

Performance and development documentation - March 2013

Warrnambool East Primary School, VIC

Contents

- Staff feedback and appraisal program 2012 (Extract)

Includes WEPS 2012 Annual Implementation Plan, Effective Teaching and Learning using the e5 Model, Appraisal Methods - 360 Degree, Feedback & Appraisal Implementation Timetable, classroom observation documentation and student surveys.

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School context

Warrnambool East Primary School
Warrnambool, Victoria

School type: Government

Stage of schooling: Primary

School location: Provincial

About Warrnambool East Primary School

Warrnambool East Primary School has 431 students in 2013 and is located in a coastal regional city in Western Victoria about 260kms from Melbourne. The school has been working on aspects of teacher performance and development for some time and in 2012 introduced a more comprehensive set of feedback processes. All teachers receive feedback based on observation of their classroom teaching and choose two other forms of feedback as well. The attached documents relate to the 2012 teacher performance and development processes at the school which are being slightly amended for 2013 in light of the 2012 experience.

Note

For further information on these materials and the school's process please contact:

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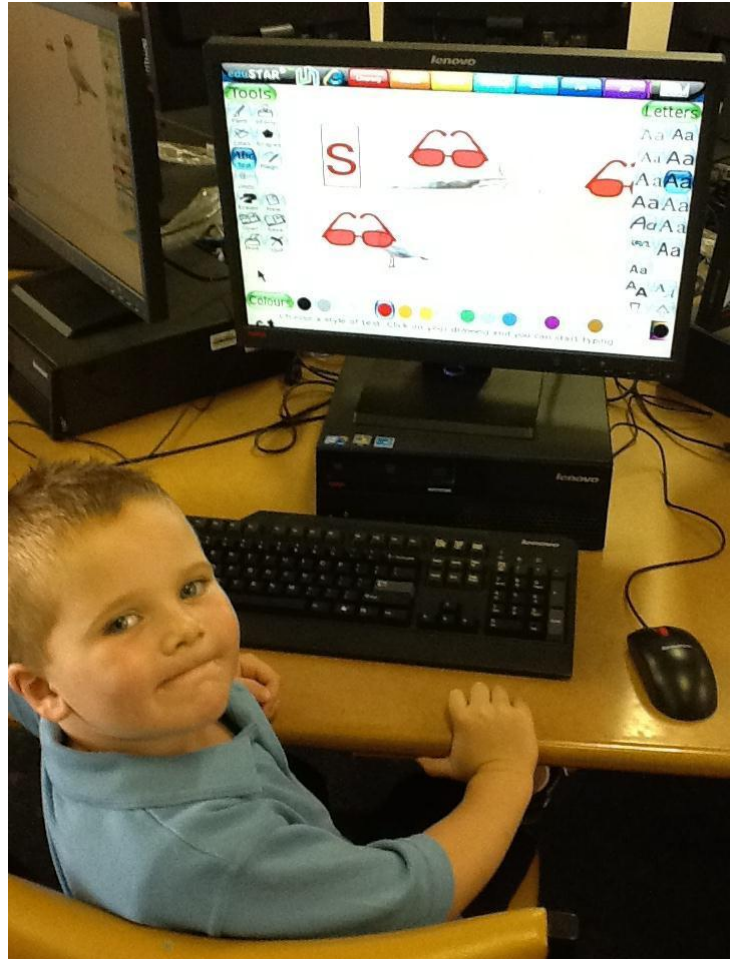
AITSL gratefully acknowledge the principal at Warrnambool East Primary School for providing permission to share these resources.

Attachment: Warrnambool East Primary School

Staff Feedback and Appraisal Program

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Staff Feedback & Appraisal Program 2012



Professional Growth and Development Program

The WEPS focus for 2012 is to personalize learning to progress and engage all learners.

