

PERFORMANCE APPRAISAL OF NSTU STAFF

GOVERNANCE POLICY

CONTENTS

1.0 PRINCIPLES

2.0 POLICY FRAMEWORK

3.0 AUTHORIZATION

1.0 PRINCIPLES

- 1.1. The South Shore Regional School Board (SSRSB) believes that the performance of the organization is directly linked to the performance of individual employees. The performance appraisal of all employees is essential to enhancing teacher performance and improving student learning.
- 1.2. The SSRSB believes the performance appraisal process encourages the professional growth of each staff member while acknowledging and affirming the efforts, involvement, and achievements of all employees. The performance appraisal process will strive to ensure that all employees perform in a competent and caring manner, value quality of learning for all students, and will support a positive, respectful, and safe environment that respects the cultural and individual differences of all individuals.

2.0 POLICY FRAMEWORK

- 2.1. This policy complies with Section 39 of the Education Act, Article 45 of the Teacher's Provincial Agreement and other related provincial acts and policies.
 - 2.1.1. This policy applies to all NSTU staff, with the exception of Senior Administration.
 - 2.1.2. The performance appraisal process will:
 - 2.1.2.1. Enhance learning and teacher practice through the provision of a formative process and a summative process.
 - 2.1.2.2. Provide a formative process designed to improve teaching through the identification of ways to change teaching strategies, teaching environments, or teaching behaviors.
 - 2.1.2.3. Provide a summative process to supply information that will lead to modification of assignments, placements in other positions, promotions, or terminations.
 - 2.1.2.4. Be a collaborative and consultative process through which shared goals are articulated.
 - 2.1.3. A performance appraisal shall not be completed by an immediate family member of the teacher being appraised. If there is any question concerning whether the administrator is an immediate family member, the Director of Human Resources shall be consulted.

3.0 AUTHORIZATION

- 3.1. This policy will be implemented by the Director of Human Resources.
- 3.2. The Superintendent is authorized to issue procedures in support of this policy.

PERFORMANCE APPRAISAL OF NSTU STAFF

ADMINISTRATIVE PROCEDURES

CONTENTS

1.0 DEFINITIONS

2.0 PROCEDURES

3.0 RESPONSIBILITIES

4.0 DELIVERABLES

1.0 DEFINITIONS

- 1.1. A **Professional Growth Plan** is a formal professional development plan. It is an opportunity for the teacher/administrator to prioritize goals and focus on areas for professional growth and self-reflection.
- 1.2. A **Formative Performance Appraisal** (tenured teachers and administrators) is a collaborative and collegial professional development procedure. The main function of formative performance appraisal is to facilitate professional growth and to strengthen teacher/administrator practice.
- 1.3. A **Summative Performance Appraisal** (tenured teachers and administrators) is designed to give intensive assistance to teachers and administrators for whom formative performance appraisal has been terminated. Summative performance appraisal is for those situations where some significant concerns have been expressed regarding the competency of the teacher.
- 1.4. A **Summative Performance Appraisal** for administrators (First Year of Assignment) is designed to assess those administrators in the first year of an assignment for employment decision purposes and future assignments.
- 1.5. A **Summative Performance Appraisal** (non-tenured teachers and administrators) is to assess those teachers for employment decision purposes, such as granting permanent contracts, terminating contracts, and future assignments.
- 1.6. The evaluator is:
 - 1.6.1. For tenured teachers in the Formative Performance Appraisal year, the teacher's Principal or Vice-Principal.
 - 1.6.2. For tenured teachers in a Professional Growth Planning year, the teacher's principal, or vice-principal.
 - 1.6.3. For non-tenured teachers requiring one (1) Summative Performance Appraisal during the school year, the teacher's principal, the teacher's vice-principal, or a Regional Coordinator.
 - 1.6.4. For non-tenured teachers requiring two (2) Summative Performance Appraisals, the teacher's principal, the teacher's vice-principal, or a Regional Coordinator
 - 1.6.5. For regionally based teaching positions, the teacher's direct supervisor, or a Regional Coordinator
 - 1.6.6. For vice-principals and the principal.
 - 1.6.7. For principals, the Superintendent of Schools and/or the Director of Programs and Students Services.
 - 1.6.8. For system consultants, the supervising coordinator.
 - 1.6.9. For coordinators, the direct supervisor.

2.0 PROCEDURES

2.1. Frequency of Performance Appraisals.

2.1.1. Tenured Teachers

2.1.1.1. Performance appraisal is ongoing throughout the teacher's career through four year cycles, combining two components: formative performance appraisal and professional growth planning. The teacher will normally engage in a formative performance appraisal in year 1 of the cycle and professional growth planning in years 2, 3, and 4. However, a formative performance appraisal can be initiated by the evaluator or teacher, at any time deemed appropriate.

2.1.2. Tenured Administrators

2.1.2.1. Performance appraisal is ongoing throughout the administrator's career through four year cycles, combining two components: formative performance appraisal and professional growth planning. The administrator will normally engage in a formative performance appraisal in year 1 of the cycle and professional growth planning in years 2, 3, and 4. However, a formative performance appraisal can be initiated by the evaluator; at any time deemed appropriate.

2.1.2.2. Notwithstanding 2.2.1, an administrator in the second year of an assignment shall be evaluated using the summative performance appraisal procedure.

2.1.3. Non-Tenured Teachers

2.1.3.1. Each probationary contract, term contract, and substitute teacher over 75 days employed by the SSRSB shall be evaluated using the summative process.

2.1.4. Non-Tenured Administrators

2.1.4.1. Each administrator with a probationary or term contract employed by the SSRSB shall be evaluated once each school year.

2.2. Tenured Teachers Performance Appraisal Procedure

2.2.1. Formative Performance Appraisal Team

2.2.1.1. Formative Performance Appraisal is undertaken through a collaborative learning team and the evaluator.

2.2.2. Formative Performance Appraisal Procedure

2.2.2.1 The formative assessment process is a collaborative and collegial professional development procedure. Its function is to facilitate professional growth and to increase teacher effectiveness.

2.2.2.2 At the beginning of the year, teachers form collaborative learning teams. Teams are created to focus on improved teacher instruction, resulting in positive impacts on student learning and achievement. Through the use of research and school or teacher based data, goals will be set by the team. Alignment with as many as possible of the following is recommended: personal growth plan goals, your school's CSI goals, Board priorities and Provincial programs and services.

2.2.2.3 The teacher may choose the group goal or pick individual goals. The goals are entered in the Formative Appraisal Report Document (Appendix D) at the beginning of the year. Evidence found through data collection and reflections are recorded throughout the process.

- 2.2.2.4 Use the activity log to track meetings with dates, information gathered and action items. This serves a dual purpose in recording professional growth and acting as a log to organize your team.
 - 2.2.2.5 The administrator will check in at various points during the year and observe the goal in action and provide feedback to the individual teachers.
 - 2.2.2.6 Teachers will encapsulate their progress and determine future areas for growth that will help them choose appropriate teams and goals for the professional growth process in upcoming years.
 - 2.2.2.7 Signatures should be individual on formative plans. Administrators will sign off and submit to HR for filing.
- 2.2.3. Teachers may also choose to follow a varied formative process where goals are developed with the administrator / evaluator as outlined below. This process will also be used when concerns are identified placing the teacher on formative appraisal outside of the regular four year cycle. An initial meeting is held by the team to review the Formative Performance Appraisal process.
- 2.2.3.1. The methods and timelines to be used are determined collaboratively.
 - 2.2.3.1.1. The team will mutually agree upon a method(s) for the Formative Performance Appraisal. In the event that the team cannot mutually agree upon a method(s), two methods, one chosen by the teacher and one chosen by the evaluator, will be used. One or more topics and types of processes may be used. All of these must be specifically related to teaching and learning.
 - 2.2.3.1.2. Notwithstanding 3.2.2.1., when the teacher initiates a Formative Performance Appraisal outside of the normal four year cycle, the teacher will determine the method(s) to be used. When the evaluator initiates a Formative Performance Appraisal outside of the normal four year cycle, the evaluator will determine the method(s) to be used.
 - 2.2.3.2. Data is collected using one or more of the methods chosen in 3.2.2. and will be characterized by regular, ongoing, descriptive feedback (verbal or written).
 - 2.2.3.3. A concluding meeting is held by the team after the data collection is completed. A final report is shared between the teacher and the evaluator. Areas for future growth are identified:
 - 2.2.3.3.1. If the Formative Performance Appraisal concludes with a satisfactory rating, the areas for future growth will form the basis of the teacher's Professional Growth Plan for the next three (3) years.
 - 2.2.3.3.2. If the Formative Performance Appraisal concludes with an unsatisfactory rating, the areas requiring further growth will form the basis of a Plan for Improvement. A Plan for Improvement is collaboratively developed by the teacher, the

evaluator, appropriate coordinator(s) as required, and the Director or Coordinator of Human Resources.

