

**South Shore Regional School Board Teacher Performance Appraisal – 2011-2012**

<b>Teacher:</b>		<b>Supervisor:</b>		<b>Status with SSRSB:</b>	
<b>School:</b>		<b>Date of Visit:</b>		<b>Report Date:</b>	
<b>Year with SSRSB:</b>		<b>Total Years of Teaching:</b>		<b>Type of Appraisal:</b>	
<b>Classes Observed:</b>					
<b>Teaching Assignment:</b>					

**Areas of Strength:**

**Areas for Future Growth:**

**Summative Recommendation:**

Select one statement below for summative performance appraisals only.	
	Based on this performance appraisal, this educator is recommended for continued and/ or future employment with the South Shore Regional School Board.
	Based on this performance appraisal, this educator shows promise and with additional support, could meet the needs of the South Shore Regional School Board. At present, this educator is recommended for term and substitute positions <b>only</b> until a future performance appraisal demonstrates the required growth. <b>(Can select for terms or subs only)</b>
	Based on this performance appraisal, this educator shows promise and with additional support, could meet the needs of the South Shore Regional School Board. At present, a recommendation for future and/ or continued employment is not forthcoming unless a future performance appraisal demonstrates the required growth.
	Based on this performance appraisal, this educator is not currently recommended for future contracts with the South Shore Regional School Board. Significant improvements in the areas highlighted above would be required before such a recommendation could be considered

**Teacher Comments:**

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original: Teacher's Personal File  
Copy: Teacher  
School File

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Identify the relevant statement(s) within each component. Comments may be made in the box below the component, and will be based on, but not limited to these teaching components and domains.

Educators in the SSRSB are expected to show growth towards level one (exemplary expectations) over time as part of the appraisal process. Level four comments require immediate attention.

Components	Level One	Level Two	Level Three	Level Four	Possible Sources of Evidence
<b>Domain 1 – Planning and Preparation</b>					
<p><b>1A The educator uses appropriate materials in planning instruction.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Using the prescribed outcomes from the Nova Scotia Public Schools Programs (PSP) to define instructional context.</li> <li>○ Consistently using materials adopted by the province or board, or using a bias evaluation tool for other materials.</li> <li>○ Using adopted materials in accordance with provincial and board guidelines and policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Approved provincial outcomes are consistently the foundation for key concepts and underlying themes within and across the curriculum.</li> <li>○ Actively uses and models provincial and board approved materials, using bias evaluation tool when selecting other materials.</li> <li>○ Serves on or gives input to material adoption committees when asked.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses the prescribed concepts from the Department of Education curriculum guidelines to define instruction.</li> <li>○ Consistently uses materials adopted by the province and board.</li> <li>○ Uses adopted materials in accordance with guidelines.</li> <li>○ Demonstrates awareness of the bias evaluation tool and occasional use of it.</li> </ul>	<ul style="list-style-type: none"> <li>○ Focuses on core curriculum and skills.</li> <li>○ Sometimes utilizes provincially approved materials as a supplement for personal instructional preferences.</li> <li>○ Sporadically uses adopted materials in accordance with guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provincial outcomes are rarely used to define instructional content.</li> <li>○ Often utilizes provincially approved materials as a supplement for personal instructional preferences.</li> <li>○ Does not use approved materials or follow provincial guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Lesson or Unit Plan; Year Plan; Long/Short Range Plans</li> <li>○ Examples of Student Work</li> <li>○ IPPs, IAs, Report Card Samples</li> <li>○ Outcomes and Assessment Tracking Systems</li> </ul>
<p><b>1B The educator plans for the needs of diverse learners.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Identifying the range of student needs and applying a variety of appropriate instruction techniques (ex: learning styles, English language learners, gifted and talented, disabilities, cognitive challenges)</li> <li>○ Utilizing a variety of instructional materials and methods for skill development for all.</li> <li>○ Demonstrating an awareness of and responsibility for students with special needs, through planning and implementing adaptations to accommodate learning.</li> <li>○ Working with Program Support Teacher and PPT to develop programs for students (IPPs, IAs, PBSPs).</li> <li>○ Attending Program Planning Team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Assesses students' prior knowledge specific needs; applies varied strategies to address those needs to challenge all students.</li> <li>○ Uses a wide range of instructional materials that are gathered within and outside the school to inform adaptations of lessons in advance.</li> <li>○ Develops and implements goals for Individual Program Plans, Instructional Adaptations, and PBSPs as needed, in consultation with the Program Support Teacher and Program Planning Team.</li> <li>○ Consistently listens; actively contributes at PPT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies the range of student needs, designs and implements a variety of appropriate instructional techniques.</li> <li>○ Utilizes a variety of instructional materials and methods for skill development.</li> <li>○ Discusses possible goal areas for IPPs, IAs, and Positive Behaviour Support Plans (PBSP) with Program Support Teacher.</li> <li>○ Implements IPPs and IAs developed by the Program Support Teacher.</li> <li>○ Listens and occasionally contributes at PPT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies student needs and addresses some of these needs.</li> <li>○ Varies instructional materials or methods to support skill development.</li> <li>○ Makes few adaptations for different learners.</li> <li>○ Depends on the Program Support Teacher to develop and implement the goals of IPPs and IAs.</li> <li>○ Occasionally attends Program Planning meetings as requested.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruction is usually targeted to content, not student needs.</li> <li>○ Utilizes standard material such as a text books. Additional materials are not provided.</li> <li>○ Adaptations are rarely provided for individual learners.</li> <li>○ Depends on Program Support Assistants to implement IPPs.</li> <li>○ Rarely attends Program Planning Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Lesson or Unit Plan; Year Plan; Long/Short Range Plans</li> <li>○ Examples of Student Work</li> <li>○ IPPs, IAs, Report Card Samples</li> <li>○ Outcomes and Assessment Tracking Systems</li> </ul>
<p><b>1C The educator sets goals and makes decisions based on data from multiple sources.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Using data from multiple sources to adjust lesson design and instructional strategies.</li> <li>○ Using data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice.</li> <li>○ Demonstrating an understanding of outcomes and tracking student progress on outcomes.</li> <li>○ Developing all lessons/ units from outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently utilizes data to differentiate instruction.</li> <li>○ Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.</li> <li>○ Tracks teaching of outcomes and individual student learning of outcomes.</li> <li>○ Indicates the specific outcomes presented within each lesson and unit in written plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses data to make some adjustments to lesson design and instructional strategies.</li> <li>○ Uses data from several formal and informal measures to select instructional strategies, materials, and opportunities for practice.</li> <li>○ Tracks teaching of outcomes.</li> <li>○ Often indicates the specific outcomes of lessons in written plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Data is examined but not utilized to affect instruction.</li> <li>○ Uses one or two informal sources of information to assess student learning and monitor student progress.</li> <li>○ Reviews the curriculum documents when planning units.</li> <li>○ General outcomes for units are sometimes indicated in writing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruction is rarely connected to either formal or informal measures of data.</li> <li>○ Instruction is not informed by assessment.</li> <li>○ Outcomes are rarely tracked.</li> <li>○ Neither general nor specific outcomes are indicated for lessons and units, in the written plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Lesson or Unit Plan; Year Plan; Long/Short Range Plans</li> <li>○ Examples of Student Work</li> <li>○ IPPs, IAs, Report Card Samples</li> <li>○ Outcomes and Assessment Tracking Systems</li> </ul>

