



Self-Assessment for Contract NTIP Participants Preparing for Teacher Performance Appraisals

This form mirrors the NTIP Summative Report for New Teachers form that your Administrator will use to complete your NTIP Teacher Performance Appraisal (NTIP TPA).

The purpose of this form is to assist you and your administrator as you gather and record evidence of your learning and development in relation to the eight competencies that are the focus of the performance appraisal process for new teachers. Your Administrator will be required to provide a comment for each competency. **Please bring this completed form to your Pre-Observation Meeting to assist you in your conversation.**

Please review the Standards of Practice for the Teaching Profession by [clicking here](#) (see page 18 – 20), paying particular attention to the eight competencies used for appraising the performance of new teachers. In the box provided on this form, you are encouraged to reflect on and describe your own teaching practice with respect to each competency and provide evidence of your strengths. We have provided you with some examples which are intended to help you reflect on what the competency may look like in practice. This is only a partial list, and is not intended to limit your thinking. Overall, you are encouraged to provide personalized evidence to your administrator of how you demonstrate each competency in your own teaching practice.

When having this discussion with your administrator, it is also very appropriate to take a “learning stance” and demonstrate areas in which you need improvement. Once you have identified these areas, you are encouraged to have a sense of what your plan is to fill those gaps, and to record your next steps for improvement in the appropriate, corresponding box.

Principal’s Name:

My Assignment:

Length of Assignment:

Term:

Pre-Observation Date(s):

Classroom Observation Date(s):

1. Commitment to Pupils and Pupil Learning

1.1 The teacher demonstrates commitment to the well-being and development of all pupils.

Examples: I demonstrate a positive rapport with students as evidenced by...; I apply knowledge about how students develop and learn physically, socially and cognitively by ...; I shape instruction so that it is helpful to all students who learn in a variety of ways by ...; I effectively motivate students to improve student learning by . . .; I respond to learning exceptionalities and special needs by modifying assessment processes to ensure success for all as shown by...

Provide evidence of this competency or possible strategies to further develop:

1.2 The teacher is dedicated in their efforts to teach and support pupil learning and achievement.

Examples: I assist students in practising new skills by providing opportunities for guided practice as evidenced by...; I provide for active student participation in the learning process by...; I establish an environment that maximizes learning by...; I use a variety of teaching strategies suited to the individual needs of students as shown by...

Provide evidence of this competency or possible strategies to further develop:

1.3 The teacher treats all pupils equitably and with respect

Examples: I care and respect for students by maintaining positive interactions as evidenced by...; I promote polite and respectful student interactions by...; I address inappropriate student behaviour in a positive manner through...

Provide evidence of this competency or possible strategies to further develop:

1.4 The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Examples: I provide students with appropriate opportunities for independent practice of new skills by...; I employ effective questioning techniques that encourage higher-level thinking skills by...; I provide guidance and appropriate feedback to learners on attainment of new concepts and skills by...; I encourage risk taking, questioning, and experimentation by establishing a non-threatening learning environment shown by...

Provide evidence of this competency or possible strategies to further develop:

2. Professional Knowledge

2.1 The teacher knows their subject matter, the Ontario curriculum, and education-related legislation.

Examples: I exhibit an understanding of and the ability to explain subject areas when teaching the Ontario curriculum as evidenced by...; I demonstrate mastery of subject knowledge and related skills through...; I implement and effectively explain statutes and regulations with regard to student safety and welfare...; I know, follow, and I am able to explain appropriate legislation, local policies, and procedures...

Provide evidence of this competency or possible strategies to further develop:

3. Teaching Practice

3.1 The teacher uses their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

Examples: I develop clear and achievable learning goals and success criteria with the students by . . . ; I model and promote effective communication skills by . . . ; I use instructional time in a focused, purposeful way as evidenced by...; I assist students to develop and use ways to access and critically assess information by . . . ; I organize subject matter into meaningful, differentiated lessons, as evidenced by...

Provide evidence of this competency or possible strategies to further develop:

3.2 The teacher communicates effectively with pupils, parents and colleagues.

Examples: I provide ongoing feedback to parents through newsletter, websites, blogs, etc...; I demonstrate a positive, professional attitude when communicating with parents, students and colleagues by . . . ; I communicate clear, challenging, and achievable expectations to and for students by . . .

Provide evidence of this competency or possible strategies to further develop:

3.3 The teacher conducts ongoing assessment of their pupils' progress, evaluates their achievement, and reports results to pupils and their parents regularly.

Examples: I provide timely, ongoing and meaningful feedback to students based on our co-constructed learning goals and success criteria, as evidenced by...; I use a variety of appropriate assessment and evaluation techniques such as . . . ; I gather accurate data on student performance and keep comprehensive records of student achievement...; I use a variety of techniques to report student progress such as . . .

Provide evidence of this competency or possible strategies to further develop:

Additional Competencies: *What else should we know about your teaching practice and about you as a professional educator?*

Teacher's Summary Comments on Progress to Date:

What sources and kinds of evidence can be used?

A wide range of possible evidence can be collected in relation to demonstrating competency in your teaching practice. Here is a partial list of some kinds of evidence that you might record in this form:

- Differentiated lessons and assessments
- Methods that you use to facilitate small-group instruction
- Authentic and differentiated classroom assignments, including modifications/accommodations for students with learning exceptionalities and special needs
- Examples of learning goals and success criteria that you have used
- Use of achievement charts
- Feedback that you have provided to students
- Lessons and assignments that show authentic assessment practices, including modifications for students
- Flyers, pictures, treasure boxes
- Goal-setting activities that you have used with students
- Certificates documenting additional professional training
- Professional workshops that you have participated in, or facilitated
- Letters to parents, monthly classroom newsletters, websites or blogs that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Balanced literacy and numeracy timetables
- Manipulatives, media tools
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Plans showing results of collaboration with other teachers (e.g., in English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis, and prompts
- Records of student achievement
 - Reflective journals
 - Resources and classroom materials that reflect diversity
 - Sample lesson and unit plans using modules, curriculum integration
 - Sample progress reports and report cards
 - Sample safety routines
 - Samples of student reflection
 - Samples of student work
 - Samples of tests, rubrics, checklists, anecdotal comments
 - Self and peer assessments
 - Student of the week certificates, positive notes
 - Student portfolios
 - Student presentations
 - Student-designed assignments
 - Use of classroom data to improve lessons
 - Use of community resources and guest speakers
 - Word wall and classroom visuals, such as anchor charts