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Experienced Teacher Performance Appraisal

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

Domain: Commitment to Pupils and Pupil Learning	
Competency: Teachers demonstrate commitment to the well-being and development of all pupils	
"Look Fors"	**Evidence**
- applies knowledge about how students develop and learn physically, socially, and cognitively - responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met - shapes instruction so that it is helpful to all students, who learn in a variety of ways - effectively motivates students to improve student learning - demonstrates a positive rapport with students	
Domain: Commitment to Pupils and Pupil Learning	
Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	
"Look Fors"	**Evidence**
- assists students in practicing new skills by providing opportunities for guided practice - provides for active student participation in the learning process - employs a balance of student- and teacher-directed discussion/learning - establishes an environment that maximizes learning - uses a variety of teaching strategies suited to the individual needs of students	

Domain: Commitment to Pupils and Pupil Learning	
Competency: Teachers treat all pupils equitably and with respect.	
"Look Fors"	**Evidence**
- demonstrates care and respect for students by maintaining positive interactions - promotes polite and respectful student interactions - addresses inappropriate student behaviour in a positive manner - communicates information from a bias-free, multicultural perspective - ensures and models bias-free assessment - values and promotes fairness and justice, and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, and culture	

Domain: Commitment to Pupils and Pupil Learning	
Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.	
"Look Fors"	**Evidence**
- provides students with appropriate opportunities for independent practice of new skills - employs effective questioning techniques that encourage higher-level thinking skills - provides guidance and appropriate feedback to learners on attainment of new concepts/skills - encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment - encourages students to be cognisant of their personal strengths and capabilities with respect to possible career paths	

Domain: Professional Knowledge	
Competency: Teachers know their subject matter, the Ontario curriculum, and education related legislation.	
"Look Fors"	**Evidence**
- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum - demonstrates mastery of subject knowledge and related skills - presents accurate and up-to-date information - implements and effectively explains statutes and regulations with regard to student safety and welfare - knows, follows, and explains appropriate legislation, local policies, and procedures	

Domain: Professional Knowledge	
Competency: Teachers know a variety of effective teaching and assessment practices.	
"Look Fors"	**Evidence**
- provides constructive criticism as part of evaluation - aligns assessment strategies with learning objectives - uses appropriate diagnostic techniques to assess student difficulties - employs formative and summative assessments to check for understanding - uses a variety of appropriate teaching techniques to engage students - uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student learning	

Domain: Professional Knowledge	
Competency: Teachers know a variety of effective classroom management strategies.	
"Look Fors"	**Evidence**
- systematizes routine procedures and tasks to engage students in varied learning experiences - provides opportunities for students to share their interests and demonstrate their involvement in learning - ensures that all students have the opportunity to learn - uses appropriate strategies to manage discipline - implements the behaviour code consistently	
Domain: Professional Knowledge	
Competency: Teachers know how pupils learn and the factors that influence pupil learning and achievement.	
"Look Fors"	**Evidence**
- uses different motivational strategies to encourage students in developing competence in all areas - takes into account various learning styles with the selection of materials/media - adapts to groups or individual students and uses flexible grouping practices - modifies programs to fit student needs by making topics relevant to students' lives and experiences - knows special education IEP and IPRC processes and provides appropriate experiences for student achievement	

Domain: Teaching Practice	
Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.	
"Look Fors"	**Evidence**
• develops clear and achievable classroom expectations with students • models and promotes effective communication skills • chooses pertinent resources for development of instruction to address student needs • uses instructional time in a focused, purposeful way • organizes subject matter into meaningful lessons • assists students to develop and use ways to access and critically assess information	
Domain: Teaching Practice	
Competency: Teachers communicate effectively with pupils, parents, and colleagues.	
"Look Fors"	**Evidence**
• provides ongoing feedback to parents through newsletters and bulletins, etc. • demonstrates a positive, professional attitude when communicating with parents, students, and colleagues • follows school/board guidelines on reporting with diligence • conducts teacher-student conferences • communicates clear, challenging, and achievable expectations to and for students	

Domain: Teaching Practice	
Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.	
"Look Fors"	**Evidence**
- uses a variety of techniques to report student progress - uses a variety of appropriate assessment and evaluation techniques - engages in meaningful dialogue with students to provide feedback during the teaching/learning process - uses ongoing reporting to keep both students and parents informed and to chart student progress - gathers accurate data on student performance and keeps comprehensive records of student achievement	

Domain: Teaching Practice	
Competency: Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.	
"Look Fors"	**Evidence**
- assesses and reviews program delivery for relevance - uses provincial achievement standards and competency statements as a reference point for evaluation of teaching - modifies program to respond to needs of exceptional students - effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching	

Domain: Teaching Practice	
Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.	
"Look Fors"	**Evidence**
• uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making • models and promotes effective use of technology to promote student learning • demonstrates effective use of technology as it relates to school operations and board expectations	

Domain: Leadership and Community	
Competency: Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.	
"Look Fors"	**Evidence**
• learns with and from colleagues and others in the communities of learners • pursues and effectively shares with colleagues knowledge about current thinking, trends, and practices in education • works cooperatively with colleagues to solve student, classroom, and school concerns • participates as an effective team member and shares expertise with others (e.g., by acting as mentor, peer coach, or associate teacher) • participates effectively by contributing to grade, division, and/or subject teams • participates effectively on committees by organizing school-based activities (e.g., school/parish initiatives, graduation, theme days) • shares with colleagues learning acquired through participation in system-wide or provincial initiatives • serves as a resource to colleagues (e.g., in the effective use of technology, assessment strategies, classroom management) • creates worthwhile opportunities for students, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school	

Domain: Leadership and Community	
Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.	
"Look Fors"	**Evidence**
- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities - engages others effectively through shared problem solving and conflict resolution - initiates contact with other professionals and community agencies to assist students and their families, where appropriate - cooperates and works readily with the school's support team - serves on the school council as a teacher adviser - sets up partnerships with local library, music centre, science centre, or career centre to develop resources to enhance students' career opportunities and achievement - contributes research to professional publications, subject councils, or other professional organizations - participates in, give presentations at, and organizes conferences, workshops, and institutes to enhance student achievement	

Domain: Ongoing Professional Learning
Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

"Look Fors"	Evidence
• seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices • identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices • participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge • observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices • reads professional journals, books, Internet sites, or articles related to educational contexts and effectively shares the information with peers • keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts • participates in workshops, seminars, courses, and in-service programs, or reads books, articles, journals, and Internet sites • explores ways to access and use educational research	

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent/caregiver conference materials
- Parent//caregiver/teacher/student interviews and conferences
- Plans showing results of collaboration with other teachers (e.g. English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments
- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals