#### Form 412-4

#### In-School Administrator Performance Evaluation Report for Teachers

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| **Teacher** |  |
| **School** |  |
| **Date of Report** |  |
| **Teaching Assignment** |  |
| **Supervisor Conducting the Observation(s)** |  |

**Purpose:** This formal evaluation is part of the permanent employment record which will be retained in the employee’s personnel file. It documents evaluation of the teacher’s work performance to ensure fundamental objectives, requirements and expectations of the school division are attained. The formal evaluation ensures follow through on the GSSD Service Commitments.

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| **GSSD Cycle of Professional Growth** |
| * There are many approaches to the employee’s evaluation. The contrast appears in the approach and the details. This can make all the difference in how the performance evaluation process is perceived and carried out by employees. This process gathers information through products, observations, and conversations.   Evidence will be gathered over a four-year period and used to populate this overall Performance Evaluation report. If an employee is failing or improving their job performance, this performance evaluation documentation can be used to develop a Performance Improvement Plan. |

**Teacher Reflection**

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| **Work History** – The teacher provides their own bio as an introduction. |
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| **Personal Information –**  The teacher provides background on their family, hobbies, interests, etc. The intent is to bring awareness of work life balance through understanding and knowledge. |
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| **Education & Recent Professional Development** – The teacher provides their own educational background, qualifications, and recent professional development opportunities. |
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#### Student & Teacher Wellness Domain

Resilience “is a belief in the ability of every person to overcome adversity if important protective factors are present in that person’s life.” (Krovetz, 2008). Teaching resilience is more than a lesson plan, a strategy, or program. Fostering resilience is “what we teach, how we teach, and how we assess are all central … (alongside) how we organize the school and how we group students” (Krovetz, 2008, p. xiii). The teacher supports and practices personal wellness, implements brain-based learning, and fosters collective wellbeing to contribute to their own resilience, and the resilience of their students and colleagues.

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| **Supporting Personal Wellness** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Shows evidence of implementing wellness strategies that support their own and the students’ wellness. *(W.1)* |
|  | Accesses community resources to bring a culture of wellness into their classroom. *(W.2)* |
|  | Infuses opportunities for self-awareness and growing self-regulation for students into their daily classroom practices. *(W.3)* |
|  | Conveys empathy for others and seeks to understand and mitigate stressors for themselves and their students. *(W.4)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Brain-Based Learning** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Trauma-informed practices and strategies are evident in daily routines and practices. *(B.1)* |
|  | Opportunities for executive function development exist within the learning environment. *(B.2)* |
|  | Skills and strategies that encourage social emotional learning are evident. *(B.3)* |
|  | Recognizes and encourages learning potential in all students and takes responsibility for designing instruction to foster student confidence and competence. *(B.4)* |
|  | Direct instruction to students on organizing, planning, and executing work is evident. *(B.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Fostering Collective Wellbeing** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Engages in collaborative collegial relationships (i.e., mentorship, PLCs, book studies, etc.) to solve problems, develop innovative ideas, and create new opportunities. *(S.1)* |
|  | Evidence of trusting, empathetic, and mutually beneficial relationships with students and colleagues. *(S.2)* |
|  | Contributes to a culture of mutual care within their school community. (S.3) |
|  | Takes an active, positive role in school-related and division-based initiatives. *(S.4)* |
| **Products, Observations and Conversations Supporting this Domain** | |

#### Building & Fostering Relationship Domain

The foundation of any classroom, school and community is strong relationships. The teacher examines methods that might be used to create a classroom environment to help students flourish. They create relationships with students and parents that provide powerful insights into the unique and creative minds of their students.

