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|  | Performance and Development Process 2014/2015 |
|  | Teacher Performance and Development Plan |

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| Name |  | School Name | Geelong High School |
| TO Number |  | School Number | 01-7855 |
| Job Title |  | Classification Level | Proficient |
| P&D Cycle Dates | Jan 2014 – Dec 2014 | Date Plan Developed | Term 1 2014 |
| Overarching School Goal(s) | * **To improve student outcomes in literacy and numeracy across all learning areas** * **To improve VCE outcomes** * **To improve students' engagement in learning** * **To improve student transition outcomes into, through and beyond the school.** | | |

**Performance and Development Plan**

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| **Dimension 1: Student Outcomes** | | **Weighting** | ***(Insert weighting)*** | |
| SMART goal | Example Strategies | Example Evidence | | |
| In the 2014/15 cycle, I will critically review the outcomes data for my students (achievement, engagement and wellbeing) during the 2014 school year with a view to establishing a specific and meaningful student outcomes goal for my 2015/16 performance and development plan, including relevant measures, which relates to the learning growth and development of students and is aligned with the school’s annual implementation plan. | * Participation in collaborative conversations around student work at both KLA & CWT * Participation in PD around using data * Working with colleagues to implement new approaches * Increase student engagement by using a variety of formative assessment techniques including: feedback, eliciting evidence of student learning and modifying subsequent lessons, learning intentions and success criteria, self and peer assessment. * Design weekly tasks for each students’ zone of proximal development. | * Outcomes data relevant to achievement, engagement & well-being has been collected & analysed   Measures to include :   * Student feedback data on formative assessment * Altered lesson / unit plan for differentiation * Tiered assessment tasks * Student opinion survey * Moderated student work * Altered/adapted lesson plans to achieve differentiation * AusVELS growth (progression points) * A draft relevant outcomes goal for 2015 has been developed | | |
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| School support, resources and/or development |  | End-cycle outcome | | ***(insert outcome)*** |

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| **Dimension 2: Professional Knowledge** | | **Weighting** | ***(Insert weighting)*** | |
| SMART goal (will relate to curriculum work we are doing in KLAs) | Example Strategies (may include the following suggestions) | Example Evidence | | |
| By the end of November, every member of the teaching staff will have – using the process of curriculum mapping known as “Understanding by Design” – mapped AT LEAST ONE UNIT which has the following characteristics:   * All summative assessment addresses the Achievement Standards * There is a clear delineation between Summative and Formative Assessment * Assessment tasks are Scaffolded and are common across multiple classes * Rubrics are used to describe what is being assessed in Common Assessment tasks and to what standard or level.   so that students are able to think deeply, develop critical skills and demonstrate the key knowledge and skills (what will students know and be able to do) and transfer to other areas of the curriculum and to real life.  This unit will then be ‘ready to teach’ in 2015. | Meet & Work in curriculum mapping teams at least four times per term to:  Collaboratively develop the unit(s)  Develop student work exemplars to use in moderating tasks  Moderate students’ work  Integrate ICT into learning & teaching (iPad apps, Netbooks) to make the content relevant and meaningful | Unit is “ready to teach” in that it meets the following criteria:   * All summative assessment addresses the Achievement Standards * There is a clear delineation between Summative and Formative Assessment * Assessment tasks are Scaffolded and are common across multiple classes * Rubrics are used to describe what is being assessed in Common Assessment tasks and to what standard or level. * Students are able to articulate what they are doing in the unit & why * Students moderated work shows improved skills, knowledge & understanding of the topic and the relevant AusVels standards * Students report higher levels of engagement | | |
| DEECD sample goal... By the end of semester 2 I will have improved my students’ writing styles through regular monthly use of blog sites in the classroom to demonstrate their English and Humanities knowledge |  |  | | |
| School support, resources and/or development | Instructional Framework  Understanding by Design (McTighe & Wiggins)  Esther Weichardt PD | End-cycle outcome | | ***(insert outcome)*** |

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| **Dimension 3: Professional Practice** | | **Weighting** | ***(Insert weighting)*** |
| SMART goal (will relate to work we are doing in and around Assessment, feedback & data – in the classroom) | Example Strategies | Example Evidence (from Instructional Framework- Assessment, feedback & data) | |
| By the end of November I will have implemented at least 5 Classroom Action Plans designed to improve my knowledge and application of formative assessment techniques so that student learning needs are identified and there is strong evidence of student learning. | Use a range of formative assessment strategies that elicit evidence of student learning. Use this evidence to adjust teaching so each student is:   * Appropriately challenge * Support students to ‘close the gap’ between current understanding with the desired learning intentions.   Use the following teaching ‘routines’ as a result of evidence   * Flexible groupings * Differentiating learning tasks * Re-teaching * Developing sequence of questions using (Bloom’s taxonomy * Descriptive written / oral feedback to students (feedback and feed forward) * Provide time for students to use feedback to improve learning / quality of work * Vary sources of feedback: self, peer and teacher   Display and discuss learning intentions and success criteria  Develop exemplars (high, medium and low)  Develop assessment rubrics  Formative use summative assessment tasks  Prior knowledge is established and linked to new learning  Use a Guttmann Chart to track student progress  Moderation of work samples | Action Plans documented  CWT contributions  Peer & student feedback  Personal reflections  Annotated student work samples  Differentiated student planning based on using evidence of student learning.  Tiered assessment tasks  Pre and post assessment used formatively  Assessment moderation  Higher order questioning in learning tasks  Analysis of student data  Guttmann chart  Student conference notes  Post observation notes  Video clips of practice\  Lesson Plans | |
| By the end of Term 4, all KLA Leaders will show skill in auditing literacy capability and the development of improvement strategies to target student learning outcomes |  |  | |
| School support, resources and/or development |  | End-cycle outcome | ***(insert outcome)*** |

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| **Dimension 4: Professional Engagement** | | **Weighting** | | ***(Insert weighting)*** |
| SMART goal (will relate to how we are working in CWTs & KLA teams) | Example Strategies | Example Evidence | | |
| By the end of November I will be regularly engaging collaboratively with colleagues through CWTs /KLAs/Year 7 Team so that I can identify and plan professional learning needs and seek and apply constructive feedback from colleagues to improve classroom practice through classroom observations |  |  | | |
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| School support, resources and/or development |  | End-cycle outcome | ***(insert outcome)*** | |

**Feedback and Assessment Outcomes**

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| **Start-cycle** | | | |
| *The performance and development plan has been agreed between the teacher and reviewer* | | | |
| Teacher signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Principal signature\* |  | Date\* |  |

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| **Mid-cycle** | | | | | |
| Teacher comments |  | Teacher signature |  | Date |  |
| Reviewer comments |  | Reviewer signature |  | Date |  |

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| **End-cycle** | | | | | |
| Teacher comments |  | Teacher signature |  | Date |  |
| Reviewer comments |  | Reviewer signature |  | Date |  |
| Overall end-cycle outcome |  | Principal signature\* |  | Date\* |  |

\*Required if principal is not the teacher’s reviewer