

Teacher Performance Appraisal Criteria

1. Classroom Culture, Management, and Learning Environment

The teacher creates a positive, inclusive learning culture in which students experience safety, belonging, dignity, and care.

- a. Creates a safe, inclusive, and welcoming environment where student identity is valued and well-being is supported
 - b. Builds positive, respectful relationships with students and fosters a sense of belonging
 - c. Establishes clear expectations and supports students in developing confidence and independence as learners, with multiple ways to demonstrate their learning
 - d. Supports students in contributing positively to a respectful and collaborative learning environment
 - e. Uses varied groupings and fosters positive interactions and relationships among students
 - f. Maintains an active presence throughout the classroom to support engagement and learning
 - g. Establishes and maintains routines and structures that support independence, consistency, and a positive learning environment
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2. Intentional Design of Learning

The teacher designs meaningful, relevant, and curriculum-aligned learning experiences that supports excellence, equity, and fosters learner agency.

- a. Demonstrates knowledge of and designs responsive learning aligned with BC's competency-driven curriculum
 - b. Designs learning tasks that promote learner agency through thinking, inquiry, and authentic application
 - c. Designs learning using principles of Universal Design for Learning (UDL) to provide accessible entry points and opportunities for all learners
 - d. Plans based on student strengths, needs, interests, and evidence of learning in a culturally responsive manner
 - e. Considers and incorporates individual learning plans and supports (e.g., IEPs, AIPs, Learning Plans, etc.) in the design of learning
 - f. Incorporates Indigenous perspectives and ways of knowing in meaningful and respectful ways
 - g. Plans for assessment as part of learning design, ensuring alignment with learning goals and instructional approaches
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3. Instructional Practice

The teacher facilitates learning in ways that are responsive, engaging, and focused on student growth and progress.

- a. Uses instructional time, materials, and technology to support student learning
 - b. Adapts instruction in response to student voice, needs, interests, and evidence of learning
 - c. Uses instructional practices and strategies, including purposeful questioning, to promote engagement, collaboration, and deeper thinking
 - d. Communicates learning intentions, directions, and expectations clearly and appropriately for students
 - e. Supports students in reflecting on their learning, setting goals, and developing increasing independence
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4. Inclusion and Equity

The teacher develops positive, inclusive learning cultures and uses differentiation to support meaningful access to learning for all students.

- a. Develops learning environments where diversity is recognized, affirmed, and valued
 - b. Provides multiple and flexible ways for students to engage with learning and demonstrate understanding
 - c. Differentiates instruction to support and extend learning for a range of student needs
 - d. Intentionally engages all learners and responds to diverse needs
 - e. Attends to equity through planning, instruction, assessment, and relationships
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5. Assessment, Reporting, and Communication of Student Learning

The teacher uses assessment to support student learning, inform instruction, and communicate progress clearly and effectively.

- a. Uses assessment practices aligned with curriculum (curricular competencies, content, and big ideas) to support student learning and inform instruction
 - b. Actively involves students in the assessment process (e.g., co-constructing criteria, self-assessment, goal setting, reflection, etc)
 - c. Provides timely, specific, and actionable feedback that supports students in improving their learning
 - d. Uses multiple sources of evidence (e.g., observations, conversations, and products) to understand student learning, inform instruction, and determine student progress
 - e. Ensures student reporting practices are aligned with curriculum expectations and guidelines
 - f. Communicates student learning clearly through formal and informal reporting practices and engages in ongoing, two-way communication with students and families
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6. Professional Growth and Collaborative Professionalism

The teacher demonstrates a commitment to ongoing learning, reflection, and collaboration.

- a. Engages in ongoing professional learning to strengthen instructional practice
 - b. Reflects on practice and uses feedback and evidence of student learning to inform professional growth
 - c. Engages in collaborative professionalism and shared learning with colleagues
 - d. Participates in school and district priorities and demonstrates a commitment to continuous improvement
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7. Professional Responsibility and Conduct

The teacher demonstrates professionalism, sound judgment, and responsibility.

- a. Demonstrates punctuality, reliability, and preparedness
- b. Exercises sound professional judgment, follows district and school policies and procedures, and upholds the Professional Standards for BC Educators
- c. Upholds responsibility and duty of care, maintaining appropriate professional boundaries and respecting confidentiality and privacy
- d. Communicates and interacts effectively and respectfully with students, families, and colleagues
- e. Contributes to and supports a collegial and respectful school culture