The greatest resource in Australian Schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy. *B.Jensen, 'What Teacher's Want: Better Teacher Management, Melbourne, Grattan Institute, 2010, p.10*

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Feedback & Appraisal Implementation Timetable

Professional Standards and Indicators of Performance

Graduate, accomplished, Expert, Leading Teacher

Monitoring and Evaluation

Proformas for 360 Degree Feedback Options

References

1. Better teacher Appraisal and Feedback: Improving Performance Ben Jensen Grattan Institute. April 2011
2. National Professional Standards for Teachers - Australian Institute for Teaching & School Leadership Ltd. Feb 2011
3. Visible Learning For Teachers – Maximizing Impact on Learning – John Hattie

WEPS 2012 Annual Implementation Plan

Student Learning	Student Engagement & Wellbeing	Student Pathways & Transitions
To improve student achievement prep- 6, with a particular focus on numeracy.	To improve student engagement, particularly attendance at Year 3 to Year 6	To improve student transitions throughout the school.
<p><u>Student</u> VELS Aspirational growth for all students of .75 VELS level in appropriate domains:</p> <ul style="list-style-type: none"> - Literacy - Numeracy - Science - ICT/Design and Technology - The Arts - Health and Physical Education <p><u>Attitudes to School Survey</u> Teaching & Learning – All components -Teacher Effectiveness, Teacher Empathy, Stimulating Learning, School Connectedness, Student Motivation, Learning Confidence. Girls – End of 2nd Quartile Boys – End of 3rd Quartile</p> <p><u>Teacher</u> <u>Staff opinion Survey</u> Visible Learning Visible Teaching Culture with Staff opinion Survey indicating-</p> <p>Learning - Appraisal & Recognition, Employee Development all in 3rd Quartile (75%)</p> <p>Teaching & Learning – Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Metacognition, Engaging Practice, Quality Teaching all in 3rd Quartile (75%)</p> <p><u>Parent</u> <u>Parent Opinion Survey</u> Stimulating Learning achieved in 2011 Parent Input from 5.28 to 5.6</p>	<p><u>Student</u> Student Attendance- Each child will attend school with no more than 10 days absent per year.</p> <p>Attitudes to Schools Survey: Student relationships - will be at the 3rd Quartile</p> <p><u>Teachers</u> Staff Opinion Survey –</p> <p>Student Behaviour – Classroom. Time & School all at the 3rd Quartile</p> <p><u>Parents</u> Parent Opinion Survey</p> <p>Student Engagement – All components – Connectedness to Peers, Student Motivation, Social Skills, School Connectedness all in 3rd Quartile (75%)</p>	<p><u>Parent Opinion Survey</u> Transition to 4th Quartile</p> <p><u>Staff Opinion Survey</u> School Climate /Engagement – Ownership, Empowerment & Professional interaction to 3rd Quartile</p> <p><u>WEPS Transition Surveys – Prep and Year 6</u> 75% Participation through Online Survey Monkey Survey</p> <p>Maintain the levels established from the 2011 Baseline data.</p>

WEPS e 5 Staff

Self assess your level across the domains to establish 2012 professional learning goals



Develop shared norms

Level 1

- I provide a safe, orderly environment with respect and courtesy afforded to all members, where effort and hard work are promoted.

Level 2

- I ensure the work environment is productive and school values are referenced to behavioural and learning expectations.
- I ensure individuals are treated fairly and consistently and regularly engage with the teacher.

Level 3

- I negotiate learning routines and protocols for interaction with students.
- I respond to each individual student's social and emotional needs.

Level 4

- I refer to shared norms in my interactions with students and share responsibility with the students for reinforcing protocols.

Determines readiness for learning

Level 1

- I stimulate interest and curiosity through linking to student interests.
- I establish prior knowledge by asking students what they know about the topic.

Level 2

- I use stimuli to elicit what they know and support students to make links with their experience.

Level 3

- I use a range of strategies to assess and document student's prior knowledge.