- 2.2.3.4. Both the evaluator and the teacher will sign the Formative Performance Appraisal Report (Appendix “B”) to indicate that they have reviewed it. In the event that a teacher refuses to acknowledge that they have reviewed the report, the report will be entered into the teacher’s Personal File with a notation that the teacher has refused to sign and the Director of Human Resources will sign the report verifying the teacher’s refusal.
- 2.2.3.5. All records are confidential. The evaluator shall copy the final report to the teacher, the school, and the teacher’s Personal File.

2.2.4. Professional Growth Planning Procedure

- 2.2.4.1. The professional growth plan is designed to help teachers prioritize areas for their own growth and self-reflect on their practice.
- 2.2.4.2. It is a teacher driven process. At the beginning of the year, teachers form collaborative learning teams. Teams were created to focus on improved teacher instruction, resulting in positive impacts on student learning and achievement. Through the use of research and school or teacher based data, goals will be set by the team.
- 2.2.4.3. Alignment with as many as possible of the following is recommended: personal growth plan goals, your school’s CSI goals, Board priorities and Provincial programs and services. The group may pick shared group or individual goals. The goals are entered in Table 1 at the beginning of the year. Evidence found through data collection and reflections are recorded throughout the process.
- 2.2.4.4. Use the activity log to track meetings with dates, information gathered and action items. This serves a dual purpose in recording professional growth and acting as a log to organize your team.
- 2.2.4.5. Signatures can be group or individual depending on the goals. Administrators will sign off and submit to HR for filing.

2.2.5. Summative Procedure

- 2.2.5.1. An initial meeting must be scheduled following the concluding meeting of the Formative Performance Appraisal or within ten (10) school days of the administrator notifying the teacher that the formative results are insufficient. The meeting will include the administrator and the Director of Human Resources or designate.
- 2.2.5.2. A Plan for Improvement (Appendix “D”) will be collaboratively developed at this meeting. This plan will include:
 - 2.2.5.2.1. Specific goal(s)
 - 2.2.5.2.2. Indicators of success for each goal
 - 2.2.5.2.3. Specific timelines for demonstration of the indicators of success
 - 2.2.5.2.4. Resources required
 - 2.2.5.2.5. Schedule of meeting dates and times to review progress of the Plan for Improvement

- 2.2.5.3. Within two weeks of the meeting, the Director of Human Resources will inform the teacher in writing, with a copy to the teacher's Personal File, of the commencement of the Summative Performance Appraisal, with the Plan for Improvement attached.
 - 2.2.5.3.1. Classroom observation is a mandatory part of this process.
 - 2.2.5.3.2. The evaluator and/or coordinator(s) must visit the classroom/teaching area while the teacher is teaching on, at least, four separate occasions.
 - 2.2.5.3.3. The dates, times, and summary of observations of each visit shall be documented and included in the final Summative Performance Appraisal report.
 - 2.2.5.3.4. A conference shall take place within two (2) school days of each classroom observation to discuss observations, to provide written documentation of the observations, and to provide written recommendations for improvement, where applicable.
 - 2.2.5.3.5. At each conference, the teacher will be given the opportunity to respond to the written documentation of the observations and recommendations for improvement.
 - 2.2.5.3.6. A concluding meeting when the indicators of success have been demonstrated to finalize the Plan for Improvement. The teacher will then proceed to Year 2 of the Tenured Teacher Performance Appraisal Procedure.
- 2.2.5.4. If the evaluator determines that insufficient progress is being made on the Plan for Improvement, s/he will recommend to the Director of Human Resources that a recommendation be made for reassignment, suspension or termination.
- 2.2.5.5. Normally, all Summative Performance Appraisals will be completed within six (6) months.
- 2.2.5.6. Both the evaluator and teacher will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. In the event that a teacher refuses to acknowledge that they have reviewed the report, the Director or Coordinator of Human Resources will sign the report verifying the teacher's refusal.
- 2.2.5.7. The teacher will have the right to submit a written response to the Performance Appraisal and have it attached to the Summative Performance Appraisal report.
- 2.2.5.8. A copy of the final Summative Performance Appraisal report, complete with signatures, attachments, documentation, and teacher's written response will be provided to the teacher.