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| **Advocacy** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Communicates empathetically with students and families. *(V.1)* |
|  | The learning environment is inclusive of all forms of diversity. *(V.2)* |
|  | Advocates for systemic and external supports for colleagues and students. *(V.3)* |
|  | Recognizes and builds resilience in themselves and their students. *(V.4)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Parent and Family Engagement** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Communicate regularly with parents and families. *(F.1)* |
|  | Engages parents and families as partners to collaborate and co-create experiences for children. *(F.2)* |
|  | Shifted toward parent and family engagement rather than teacher-directed involvement. *(F.3)* |
|  | Reflects on the journey and world views of others and work to understand and honour these world views. (*F.4)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Classroom Learning Community** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Co-constructs classroom rules and expectations with students and consistently teaches, models, and reinforces routines and expectations throughout the year. (C.1) |
|  | Recognizes that systemic barriers and biases exist, and actively works to identify and address them in the classroom. *(C.2)* |
|  | Fosters an atmosphere of mutual respect and creates a space for student-student and student-educator relationships to grow. *(C.3)* |
|  | Designs experiences to support their own and others’ sense of belonging, generosity, mastery, and independence. *(C.4)* |
|  | Provides opportunities for students to learn from and with each other in small groups to activate students as learning resources for one another. *(C.5)* |
|  | The physical learning environment supports students’ ability to learn. *(C.6)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Reflective Practitioner** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Reflects on their own biases, behaviours, and language, and understands the impact and influence these can have on others. *(R.1)* |
|  | Recognizes when a conversation becomes crucial and has the skills to facilitate and contribute to a safe and productive conversation. *(R.2)* |
|  | Takes ownership over their decisions and actions and apologizes or makes amends when appropriate. *(R.3)* |
|  | Mindful of the content, body language, and tone of communication and ensure that they are all relevant to the audience and situation. *(R.4)* |
|  | Invites feedback from students, families, and administration and uses feedback to grow and make positive change. *(R.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

#### Instructional Approaches Domain

Instructional approaches are the heart of teaching and learning and include the content and intent of curriculum. Teachers are able identify where students are apt to be responsive and differentiate learning opportunities and uses instructional methods that encourage students to engage and share their voice.

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| **Curriculum and Instruction** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Lessons and units are clearly connected to curricular outcomes and indicators. *(C.1)* |
|  | GSSD UbD framework is used to connect essential questions, outcomes, instruction, and assessment. *(C.2)* |
|  | Plans for and implements research-based pedagogy appropriate to the subject(s) and grade(s). *(C.3)* |
|  | Identifies prior knowledge necessary for grade-level success, and designs instruction to activate prior knowledge and build readiness. *(C.3)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Assessment and Data** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Plans for the triangulation of data, including observations, conversations, and products, and collects evidence of learning to inform outcomes-based assessment. *(A.1)* |
|  | Clearly identifies assessment criteria that aligns with the depth and breadth of curricular outcomes. This may be in the form of rubrics, exemplars, or continuums (eg. bump-it-up wall). *(A.2)* |
|  | Uses a variety of assessment tools and tasks to plan and guide instruction, including pre-assessment and ongoing formative assessment. *(A.3)* |
|  | Provides timely, effective, and descriptive feedback to guide student learning. *(A.4)* |
|  | Students can show what they know with a strength-based approach through the assessment practices. *(A.5)* |
|  | Students are involved in the assessment process (through co-constructing criteria, self-assessment, peer-assessment, goal setting and collecting evidence of learning). *(A.6)* |
| **Products, Observations and Conversations Supporting this Domain** | |
| **Differentiated Instruction** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Differentiates environments for all students by incorporating whole group, small group, and individualized instruction based on student needs and preferences. *(N.1)* |
|  | Differentiates content for all students by scaffolding learning and providing different supports and pathways for students to acquire new learning. *(N.2)* |
|  | Differentiates processes for all students by using a variety of instructional strategies, including digital tools and online learning space. *(N.3)* |
|  | Differentiates products or projects for all students by allowing them to meet outcome assessment criteria in a variety of ways over a unit of study. *(N.4)* |
|  | Collaborates with SSTs in planning and implementation of individual learning plans (i.e., IIP, ROA, CFR) by working toward goals, assisting with interventions, scaffolding instruction, differentiating assessment, and collecting data. *(N.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Teaching and Learning Resources** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Current, curriculum-connected, and ministry-recommended resources are used to guide instruction. (L.1) |
|  | A variety of resources that are representative of and respectful towards all identities are utilized. (e.g., culture, race, gender, etc.). *(L.2)* |
|  | Recommended ‘anchor’ resources from GSSD are used. *(L.3)* |
|  | Incorporates various forms of resources (e.g., Elders, community-based resources, digital, etc.). *(L.4)* |
|  | Adapts resources as needed to provide differentiated instruction. *(L.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Student Engagement** | |
| **Yes/No/NA** | **Evidence Provided** |
|  | Comprehension strategies and high-level thinking questions are used to encourage critical thinking, reasoning, and engagement. *(E.1)* |
|  | Designs opportunities for inquiry-based learning that encourages understanding of self and provides for student choice in topic and product creation, including explicit instruction in the skills of inquiry (posing questions, research, organizing thinking). *(E.2)* |
|  | Understands and incorporates the gradual release of responsibility instructional framework into their teaching where appropriate. *(E.3)* |
|  | Uses diverse student voice, worldview, and interests to inform their instruction and create learning opportunities. *(E.4)* |
|  | Plans for cross-curricular tasks and projects to meet outcomes over several courses when appropriate. *(E.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

