



Teacher Assessment & Review Schedule

TARS

The purpose of TARS is to:

- support and encourage professional growth
- provide feedback
- support teacher development
- build professionalism
- develop professional relationships
- understand accountability

In implementing TARS there is a need to understand that there are **3 SEPARATE** processes operating in schools, all of which relate to aspects of teacher quality.

1. The **TARS** policy is about recognising, supporting and developing efficient teachers. This is recognised by the Principal or nominee taking into account the level of experience of the teacher (so that less experienced teachers are given greater attention).
2. **New Scheme Teacher & Probationary Teacher** policy for assessing the performance of probationary teachers.
3. **Teacher's Experiencing Difficulty (TED)** is a separate procedure for supporting teachers who are experiencing difficulty with their teaching performance.

The implementation of the TARS should:

- Be based on a negotiated, collaborative and consultative process
- Recognize the level of experience of teachers
- Aim to produce good professional practices in the context of a climate of professional trust and growth of teachers
- Make use of best practices already in existence/operation
- Continually develop best practices to ensure the school is properly implementing the annual review process
- Involve all staff-classroom teachers, Head Teachers and Deputy Principals
- Have the practices 'written up' in order to document that the processes to inform the annually review actually occur

Performance Standards for Teachers

For school teachers (including temporary teachers) in determining the level of satisfactory performance of a teacher, principals should make this judgement using the following standards:

- The teacher knows their subject content and how to teach it to their students
- The teacher knows their students and how they learn
- The teacher plans, assesses and reports for effective learning
- The teacher communicates effectively with their students
- The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The teacher continually improves their professional knowledge and practice
- The teacher is an actively engaged member of their profession.

Supervision

The Teacher Assessment Review Schedule sets out some requirements for the annual review:

- i [conference](#) between the teacher and the principal or nominee;
- ii [observations](#) of educational programs; and
- iii [review of documentation](#) such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

The principal or nominee must take into account the level of experience of the teacher (so that less experienced teachers have been given greater attention) and the particular circumstances of the school.

Where a teacher's performance is causing concern, at any time, consult [Procedures for Managing Teachers who are Experiencing Difficulty with their Performance](#) (TEDs) and discuss the matter with the Principal.

The requirements for [Teacher Improvement Programs](#) can be found within the Management of Conduct and Performance Policy.

The role of the principal/nominee is to:

- Collaboratively develop and implement an individual professional development plan to facilitate the implementation of the TARS process. The professional development plans to include elements of *conferencing; observations and review of documentation*.
- To provide the staff member with feedback on his/her performance
- To provide the necessary documentation so as to be able to inform the principal that the particular staff member has demonstrated continuing efficiency in teaching practice, satisfactory performance and professional growth.

1. Conferencing:

- ***There should be at least two formal conferences/meetings per year***
- The nominee and the staff member should from the outset establish a mutual satisfaction the following:
 - purpose of the conference
 - the form the conference may take
 - frequency and duration
 - appropriate documentation
- It is not necessary that notes are taken during a conference as the process should be a dialogue. Keep the paper-work to a minimum and any notes taken should be used as the basis of discussion only and returned to the teacher concerned.

Conferencing could include:

- Pairs
- Groups
- Mentoring
- Team work
- Working with one or more colleagues with whom a teacher feels confident
- Faculty/stage coordinators.

Such collegial relationships have positive benefits in that they can lead to the development of new meanings, new skills, new behaviours and new beliefs.

It is important right from the outset to establish:

- the purpose of the conference
- the form conferences may take
- frequency and duration
- skills needed by the nominees
- appropriate documentation.

The topics addressed in a professional conference could cover, for example, one or two of the following:

- professional goals
- professional development needs
- lesson preparation
- teaching strategies: e.g. that cater for individual learning differences, demonstrate a variety of approaches to learning
- degree of independent learning by students
- questioning by students and teachers: range and scope
- evaluation of student progress
- participation in professional development, e.g. roles and responsibilities in the wider learning community
- pleasant and positive learning environment
- behaviour management; e.g. variety of strategies
- records: programs, registration, administration such as texts, finance, stocktake, HSC/SC data analysis, use of data to inform learning programs, report writing, marking, personal organisation etc.
- policies
- professional dialogue and reflection
- assessment practices
- mentoring
- team work
- positive relationships with staff, students, parents and others

2. Observations:

- ***There should be a minimal of two formal observations per year***
- It is important to understand that this component of the Annual Review Process is to be interpreted broadly and does not only refer to specific lesson observation. A broader view about educational programs may include:
 - the teaching and learning program and its delivery
 - the teachers role outside the classroom
e.g. taking part in a whole school assembly, or positive interactions with students outside the classroom
 - reporting to and interacting with parents

Observation of educational programs in TARS

It is important to understand that this component of the Annual Review Process is to be interpreted broadly and does not refer only to specific lesson observation. A broader view about educational programs may include:

- the teaching and learning program and its delivery
- the teacher's role outside the classroom, e.g. taking part in a whole school assembly or positive interactions with students outside the classroom
- reporting to and interacting with parents.

Lesson observation may be an appropriate strategy in some cases, e.g.

- for a beginning teacher
- in the context of a mentoring relationship, team teaching or coaching.

It can be both informal and formal. A prerequisite is that the level of professional trust needs to be high and the circumstances need to be negotiated.

For a more experienced teacher, if lesson observation is to occur, it may be more appropriate that it involve a peer.

One of the aims of the teacher development approach to TARS and the Annual Review Process is to establish a climate in which teachers can feel comfortable to go in and out of one another's classrooms to stimulate professional dialogue about classroom practice. This professional trust will promote a willingness to reflect on constructive feedback to improve performance.

How might a climate of professional trust be promoted?

- collaboratively establish the purpose of the particular observation of educational programs
- negotiate around such issues as timeframe and the method and form of feedback.

3. Documentation:

- **There should be at minimal of two formal reviews of documentations.** *For classroom teachers these should include programs /registrations and assessment formats/ procedures*
- The principal/nominee should ensure that the staff are aware of what documentation must be kept in the school and for what purpose. In relation to non-mandatory documentation teachers/staff should be involved in the decision making about what is kept and what is the purpose.

Review of documentation in TARS

It is important that teachers are aware of what documentation must be kept in the school and its purpose.

Examples of documentation that may be reviewed include:

- learning programs and registers
- learning program evaluations
- lesson planning
- range of formative assessment strategies and formats for students and parents
- range of summative assessment strategies and formats for students and parents.
- quality, incisiveness and degree of personal relevance of teachers' comments about students on school reports
- assessment criteria; learning program outcomes and expected standards of performance and behaviour provided to students.
- student learning portfolios, developmental registers or assessment schedules
- learning resources developed by the teachers (handouts, webpages etc.)
- written communications in relation to the whole school or team responsibilities.

Documentation that must exist at school includes:

- The school's policies and practices for the Annual Review process. This needs to be sufficient to demonstrate that a process has been developed and implemented.
- Certification by the Principal of the Annual Review of Teacher Performance.
- Verification by the Principal of the Annual Review of Teacher Performance. This must be given to each teacher and a copy should be kept at school.

Documentation that may assist your process at school includes:

- individual teachers' documentation (the nature and form of this documentation will be the subject of negotiation).

⇒ *One of the aims of the teacher development approach to TARS is to establish a climate in which teachers can feel comfortable to go in and out of one another's classrooms to stimulate professional dialogue about classroom practice. This professional trust will promote a willingness to reflect on constructive feedback to improve performance.*

New South Wales Department of Education and Training

**CERTIFICATION BY PRINCIPAL OF ANNUAL REVIEW OF
TEACHER PERFORMANCE**

I certify that I, or my nominee, have appraised the performance of teachers named on this Schedule as satisfying the minimum level of satisfactory performance against the following standards:

- The teacher knows their subject content and how to teach it to their students
- The teacher knows their students and how they learn
- The teacher plans, assesses and reports for effective learning
- The teacher communicates effectively with their students
- The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The teacher continually improves their professional knowledge and practice
- The teacher is an actively engaged member of their profession.