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Identify the relevant statement(s) within each component. Comments may be made in the box below the component, and will be based on, but not limited to these teaching components and domains.

Educators in the SSRSB are expected to show growth towards level one (exemplary expectations) over time as part of the appraisal process. Level four comments require immediate attention.

Components	Level One	Level Two	Level Three	Level Four	Possible Sources of Evidence
<p><b>1D The educator applies knowledge of developmentally appropriate practices when planning instruction.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Maximizing student time on task.</li> <li>○ Utilizing multiple intelligences and learning styles knowledge to support differentiation of instruction.</li> <li>○ Developing short and long range plans consistent with curriculum outcomes.</li> <li>○ Planning lessons that are appropriate for the learning needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supports students to assess their own on-task behavior and maximizes time on task.</li> <li>○ Understands when differentiation is needed and actively incorporates differentiated instructional strategies appropriately, with student choice as appropriate.</li> <li>○ Curriculum outcomes are consistently used as the basis of all planning processes (both short and long range).</li> </ul>	<ul style="list-style-type: none"> <li>○ Maximizes student time on task most of the time.</li> <li>○ Uses some differentiated instructional strategies with some student choices.</li> <li>○ Curriculum outcomes are used in planning many classroom lessons and activities, both for short and long range planning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Off-task behavior is inconsistently addressed.</li> <li>○ Differentiation and student choice occur sporadically.</li> <li>○ Activities are planned based on the teacher's perceived strengths and interests, instead of the outcomes (example: favourite units of study).</li> </ul>	<ul style="list-style-type: none"> <li>○ Attention is focused on presenting the lesson rather than student on-task behavior.</li> <li>○ Learning styles and multiple intelligences are rarely considered in planning and instruction.</li> <li>○ Outcomes are rarely identified or used as the basis for classroom activities.</li> <li>○ Evidence of thorough planning is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Lesson or Unit Plan; Year Plan; Long/Short Range Plans</li> <li>○ Examples of Student Work</li> <li>○ IPPs, IAs, Report Card Samples</li> <li>○ Outcomes and Assessment Tracking Systems</li> </ul>
<p><b>1E The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Participating in professional teams, committees, and meetings at school, board, and/ or Department levels as appropriate.</li> <li>○ Collaborating and exchanging of student information with professional colleagues.</li> <li>○ Seeking and using support appropriately from paraprofessional staff (if applicable).</li> <li>○ Working with other professionals to improve the overall learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Support and cooperation characterize relationships with colleagues and support staff.</li> <li>○ Meets regularly with learning team during the school day to plan instruction, examine student work, and monitor student progress.</li> <li>○ Collaborates with individuals in and out of school to promote student/ teacher learning.</li> <li>○ Understands the roles of teacher and PSA with respect to students with special needs, and directs PSAs in a way consistent with the role.</li> <li>○ Works with professionals (inside and outside the school) to improve the overall learning environment for everyone (including staff and students).</li> </ul>	<ul style="list-style-type: none"> <li>○ Participates cooperatively in professional work groups.</li> <li>○ Collaborates and exchanges student information with colleagues.</li> <li>○ Seeks and uses support from support staff and peers.</li> <li>○ Understands the roles of teacher and PSA with respect to students with special needs, and usually directs PSAs in a way consistent with the role (if applicable).</li> <li>○ Works with school staff to improve the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.</li> <li>○ Works with others on non-instructional issues. Addresses personal concerns, not group issues.</li> <li>○ Relationships are limited ("cliques").</li> <li>○ Occasionally teaches special needs students; sometimes depends on the PSA for this function.</li> <li>○ Collaborates with close colleagues to solve specific problems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher's relationships with colleagues are not readily evident.</li> <li>○ Rarely exchanges information or discusses student needs with other colleagues.</li> <li>○ Rarely interacts with peers.</li> <li>○ Directs the PSA to teach the special needs students; does not accept teaching responsibility for these learners (if working with a PSA).</li> <li>○ Demonstrates limited effort or ability to collaborate or work with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Lesson or Unit Plan; Year Plan; Long/Short Range Plans</li> <li>○ Examples of Student Work</li> <li>○ IPPs, IAs, Report Card Samples</li> <li>○ Outcomes and Assessment Tracking Systems</li> </ul>