Level 4

- I use all available evidence to determine each individual student's current knowledge.
- I use questions generated by students to extend the focus of learning and to connect with students' lives.

This is the first of eight pages provided by the school for the purposes of teacher self - assessment.

WEPS – 2012 Teacher Development and Appraisal Program

Name:

Focus for 2012- Differentiated Teaching to Progress and Engage all Learners

1. Using the e5 Instructional Model questionnaire, self assess your teaching practice. Consider all aspects of the Engage component and select particular components as your focus for development during 2012.

<i>Description</i>	<i>Develop Shared Norms</i>	<i>Determines readiness for learning</i>	<i>Establishes Learning Goals</i>	<i>Develops Metacognitive Capacity</i>
Current Level 1-4				
Aspirational Dec. Level 1-4				

2. Your Learning Intentions for 2012

<u>DOMAIN -Engage</u>	
Level	Description
How will you get there? List	

- What can we do to help?

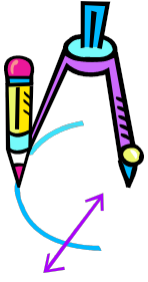
3. 360 Degree Feedback Options

Read the options available during 2012 and select your preferences.

1	Direct Observation & Feedback of Teaching and Learning – Principal and Assistant Principal
	Peer Observation and Collaboration
	Coaching –
	Student Performance and Assessments
	Self Assessments
	Student Surveys & Feedback

4. Mid cycle Review in July with the Principal or Assistant Principal

5. End of Year Appraisal In December



360

Overview

360° is a form of appraisal which incorporates a wide range of feedback tools.

Each teacher will participate in **Direct Observation of Teaching and Learning** as one of their tools. They are then asked to select three other tools from the list below to assist in teacher appraisal (two if you are involved in coaching with Chris or Ann)

- 1 **DIRECT OBSERVATION OF TEACHING AND LEARNING:** Is similar to peer observation except that it is carried out by a member of the school leadership team. Pre and post observation meetings are crucial, encouraging the teacher to identify areas for the observation to focus on, and should promote self-reflection, provide feedback, develop goals for improvement and recognise good teaching.

- 2 **PEER OBSERVATION AND COLLABORATION:** Involves teachers observing and learning from other teachers. It is important that observations focus on more than teaching – observations should focus on teaching methods and their effect on student learning. Pre and post observation meetings are crucial.
- 3 **COACHING:** with Chris or Ann reflecting on current practice. Year 1/2 teachers involved in Literacy coaching will be involved in a five week coaching cycle. Year 5/6 teachers will be involved in Numeracy Coaching.
- 4 **STUDENT PERFORMANCE AND ASSESSMENTS:** Analysis of student performance can highlight particular groups of students that are having difficulties in specific learning areas. This provides a basis for teacher development. It can be used as a tool to diagnose how well students are learning, particularly when measuring growth between tests. This will be presented as a portfolio of evidence and can involve tracking individual students, or a cohort of students.
- 5 **SELF ASSESSMENTS:** Can be useful in that they require teachers to reflect on their teaching and results. Typically it involves multiple pieces of evidence presented in a portfolio that collectively depict the teacher's approach and effectiveness at increasing student learning e.g lesson plans, student work samples, assessments. Lessons can be videoed to enable teachers to complete self assessments of their teaching, and the impact it has on student learning.
- 6 **STUDENT SURVEYS AND FEEDBACK:** Research has shown that student ratings of teachers have been found to be better predictors of student achievement than teacher self-assessments and principal assessments of effectiveness. The more frequent the surveys, the more useful the information is for providing feedback to teachers, allowing them to alter their methods and approach.

Adapted from "*Better Teacher Appraisal and Feedback: Improving Performance*" Ben Jensen Grattan Institute April 2011



360

Implementation

360° provides teachers with a variety of options for professional feedback & appraisal during the year. The following is a guide to the implementation of 360°

1 DIRECT OBSERVATION OF TEACHING AND LEARNING:

- Direct Observations will be conducted by Robyn & Lindy in weeks 2, 3 or 4 of terms 2 and 3.
- Observations will be one hour and then immediate 10 minute feedback. Students to undertake independent activity during feedback.