#### Professionalism (Qualities, Attitudes, & Responsibilities) Domain

Teachers need to exhibit professionalism when dealing with students, parents, staff, and other community members. Professionalism is demonstrated through a commitment to professional growth, professional attitudes and beliefs, and professional responsibilities.

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| **Commitment to Professional Growth** | |
| **Yes/No** | **Evidence Provided** |
|  | Contributes to the development of the profession through leadership and mentorship opportunities. *(G.1)* |
|  | Assesses own teaching abilities and looks for ways to improve. *(G.2)* |
|  | Continually seeks professional development to remain current with research and best practices (such as attend workshops, read professional literature, take on-line courses and webinars). *(G.3)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Professional Attitudes and Beliefs** | |
| **Yes/No** |  |
|  | Committed to helping all students in their classroom succeed. *(P.1)* |
|  | Flexible and adjusts to changes. *(P.2)* |
|  | Responds constructively to feedback and challenges. *(P.3)* |
|  | Demonstrates enthusiasm for their chosen profession both in school and out. *(P.4)* |
|  | Dresses professionally in accordance with the GSSD Administrative Procedure. *(P.5)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Professional Responsibilities** | |
| **Yes/No** | **Evidence Provided** |
|  | An accountable citizen within the school and community. *(R.1)* |
|  | Supports the foundational statements and philosophies of the school and school division. *(R.2)* |
|  | Adheres to the policies and procedures provided by the school division. *(R.3)* |
|  | Works as part of a team for the betterment of all students and staff. *(R.4)* |
|  | Handles confidential material in a discreet manner. *(R.5)* |
|  | Meets assigned tasks and deadlines (eg. report cards, cumulative folders, and attendance reports). *(R.6)* |
|  | Adheres to the STF Code of Ethics. *(R.7)* |
| **Products, Observations and Conversations Supporting this Domain** | |

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| **Recommendations for Follow-Up** |
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| **Teacher Self-Reflections** | |
| **Question(s)** | **Response** |
| What was your greatest personal/professional celebration? |  |
| What was your greatest “team” celebration? |  |
| What drives you? Choose one or two and explain. |  |
| What do you want to be known for? What is your hope for your legacy? |  |

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| **Final Appraisal**  The overall appraisal indicates the level of performance that describes the individual’s achievement as assessed by the Central Office LEAD or In-school Administrator. The appraisal considers assessments of specific performance criteria and important indicators of performance and achievement of the general description of each domain. | |
| 1 | Not Meeting Expectations |
| 2 | Progressing (Performance Improvement Plan Required) |
| 3 | Proficient (Meets expectations) |
| 4 | Exemplary (The teacher’s work has been shared as a model for other GSSD teachers) |

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| I have read the above report and discussed it with my In-school Administrator. My signature does not indicate that I agree with the contents of the report.  (Please save this document as a PDF and digitally sign prior to submitting to your Superintendent of Schools) | |
| **Signatures** | |
| Teacher’s Signature |  |
| In-School Administrator’s Signature |  |
| Superintendent Signature |  |