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### Domain 2 – Instruction and Assessment

<p><b>2A The educator consistently communicates clearly and accurately while teaching.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Using language that is developmentally appropriate for students</li> <li>○ Writing clearly, legibly, and coherently</li> <li>○ Uses professional language</li> <li>○ Providing timely and constructive feedback</li> <li>○ Using effective strategies for opening and closing of lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses spoken and written language that is developmentally appropriate, professional, expressive and correct for students.</li> <li>○ Directions and procedures are clear and anticipate possible misunderstanding.</li> <li>○ Provides timely and constructive feedback for all learners.</li> <li>○ Students are taught to use feedback for their learning.</li> <li>○ Both opening &amp; closing of lessons are engaging &amp; time effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher’s spoken and written language is correct and expressive.</li> <li>○ Directions and procedures are clear most of the time.</li> <li>○ Usually provides timely and consistent feedback.</li> <li>○ Either the opening or closing of lessons is engaging, effective and timely.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses developmentally appropriate vocabulary for many students.</li> <li>○ Writes or speaks clearly, legibly, and coherently.</li> <li>○ Directions or procedures are sometimes clear.</li> <li>○ Provides timely or constructive feedback for some learners.</li> <li>○ The opening or closing of lessons is engaging or time effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary is sometimes vague, inappropriate, or used incorrectly.</li> <li>○ Speech is inaudible, or written language may contain grammar errors.</li> <li>○ Directions &amp; procedures are sometimes confusing.</li> <li>○ Feedback is not descriptive, not timely, or is of poor quality.</li> <li>○ Opening and closing for lessons are unfocused.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>
<p><b>2B The educator uses a variety of effective instructional strategies.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrating proficiency in explicit instruction and differentiation.</li> <li>○ Using a variety of instructional materials and methods.</li> <li>○ Selecting developmentally and contextually appropriate strategies (ex: cooperative learning, teaming, and varied grouping).</li> <li>○ Enriching instruction through the proficient use of technology.</li> <li>○ Assigning work and setting time limits, allowing sufficient time for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>○ Differentiates instruction, uses an extensive repertoire of strategies, materials and methods.</li> <li>○ Models effective instructional strategies within the school.</li> <li>○ Articulates a rationale for why specific instructional strategies are appropriate to learning or meeting outcomes.</li> <li>○ Enriches instruction through the proficient use of technology.</li> <li>○ Provides multiple opportunities for students to use technology to support learning outcomes.</li> <li>○ Assigned work and time limits vary to meet the needs of individual students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates proficiency in explicit instruction.</li> <li>○ Uses a variety of instructional materials and methods.</li> <li>○ Selects strategies that are developmentally and contextually appropriate.</li> <li>○ Technology use by teacher enhances the lesson.</li> <li>○ Provides occasional opportunities for students to use technology to support learning outcomes.</li> <li>○ Assigns work and sets time limits, allowing sufficient time for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>○ Some instruction is explicit or differentiated.</li> <li>○ Uses a few instructional strategies.</li> <li>○ Materials address the varied learning styles of students.</li> <li>○ Delivers instruction with little variety in materials and methods.</li> <li>○ Technology is used, but not purposefully.</li> <li>○ Provides limited opportunities for student technology use.</li> <li>○ Appropriate time limits are given to complete most assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explicit instruction is rarely provided.</li> <li>○ Strategies are often inappropriate to meet the needs of the learners.</li> <li>○ Uses the same instructional strategies repeatedly.</li> <li>○ Materials and methods are rarely varied for specific student needs.</li> <li>○ Technology is rarely used in the classroom.</li> <li>○ Gives insufficient or too much time to complete assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>
<p><b>2C The educator uses a variety of engagement strategies.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Displaying enthusiastic, positive demeanor</li> <li>○ Modeling &amp; encouraging positive interaction</li> <li>○ Eliciting confidence and respect</li> <li>○ Stimulating interest and enthusiasm</li> <li>○ Praising strengths and constructively addressing weaknesses</li> <li>○ Actively listening</li> <li>○ Connecting to cultural perspectives</li> <li>○ Ensuring a high level of student engagement, motivation, and rapport</li> </ul>	<ul style="list-style-type: none"> <li>○ Student to student interactions reflect the positive demeanor of the teacher.</li> <li>○ Facilitates and encourages positive interaction.</li> <li>○ Facilitates students’ self reflection and growth.</li> <li>○ Stimulates interest and enthusiasm consistently.</li> <li>○ Actively listens and responds to student requests.</li> <li>○ Facilitates activities and coursework that engage all students and are appropriate to age and cultural backgrounds.</li> <li>○ Rapport, engagement and respect are consistently apparent with all students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Displays enthusiastic, positive demeanor.</li> <li>○ Displays and encourages positive interaction.</li> <li>○ Elicits confidence and respect.</li> <li>○ Stimulates interest and enthusiasm.</li> <li>○ Praises strengths and constructively addresses weaknesses.</li> <li>○ Actively listens.</li> <li>○ Connects to cultural perspectives consistently</li> <li>○ Actively engages students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Varied expectations impact positive demeanor and student interactions.</li> <li>○ Stimulates some interest and enthusiasm inconsistently.</li> <li>○ Praises students regularly.</li> <li>○ Listens to student requests when time permits.</li> <li>○ Some activities and assignments are appropriate to students and engage them mentally.</li> </ul>	<ul style="list-style-type: none"> <li>○ Environmental events impact positive demeanor and student interactions.</li> <li>○ Rarely stimulates interest and enthusiasm.</li> <li>○ Praises inconsistently.</li> <li>○ Seldom listens to student requests.</li> <li>○ Few activities and assignments are appropriate to students and/ or engage them mentally.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>

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<p><b>2D The educator involves students and/or staff in meaningful learning.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Using a variety of teaching strategies to promote problem solving</li> <li>○ Focusing on quality work/ high expectations</li> <li>○ Using prior knowledge to connect new knowledge, skills, and understanding</li> <li>○ Teaching integrated content and skills for real world application and connections</li> <li>○ Calling upon all students to answer questions and participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitates regular opportunities for students to design and implement inquiries and problem solving, to analyze content and draw conclusions, considering multiple perspectives.</li> <li>○ Creates a context for and guides students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.</li> <li>○ Prior knowledge is consistently used to construct new learning.</li> <li>○ Teaches integrated content and skills for real world application.</li> <li>○ All students participate and are called upon; varied strategies are employed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses a variety of teaching strategies to promote problem solving.</li> <li>○ Focuses on quality work and high expectations.</li> <li>○ Prior knowledge is often used to construct new learning.</li> <li>○ Opportunities are provided for real-world application.</li> <li>○ Most students are engaged in discussions and called upon during questioning.</li> <li>○ A variety of methods are used to call upon students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses a few teaching strategies.</li> <li>○ Focuses questions on fact and key concepts to support learning subject matter.</li> <li>○ Recognizes the value of students' prior knowledge and life experiences.</li> <li>○ Real life application is sometimes considered.</li> <li>○ Students who volunteer or raise their hands are engaged in discussions and called upon.</li> </ul>	<ul style="list-style-type: none"> <li>○ Predominately lectures to deliver instruction.</li> <li>○ Expectations are inconsistent.</li> <li>○ Sometimes considers students' prior knowledge.</li> <li>○ Only a few students participate in the discussion or are called upon during questioning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>
<p><b>2E The educator uses assessment to guide instruction and verify that meaningful learning is taking place.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrating flexibility and responsiveness to assessment results</li> <li>○ Providing timely, descriptive feedback to learners and using high-level questions with wait time to promote understanding and improvement</li> <li>○ Assessing progress with varied techniques, to provide regular information about progress and to inform planning/ instruction (performances, tests, projects, work samples, observations, conferences, portfolios, student peer and self-evaluation, checks for understanding)</li> <li>○ Actively encouraging student interaction, responding, questioning, comments and involvement in assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates and uses authentic, assessments that are embedded into the design of the teaching/learning, connected to the subject/ content area, accompanied by scoring rubrics, in an overall balanced program.</li> <li>○ Consistently provides timely descriptive feedback on strengths and areas needing improvement.</li> <li>○ Uses a variety of formal and informal performance and written assessments.</li> <li>○ Supports students in assessing their own work and making instructional decisions based on multiple sources of data.</li> <li>○ Actively promotes student involvement in assessment, through co-constructing criteria, goal setting, and self-assessment.</li> <li>○ Provides sufficient wait time for all learners.</li> <li>○ Uses a variety of strategies to find out what all students have learned (exit passes, critical thinking questions, checks for understanding, PMI, KWL, index cards, visual cues, gestures, etc )</li> <li>○ Ensures that students know and can articulate learning goals and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses both formal and ongoing informal assessments.</li> <li>○ Shows responsiveness to assessment results.</li> <li>○ Provides timely and constructive descriptive feedback to learners for improvement.</li> <li>○ Evaluates student progress by such means as performances, tests, projects, portfolios, student self-evaluation, etc.</li> <li>○ Provides sufficient wait time for many learners.</li> <li>○ Frequently uses some strategies to find out what students have learned.</li> <li>○ Employs critical thinking, higher level questioning, with appropriate wait time.</li> <li>○ Sometimes shares learning goals with students and involves them in assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses end of unit paper-and-pencil tests as the primary assessment strategy.</li> <li>○ Assessment is used to provide a grade and not often to determine areas of needed improvement.</li> <li>○ Feedback is provided based on test results and assignments, and is evaluative in nature for the most part.</li> <li>○ Sometimes provides adequate wait time for some learners.</li> <li>○ Some checking for understanding takes place on a sporadic basis.</li> <li>○ Uses some critical thinking or higher level questions.</li> <li>○ Occasionally involves students in assessment. (ex: student use of rubrics.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Assessment approach contains no clear criteria or link to outcomes.</li> <li>○ Does not provide much descriptive feedback to students, or provides only evaluative feedback.</li> <li>○ Wait time is rarely used effectively.</li> <li>○ Students do not have many opportunities to show their level of understanding other than formal tests.</li> <li>○ Uses factual recall as a basis for questions.</li> <li>○ There is little evidence of Assessment for Learning practices as part of a balanced assessment program.</li> <li>○ Assessment is the domain of the teacher, and is rarely shared with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>

