

The Teacher Performance Appraisal Process

Practical Strategies for Implementation

This updated interactive workshop outlines the new Experienced Teacher Performance Appraisal and the relative legislation. The workshop focuses on a collaborative environment within the context of the Professional Learning and Teaching Community and the part that the Experienced Teacher Performance Appraisal plays in that community. The Experienced Teacher Performance Appraisal is rooted in the following framework, which will be highlighted during the workshop:

- the collective vision guiding a teacher's daily practice, the Standards of Practice identifies the five domains of practice;
 - the knowledge, skills and attitudes embedded in the 16 competencies depicts a teacher's practice;
 - the professional learning and opportunities for growth are self-directed through the teacher's Annual Learning Plan;
 - the input from parents and students given to a teachers to help them reflect upon their practice which may be incorporated into
 - the teacher's Annual Learning Plans; the collaboration an opportunities for reflection established in the professional dialog that takes place during the pre-observation and post-observation meetings;
 - the process is documented on one form, the Summative Report which lists the recommended opportunities for growth and the language from the perspective of an instructional leader used;
 - the satisfactory and unsatisfactory rating and the comments needed to link teacher performance to student learning and pathways for improvement; and
 - the process establishes an atmosphere where instructional school leaders are able to provide additional support and where teachers are receptive to the offered support.
- The sharing of effective practices, opportunities for networking and strategies for implementation will underpin the aspects of the interactive elements of this workshop.