In implementing the annual review, I or my nominee has taken into account the level of experience of the teacher (so that less experienced teachers have been given greater attention) and the particular circumstances of the school.

I certify that documentation of policies and practices for the annual review process exist at the school.

Each teacher named in this Schedule who has been appraised as efficient has received a copy of the document *Verification by Principal of Annual Review of Teacher Performance*.

I certify that the teachers named in this Schedule have been provided with feedback on their performance.

I certify that those teachers named in section 1 of this Schedule have demonstrated continuing efficiency in teacher practice, satisfactory performance and professional growth.

.....
Principal's Signature

.....
Date

New South Wales Department of Education and Training

**VERIFICATION BY PRINCIPAL OF ANNUAL REVIEW OF
TEACHER PERFORMANCE**

This sheet, to be signed by the teacher and principal, is NOT part of the documentation required by the School Education Director. It is an accountable document and should be retained at the school for a minimum of 12 months.

Name of Teacher: Serial Number:

Position in School:

I certify that I, or my nominee, have appraised the performance of the above teacher as satisfying the minimum level of satisfactory performance against the following standards:

- The teacher knows their subject content and how to teach it to their students
- The teacher knows their students and how they learn
- The teacher plans, assesses and reports for effective learning
- The teacher communicates effectively with their students
- The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The teacher continually improves their professional knowledge and practice
- The teacher is an actively engaged member of their profession.

I certify that I or my nominee have appraised the performance of the above teacher by:

- (1) conference between the teacher and the principal or nominee,
- (2) observations of educational programs,
- (3) review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

I certify that the above teacher has demonstrated continuing efficiency in teaching practice, satisfactory performance and professional growth.

I further certify that the above teacher has been provided with feedback on his/her performance.

.....
Principal's Signature

.....
Date

I certify that I have received and read this document.

.....
Teacher's Signature

.....
Date



LAMBTON HIGH SCHOOL TEACHER ASSESSMENT & REVIEW SCHEDULE

All teaching staff will be assessed in terms of meeting the minimum level of satisfactory performance of a teacher as determined by the Professional Competence level of the NSW Institute of Teachers.

These benchmarks have been agreed to by the NSW Teachers Federation and the NSW Department of Education & Training as part of the Staffing Agreement

Teaching standards (all teaching staff):

1. Teachers know their subject content and how to teach it to their students
2. Teachers know knows their students and how they learn
3. Teachers plan, assesses and reports for effective learning
4. Teachers communicate effectively with their students and their teachers
5. Teacher create and maintain a safe and challenging learning environment through the use of classroom management skills (and their executive responsibilities to their staff – HT/AP/DP only)
6. Teachers continually improve their professional knowledge and practice
7. Teachers are actively engaged members of their profession.

The Teacher Assessment Review Schedule sets out some requirements for the annual review:

- i conference between the teacher and the principal or nominee;
- ii observations of educational programs; and
- iii review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

Where a teacher's performance in causing concern, at any time, consult Procedures for Managing Teachers who are Experiencing Difficulty with their Performance (TEDs) and discuss the matter with the Principal.

The requirements for Teacher Improvement Programs can be found within the Management of Conduct and Performance Policy.

TARS SUPERVISION

Teacher's Name: _____

Key: I- All in place & meets expectations D- Needs development N- Not in place

1. The teacher knows their subject content and how to teach it to their students

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - Explain how you use effective teaching strategies to facilitate quality teaching and learning. - How do you use ICT to deliver your content? - How do you implement and monitor students' completion of homework? 	Evidence:			
	- Worksheets, lesson activities and/or units of work			
	- Student work samples demonstrating quality teaching and learning			
	- Program scope and sequence			
	- Programs for all courses taught			
	- Evidence of program registration and evaluations			
	- Alignment of programs, daybooks and student workbooks			
	- Explicit ICT activities in programs			
	- Moodle			