- 2.2.5.9. The final Summative Performance Appraisal report will be submitted to the Director of Human Resources and will be placed in the teacher's Personal File.
- 2.3. Tenured Administrator Performance Appraisal Process
 - 2.3.1. Formative Performance Appraisal Team
 - 2.3.1.1. Formative Performance Appraisal is undertaken by a team consisting of the administrator and the evaluator.
 - 2.3.2. Formative Performance Appraisal Procedure
 - 2.3.2.1. An initial meeting is held by the team to review the Formative Performance Appraisal process.
 - 2.3.2.2. The methods and timelines to be used are determined by the evaluator in consultation with the administrator. A 360° performance appraisal will form part of the appraisal.
 - 2.3.2.3. Data is collected using the methods and timelines determined in 4.2.2.
 - 2.3.2.4. Meetings are held, as appropriate, between the administrator and the evaluator during the data collection phase.
 - 2.3.2.5. A concluding meeting is held after the data collection is completed. A final report is shared between the administrator and the evaluator. Areas for future growth are identified:
 - 2.3.2.5.1. If the Formative Performance Appraisal concludes with a satisfactory rating, the areas for future growth will form the basis of the administrator's Professional Growth Plan for the next three (3) years.
 - 2.3.2.5.2. If the Formative Performance Appraisal concludes with an unsatisfactory rating, the areas requiring further growth will form the basis of a Plan for Improvement. A Plan for Improvement is collaboratively developed by the administrator, evaluator, and the Director of Human Resources.
 - 2.3.2.6. Both the evaluator and the administrator sign the Formative Performance Appraisal Report to indicate that they have reviewed it. In the event that an administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the teacher's Personal File with a notation that the administrator has refused to sign and the Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.
 - 2.3.2.7. All records are confidential. The evaluator shall copy the final report to the administrator and the teacher's Personal File.
 - 2.3.3. Professional Growth Planning Procedure
 - 2.3.3.1. The purpose of a Professional Growth Plan is to provide administrators with a record of professional growth in each school year. It is an opportunity for the administrator to prioritize goals, focus on areas for growth and improvement, and self-reflect. Regularly scheduled collaboration with the evaluator provides support in the development and carrying out of the Plan.
 - 2.3.3.2. The goals are normally developed from the areas for future growth determined in the most recent Formative or Summative Performance Appraisal.

- 2.3.3.3. The administrator and the evaluator will mutually agree upon the goals for the Professional Growth Plan. In the event that the administrator and the evaluator cannot mutually agree upon goals, both may add a maximum of two (2) goals to the Professional Growth Plan.
- 2.3.3.4. All records are confidential. The completed Professional Growth Plan is copied to the Administrator's Personal File by May 31 of each school year. If the Professional Growth Plan is a multi-year plan, the evaluator will ensure that the word "interim" is placed on the document prior to copying.
- 2.3.4. Summative Performance Appraisal Procedure (Administrator - First Year of Assignment)
 - 2.3.4.1. An initial meeting is held to review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.
 - 2.3.4.2. Data collection, including collection of artifacts, analysis of artifacts and other information relevant to the performance appraisal process, occurs. A 360° performance appraisal may form part of the appraisal.
 - 2.3.4.3. Progress meetings are held throughout the performance appraisal process to share preliminary data and make provide suggestions for areas requiring growth. An interim performance appraisal should be shared with the administrator by December 15.
 - 2.3.4.4. A concluding meeting is held after the data collection to share the completed Performance Appraisal between the administrator and the evaluator. The Performance Appraisal shall contain evidence of strengths and areas for future growth. The administrator will have the opportunity to add their comments to the Performance Appraisal.
 - 2.3.4.5. Both the evaluator and the administrator will sign the Summative Performance Appraisal Report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the Administrator's Personal File with a notation that the administrator has refused to sign and the Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.
 - 2.3.4.6. Tenured administrators may also develop a Professional Growth Plan if mutually agreed by the administrator and the evaluator. This provision does not replace a summative performance appraisal.
 - 2.3.4.7. The completed Performance Appraisal is copied to the administrator's Personal File. Performance Appraisals are to be submitted to the Human Resources Department by March 31.
- 2.3.5. Summative Performance Appraisal Procedure (Administrator - Formative Performance Appraisal Terminated)
 - 2.3.5.1. The Director of Human Resources will inform the administrator in writing, with a copy to the administrator's Personal File, of the commencement of the Summative Performance Appraisal Process.
 - 2.3.5.2. The administrator, the evaluator, and the Director of Human Resources, or designate, shall meet within seven (7) school days of the administrator receiving the letter of notification. The agenda for this meeting will be:

- 2.3.5.2.1. Indication of concerns
- 2.3.5.2.2. Review of the summative process
- 2.3.5.2.3. Establishment of goals to address identified concerns
- 2.3.5.2.4. Establishment of timelines
- 2.3.5.3. The Director of Human Resources will ensure that a summary document of the meeting, including documentation of the agenda items, is prepared and distributed to all participants.
- 2.3.5.4. Within two (2) weeks of the notification meeting, a planning conference, for the administrator and the evaluator, will be held. The agenda for this conference will be:
 - 2.3.5.4.1. Review of goals
 - 2.3.5.4.2. Development of a plan to address the goals
 - 2.3.5.4.2.1. Actions by the evaluator
 - 2.3.5.4.2.2. Supports provided by the supervisor
 - 2.3.5.4.2.3. Indicators of success
 - 2.3.5.4.3. Data collection methods
 - 2.3.5.4.4. Feedback mechanisms
 - 2.3.5.4.5. Schedule of meeting dates and times to review progress
- 2.3.5.5. The final Summative Performance Appraisal report shall include all components of the process including one of the following recommendations:
 - 2.3.5.5.1. If the goals have been achieved, the evaluator shall recommend to the Director of Human Resources that the administrator be returned to Year 3 of the Tenured Administrator Performance Appraisal Procedure.
 - 2.3.5.5.2. If the goals have not been achieved, the evaluator shall make a recommendation to the Director of Human Resources for appropriate action which may include, but not be limited to, board initiated transfer or termination.
- 2.3.5.6. Both the evaluator and administrator will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the administrator's Personal File with a notation that the administrator has refused to sign and the Director of Human Resources will sign the report verifying the administrator's refusal.
- 2.3.5.7. The administrator will have the right to submit a written response to the Summative Performance Appraisal and have it attached to the Summative Performance Appraisal report.
- 2.3.5.8. A copy of the final Summative Performance Appraisal report, complete with signatures, attachments, documentation, and the administrator's written response will be provided to the administrator.
- 2.3.5.9. The final Summative Performance Appraisal report will be submitted to the Director of Human Resources and will be placed in the administrator's Personal File.
- 2.3.5.10. Normally, all Summative Performance Appraisals will be completed by April 15.

- 2.3.5.11. The administrator is entitled to request NSTU representation, pursuant to Article 16 of the Collective Agreement between the SSRSB and the NSTU, at any meetings held throughout this process.
- 2.4. Non-Tenured Teacher Performance Appraisal Process
 - 2.4.1. Summative Performance Appraisal Procedure
 - 2.4.1.1. This is a comprehensive stream involves a broad and detailed view of teaching, learning, social and emotional development and other professional responsibilities within SSRSB. The vast majority of SSRSB non-tenured teachers will fall within the Summative Stream.
 - 2.4.1.2. The Instructional Leader and the Teacher work together through a series of classroom observations and collaborative meetings which include, at a minimum 5 Classroom Observations followed by collaborative feedback meetings that are occurring throughout the year. These meetings are ranging, at the discretion of the Instructional Leader, anywhere from 5 minutes to a full class.
 - 2.4.1.3. All non-tenured teachers should have at least one as a full class observation.
 - 2.4.1.4. Observations are focused on the PGAP Rubric.
 - 2.4.1.5. Each observation is followed up with a collaborative feedback meeting to discuss the observations related to the PGAP Rubric.
 - 2.4.1.6. At least 5 of the classroom observations, with follow up meetings are documented as per the guidelines.
- 2.5. **Individualized Plan:** This is an intensive stream that involves a specific, strategic, and very involved review and action plans in situations where an individual teacher is significantly struggling. While the vast majority of SSRSB teachers will participate within the Summative Stream, there are occasions where a non-tenured teacher is significantly struggling. In these situations, the Instructional Leader must intercede and consult with the HR Department. When a teacher moves into this stream, an Individualized Plan intense plan is developed based on the particular set of circumstances for that teacher. As such, the length time line varies from plan to plan. It typically involves a variety of Board Staff who provide their expertise. And, in some circumstances, representatives from the NSTU are involved.
 - 2.5.1.1. Non-tenured teachers may also develop a Professional Growth Plan if mutually agreed by the teacher and the evaluator. This provision does not replace a Summative Performance Appraisal.
 - 2.5.1.2. The completed Summative Performance Appraisal is copied to the teacher, the school, and the Teacher's Personal File. Summative Performance Appraisals are to be submitted to the Human Resources Department
- 2.6. Non-Tenured Administrator's Performance Appraisal Process
 - 2.6.1. Summative Performance Appraisal Procedure
 - 2.6.1.1. An initial meeting is held to review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.