The Direct Observation of Teaching & Learning Proforma is attached Appendix 1 and are to be available for discussion at the mid cycle review and the end of year appraisal. Robyn & Lindy to see each staff member annually

2 PEER OBSERVATION AND COLLABORATION:

- Teachers will be involved in two Peer Observations during 2012.
- Observations will be 50 minutes and then immediate 10 minute feedback. Students to undertake independent activity during feedback. (One hour CRT release provided).
- Pre observation proforma is to be completed prior to the observation.

The Peer Observation and Collaboration Proformas are in Appendix 2 and are to be available for discussion at the mid cycle review and the end of year appraisal.

3 COACHING:

- Coachers will coordinate this program with the staff involved.

Evidence of the progression and engagement of all learners to presented at the mid cycle review and the end of year appraisal.

- ## 4 STUDENT PERFORMANCE AND ASSESSMENTS:
- Select student assessment data and provide evidence of how you have used this data to progress students' learning. This will be presented as a portfolio of evidence and can involve tracking individual students or a cohort of students.

Evidence presented at the mid cycle review and the end of year appraisal.

- ## 5 SELF ASSESSMENTS:
- Teachers present a portfolio of work or video to highlight and demonstrate their knowledge and skills in teaching.

Evidence presented at the mid cycle review and the end of year appraisal.

6 STUDENT SURVEYS AND FEEDBACK:

- The Student Surveys are to be completed in week two of each term. (See Appendix 3 & 4)
- Teachers collate the surveys and identify dimensions that will focus on in the coming term.

Evidence presented at the mid cycle review and the end of year appraisal will include the results of collated Student Survey data and evidence of you how have used this data to improve students attitudes to school.

WARRNAMBOOL EAST PRIMARY SCHOOL

2012 Direct Observation of Teaching & Learning Principal & Assistant Principal

Name: _____ **Year Level:** _____ **Date:** _____
Focus: E 5 Instructional Model – Focus is on Engage– AIP goal is to progress and engage all learners.
Preparation – Teacher to have the planning documents available for Principal or AP at the beginning of the session.

Part One: Observations related to the Instructional Model

DOMAIN - ENGAGE	Examples in teacher practice...	Students demonstrate this by...
Generate interest & curiosity		
Raise questions		
Elicit students' prior knowledge		
Establish learning goals & expectations		
Make assessment & performance requirements clear		
Develop shared norms		

Part Two: What was the learning Intention? What was the purpose of the tasks? What was the Success Criteria?	
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Part Three: What do the students think the learning intentions of the task is?

Student Name	Prep – 2 'I can see you are learning about....., can you tell me what you have learned about today? How will you know if you have been successful? Year 3- 6 What do you think you are learning in this session? What is the purpose of the task and is it important? How will you know if you have been successful?

WEPS – 2012 Teacher Development and Appraisal Program

Mid Cycle Reviewers: Principal & Asst. Principal

Teacher:.....

Focus for 2012- Differentiated Teaching to Progress and Engage all Learners

6. *Using the e5 Instructional Model questionnaire, self assess & review your teaching practice. Consider all aspects of the Engage component and select particular components as your focus for development during 2012.*

Description	Develop Shared Norms	Determines readiness for learning	Establishes Learning Goals	Develops Metacognitive Capacity
Self Asses in Feb. 1-4				
Mid Cycle Review Level 1-4				
Aspirational Dec. Level 1-4				

7. *Present to the Triad and leadership Group the components of the 360 Degree Feedback model that you have been working on during semester one – reflect on your professional achievements and the progress your Home Group has made towards reaching the 2012 Student Learning Targets.*
8. *Focus of professional learning for semester 2*






