

# New Teacher Performance Appraisal Planner

Date of TPA Planner provided: \_\_\_\_\_

Date of TPA Information Meeting(s): \_\_\_\_\_

Pre-Observation Meeting Date: \_\_\_\_\_

## What to bring to the Pre-Observation Meeting:

- Information about class to be observed, including number of students – male and female, special needs students, IEPs, ESL, presence/role of Educational Assistant, other
- Course Outline for each course, with units of study and Assessment and Evaluation breakdown (Secondary Teachers only)
- Daily planning records (Daybook, Planner)
- Curriculum map and/or long range plans for current programs taught
- Unit and/or short range plans for current programs taught
- Assessment plans, strategies, instruments and records used in all programs
- Special Education materials/record keeping (list of identified/ high needs students, and supports used)
- ESL materials/record keeping (list of ESL students and supports used)
- Classroom management outline/Steps of Intervention
- Communication records (e.g., parent contact records, progress reports, sample written communication)
- Occasional Teacher Package (e.g., emergency lesson plans, class information –as required by the school)
- Notes about how teacher meets the **8 competencies** that might not be observed during classroom observation (e.g., New Teacher's Notes: Appendix S)
- Other

Classroom observation date #1: \_\_\_\_\_ #2: \_\_\_\_\_

For each scheduled visit (minimum 50 minutes; maximum 100 minutes each), no longer than one day before or the morning of the observation day:

- provide a lesson plan including specific student expectations, resources, and assessment/evaluation strategies to be used;
- provide a current seating plan.

Post-Observation date: \_\_\_\_\_

(Note: Within 15 school days of the second observation)

## The following questions may be discussed at the Pre and/or Post-Observation meeting(s):

1. How will the lesson to be observed (a) connect to the curriculum?  
(b) support literacy/numeracy learning?
2. What supports will be provided for identified, high needs and ESL students?
3. How will students be assessed and evaluated, and how will results be used?
4. How do you work with colleagues to promote learning for at-risk students?
5. How do you promote social-emotional development in your class? Within the school?
6. How do you plan for the day/week/term/year to ensure that all expectations are covered?
7. How do you participate in the professional learning community of the school/board?