- 2.6.1.2. Data collection, including collection of artifacts, analysis of artifacts and other information relevant to the performance appraisal process, occurs. A 360° performance appraisal may form part of the appraisal.
- 2.6.1.3. Progress meetings are held throughout the performance appraisal process to share preliminary data and make provide suggestions for areas requiring growth. An interim performance appraisal should be shared with the administrator by December 15.
- 2.6.1.4. A concluding meeting is held after the data collection to share the completed Summative Performance Appraisal between the administrator and the evaluator. The Summative Performance Appraisal shall contain evidence of strengths and areas for future growth. The administrator will have the opportunity to add their comments to the Summative Performance Appraisal.
- 2.6.1.5. Non-tenured administrators may also develop a Professional Growth Plan if mutually agreed by the administrator and the evaluator. This provision does not replace a Summative Performance Appraisal.
- 2.6.1.6. Both the evaluator and administrator will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the teacher's Personal File with a notation that the administrator has refused to sign and the Director of Human Resources will sign the report verifying the administrator's refusal.
- 2.6.1.7. The completed Summative Performance Appraisal is copied to the administrator and the Teacher's Personal File. Summative Performance Appraisals are to be submitted to the Human Resources Department by March 31.

3.0 RESPONSIBILITIES

It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

4.0 DELIVERABLES

Each September, the Human Resources Department will report on the number of performance appraisals assigned and completed in NSTU staff. The summary will include the number of teachers at each stage and the progress or completion.

APPENDIX "A"

Teacher Formative Performance Appraisal Report

Teacher: _____

Evaluator: _____

School: _____

Other Members of the Team: _____

School Year: _____

Initial Meeting Date: _____

Concluding Meeting Date: _____

Goal: _____

Methods of Data Collection	Areas of Strength
	Areas for Future Growth

Satisfactory – Teacher proceeds to Year 2 of the formative performance appraisal process (Professional Growth Plan)

Unsatisfactory – Plan for Improvement to be developed

Supervisor: _____

Date: _____

Teacher: _____

Date: _____

Teachers may attach additional comments if they desire.

Copy to: Teacher, Supervisor, Teacher's Personal File

APPENDIX "B"

Teacher Professional Growth Plan

Name: _____ Location: _____

School Year: _____ Year in Formative Cycle: 2nd 3rd 4th

Assignment: _____

Plan Specifics

Goal	Activities	Resources	Indicators of Success	Time Line

APPENDIX "B"

I see this plan as impacting whole child education (socially, emotionally, academically, and physically) in the following ways:

Supervisor comments – October

Plan reviewed (by October 15th) – Supervisor's Signature: _____ Teacher's Signature: _____

APPENDIX "B"

Teacher comments – February

Teacher comments – May

Supervisor comments – May

Supervisor's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Copy to: Teacher, Supervisor, Teacher's Personal File

APPENDIX “C”

Teacher Plan For Improvement (Summative)

Teacher: _____

Evaluator: _____

School: _____

School Year: _____

Initial Meeting Date: _____

Concluding Meeting Date: _____

Areas Requiring Further Growth

Area 1	Area 2	Area 3

Plan Specifics

Area for Growth	Activities	Resources	Indicators of Success	Time Line
1				
2				
3				

APPENDIX “C”

Teacher Name: _____

Teacher Goals: _____

Schedule of Meetings

Date	Time	Notes

- Satisfactory – Teacher returns to Year 2 of the formative performance appraisal process (Professional Growth Plan)
- Unsatisfactory – Teacher is recommended for the summative performance appraisal process due to insufficient progress in the following areas:

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

Teachers may attach additional comments if they desire.

Copy to: Teacher, Supervisor, Teacher’s Personal File

APPENDIX "D"

Non-Tenured Teacher Required Areas of Growth

This form is to be completed when a summative performance appraisal does not result in an unqualified recommendation for continued and/or future employment with the South Shore Regional School Board.

Teacher: _____

Evaluator: _____

School: _____

School Year: _____

Areas Requiring Further Growth

Area 1	Area 2	Area 3

Plan Specifics

Area for Growth	Activities	Resources	Indicators of Success	Time Line
1				
2				
3				

Copy to: Teacher, Supervisor, Teacher's Personal File