

New 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.

"Look-Fors"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Commitment to Pupils and Pupil Learning			
• 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 • models and promotes the joy of learning • demonstrates a positive rapport with students		• Teachers demonstrate commitment to the well-being and development of all pupils.	

"Look-Fors"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Commitment to Pupils and Pupil Learning			
• 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 • encourages students to excel to the best of their ability • uses a variety of teaching strategies suited to the individual needs of students		• Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	

“Look-Fors“	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Commitment to Pupils and Pupil Learning			
• 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		• Teachers treat all pupils equitably and with respect.	

"Look-Fors"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Commitment to Pupils and Pupil Learning			
• 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		• 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“	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Professional Knowledge			
• 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		• Teachers know their subject matter, the Ontario curriculum, and education related legislation.	

"Look-Fors"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Teaching Practice			
• develops clear and achievable classroom expectations with the 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 • uses a clear and consistent format to present instruction		• 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"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Teaching Practice			
• 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		• Teachers communicate effectively with pupils, parents, and colleagues.	

"Look-Fors"	Infrequently (Evidence)	Competency	Generally (Evidence)
DOMAIN: Teaching Practice			
• 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		• Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.	

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 conference materials
- Parent/teacher/student interviews and conferences
- Plans showing results of collaboration with other teachers (e.g., in 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
- Appendix F: Log of Teaching Practice for New Teachers 79 Appendix F (continued)
- 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