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<p><b>2F The educator systematically reviews and reinforces concepts to support long-term learning.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Providing opportunities for both guided practice and independent performance.</li> <li>○ Systematically reviewing essential concepts.</li> <li>○ Using a variety of strategies for application and review of concepts (ex: summarizing, synthesis, use of similarities/ differences, nonlinguistic representations, graphic organizers)</li> <li>○ Assigning homework that is appropriate, supports, student learning, and is consistent with existing policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Offers multiple options for both guided and independent performance.</li> <li>○ Systematically reviews essential concepts throughout lessons and in each lesson summary.</li> <li>○ Uses multiple strategies to enable students to synthesize, apply new knowledge, and make conceptual connections within and across subject matter areas.</li> <li>○ Assigns homework that is appropriate in volume, content, purpose, depth, and relevancy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides several opportunities for guided practice and independent performance.</li> <li>○ Systematically reviews essential concepts.</li> <li>○ Uses several strategies for application and review of concepts in accordance with guidelines.</li> <li>○ Homework assignments have appropriate content and purpose which conform to school guidelines and Board policy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Directs learning experiences and monitors student progress within a specific lesson.</li> <li>○ Uses a few different strategies for application and review of concepts.</li> <li>○ Strategies are re-taught using the original method of instruction.</li> <li>○ Assigns homework based on information that has been taught in class; overall volume is considered.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses only lecture and direct instruction.</li> <li>○ Lesson plan is set; little review or reinforcement of concepts is evident.</li> <li>○ Occasionally assigns homework based on skills that have not been taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observation</li> <li>○ Instructional Artifacts</li> <li>○ Portfolios (Student, Teacher)</li> <li>○ Examples of Student Work, Handouts, Assessment Materials</li> <li>○ Instructional Plan for a Single Lesson</li> </ul>
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Domain 3 – Learning Environment					
<p><b>3A The educator shows and elicits respect while developing and maintaining positive rapport.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Facilitating a caring and motivating environment, where social justice principles prevail.</li> <li>○ Encouraging positive social interaction.</li> <li>○ Administering constructive discipline that does not demean the individual.</li> <li>○ Promoting cooperative, collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Fosters a safe, inclusive, and equitable learning community.</li> <li>○ Facilitates student participation to create &amp; maintain a climate of equity, caring, and respect.</li> <li>○ Facilitates collaboration in which students take initiative socially and academically to creatively solve problems and address conflict cooperatively.</li> <li>○ Promotes student leadership in and beyond classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitates a caring and motivating environment.</li> <li>○ Encourages positive social interaction.</li> <li>○ Administers constructive discipline that does not demean students.</li> <li>○ Promotes cooperative and collaborative learning.</li> <li>○ Supports student leadership in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>○ Builds rapport with many students.</li> <li>○ Models respectful relationships.</li> <li>○ Uses some strategies to respond to unfairness and disrespect.</li> <li>○ Uses some strategies to develop students' individual responsibility and recognition of others' rights and needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher interaction is negative, demeaning, or inappropriate to the age or culture of students.</li> <li>○ Disrespect is exhibited by teacher and/or students.</li> <li>○ Student interactions are characterized by conflict, sarcasm, or put-downs.</li> <li>○ Rules are inconsistent and based on whim of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Records on Student Behavior</li> <li>○ Periodic Questionnaires to Students</li> <li>○ Posted Code of Conduct/ PEBS Matrix/ Expectations</li> <li>○ Comments from Colleagues</li> </ul>
<p><b>3B. The educator advocates, nurtures, and sustains a culture for learning.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Setting and maintaining high expectations.</li> <li>○ Developing self-motivation and active engagement in learning.</li> <li>○ Recognizing the importance of peer relationships in a climate of learning.</li> <li>○ Connecting curriculum with other environments familiar to the learner.</li> <li>○ Making connections to students informally outside of the classroom course content.</li> <li>○ Playing an active role in school activities.</li> <li>○ Providing scholastic help and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students are encouraged to set personal goals and high expectations; this is modeled.</li> <li>○ Challenges negative attitudes; helps ensure that all students are honored in the school.</li> <li>○ Actively promotes individual and group engagement.</li> <li>○ Consistently connects the curriculum with many other environments familiar to the learner.</li> <li>○ Frequently converses with students informally about their interests and activities.</li> <li>○ Leads many school activities.</li> <li>○ Provides extra help whenever it is needed by students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sets and maintains high expectations.</li> <li>○ Develops self-motivation and active engagement in learning.</li> <li>○ Recognizes the importance of peer relationships for engagement in learning.</li> <li>○ Often connects lessons with other environments familiar to the learner.</li> <li>○ Occasionally converses with students about interests.</li> <li>○ Participates in some school activities.</li> <li>○ Provides extra help on a scheduled basis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Expectations exist in some situations.</li> <li>○ Some engagement strategies are applied.</li> <li>○ Some opportunities for group interaction are provided (i.e. cooperative learning).</li> <li>○ Lessons are sometimes connected to home or cultural environments.</li> <li>○ Seldom converses with students about interests.</li> <li>○ Attends a few school activities.</li> <li>○ Provides extra help if a student makes a specific request.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent or low expectations exist in the classroom.</li> <li>○ Students are not expected to engage in their own learning or work with peers.</li> <li>○ Connections aren't made to familiar environments.</li> <li>○ Interest in students' lives outside the classroom is not in evidence.</li> <li>○ Rarely attends school activities.</li> <li>○ Rarely provides scholastic support outside of the regular classroom times.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Records on Student Behavior</li> <li>○ Periodic Questionnaires to Students</li> <li>○ Posted Code of Conduct/ PEBS Matrix/ Expectations</li> <li>○ Comments from Colleagues</li> </ul>
<p><b>3C The educator teaches and manages procedures.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Arranging and directing classroom and/or school procedures with minimum disruption.</li> <li>○ Effectively managing transitions.</li> <li>○ Maximizing the amount of class time spent in learning.</li> <li>○ Demonstrating organization of materials to maximize student time on task.</li> <li>○ Teaching expectations, applying procedures and enforcing rules consistently &amp; effectively.</li> <li>○ Responding to school fire drills and situations appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Assists all students develop and internalize equitable routines, procedures, habits.</li> <li>○ Facilitates student ownership of rules, habits, procedures.</li> <li>○ Learning time is effectively utilized, through effective organization of materials, procedures, and transitions.</li> <li>○ Encourages student leadership with respect to classroom procedures and routines.</li> <li>○ Responds proactively to school fire drills, with appropriate follow-up with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Arranges and directs classroom and/or school procedures with minimum disruption.</li> <li>○ Manages transitions well.</li> <li>○ Maximizes the amount of class time spent learning.</li> <li>○ Applies procedures and enforces rules consistently and effectively.</li> <li>○ Responds to school fire drills and situations and follows procedures appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes some procedures and classroom rules to support student learning.</li> <li>○ Students are aware of the procedures.</li> <li>○ The majority of structured time (i.e. reading, content focus) is spent learning.</li> <li>○ Teaches some classroom expectations to students.</li> <li>○ Follows procedures in responding to school fire drills and situations most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Minimal classroom rules, procedures are evident.</li> <li>○ Directions and procedures are sometimes confusing to students.</li> <li>○ Disruptions and discipline problems consistently inhibit learning.</li> <li>○ Instructional time is lost during transitions and in performing non-instructional duties.</li> <li>○ Chaos exists when responding to school drills or situations.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Records on Student Behavior</li> <li>○ Periodic Questionnaires to Students</li> <li>○ Posted Code of Conduct/ PEBS Matrix/ Expectations</li> <li>○ Comments from Colleagues</li> </ul>