2. The teacher knows their students and how they learn

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - Which of your students have special needs, and how do you accommodate them? - What do you do to extend and develop the gifted and talented students in your class? - What are the different ways in which your students learn? - Discuss how you have implemented modern learning theories in your lessons? (Blooms Taxonomy, higher order thinking skills, cooperative learning, multiple intelligences, brain theory, the use of narrative). 	Evidence:			
	- Worksheets, lesson activities and/or units of work			
	- Student work samples			
	- Evidence of modification to programs for remediation and extension			
	- Student Reports			

3. The teacher plans, assesses and reports for effective learning

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<p>Plan:</p> <ul style="list-style-type: none"> - How have you contributed to the development of programs? - How do you ensure that your lessons are structured and use class time effectively? - How do you ensure that your lessons use a variety of resources and materials? <p>Assess:</p> <ul style="list-style-type: none"> - How do you notify students about assessment tasks? What timeframe do you use for notification? - What range of strategies do you use to assess students learning? - How have you implemented school and faculty monitoring and assessment procedures? - How do you provide timely and meaningful assessment feedback to students? <p>Reports:</p> <ul style="list-style-type: none"> - How do you determine student achievement levels of Areas of Learning? - Are your reports completed on time? - What evaluations have you made of your teaching and assessment programs? 	Evidence:			
	- Accurate records in roll marking, assessment records and day book registrations			
	- Worksheets, lesson activities and/or units of work which reflect the Quality Teaching Framework			
	- Written assessment task notifications are provided to students			
	- Sample assessment tasks, marking guidelines and meaningful feedback			
	- A range of assessment tasks (including authentic and rich tasks)			
	- Report comments are meaningful and address areas of student achievement and development			
	- Reports have been completed to a high standard			
	- Reports have been completed inline with the school schedule			

4. The teacher communicates effectively with their students

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - What strategies do you use to communicate lesson goals, content, concepts and ideas to your students? - What teaching strategies do you use to ensure effective communication within the classroom? (questioning, discussion, group work) - Do you work collaboratively with parents to support student learning and behaviour? 	Evidence:			
	- Student assessment results			
	- Lesson observations			
	- Student survey			
	- A pleasant and positive learning environment			

5. The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - Do you use a variety of strategies to manage student behaviour? - How do you promote student responsibility for their learning? - Have you used the commendation system to reward positive behaviour? - How do you differentiate the curriculum to cater for students diverse learning needs? 	Evidence:			
	- Consistent and fair enforcement of school and classroom rules			
	- Students are placed on detention as a consequence of poor behaviour			
	- Student behaviour is recorded on a-school			
	- Faculty monitoring cards			
	- Teaching and learning takes place with minimal disruption			
	- A rapport with students			
	- Use of the commendation system			

6. The teacher continually improves their professional knowledge and practice

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - What professional development courses have you undertaken this year? - How have you used this experience to improve your teaching? - How do you contribute to a positive and professional environment in the faculty? 	Evidence:			
	- MyPL@DET			
	- Professional dialogue, reflection and reading/study			
	- Demonstrates a knowledge of and application of DET Policy			

7. The teacher is an actively engaged member of their profession.

CONFERENCE	DOCUMENTATION / OBSERVATION	I	D	N
<ul style="list-style-type: none"> - What are your faculty responsibilities? - What involvement do you have in whole school programs/ activities/ committees? 	Evidence:			
	- Professional Learning Plan			
	- Follows faculty and school policies and procedures			
	- Attends staff meetings			
	- Attends faculty meeting			
	- Actively contributes to the development of faculty policy & procedures			
	- Positive relationships with staff, students, parents and others			
	- Participates in broader school activities and, or learning committees			

General Comments:

I certify that I have appraised the performance of the above teacher by:

1. conference between the teacher and the principal or nominee,
2. observations of educational programs,
3. review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

I certify that the above teacher has been provided with feedback on his/her performance.

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

