

TEACHER CONTRACT AND BENEFITS

PERFORMANCE OBJECTIVES FOR TEACHERS

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SECTION 1: PERFORMANCE OBJECTIVES

1.1 DND Dependants Schools Overseas is committed to the Annual Learning plans and performance objectives process as an opportunity for teachers to reflect on their performance and decide on specific goals and meet objectives in order to be considered for a LOSA extension.

1.2 A defined performance objective provides the measurable objective for DND Dependants Schools Overseas to measure service provided associated with an initial LOSA and set a defined measurement for the awarding of an extension to the initial LOSA.

1.3 The Annual Learning Plan and Performance Objectives Report are to be completed by:

- (a) Annual learning plan to be submitted by 15 Oct each school year;
- (b) Teachers seeking LOSA extensions receive up to two Performance Objectives reports during their time with DND. The Performance Objectives process will follow a two-year cycle:
 - (i) The first report will take place between January and June of the teacher's first year. This report, along with other defined criteria (for example, annual learning plans, professional development, community involvement, sponsorship program continuing to meet criteria outlined in selection process, etc.) will be used in granting a third year extension; and
 - (ii) The second report will take place between 1st of September and 15th October of the teacher’s third year. This report, along with other defined criteria (for example, annual learning plans, professional development, community involvement, sponsorship program, continuing to meet criteria outlined in selection process, etc.) will be used in granting an extension.
- (c) Pre-observation meeting prior to completion of the Teacher’s Performance Objective Report; and
- (d) Post-observation meeting to complete the Teacher’s Performance Objective Report.

1.4 Expectations of Teacher performance requirement:

1st year teacher with DND Schools. Teacher – DND Schools Teacher Performance Standards understood and being established.
3rd year teacher with DND schools. Teacher meets DND Schools Teacher Performance Standards as outlined in this document.
Does not meet DND Schools Teacher Performance Standards as stated.

SECTION 2: STANDARD ASSOCIATED WITH PERFORMANCE OBJECTIVES

2.1 Planning/Assessment for learning and design down principles will be evident through all planning.

2.1.1 Long and short term program planning includes:

- (a) Activities and strategies appropriately aligned with curriculum objectives
- (b) Plans reflect an understanding of relationships among topics and concepts
- (c) School/DND documents used as a basis for planning
- (d) Resources;
- (e) Timelines;
- (f) Integration of Technology; and
- (g) Formative and Summative assessments and evaluations flowing from curriculum expectations.

2.2 Daily Instruction.

2.2.1 Lesson Plans and Units include: Identify student understanding prior to and following instructions:

- (a) Assessment which communicate student learning;
- (b) Activities which clearly relate to concepts/skills to be developed;
- (c) Connections/subject integration made where necessary and possible;
- (d) Accommodations and modifications for special needs or at risk students where required;
- (e) Progression of clearly defined teaching and learning strategies;
- (f) Valid applications of technology by both teacher and students;
- (g) Reasonable timelines; and
- (h) Valid culminating activities.

2.2.2 Lesson Delivery includes:

- (a) Statement of expectations and standards;
- (b) Lesson includes linkage to prior knowledge, proper warm up, communication of its expectations to students, review, introduction of new concepts, reinforcements, application and conclusion;
- (c) Students are appropriately challenged;
- (d) Good delivery on the part of the teacher where timing and pacing are appropriate for the student and level being taught;
- (e) Large, small and individual group activities;
- (f) Variety of instructional strategies including higher level thinking skills; and
- (g) Formative assessment and student self-assessment.

2.3 Instructional Strategies:

- (a) Good distribution of strategies for small, individual and large groups;
- (b) Strategies are chosen to best suit learning styles and student needs;
- (c) Strategies show evidences of a developmental approach to learning;
- (d) Students are well prepared for the various strategies used (i.e. cooperative learning);

- (e) Teacher persists in seeking approaches for students who have difficulty learning or who exceed expectations;
 - (f) Appropriate and various strategies are used to develop cognitive abilities and support higher order thinking skills; and
 - (g) Questioning techniques are diversified. Adequate time is given for students to respond and all students have the opportunity to answer.
- 2.4 Classroom Management.
- 2.4.1 Teacher Interactions:
- (a) Respect and dignity for all students;
 - (b) Clarity of communication regarding lesson objectives, goals and expectations;
 - (c) High expectations for student work;
 - (d) Positive praise, encouragement, recognizing student accomplishments and valid feedback;
 - (e) Teacher conveys genuine enthusiasm for the subject and students demonstrate consistent understanding of its value;
 - (f) Teacher provides directions and procedures which are clear to students and which contain an appropriate level of detail; and
 - (g) Teacher's spoken and written language is clear and correct; vocabulary is age appropriate.
- 2.4.2 Behaviour Management:
- (a) Communication to all students of clear expectations;
 - (b) Consistent monitoring of student behaviour;
 - (c) Respect for individual differences while maintaining student dignity;
 - (d) Fair and appropriate consequences;
 - (e) Consistency and accountability in approach taken with students;
 - (f) Communication with parents and administration where necessary; and
 - (g) Students accept responsibility for their learning and are cognitively engaged in the learning process.
- 2.5 Learning Environment:
- (a) Teacher's workspace is clean, tidy and well organized;
 - (b) Accessibility to learning and use of physical resources;
 - (c) Furniture arrangement and classroom organization is safe for all students;
 - (d) Classroom climate is positive and bulletin board displays reflect a good balance of student and teacher applications; and
 - (e) Resources including handouts and supplies are well managed.
- 2.6 Special Needs:
- (a) Accommodation for students' needs and use of IEP documents; and
 - (b) Teacher displays knowledge of DND Dependants School Overseas – Policies, Procedures and Support documents to meet students' needs and coordinates the curriculum objectives, strategies and outcomes that are observable and measurable.
- 2.7 Out of Class Responsibilities.
- 2.7.1 Service to Profession/school/students:
- (a) Teacher participates actively in assisting colleagues;
 - (b) Teacher provides information to parents on instructional programs;
 - (c) Teacher communicates with parents' about students' progress on a regular basis and is available as needed to respond to parents' concerns;
 - (d) Teacher participates in School projects;

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- (e) Teacher's efforts to engage families in the instructional program are frequent and successful;
- (f) Collaborates with other teachers and school colleagues to create and sustain learning communities in the classroom and the school; and
- (g) Teacher actively works towards the success of the school improvement plan.