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<p><b>3D The educator manages student behavior positively.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Communicating and teaching rules, expectations, and consequences, with student involvement in their development.</li> <li>○ Using a range of appropriate strategies.</li> <li>○ Administering consequences that fit the infraction with a calm, professional demeanor.</li> <li>○ Applying fair and consistent practices using modeling and a collaboratively developed, posted Code of Conduct.</li> <li>○ Investigating and considering both sides of interpersonal conflict; promoting student involvement in solutions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilities positive environments in which students are guided to take a strong role in maintaining and monitoring their own behavior.</li> <li>○ Presents, adjusts, and facilitates instruction and daily activities so all students are continually engaged.</li> <li>○ Models, distributes, and posts the class or school- developed Code of Conduct.</li> <li>○ Investigates, considers both sides of interpersonal conflict, and facilitates student problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explains &amp; posts rules and consequences.</li> <li>○ Explains reasons for disciplinary actions.</li> <li>○ Uses range of strategies.</li> <li>○ Administers appropriate consequences in a calm, professional manner.</li> <li>○ Uses fair and consistent practices.</li> <li>○ Formulates and distributes the class-developed Code of Conduct.</li> <li>○ Investigates both sides of interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates rules and consequences verbally and/ or sends them home in written form.</li> <li>○ Responds to some disruptive behavior.</li> <li>○ Develops some routines for classroom procedures.</li> <li>○ Creates a teacher- developed Code of Conduct.</li> <li>○ Students are frequently referred to the office.</li> <li>○ Some interpersonal conflicts are investigated at teacher's discretion when time permits.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rules are not defined, posted, or communicated to students.</li> <li>○ Put-downs, sarcasm, and/ or inappropriate teacher body language are sometimes used to control student behaviour.</li> <li>○ Discipline is inconsistent and does not correlate to the infraction.</li> <li>○ Office referrals are at a high level.</li> <li>○ Interpersonal conflicts are ignored or dealt with inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Records on Student Behavior</li> <li>○ Periodic Questionnaires to Students</li> <li>○ Posted Code of Conduct/ PEBS Matrix/ Expectations</li> <li>○ Comments from Colleagues</li> </ul>
<p><b>3E The educator prepares and maintains an environment conducive to learning.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Organizing the physical environment to maximize learning and to accommodate individual differences / disabilities.</li> <li>○ Creating safe, organized, attractive environments, which reflect &amp; enrich learning.</li> <li>○ Managing available resources and materials to encourage and stimulate learning.</li> <li>○ Exhibiting appropriate presentation strategies (ex: volume of voice, eye contact, movement, body language, proximity, vocabulary, pacing)</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses the physical environment completely as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.</li> <li>○ Displays are a combination of student and teacher developed materials, used to enrich and support learning.</li> <li>○ Promotes care of physical facilities, equipment, and instructional resources consistently.</li> <li>○ Uses varied effective materials and presentation strategies on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Designs movement patterns and access to resources to promote individual and group engagement.</li> <li>○ Room displays are used in learning activities.</li> <li>○ Promotes care of physical facilities, equipment, and instructional resources most of the time.</li> <li>○ Uses many effective materials and presentation strategies most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Arranges and manages room for easy movement and access to resources.</li> <li>○ Room displays represent current topics of study, and usually are teacher developed or purchased.</li> <li>○ Sometimes promotes care of physical facilities, equipment, and instructional resources.</li> <li>○ Uses some effective presentation strategies on an inconsistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Movement patterns are awkward and resources are limited.</li> <li>○ Room displays are limited and connections to current topics are not evident.</li> <li>○ Interactions are often inappropriate and disrespectful between students and teacher, and between students.</li> <li>○ Presentation strategies are limited, ineffective, and inconsistent in their use.</li> </ul>	

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### Domain 4 – Professional Responsibilities

<p><b>4A The educator participates in professional growth and reflection.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Seeking out opportunities for teacher- initiated professional learning (ex: PLCs, conferences, courses, mentoring, co-teaching, study groups, other job-embedded opportunities) and applying new learning.</li> <li>○ Participating actively in mandated professional learning activities (school, board, department)</li> <li>○ Engaging in annual self-reflection and evaluation of personal educational practices through use of a Professional Growth Plan.</li> <li>○ Demonstrating students are learning (data on academic improvement for each student)</li> <li>○ Demonstrating knowledge of subject areas of responsibility (content, skills, resources).</li> <li>○ Staying current with advancements and developments within areas of responsibility.</li> <li>○ Demonstrating strong educational pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks, attends and applies professional learning to personal and professional growth to support individual and school-wide growth.</li> <li>○ Participates in both teacher-initiated and mandated learning opportunities.</li> <li>○ Focus on continual learning.</li> <li>○ Integrates analysis and reflection into daily practice; uses a PGP.</li> <li>○ Applies learning and data from a multitude of sources to refine student learning.</li> <li>○ Demonstrates strong knowledge of subject matter and pedagogy and stays current in all areas of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks out opportunities for professional learning.</li> <li>○ Applies professional learning to individual educational settings.</li> <li>○ Evaluates and refines educational practices on an on-going basis.</li> <li>○ Engages in annual self-reflection and evaluation of personal educational practices through PGP.</li> <li>○ Demonstrates that students are learning.</li> <li>○ Stays current with advancements and developments within areas of responsibility.</li> <li>○ Demonstrates knowledge of subject matter and/ or pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Attends regular required professional development training.</li> <li>○ Sets goals through the PGP process.</li> <li>○ Reflects some on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc).</li> <li>○ Uses limited information to determine student learning.</li> <li>○ Stays current with at least one topic of study.</li> <li>○ Knowledge of subject matter and/ or pedagogy is developing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Engages in few professional development activities to enhance knowledge or skill.</li> <li>○ Does not demonstrate reflection of educational practice.</li> <li>○ Student progress is not closely monitored or used to plan instruction.</li> <li>○ Knowledge of subject matter and pedagogy requires further development.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication Log</li> <li>○ Professional Learning Records</li> <li>○ Reflective Journal</li> <li>○ Professional Growth Plan</li> <li>○ Materials from Professional Learning Opportunities</li> <li>○ Documentation of Sharing with Colleagues</li> </ul>
<p><b>4B The educator interacts and communicates with all partners.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Developing positive, cooperative relationships &amp; communication with education communities, students, parents, peers, administration, support staff, school teams, external agencies, and community partners (as applicable).</li> <li>○ Consulting with individual parents regarding academic, social, and emotional needs.</li> <li>○ Maintaining confidentiality of records.</li> <li>○ Developing camaraderie with all staff members; collaborating and cooperating with colleagues.</li> <li>○ Maintaining and using Teacher Communication Plans, with objectives, assessment plan, and communication techniques included.</li> <li>○ Articulating clear and appropriate learning targets to students and parents.</li> <li>○ Communicating intended outcomes of lessons in writing and to students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Engages families and relevant partners in a variety of responsive, ongoing, two-way communications in support of student success.</li> <li>○ Structures a wide range of opportunities for families to contribute to the classroom and school community.</li> <li>○ Involves parents in problem solving to address academic, social and emotional needs.</li> <li>○ Actively engages all stake holders in improving learning.</li> <li>○ Demonstrates availability to students, parents, partners, and other stakeholders.</li> <li>○ Maintains confidential records.</li> <li>○ Demonstrates leadership with respect to collaboration.</li> <li>○ Uses full Communication Plans for all subjects; consistently communicates outcomes to parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops positive and cooperative relationships with students, parents, peers, administration, staff, and community.</li> <li>○ Establishes effective, ongoing communication with students, parents, peers, administration, staff, and community.</li> <li>○ Consults with individual parents about success, academic, social, or emotional needs.</li> <li>○ Keeps confidential records as required.</li> <li>○ Collaborates regularly.</li> <li>○ Uses Teacher Communication Plans.</li> <li>○ Frequently communicates intended outcomes of lessons in writing and to students throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops some relationships with some partners.</li> <li>○ Communicates with families at reporting periods and school events.</li> <li>○ Advises families of problems.</li> <li>○ Records are kept in an unsecured location.</li> <li>○ Some collaboration takes place with some peers.</li> <li>○ Uses a Teacher Communication Plan which contains objectives, assessment plan and/or communication techniques.</li> <li>○ Communicates outcomes to students sporadically.</li> <li>○ Teacher could be mentored and possibly have great growth.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not build effective relationships with parents, staff or the outside community.</li> <li>○ Communication records are not in evidence.</li> <li>○ Parents are unaware of student needs and/or problems.</li> <li>○ Confidential information is not kept private.</li> <li>○ Little evidence of collaboration is observed.</li> <li>○ A full Teacher Communication Plan is not used or is in development.</li> <li>○ Little evidence of communication of outcomes to students or parents is observed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication Log</li> <li>○ Professional Learning Records</li> <li>○ Reflective Journal</li> <li>○ Professional Growth Plan</li> <li>○ Materials from Professional Learning Opportunities</li> <li>○ Documentation of Sharing with Colleagues</li> </ul>

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Educators in the SSRSB are expected to show growth towards level one (exemplary expectations) over time as part of the appraisal process. Level four comments require immediate attention.

