | | | | | | | | | | | | |
| * Uses appropriate level of questioning with adequate response time. | | | | | | | |  | |  |  |  |
| * Engages all students in discussion. | | | | | | | |  | |  |  |  |
| * Encourages peer questioning and collaboration. | | | | | | | |  | |  |  |  |
| * Seeks clarification by paraphrasing to check for understanding. | | | | | | | |  | |  |  |  |
| **3c. Engaging Students in Learning** | | | | | | | | | | | | |
| * Engages students in meaningful learning and work appropriate to their level. | | | | | | | |  | |  |  |  |
| * Encourages on-task independent work. | | | | | | | |  | |  |  |  |
| * Encourages students to do their best work. | | | | | | | |  | |  |  |  |
| * Moves at an appropriate pace and changes tasks when necessary. | | | | | | | |  | |  |  |  |
| * Uses a variety of grouping strategies and activities when suitable to the students and the lesson. | | | | | | | |  | |  |  |  |
| * Encourages peer mentoring. | | | | | | | |  | |  |  |  |
| **3d. Using Assessment in Instruction** | | | | | | | | | | | | |
| * Communicates standards by which students’ work will be assessed. | | | | | | | |  | |  |  |  |
| * Provides timely and constructive assessment and accurate feedback. | | | | | | | |  | |  |  |  |
| * Adapts assessments to meet diverse students’ needs. | | | | | | | |  | |  |  |  |
| **3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work** | | | | | | | | | | | | |
| * Responds to teachable moments and adjusts instruction when necessary. | | | | | | | |  | |  |  |  |
| * Demonstrates awareness of classroom climate and student engagement in the learning. | | | | | | | |  | |  |  |  |

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| **Domain 3: Instruction (continued)** |
| **Comments:** |
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| **Domain 4: Professional and Leadership Responsibilities** | | | | | | | | | **U** | **B** | **P** | **D** |
| **4a. Reflecting on Teaching** | | | | | | | | | | | | |
| * Reflects on lessons, analyze successes, and provide suggestions for improvement. | | | | | | | | |  |  |  |  |
| * Participates in professional development opportunities. | | | | | | | | |  |  |  |  |
| * Seeks out or acts as mentor/coach. | | | | | | | | |  |  |  |  |
| **4b. Maintaining Accurate Records** | | | | | | | | | | | | |
| * Makes instructional record-keeping a routine procedure. | | | | | | | | |  |  |  |  |
| * Creates skill checklists/records/student portfolios/formal and informal assessments. | | | | | | | | |  |  |  |  |
| * Maintains organized non-instructional records (consent letters, money, milk order, etc.). | | | | | | | | |  |  |  |  |
| * Keeps logs of school-related contacts (phone calls, email, in person). | | | | | | | | |  |  |  |  |
| **4c. Communicating With Families** | | | | | | | | | | | | |
| * Communicates regularly with family (progress reports, email, etc.) | | | | | | | | |  |  |  |  |
| * Assigns homework with a clear purpose. | | | | | | | | |  |  |  |  |
| * Responds with empathy and respect. | | | | | | | | |  |  |  |  |
| * Collaborates with parents to ensure student success. | | | | | | | | |  |  |  |  |
| **4d. Collaborating with Community Resources** | | | | | | | | | | | | |
| * Communicates and collaborates with appropriate outside agencies (RCMP, Health, Addictions, Employment Services, etc.) | | | | | | | | |  |  |  |  |
| **4e. Contributing Leadership to the School and Division** | | | | | | | | | | | | |
| * Participates in professional relationships with colleagues (shares expectations, materials, insights). | | | | | | | | |  |  |  |  |
| * Demonstrates a mutual respect and cooperation with colleagues. | | | | | | | | |  |  |  |  |
| * Participates in school life (activities, committees, professional organizations, etc.). | | | | | | | | |  |  |  |  |
| * Balances family demands with school division commitments. | | | | | | | | |  |  |  |  |
| **4f. Growing and Developing Professionally** | | | | | | | | | | | | |
| * Demonstrates growth in content knowledge and pedagogy (attends workshops and conferences or becomes member of professional organization). | | | | | | | | |  |  |  |  |
| * Participates in collaborative work groups (peer coaching, PLT, study groups, etc.). | | | | | | | | |  |  |  |  |
| * Works with interns/student teachers. | | | | | | | | |  |  |  |  |

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| **Domain 4: Professional and Leadership Responsibilities (continued)** | **U** | **B** | **P** | **D** |
| **4g. Showing Professionalism** | | | | |
| * Demonstrates commitment to student achievement. |  |  |  |  |
| * Displays integrity in dealing with students, colleagues and public. |  |  |  |  |
| * Advocates for fair treatment of all students. |  |  |  |  |
| * Follows applicable legislation (The Education Act, OH&S etc.), school and division policies and procedures. |  |  |  |  |
| * Adheres to the STF Code of Ethics for teachers. |  |  |  |  |
| **Comments:** | | | | |
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**Performance Appraisal Observation Template (if applicable)**

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| **Visit #1** | **Date:** |
| **Comments:** | |
| **Visit #2** | **Date:** |
| **Comments:** | |
| **Visit #3** | **Date:** |
| **Comments:** | |

**Superintendent/Principal Comments:**

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**Superintendent’s Signature** **Date**

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**Principal’s Signature Date**

**Teacher Comments:**

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**Teacher’s Signature**  **Date**

**Signatures indicate that the parties have read and discussed the report.**