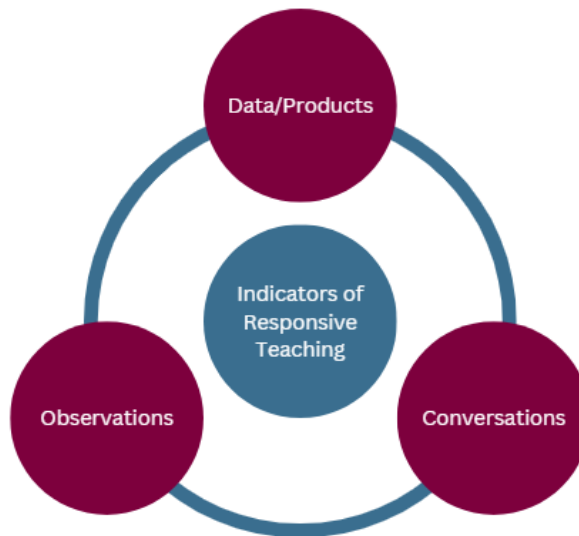


In-School Administrator Performance Evaluation Report for Teachers

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.

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

Work History – The teacher provides their own bio as an introduction.
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.
Education & Recent Professional Development – The teacher provides their own educational background, qualifications, and recent professional development opportunities.

Legend:

First year expectations	Bold type
Second year expectations	Grey shading
Completed within the first four years	All other

Well-being Domain

To support student well-being, all students must have access to the support, confidence, and resources they need to thrive within secure and healthy relationships. This foundation empowers them to realize their full potential and rights. The teacher builds skills and confidence for well-being and plays a role in ensuring that students receive health and life skills education in a safe and supportive environment.

Well-being	
Yes/No/NA	Evidence Provided
	Shows evidence of implementing wellness strategies that support their own and the students' wellness.
	Identifies and accesses resources to support student well-being and follows the transfer of care model to ensure appropriate and consistent care is provided.
	Conveys empathy for students experiencing barriers to well-being and seeks to direct them to the appropriate supports.
	Shares and/or seeks out effective practices which align with the four pillars of Comprehensive School Community Health which are the foundation for GSSD's Aspirational Statements.
Products, Observations and Conversations Supporting this Domain	

Social Emotional Learning	
Yes/No/NA	Evidence Provided
	Trauma integrated practices and strategies are evident in daily routines and practices.
	Opportunities for executive function development exist within the learning environment.
	Integrates social emotional learning into daily routines, lessons, and classroom expectations.
	Recognizes and encourages learning potential in all students and takes responsibility for designing instruction to foster student confidence and competence.
	Provides direct instruction to develop students' executive functioning skills, including organizing, planning, and task execution.
Products, Observations and Conversations Supporting this Domain	

Fostering Collective Wellbeing	
Yes/No/NA	Evidence Provided
	Engages in collaborative collegial relationships (i.e., mentorship, PLCs, peer consultation, book studies, etc.) to solve problems, develop innovative ideas, and create new opportunities.
	Demonstrates trusting, empathetic relationships with students and colleagues that support collaboration, respect, and growth.
	Takes an active, positive role in school-related and division-based initiatives.
Products, Observations and Conversations Supporting this Domain	

Building & Fostering Relationships 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.

Advocacy	
Yes/No/NA	Evidence Provided
	Communicates empathetically with students and families.
	Adapts the learning environment to be inclusive of diverse learners.
	Advocates for systemic and external supports for colleagues and students.
Products, Observations and Conversations Supporting this Domain	

Parent and Family Engagement	
Yes/No/NA	Evidence Provided
	Communicates regularly with parents/caregivers and families.
	Engages parents/caregivers and families as partners to collaborate and co-create experiences for children.
	Is making shifts toward parent/caregiver and family engagement rather than teacher-directed involvement.
	Respectful of the journey and world views of others and works to understand and honour these world views.
Products, Observations and Conversations Supporting this Domain	

