

Circular To: All Teachers

RE: Teacher Performance Appraisal

Dear Teacher,

We are distributing a Performance Appraisal Handbook which describes a process in which we hope you will become involved. There are many different teacher appraisal programs but we find this one very comprehensive of professional skills. Most of us are in a vacuum of credible appraisal and we need to get started in a formal process.

Classrooms will be monitored regularly during the term. Teachers are much more accountable each year for getting it all right. Regular clinical supervision of instruction, peer appraisal -- credible and detailed -- needs to be done to focus on developing improvement cycles.

This is a fast changing age with an explosion of knowledge and more sensitive teaching styles. All school systems, even Public schools, are **lifting their game**. We need to get it right and then prove it is right.

We can not blame our **Church School** status, lack of resources, isolation, or anything else to prevent us from giving our students the very best education they deserve and most importantly to introduce them to Jesus and help them to develop a close relationship with Him.

It is our view that at least once a year you should sit down with your Assistant Principal or Principal who will help you to examine all the details of your teaching. Then, having seen needs, you will formulate short and long term goals to remedy these. If you need special help from in-service or other support programs, please ask!

Keep records of your Evaluation/Appraisal in your personal files. Document your progress.

A report that this is happening will be sought. This program is not designed to catch a failing or lazy teacher but, on the contrary, prevent teachers getting into difficulty.

We commend a process of Personal Appraisal to your early attention. We look forward to working with you in ensuring a productive and beneficial experience for both students and staff.

Yours sincerely,

Wayne Hughes
Principal

Teacher

Self - Evaluation

Handbook

Seventh - day Adventist

School System

1998/1999

Teacher Performance Appraisal

Rationale

Teachers are qualified experience practitioners, who are expected to see that everything is right all the time. Performance appraisal, however, is in the teaching profession now. Schools in general and some Adventist schools in particular urgently need to have a regular, credible and professional appraisal process in place.

A teacher must have ownership and responsibility in their own appraisal, progress and development. Approval on its own is useless unless the purpose is for the teacher to realize they need a different occupation. The purpose of appraisal is to focus on areas where we can have teacher professional development to enhance effectiveness and customer satisfaction. Change and growth are the focus, not appraisal.

We are offering a service through our school. We need to get it right to prove we are on target, and only then can we tell our Board or the public we have it right.

The simple process of having your mentor teachers watch you teach and look over your work is needed for someone with 20 years teaching experience as well as an inductee. We need to put away our inhibitions and become professionals supporting each other.

The day may not be too distant when our teaching practice is brought under scrutiny by courts. This is a reality. A credible performance appraisal process will not only undermine litigation, but ensure it does not happen.

The Upper Valley Adventist School administration team wishes to support you in 2000-2001 in helping you facilitate a performance appraisal process that will help you focus on your needs for enhancement and progress.

Help us help you.

Yours sincerely,

Wayne Hughes
Principal

Introduction

Self-evaluation is an integral part of a teacher's professional growth and development. Every successful teacher engages periodically in such an exercise. This document merely guides and formalizes the process. In cooperation with your mentor teachers, it leads to collaborative planning of goals for continued professional growth and support from the system. Ultimate objectives are teacher's satisfaction and excellence in education.

Instructions

It is suggested that the first action should be to write your *Vision Statement*. This is your personal vision for your ministry and will necessarily affect the other responses. Then, complete the document by marking each applicable item on the five point scale. A score of 1 is low and a score of 5 is high.

There is provision to analyse your scores and elaborate on your perceived strengths and weaknesses in the section following each part of the questionnaire.

Table of Contents

Introduction
Instructions
Vision Statement

Questionnaires

The Teacher in the Classroom:

- a) Instructional Planning
- b) Teacher Concerns for the Student
- c) Teacher Techniques
- d) Student Evaluation
- e) Classroom Management

The Teacher as a Professional:

- a) Professional Growth
- b) Professional Knowledge
- c) Staff Relations
- d) Personal Attributes
- e) Community Relations

Acknowledgements

This document is based on one prepared by the Newfoundland Teachers Association.

Vision Statement

Please write your vision for education for Upper Valley Adventist School.

