

## Appraisal and Development Plan, Teacher

# Appraisal and Development Plan - Teacher -

### Personal details

**Name:**

**Campus:**

**Appraisal period:**  to

**Date plan agreed:**

**Teacher signature:**

**Overseer signature:**

**Principal signature:**

*This document sets out intended outcomes and outcomes achieved against the four priority standards applicable for teachers. Other standards may be used where this is relevant to the appraisal process as determined by the Head of School or Principal.*

***Appraisal of a teacher using the applicable standards is within the overall requirement that the core responsibilities set out in her or his contract of employment are met.***

## **Standards and Competencies**

**Standards:** The core standards of performance for a teacher are

- The quality of the relationships between the teacher and their students;
- The quality of teaching and learning;
- The inclusion of a family connection with each student's learning;
- A positive contribution to the school improvement process.

**Competencies:** The minimum expected competencies with each standard are

<b>Standard</b>	<b>Competencies</b>
The quality of the relationships between the teacher and their students	<ul style="list-style-type: none"> <li>• A knowledge of each student's learning strengths and challenges</li> <li>• A knowledge of each student's learning preferences</li> <li>• A knowledge of each student's personality preferences</li> <li>• An individual engagement with each student taught</li> <li>• A classroom culture of encouragement, acknowledgement, and celebration.</li> </ul>
The quality of teaching and learning	<ul style="list-style-type: none"> <li>• Adherence to the school curriculum calendar</li> <li>• A classroom culture that enables optimal learning</li> <li>• Planning for challenging and participative learning</li> <li>• An emphasis on inquiry-oriented learning</li> <li>• The use of developmentally appropriate teaching strategies and resources</li> <li>• The use of inclusive teaching strategies and resources</li> <li>• The use of technology to access information and solve authentic problems</li> <li>• A culture of high performance expectations commensurate with student abilities</li> <li>• The negotiation of clear and achievable criteria for success</li> <li>• The provision of effective feedback on student performance with a remediation and progress focus</li> <li>• The use of embedded, formative and summative student assessment</li> <li>• The agreed collecting and recording of evidence of student academic progress</li> <li>• Adherence to the school approved approach to reporting student academic progress to families.</li> </ul>
The inclusion of a family connection with each student's learning	<ul style="list-style-type: none"> <li>• The provision of family inclusive student presentations and celebrations at the completion of major units of work</li> <li>• The provision of learning designed to engage family members</li> <li>• A meaningful connection between the school and the community.</li> </ul>
A positive contribution to the school improvement process	<ul style="list-style-type: none"> <li>• Active and positive involvement in a school improvement team.</li> </ul>

**Teacher appraisal and development plan – example**

<b>Standard</b>	<b>Relevant competencies</b>	<b>Improvement goals</b>	<b>Actions</b>	<b>Persons responsible</b>	<b>Anticipated deadlines</b>	<b>Success measures</b>
<b>The quality of relationships between the teacher and their students</b>	A classroom culture of encouragement, acknowledgement, and celebration	To teach and incorporate peer to peer positive feedback on presentations				<ul style="list-style-type: none"> <li>• A timetable allowance reflecting feedback sessions</li> <li>• Photographs of presentation &amp; feedback sessions</li> <li>• Displays</li> </ul>
<b>The quality of teaching and learning</b>	Planning for active and participative learning	To increase the number of authentic and practical problem-solving activities for teaching Mathematics				<ul style="list-style-type: none"> <li>• A content increase of 30% in Math planning documents</li> <li>• Photographs of activities</li> <li>• Assessment results</li> </ul>
<b>The inclusion of a family connection with each student's learning</b>	The provision of work designed to engage family members	To create one family inclusive work assignment each term				<ul style="list-style-type: none"> <li>• Records of assignments, one for each school term of the year</li> </ul>
<b>A positive contribution to the school improvement process</b>	Active and positive involvement in a school improvement team	To be developed next year				

**Teacher professional development (PD) plan**

<i>Improvement goal</i>	<i>Proposed action</i>	<i>When</i>	<i>Resources &amp; costs</i>	<i>Outcomes achieved</i>
1.				
2.				
3.				

**Mid-process review**

The mid-process review is an opportunity to monitor the progress of the appraisal and development plan. It is also possible to amend plans where this is necessary due to changes in circumstances. Comments are to be provided by the overseer and the teacher, with the page signed and dated as indicated.

**Teacher comments:****Overseer comments:****Teacher signature:****Date****Overseer signature:****Date****Principal signature:****Date**

**Appraisal summary (end of process)**

To be completed by the overseer in consultation with the teacher.

<b>Standards</b>	<b>End of Year Comments</b>	<b>Improvement goal met</b>	
		<b>Yes</b>	<b>No</b>
<b>The quality of relationships between the teacher and their students</b>			
<b>The quality of teaching and learning</b>			
<b>The inclusion of a family connection with each student's learning</b>			
<b>A positive contribution to the school improvement plan</b>	Targeted for next year		

**Appraisal outcomes (end of process)****Teacher comments:**

Extent to which goals were met

Initial intentions for future goals

**Teacher signature:****Date:****Overseer comments:**

Extent to which goals were met

Suggestions for future goals

**Overseer signature:****Date:****Principal signature:****Date:**

At the completion of the review cycle, a copy of this document should be provided to the teacher.