<p><b>4C The educator maintains professional appearance and behavior.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Dressing appropriately; modeling professionalism.</li> <li>○ Demonstrating and promoting integrity, fairness, and ethical behavior.</li> <li>○ Following educational codes of ethics as well as provincial, board, and school policies.</li> <li>○ Solving problems at the appropriate level.</li> <li>○ Demonstrating professional and personal boundaries (common sense, jokes, sarcasm).</li> </ul>	<ul style="list-style-type: none"> <li>○ Sets an example in behavior and professional appearance.</li> <li>○ Models and promotes integrity, fairness and ethical behavior.</li> <li>○ Follows and supports others in following codes of ethics of DOE, board, school policies.</li> <li>○ Works with others in solving problems at appropriate levels.</li> <li>○ Keeps professional and personal boundaries at all times; is a role model to peers</li> </ul>	<ul style="list-style-type: none"> <li>○ Dresses appropriately and models professionalism.</li> <li>○ Models and encourages positive behaviors.</li> <li>○ Demonstrates integrity, fairness, ethical behavior.</li> <li>○ Follows educational codes of ethics as well as provincial, board, and school policies.</li> <li>○ Solves problems at the appropriate level.</li> <li>○ Keeps professional boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>○ Dress is clean, but does not always reflect a professional standard.</li> <li>○ Usually exhibits positive behavior; but this is sometimes impacted by personal moods.</li> <li>○ Follows most school policies; is unaware of some board and provincial policies.</li> <li>○ Usually solves problems at the appropriate level.</li> <li>○ Is aware of boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>○ Appearance is sometimes inappropriate, sloppy or unkempt.</li> <li>○ Behavior is sometimes negative.</li> <li>○ Demonstrates unethical behavior sometimes.</li> <li>○ Problems are not addressed or are addressed inappropriately.</li> <li>○ Boundaries are not consistently professional.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication Log</li> <li>○ Professional Learning Records</li> <li>○ Reflective Journal</li> <li>○ Professional Growth Plan</li> <li>○ Materials from Professional Learning Opportunities</li> <li>○ Documentation of Sharing with Colleagues</li> </ul>
<p><b>4D The educator performs needed non-instructional duties.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Utilizing consultation and preparation time for professional purposes.</li> <li>○ Accepting job related responsibilities including support of school programs and activities.</li> <li>○ Performing necessary recording keeping and reporting duties in a timely manner (ex: marks, attendance, discipline, paperwork).</li> <li>○ Directing, observing, evaluating, and providing feedback to paraprofessionals, volunteers, and peer tutors as applicable.</li> <li>○ Implementing policies and responsibilities in the Education Act &amp; SSRSB policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Maximizes consultation and preparation time individually and with colleagues.</li> <li>○ Teacher volunteers to participate in school events, making a substantial contribution.</li> <li>○ Record keeping is accurate, timely, and directs instruction.</li> <li>○ Supports teachers and others in growth through directing, observing, evaluating, and providing descriptive feedback.</li> <li>○ Implements policies and professional responsibilities and supports others in understanding/interpreting policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilizes consultation and preparation time for professional purposes.</li> <li>○ Accepts job related responsibilities including support of school programs and activities.</li> <li>○ Record keeping is accurate, timely, and reporting on time.</li> <li>○ Directs, observes, evaluates, and provides feedback to PSAs &amp; volunteers if applicable</li> <li>○ Implements policies and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses preparation time inconsistently; is easily distracted &amp; taken off-task.</li> <li>○ Accepts job related responsibilities when specifically asked.</li> <li>○ Keeps required records, but does not always submit these in a timely manner.</li> <li>○ Provide direction to paraprofessionals, volunteers and/ or peer tutors without observation or feedback.</li> <li>○ Implements most policies and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses preparation time ineffectively or for non-teaching purposes.</li> <li>○ Does not accept additional responsibilities.</li> <li>○ Does not maintain or submit records to the required standard.</li> <li>○ Works alone with little professional exchange with colleagues.</li> <li>○ Implements selected policies and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication Log</li> <li>○ Professional Learning Records</li> <li>○ Reflective Journal</li> <li>○ Professional Growth Plan</li> <li>○ Materials from Professional Learning Opportunities</li> <li>○ Documentation of Sharing with Colleagues</li> </ul>
<p><b>4E The educator demonstrates professional leadership.</b></p> <p><b>INCLUDES, BUT NOT LIMITED TO:</b></p> <ul style="list-style-type: none"> <li>○ Having professional vision; setting goals accordingly in PGP &amp; Communication Plan.</li> <li>○ Participating in problem solving with others.</li> <li>○ Facilitating progressive, goal-oriented school.</li> <li>○ Making informal and timely decisions.</li> <li>○ Actively soliciting and providing feedback.</li> <li>○ Demonstrating support for school vision, goals</li> <li>○ Serving on lead teams, committees, school improvement teams (ex: accreditation, Health Promoting Schools, Positive Effective Behaviour Supports, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates a professional vision; collaboratively focuses with others on setting goals.</li> <li>○ Actively problem solves with others to reach goals &amp; vision.</li> <li>○ Makes proactive, ongoing adjustments and decisions in a timely manner.</li> <li>○ Solicits feedback actively and provides feedback to others within and outside of the school.</li> <li>○ Demonstrates strong support for school vision and goals.</li> <li>○ Leads educational teams.</li> </ul>	<ul style="list-style-type: none"> <li>○ Has professional vision &amp; sets goals accordingly.</li> <li>○ Participates in problem solving.</li> <li>○ Facilitates a progressive and goal-oriented environment.</li> <li>○ Makes informal, proactive and timely decisions.</li> <li>○ Actively solicits feedback.</li> <li>○ Provides feedback when so requested.</li> <li>○ Demonstrates support for school vision and goals.</li> <li>○ Sits on education teams.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sets goals as part of the PGP process.</li> <li>○ Participates in problem solving on select issues with select colleagues.</li> <li>○ Makes decisions based on need.</li> <li>○ Feedback is accepted, but not solicited.</li> <li>○ Sometimes shows support for school vision and goals.</li> <li>○ Has offered to serve on an educational team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Views teaching as a job; no vision for students.</li> <li>○ Works alone; not involved or aware of problems or goals of the school.</li> <li>○ Decisions are based on immediate issues rather than long-term goals.</li> <li>○ Feedback is avoided.</li> <li>○ Does not demonstrate ongoing support of school vision and goals.</li> <li>○ Willingness to serve on an educational team has not been observed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication Log</li> <li>○ Professional Learning Records</li> <li>○ Reflective Journal</li> <li>○ Professional Growth Plan</li> <li>○ Materials from Professional Learning Opportunities</li> <li>○ Documentation of Sharing with Colleagues</li> </ul>