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.
	Recognizes that systemic barriers and biases exist, and actively works to identify and address them in the classroom.
	Fosters an atmosphere of mutual respect and creates a space for student-student and student-educator relationships to grow.
	Designs experiences to support their own and others' sense of belonging, generosity, mastery, and independence.
	Provides opportunities for students to learn from and with each other in flexible groups to activate students as learning resources for one another.
	The physical learning environment supports the diverse learning needs of students.
Products, Observations and Conversations Supporting this Domain	

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.
	Recognizes when a conversation becomes crucial and has the skills to facilitate and contribute to a safe and productive conversation.
	Takes ownership over their decisions and actions and apologizes or makes amends when appropriate.
	Reflects on communication, showing self-awareness by matching words, body language, and tone to the audience and situation.
	Invites feedback from students, families, and leadership and uses feedback to grow and make positive change.
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.

Curriculum and Instruction	
Yes/No/NA	Evidence Provided
	Lessons and units are clearly connected to curricular outcomes and indicators.
	Backwards by design long-range planning (using the GSSD Long-Range Planning document) is used to connect essential questions, outcomes, instruction, and assessment.
	Plans for and implements research-based instructional approaches appropriate to the subject(s) and grade(s).
	Identifies prior knowledge necessary for grade-level success, and designs instruction to activate prior knowledge and build readiness.
Products, Observations and Conversations Supporting this Domain	

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.
	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).
	Uses a variety of assessment tools and tasks to plan and guide instruction, including pre-assessment and ongoing formative assessment.
	Provides timely, effective, and descriptive feedback to guide student learning.
	Students can show what they know with a strength-based approach through the assessment practices.
	Students are involved in the assessment process (through co-constructing criteria, self-assessment, peer-assessment, goal setting, and collecting evidence of learning).
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.
	Differentiates content for all students by scaffolding learning and providing different supports and pathways for students to acquire new learning.
	Differentiates processes for all students by using a variety of instructional strategies, including digital tools and online learning space.
	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.
	Collaborates with SSTs and Learning Services Consultants 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.
Products, Observations and Conversations Supporting this Domain	

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

Student Engagement	
Yes/No/NA	Evidence Provided
	Effective questioning strategies are used to encourage critical thinking, reasoning, and engagement.
	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).
	Understands and incorporates the gradual release of responsibility instructional framework into their teaching where appropriate.
	Plans for cross-curricular tasks and projects to meet outcomes over several courses when appropriate.
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.

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

Professional Attitudes and Beliefs	
Yes/No	
	Committed to helping all students in their classroom succeed.
	Flexible and adjusts to changes.
	Responds constructively to feedback and challenges.
	Demonstrates enthusiasm for their chosen profession both in school and out.
Products, Observations and Conversations Supporting this Domain	

Professional Responsibilities	
Yes/No	Evidence Provided
	An accountable employee within the school and community (e.g. regularly checks email and division communication).
	Supports the foundational statements and philosophies of the school and school division.
	Adheres to the policies and procedures provided by the school division.
	Works as part of a team for the betterment of all students and staff.



Our Motto
Our Mission
Our Values
Our Vision

Students Come First
 Building Strong Foundations to Create Bright Futures
 Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance, & Diversity
 Learning Without Limits...Achievement For All

	Handles confidential matters in alignment with GSSD's Administrative Procedures.
	Meets assigned tasks and deadlines (e.g. report cards, cumulative folders, and attendance reports).
	Adheres to the STF Code of Ethics.
Products, Observations and Conversations Supporting this Domain	

Recommendations for Follow-Up

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?	
What can your supervisor do to support you further?	

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.	
<input type="checkbox"/> 1	Not Meeting Expectations – performance is notably below job requirements and expectations; significant improvement to performance is required. (Form 413-1 Performance Improvement plan is required).
<input type="checkbox"/> 2	Progressing – inconsistently meets the requirements and expectations; the teacher has areas of performance that require improvement. (Form 413-1 (Performance Improvement plan is required).
<input type="checkbox"/> 3	Proficient – consistently meets the requirements and expectations; the teacher excels in one or more areas of performance.
<input type="checkbox"/> 4	Exemplary – continually exceeds requirements and expectations; work can be a model for other school divisions. The teacher's work has been shared as a model for other GSSD teachers.

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	