



Classroom Teacher Professional Practice Performance Appraisal

Classroom Teacher Name	Vanessa Warnock	
Years of Employment with Board	1	
Assignment	Math 10, 11, 12, Phys Sci 20, Enviro Sci 20, Chem 30, Hist 20, Hist 10, Social 8,9	1.0 FTE
School	Beechy School	
Report Date	June 19, 2017	

School-Based Administrator Leia Hey

Superintendent of Education Vicki Moore

Purpose: The Performance Appraisal is part of the permanent employment record which will be retained in the Personnel File. It documents and supports the professional growth of the teacher according to the Teacher Professional Practice Indicators.

Observation Dates: November 22, 2016, February 13, 2017, and June 1, 2017

Recommendations:

This report has been compiled after completing the classroom observations listed above and after consultation with the School Administrator, Leia Hey.

Vanessa Warnock is completing her first year under a continuing contract with Sun West School Division. She has played an active role in the performance appraisal process, and has demonstrated reflection on her professional practice.

Vanessa has had another successful year of teaching. She has a confident and comfortable classroom presence. Along with demonstrating a strong understanding of her subject matter, Vanessa's lessons are often creative and include a variety of activities. Of notice is Vanessa's strong rapport with her students. Vanessa is actively engaged within the school and is a valued member of Beechy School. We look forward to continuing her supervisory process in the 2017-2018 school year.

CLASSROOM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL

The four levels of teaching performance are identified below. The levels range from describing teachers who are still striving to master the basics of teaching to highly accomplished professionals who are able to share their expertise.

Unsatisfactory level - teacher does not appear to understand best professional practice

Basic level - student teachers, teachers new to the profession, or in a new assignment

Proficient level - most experienced, capable teachers

Distinguished level - master teachers who make contributions to the profession

DOMAIN LEVELS OF PERFORMANCE

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1: Planning and Preparation	Teacher's plans reflect little understanding of the content, the students and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans— instructional outcomes, learning activities, materials, resources and assessments—are in complete alignment and are adapted as needed for individual students.
Domain 2: The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct and a physical environment conducive to high-level learning.

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 3: Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Domain 4: Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

CLASSROOM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL

Carefully reflect on your teaching performance in all four domains. Complete the reflection by using the tables showing performance indicators. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator.

Key: **U** Unsatisfactory **B** Basic **P** Proficient **D** Distinguished

DOMAIN 1: PLANNING AND PREPARATION	U	B	P	D
1a. Demonstrating Knowledge of Content and Pedagogy				
• Is knowledgeable in subject matter.			X	
• Helps students make cross-cultural connections.			X	
• Uses a variety of teaching strategies.				X
• Purposefully integrates 21st century competencies into planning and teaching.				X
1b. Demonstrating Knowledge of Students				
• Understands developmental characteristics of each age group (intellectual, social, emotional, physical).			X	
• Determines students' prior knowledge and experiences.			X	
• Builds on students' strengths, skills and interests to increase competence.			X	
• Demonstrates an awareness of social and cultural characteristics.			X	
• Adapts appropriately for the diverse needs of students			X	
1c. Setting Instructional Outcomes				
• States goal directed learning outcomes.				X
• Implements provincial curricula, division initiatives, and locally determined options.				X
• Develops concepts through a sequence of varied learning activities.			X	
1d. Demonstrating Knowledge of Resources				
• Seeks and uses a variety of resources (print, non-print, and digital) in planning and instruction.				X
• Seeks and participates in resource opportunities to enhance professional development (PLT groups, professional literature, webinars, wikis, blogs).			X	
• Demonstrates knowledge of, and access to, resources and services for students (tutoring, homework buddies, peer mentorship, child and youth counseling, community agencies, Kids Help Line, etc.).			X	
• Utilizes technology (computers, digital resources, social media, etc.) to communicate, to access information, to create products and further my knowledge.			X	

DOMAIN 1: PLANNING AND PREPARATION (continued)				U	B	P	D
1e. Designing Coherent Instruction							
• Selects appropriate activities, materials, methods and student groups.						X	
• Plans logical sequences of activities from easy to difficult.						X	
• Balances careful planning with flexibility in delivery.						X	
• Creates opportunities for students of diverse skill and knowledge.						X	
• Emphasizes thinking and problem-based learning.						X	
• Integrates the use of technology into subjects to assist students in developing 21st century competencies and ensures students develop digital literacy.						X	
1f. Designing Student Assessments							
• Designs assessment criteria and standards for students (rubric, checklist, rating scale).						X	
• Develops formative and summative assessments that provide students with a variety of opportunities to demonstrate their learning.						X	
• Examines and analyzes student work to determine necessary changes in instruction or assessment.						X	
• Plans for student involvement in assessment through co-creating criteria.					X		
• Plans for fair and accurate assessments aligned with Sun West assessment practices.						X	
Comments:							
<p>Vanessa works hard to be knowledgeable in curriculum content, which often means re-learning math and science material that is new to her as a young teacher. She is always using a variety of teaching strategies and develops lessons and projects to build on student needs and interests. Her history class in particular is exciting and engaging, and taught in such a way that the students interact and collaborate as they immerse themselves in the historical events.</p> <p>Vanessa is always well-planned, and makes great use of her personal Weebly (website) to keep students informed. Students are offered various ways to demonstrate their learning, and assessments are created beforehand, so students know how they will be assessed.</p>							

CLASSROOM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL

Key: U Unsatisfactory B Basic P Proficient D Distinguished

Domain 2: THE CLASSROOM ENVIRONMENT	U	B	P	D
2a. Creating an Environment of Respect and Rapport				
• Demonstrates mutual respect and trust, and encourages students to be tolerant and respectful of others.		X		
• Recognizes and respects students' lives outside school and encourages students to respect diversity (cultural, socio-economic, intellectual, etc.).			X	
• Demonstrates friendliness and openness but remembers role as adult.				X
• Sets high standards for student conduct and encourages students to be responsible and accountable for their own actions.			X	
• Establishes a positive learning environment where everyone feels valued and safe both mentally and physically.			X	
• Encourages students to work in a team and respectfully resolve conflicts.			X	
2b. Establishing a Culture for Learning				
• Encourages students to take pride in their work and give their best effort.			X	
• Sets high expectations for student effort and work and encourages them to be actively involved in their learning.			X	
• Conveys genuine enthusiasm for content and encourages students to become life-long learners.				X
• Creates a safe environment where students can take risks and participates in leadership opportunities.			X	
• Provides opportunities for students to become creative and critical thinkers.				X
2c. Managing Classroom Procedures				
• Demonstrates a smoothly functioning classroom (procedures, efficient use of time, established routines).				X
• Engages students in productive, meaningful work.				X
• Maintains smooth lesson flow (transitions, directions).			X	
• Manages materials and supplies efficiently.			X	
• Uses appropriate methods for handling clerical matters (attendance, form distribution, etc.).			X	
• Provides guidance to assistants (EAs or volunteers).			X	
2d. Managing Student Behaviour				
• Develops a code of conduct collaboratively with students.		X		
• Communicates clear and consistent expectations and encourages students to monitor their own behaviour.			X	
• Uses clear, appropriate and consistent consequences and reinforces positive behaviours.			X	
• Provides students with opportunities for restitution.		X		
2e. Organizing Physical Space				
• Organizes classroom with consideration for safety and accessibility to learning.			X	

Domain 2: THE CLASSROOM ENVIRONMENT (continued)

Comments:

Vanessa is a happy, friendly teacher and has a great rapport with students. She maintains a highly-functioning classroom with well-established routines and procedures. Students know what to expect and what is expected of them. Vanessa could deal with some students a little more forcefully when they are not being respectful, but this is something that has been discussed and she is working on, and I have every confidence in her ability to maintain high standards for student conduct and accountability.

CLASSROOM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL

Key: U Unsatisfactory B Basic P Proficient D Distinguished

Domain 3: INSTRUCTION				U	B	P	D
3a. Communicating Clearly and Accurately with Students							
• Demonstrates clear, audible, and legible expectations.			X				
• Communicates the purpose of the work.			X				
• Uses correct and appropriate language.			X				
• Uses analogies and stories to connect with student background.			X				
• Monitors for understanding.			X				
3b. Using Questioning and Discussion Techniques							
• Uses appropriate level of questioning with adequate response time.			X				
• Engages all students in discussion.			X				
• Encourages peer questioning.			X				
• Seeks clarification by paraphrasing to check for understanding.			X				
3c. Engaging Students in Learning							
• Engages students in meaningful learning and work appropriate to their level.			X				
• Encourages on-task independent work.			X				
• Encourages students to do their best work.			X				
• Moves at an appropriate pace and changes tasks when necessary.			X				
• Uses a variety of grouping strategies and activities suitable to the students and the lesson.			X				
• Encourages students to work collaboratively with others to accomplish a task.			X				
• Encourages the ability to collaborate across networks, using various information and communication technologies.		X					
3d. Using Assessment in Instruction							
• Communicates standards by which students' work will be assessed, and provides them with a variety of opportunities to demonstrate their learning.			X				
• Provides timely and constructive assessment and accurate feedback.			X				
• Adapts assessments to meet diverse students' needs.			X				
• Actively involves students in assessments through co-creating criteria.		X					
• Encourages students to use assessment to be self-reflective and set their own learning goals.			X				
• Involves students in being accountable for their own learning through the creation of portfolios (binders, digital, etc.).			X				
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work							
• Responds to teachable moments and adjust instruction when necessary.			X				
• Demonstrates awareness of classroom climate and student engagement in the learning.			X				

Domain 3: INSTRUCTION (continued)

Comments

Vanessa always has great discussions with students in her classroom, and ensures all students are a part of the discussion. She uses a variety of instructional methods so to appeal to various types of learners, and students are given many opportunities to collaborate in her classroom. She does maintain a steady pace, especially when it comes to math, as there are many concepts to cover, but she is always willing to spend more time with struggling students if they are not ready to move forward. She constantly checks for understanding, and I am very confident in Vanessa's ability to teach students effectively.

CLASSROOM TEACHER PROFESSIONAL PRACTICE PERFORMANCE APPRAISAL				
Key: U Unsatisfactory B Basic P Proficient D Distinguished				
Domain 4: PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES	U	B	P	D
4a. Reflecting on Teaching				
• Reflects on lessons, analyzes successes and provides suggestions for improvement.			X	
• Participates in professional development opportunities.			X	
• Seeks out or acts as mentor/coach.		X		
4b. Maintaining Accurate Records				
• Makes instructional record-keeping a routine procedure.			X	
• Creates skill checklists/records/student portfolios/formal and informal assessments.			X	
• Maintains organized non-instructional records (consent letters, money, milk order, etc.).			X	
• Keeps logs of school-related contacts (phone calls, email, in person).			X	
4c. Communicating With Families				
• Sends home written information (class newsletter, monthly progress report, website, blog).		X		
• Assigns homework with a clear purpose.			X	
• Responds with empathy and respect.			X	
4d. Contributing Leadership to the School and Division				
• Participates in professional relationships with colleagues (shares expectations, materials, insights).			X	
• Demonstrates a mutual respect and cooperation with colleagues.			X	
• Participates in school life (activities, committees, professional organizations, etc.).				X
• Balances family demands with school division commitments.			X	
4e. Growing and Developing Professionally				
• Demonstrate growth in content knowledge and pedagogy (attends workshops and conferences or becomes member of professional organization).			X	
• Demonstrates the ability to relate to other people in varying contexts, including capacity to resolve and manage conflict.			X	
• Demonstrates the ability to lead and work collaboratively in a team.		X		
• Works positively and respectfully with others in creating new ideas.			X	
• Demonstrates the ability to collaborate across networks, using various information and communication technologies.		X		
• Works with interns/student teachers.				n/a
• Is continually developing 21st Century Competencies.			X	

Domain 4: PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES (continued)	U	B	P	D
4f. Showing Professionalism				
• Demonstrates commitment to student achievement.			X	
• Displays integrity in dealing with students, colleagues and public.			X	
• Advocates for fair treatment of all students.			X	
• Follows applicable legislation (The Education Act, OH&S etc.), school and division policies and procedures.			X	
• Adheres to the STF Code of Ethics for teachers.				X
Comments:				
<p>Vanessa is a great addition to Beechy School. She is always willing to help out and be part of the team – she coaches badminton and track, works as the SRC advisor, and is the teacher representative on the SCC. She is well-organized and professional, and she participates in professional development when she can. She has worked professionally with the other senior math/science teachers in our area to co-create units and projects, which has benefited them all professionally. She shows integrity and fairness when dealing with students, and her skills as a 21st Century educator are admirable. Vanessa works hard and is a wonderful asset to our team.</p>				

Note: Indicators without a checkmark were not verified during the supervisory process.

Performance Appraisal Observation Template

Visit #1 (L. Hey)	Date: November 22, 2016
<p>Comments:</p> <p>This was a good lesson, Vanessa, and it is clear that your students are engaged in the material. It's a difficult concept but they followed along with you, asked intelligent questions, and handled it well. They also collaborated to problem-solve the assignment together, which is great. Their knowledge grew as they listened to your teaching, your hints, and your direction as they worked through the practice questions.</p> <p>As we discussed, the virtual simulation was a great addition to the instructional strategies used in this lesson. While direct instruction was necessary for a concept such as this, it was good for the students to see what they were being asked to understand. I do believe that a physical simulation would be good for the students as well, but perhaps in subsequent lessons as they continue to work with the concept of latent heat. Perhaps, seeing as there are only three students, each could try a different material, and share their findings. Students learn through teaching peers as well, so perhaps on an assignment such as this the students each could try an example on the board, or each try one of the smaller equations as you work on the longer problem. This would break up the direct instruction piece of the lesson and ensure the students were following along with you. It would also get them out of their desks for a few moments, which might help to keep them focused.</p> <p>I also thought it was neat how the students were referencing the room décor when working on the problems. Great work once again creating an engaging, inviting environment in your lab/classroom.</p> <p>Although this group of students often needs many reminders to stay on task, this lesson kept them engaged and the management issues were minimal. A few more reminders to get back on task could have been given, but they clearly know your expectations and respect your learning environment, as they re-directed themselves to their work and continued to complete their work. Good work, Vanessa.</p> <p>Leia Hey</p>	
Visit #2 (V.Moore)	Date: February 13, 2017
<p>Comments:</p> <p>Thank you for allowing me to spend time in your classroom today, Vanessa. As always, you were well prepared and organized for your lesson. Much of the learning in your classroom today was very teacher-led; however, given that you were opening a new unit, and with the number of students in the class, it was very appropriate for your purpose. I appreciate that you have taken the time to provide a resource for students to access should they need extra support with this work. Remember to keep thinking about how you might personalize learning for these learners. This may be of benefit to Student B who seems to catch on to new concepts very quickly.</p> <p>Today was a solid lesson for you. You were very careful to include all students in your questions, and all students were given a chance to demonstrate their work at the Smart Board. Your students were engaged and demonstrate an understanding of the concepts you were teaching. It looks like you have them off to a good start on this new unit. Continue success in your work with this group!</p>	
Visit #3 (L. Hey)	Date: June 1, 2017
<p>Comments:</p>	

Good work, Vanessa, this was a well-planned lesson and a good way to touch on this event in history. A few thoughts:

- The jigsaw activity was a good way to get students moving around and sharing their learning. I would explain that this type of group work is called a jigsaw and how the whole process works before they begin.
- This lesson was also a good way to think critically about the “other side of the story” at the time of the atomic bomb. The students responded well to the content, but were still very biased to the American point of view (or *most* of them were). Everyone is entitled to their own opinion, but it would perhaps be beneficial to make them *aware* of their biases and show/explain why it is important to think about the other side and the victims who lost their lives even though they had nothing to do with the political battle.
- This group of students continued to have sidebar conversations during your instruction and get each other off topic during their group work. While they bring themselves back eventually, and respond to your gentle reminders to keep working, it is ok to assert your authority and perhaps raise your voice to bring students’ attention to you. As well, don’t be afraid to separate the distractors from the group – having to complete the task on their own may remind them to be grateful for how collaborative this class typically is! They have plenty of time to chat during group work (as they’re never far from the task at hand), but they should be reminded that it is disrespectful to continue to talk amongst themselves while you are teaching.
- Your presence during the group work kept the students focused, and your probing questions brought about deeper thinking about the content. I think a follow up discussion on the difficult job of life-changing choices and the impact of political leaders’ decisions during this tumultuous time would close this lesson off well, as the lesson wrap-up was perhaps cut short.

I thought, overall, the lesson was a great reminder of how important it is to think critically and be global citizens. Your approach to teaching history is one many veteran teachers could learn from, as your students continue to engage in the historical events and are intrigued to learn what they’ll be doing next. That’s something to be proud of!

Leia Hey

Superintendent/Principal Comments:

Vanessa Warnock is a confident and competent teacher. She plans carefully for instruction, with engaging lessons connected to the curriculum. This past year, she worked hard to incorporate PeBL learning in her classroom. As a highly reflective practitioner, she has adapted the PeBL process and collected appropriate resources in order provide and support personalized learning for the students in her class.

Vanessa has a strong rapport with her students and is a respected and valued member of the Beechy School staff.

Thank you for all your hard work this year, Vanessa. I have enjoyed working with you very much. We are very fortunate to have you teaching in Sun West School Division.

Vicki L Moore
Superintendent's Signature

June 19, 2017
Date

Principal's Signature

Date

Teacher Comments:

Classroom Teacher's Signature

Date

Signatures indicate that the parties have read and discussed the report.