Mid Cycle Review Process

- 60 minute review session in Triads
- The Principal & Assistant Principal will lead the reviews
- Each teacher to give a 10 minute presentation, followed by a 5 minute response /feedback from the Triad.
- Each teacher to complete the attached mid cycle review proforma

PRE-OBSERVATION

Name:

Date:

e5 ENGAGE	 <p>Generate interest and curiosity Raise questions Develop shared norms Elicit students' prior knowledge Establish learning goals and expectations Make assessment and performance requirements clear</p>	<p>Learning Intention <i>We are learning to...</i></p>
		<p>Success Criteria (<i>How will you know when your students are successful?</i>) <i>We can...</i></p>
		<p>How will you introduce the learning?</p>
e5 EXPLAIN	 <p>Encourage students to demonstrate understandings Use explicit teaching Deliver content in multiple ways Encourage students to communicate new learning</p>	<p>What is the small group teaching focus?</p>
e5 EXPLORE	 <p>Present challenging tasks Provide tools and strategies for learning Identifies concepts and misconceptions Guide students' responses and learning</p>	<p>How have you allowed for differentiation?</p>
e5 ELABORATE	 <p>Facilitates substantive conversation Support students to identify relationships Support students to transfer and generalise their learning Support students to apply or extend concepts in new situations Provide feedback</p>	<p>What plans do you have for whole class reflection that links back to the learning intention? How will you provide feedback to individual students?</p>
e5 EVALUATE	 <p>Use assessment criteria Look for evidence that students have changed their learning or behaviour</p>	<p>During feedback we will discuss learning intentions and success criteria related to this lesson.</p>

PEER OBSERVATION REFLECTION

- What worked well?
- If you did this lesson again what would you do differently?
- Feedback linked to focus from observing teacher.

REFLECTION (Completed by classroom teacher)

CONCLUDING CONVERSATION

- Where to next?

PEER OBSERVATION REFLECTION

- What worked well?
- If you did this lesson again what would you do differently?
- Feedback linked to focus from observing teacher.

REFLECTION (Completed by observing teacher)

CONCLUDING CONVERSATION











































- Where to next?



WARRNAMBOOL EAST PRIMARY SCHOOL

2012 STUDENT SURVEY Early Years

Please rate your response to each question with one being that you totally disagree to five meaning you totally agree.

My teacher in this class makes me feel that s/he really cares about me			
My teacher really tries to understand how students feel about things			
Students in this class treat the teacher with respect			
Our class is engaged in learning and doesn't waste time			
My teacher has several good ways to explain each topic that we cover in class			
My teacher explains difficult things clearly			
In this class, we learn a lot almost every day			
In this class, we learn to correct our mistakes			
My teacher makes lessons interesting			
I like the ways we learn in this class			
Students speak up and share their ideas about class work			
My teacher respects my ideas and suggestions			
My teacher checks to make sure we understand when s/he is teaching us			
The comments that I get on my work in this class help me understand how to improve			



WARRNAMBOOL EAST PRIMARY SCHOOL 2012 STUDENT SURVEY

Please rate your response to each question with one being that you totally disagree to five meaning you totally agree.

CARE	My teacher in this class makes me feel that s/he really cares about me	1 2 3 4 5
	My teacher really tries to understand how students feel about things	1 2 3 4 5
CONTROL	Students in this class treat the teacher with respect	1 2 3 4 5
	Our class is engaged in learning and doesn't waste time	1 2 3 4 5
CLARIFY	My teacher has several good ways to explain each topic that we cover in class	1 2 3 4 5
	My teacher explains difficult things clearly	1 2 3 4 5
CHALLENGE	In this class, we learn a lot almost every day	1 2 3 4 5
	In this class, we learn to correct our mistakes	1 2 3 4 5
CAPTIVATE	My teacher makes lessons interesting	1 2 3 4 5
	I like the ways we learn in this class	1 2 3 4 5