Instructional Planning

As a Teacher I:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Plan effectively for both long and short term | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Plan lessons on a daily basis | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Integrate with other subjects areas where appropriate | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Schedule for a balance within and among subjects | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Recognize and plan for varying individual needs | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Effectively plan the use of available facilities, equipment and resources | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Plan to take advantage of community resources to aid teaching | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Plan regular assessment of student learning. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Adapt instruction to meet changing needs and conditions | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Ensure that the Biblical Word under-girds my teaching | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Promote the idea of service to God and human kind over self-serving. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Actively include curriculum frameworks and materials | 1 | 2 | 3 | 4 | 5 | NA |

I believe I plan well in the following ways:

My planning needs improvement in the following areas:

2. Teacher Concerns for the Student

As a Teacher I :

- | | |
|---|--------------|
| 1. Consistently model the behavior I expect of students | 1 2 3 4 5 NA |
| 2. Clearly state my expectations of behavior | 1 2 3 4 5 NA |
| 3. Encourage students in the practice of self-discipline | 1 2 3 4 5 NA |
| 4. Minimize student exclusion as a disciplinary measure | 1 2 3 4 5 NA |
| 5. Avoid deliberate embarrassment of students | 1 2 3 4 5 NA |
| 6. Control my own emotions in discipline | 1 2 3 4 5 NA |
| 7. Encourage student creativity, exploration and individuality | 1 2 3 4 5 NA |
| 8. Listen attentively to students | 1 2 3 4 5 NA |
| 9. Am sensitive and responsive to individual students and their needs | 1 2 3 4 5 NA |
| 10. Commend effort and work well done | 1 2 3 4 5 NA |
| 11. Have a pastoral concern for students that result in action | 1 2 3 4 5 NA |
| 12. Take a deep interest in the spiritual growth of students. | 1 2 3 4 5 NA |

I believe I relate well with students in the following ways:

My relationship with students needs reconsideration in the following areas:

C. Teaching Techniques

As a Teacher I :

- | | |
|---|--------------|
| 1. Use a variety of teaching methodologies | 1 2 3 4 5 NA |
| 2. Integrate subject areas where appropriate to demonstrate relationships | 1 2 3 4 5 NA |
| 3. Use teaching resource materials prudently | 1 2 3 4 5 NA |
| 4. Elicit student responses to develop interpretive, analytical and evaluative skills | 1 2 3 4 5 NA |
| 5. Provide adequate thinking time after posing a question | 1 2 3 4 5 NA |
| 6. Allow for students of differing ability and background to experience success | 1 2 3 4 5 NA |
| 7. Respond positively to pertinent students questions | 1 2 3 4 5 NA |
| 8. Adjust my vocabulary to an appropriate student-s level | 1 2 3 4 5 NA |
| 9. Guide students in the discovery of concepts, principles and generalizations | 1 2 3 4 5 NA |
| 10. Ensure adequate opportunity for student participation in class | 1 2 3 4 5 NA |
| 11. Ensure that students understand the objectives on the lesson | 1 2 3 4 5 NA |
| 12. Ensure that my teaching methods are based on Christian principles. | 1 2 3 4 5 NA |

I believe my teaching techniques are satisfactory in the following areas:

My teaching techniques need review in the following areas:

D. Student Assessment

As a Teacher:

1. My assessment program is:
 - a) consistent with the school assessment policy 1 2 3 4 5 NA
 - b) consistent with the stated objectives of the course / syllabus 1 2 3 4 5 NA
 - c) consistent with the current trends in assessment moving to outcomes 1 2 3 4 5 NA
2. I use standardized achievement and diagnostic tests when appropriate 1 2 3 4 5 NA
3. I vary my approaches to assessment, including skills knowledge 1 2 3 4 5 NA
4. My assessment program provides for assessing outcomes in the Key Learning Areas 1 2 3 4 5 NA
5. I use assessment results to:
 - a) analyse effectiveness on my teaching 1 2 3 4 5 NA
 - b) plan instruction and review 1 2 3 4 5 NA
 - c) diagnose student's strengths and weaknesses 1 2 3 4 5 NA
 - d) implement strategies to meet needs as diagnosed 1 2 3 4 5 NA
6. I keep accurate assessment records 1 2 3 4 5 NA
7. My reporting to parents is based on the assessment program 1 2 3 4 5 NA
8. My reporting program is consistent with school policy 1 2 3 4 5 NA
9. I frequently check student work as part of my assessment plan 1 2 3 4 5 NA
10. I encourage and reward quality work 1 2 3 4 5 NA
11. I periodically evaluate my assessment policy to maintain relevance 1 2 3 4 5 NA

I believe my assessment program is satisfactory in the following areas:

My assessment program needs review in the following areas:

5. Classroom Management

As a Teacher I:

- | | |
|--|--------------|
| 1. Ensure that lighting, temperature and ventilation are optimum for the physical well-being of students | 1 2 3 4 5 NA |
| 2. Ensure suitable desk size and seating arrangements | 1 2 3 4 5 NA |
| 3. Have developed effective routines for dealing with: | |
| a) attendance | 1 2 3 4 5 NA |
| b) lateness | 1 2 3 4 5 NA |
| c) excusing students from room | 1 2 3 4 5 NA |
| d) collection, distribution and correction of assignments | 1 2 3 4 5 NA |
| e) distribution of supplies and equipment | 1 2 3 4 5 NA |
| f) behavioral problems | 1 2 3 4 5 NA |
| g) student duties | 1 2 3 4 5 NA |
| 4. Ensure that the students receive maximum instructional time by: | |
| a) starting classes on time | 1 2 3 4 5 NA |
| b) maintaining close supervision | 1 2 3 4 5 NA |
| c) avoiding early dismissals | 1 2 3 4 5 NA |
| 5. Maintaining my room as an orderly working environment | 1 2 3 4 5 NA |
| 6. Avoid accumulation of unused materials | 1 2 3 4 5 NA |
| 7. Have effective dismissal, assembly and emergency drill routines | 1 2 3 4 5 NA |
| 8. Keep attendance register and cumulative records up to date | 1 2 3 4 5 NA |
| 9. Perform other clerical duties promptly and efficiently | 1 2 3 4 5 NA |
| 10. Provide for students with physical disadvantages | 1 2 3 4 5 NA |
| 11. Ensure my daily plan book is up to date | 1 2 3 4 5 NA |

I believe my classroom management practices are satisfactory in the following areas:

My classroom management practices need review in the following areas

The Teacher as a Professional

A. Professional Growth

As a teacher I:

- | | |
|--|--------------|
| 1. Participate in conferences and workshops when possible | 1 2 3 4 5 NA |
| 2. Read professional materials | 1 2 3 4 5 NA |
| 3. Cooperate with colleagues to improve curriculum and instructional techniques | 1 2 3 4 5 NA |
| 4. Endeavor to enhance the dignity and status of the teaching profession | 1 2 3 4 5 NA |
| 5. Adhere to the <i>Code of Ethics for Adventist Teachers</i> | 1 2 3 4 5 NA |
| 6. Am interested in the better operation of the whole school system | 1 2 3 4 5 NA |
| 7. Am involved in formal academic studies | 1 2 3 4 5 NA |
| 8. Periodically review the <i>Self Evaluation Handbook</i> | 1 2 3 4 5 NA |
| 9. Am familiar with the Southwestern Union Education Code and Texas Conference policies and seek to influence their formulation through appropriate channels | 1 2 3 4 5 NA |
| 10. Have a current First Aid certificate | 1 2 3 4 5 NA |

I believe my professional growth is adequate in the following areas

My professional growth needs review in the following areas

B. Professional Knowledge

As a teacher I:

- | | |
|---|--------------|
| 1. Am academically competent for my teaching assignment | 1 2 3 4 5 NA |
| 2. Have adequate knowledge of learning theories | 1 2 3 4 5 NA |
| 3. Have a working knowledge of child and adolescent psychology | 1 2 3 4 5 NA |
| 4. Am familiar with trends in curriculum | 1 2 3 4 5 NA |
| 5. Am able to discuss current research in my area of instruction | 1 2 3 4 5 NA |
| 6. Am familiar with school and board expectations and policies | 1 2 3 4 5 NA |
| 7. Have become familiar with teacher's rights, duties and responsibilities | 1 2 3 4 5 NA |
| 8. Understand and accept the philosophy, aims and objectives of SDA education | 1 2 3 4 5 NA |
| 9. Understand and work to implement the thrust of SDA curriculum | 1 2 3 4 5 NA |
| 10. Seek to ensure that state curriculum requirements are met in the context of SDA Christian education | 1 2 3 4 5 NA |

I believe my professional knowledge is adequate in the following areas

My professional knowledge needs review in the following areas

C. Staff Relations

As a teacher I:

- | | |
|---|--------------|
| 1. Attempt to be enthusiastic, friendly and promote harmony in the school | 1 2 3 4 5 NA |
| 2. Readily accept my fair share of responsibilities | 1 2 3 4 5 NA |
| 3. Treat each staff member well and equally and offer assistance as needed | 1 2 3 4 5 NA |
| 4. Welcome new staff and offer assistance as needed | 1 2 3 4 5 NA |
| 5. Maintain good working relationships with all school personnel | 1 2 3 4 5 NA |
| 6. Accept fair and constructive criticism | 1 2 3 4 5 NA |
| 7. Keep an open mind to suggestions for improvement | 1 2 3 4 5 NA |
| 8. Develop initiative in trialing new ideas | 1 2 3 4 5 NA |
| 9. Refrain from criticizing the staff of the school publicly | 1 2 3 4 5 NA |
| 10. Contribute to staff meetings by being prepared to speak to agenda items | 1 2 3 4 5 NA |
| 11. Share ideas and materials with others | 1 2 3 4 5 NA |

I believe my relationship with school staff is satisfactory in the following areas: 1 2 3 4 5 NA

My relationships need review in the following areas:

4. Personal Attributes

As a teacher I:

- | | |
|--|--------------|
| 1. Demonstrate warmth, friendliness and sensitivity to others' feelings | 1 2 3 4 5 NA |
| 2. Demonstrate a sense of humor and understanding | 1 2 3 4 5 NA |
| 3. Am enthusiastic for the teaching profession | 1 2 3 4 5 NA |
| 4. Possess a positive self-concept | 1 2 3 4 5 NA |
| 5. Am a good listener | 1 2 3 4 5 NA |
| 6. Demonstrate good grooming and acceptable standards of dress | 1 2 3 4 5 NA |
| 7. Model good work habits of punctuality, dependability, efficiency and accuracy | 1 2 3 4 5 NA |
| 8. Demonstrate good health habits and physical fitness | 1 2 3 4 5 NA |
| 9. Take an active interest in my church | 1 2 3 4 5 NA |

I believe my personal attributes enhance my teaching in these ways:

My personal attributes need some attention in the following areas:

E

Community Relations

As a teacher, I:

- | | |
|---|--------------|
| 1. Am actively involved and appreciated in my local SDA church | 1 2 3 4 5 NA |
| 2. Plan my lesson outcomes to include community matters and service | 1 2 3 4 5 NA |
| 3. Involve community presenters and parent helpers | 1 2 3 4 5 NA |
| 4. Talk to parents about their child's progress at least twice a year | 1 2 3 4 5 NA |
| 5. Visit parents in their home | 1 2 3 4 5 NA |
| 6. Am perceived as an adequate teacher by students's parents | 1 2 3 4 5 NA |
| 7. Have students who willingly choose the electives I teach | 1 2 3 4 5 NA |
| 8. Have students who seek my help and advice in school and personal matters | 1 2 3 4 5 NA |
| 9. Try and have at least one personal conversation with each pupil per term | 1 2 3 4 5 NA |
| 10. Have students who invite me to participate in their events | 1 2 3 4 5 NA |
| 11. Have achieved a healthy rapport / relationship with my students | 1 2 3 4 5 NA |
| 12. The community sees me as a suitable role model | 1 2 3 4 5 NA |

I believe my acceptance in this community contributes to my teaching in the following ways:

Areas where appreciation, confidence of and acceptance could be enhance are:
