



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Academic Excellence		
Policy Number	ASD-W-ER 2.1	Number of Reports per year	2
Policy	<p><i>Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.</i></p> <p><i>The priorities for academic excellence established by Council:</i></p> <ul style="list-style-type: none"> • <i>Literacy, Numeracy and Science</i> • <i>Critical Thinking Skills</i> • <i>Teaching Excellence</i> • <i>Extend Student Learning</i> 		
Date of Report	May 24, 2018		
Date of Previous Report (s) This School Year	December 14, 2017		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	Catherine Blaney, Acting Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor		
Interpretation:			
<ul style="list-style-type: none"> • This policy calls for the superintendent to create a learning environment that empowers students to take responsibility for their own learning so they will thrive in their life-long learning pursuits. • Critical thinking involves addressing complex issues and problems. Teachers create environments for students to solve meaningful, real-life situations that require problem-solving, collaboration and communication skills. Students are motivated as they can articulate what they are learning and why, understand their own learning needs, and know what to do next by becoming assessment capable learners. (NB Global Competencies) • Teachers' skills and knowledge affects student achievement. • Collective teacher efficacy is defined as the belief that, through collective actions, 			

Policy Name**Academic Excellence**

educators can influence student outcomes and improve student learning. By focusing on teacher efficacy, we can guide educators' actions and behaviours to affect student outcomes. (Jenni Donohoo)

- Empowering students to pursue their passions is connected to success in school. Embedded classroom learning opportunities and experiences will improve student learning and foster both engagement and motivation.

Compliance with this policy will be achieved when:

1. All Kindergarten to grade 8 will adhere to the guidelines for instructional minutes for Literacy, Numeracy, and Science.
2. All high schools follow the provincial graduation requirements as outlined in EECD Policy 316. This includes compulsory credits of English, Math and Science.
3. District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c)) Teachers will explore tools and strategies to enhance practices to support assessment capable learning K-12.
4. District monitors and supports employee growth through an established process, as outlined in ASD-W Policy 250-15.
5. District encourages learning opportunities for students that extends experiences inside and outside of the regular learning environment.

Policy Name

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Evidence:

All Kindergarten to grade 8 will adhere to the guidelines for instructional minutes for Literacy, Numeracy, and Science.

All high schools follow the provincial graduation requirements as outlined in EEC Policy 316. This includes compulsory credits of English, Math and Science.

- **Teacher timetables / schedules will be monitored annually for compliance with instructional minutes and graduation requirements.**

- **School report card data will be monitored to review the level of academic achievement with Literacy, Numeracy, and Science.**

**Appendix A : Compliance of Delivery of Courses
Appendix B: Report Card Achievement Results
Appendix C: Provincial Report Card Data**

District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c))

Teachers will explore tools and strategies to enhance practices to support assessment capable learning K-12.

- **Directors and Coordinators meet regularly to review the DIP**

- **Working groups are established to monitor each goal.**

- **The DIP is shared with administrators and community**

- **Formative assessment practices is a focus of DIP goal 2 – Anglophone School District West will build upon the use of formative assessment practices and strategies to allow learners to share: where they are; where they are going; how they are going to get there; and what to do next, with an emphasis on students as assessment capable learners**

District Improvement Plan

Coordinators meeting schedule - Appendix - D

School Improvement Plans – ASD-W

School Improvement Plans with Reference to Formative Assessment Actions	
	No. ASDW schools
2014-15	24/74
2015-16	35/70
2016-17	45/69
2017-18	47/69

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<p>District monitors and supports employee growth through an established process, as outlined in ASD-W Policy 250-15</p>	<ul style="list-style-type: none"> • District has developed and shared with employees the teacher review process • District has developed tools for administrators and teachers to use to evaluate teacher performance • District staff regularly review the teacher performance documentation
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Policy 250-15 – Employee Performance Evaluation
Growth Assessment Form – Teacher – Appendix – E

<p>District encourages learning opportunities for students that extends experiences inside and outside of the regular learning environment. (ASD-W Policies – 350-1 and 350-2)</p>	<ul style="list-style-type: none"> • District developed and share policy on Gifted and Talented students • District supports schools providing learning opportunities the stretch the learning of students
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Policy 350-1 – Gifted and/or Talented Learners – Screening and Identification
Policy 350-2 – Gifted and/or Talented Learners - Opportunities
Elementary Drama Fest Brochure – Appendix - F

Compliance: I report compliance with this policy.

Superintendent's Signature: _____
DEC Chair Signature: _____
Date: _____

**Compliance Of Delivery of Courses
EDUCATION COURSES SCHEDULED IN SCHOOLS**

Course	K	1	2	3	4	5	6	7	8	9	10	11	12
Biology												✓	✓
Chemistry												✓	✓
English as Add Lang												✓	✓
English Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FI Biology												✓	
FI Chemistry												✓	
FI Foundations Math												✓	
FI Geo Meas & Fin											✓		
FI Language Arts		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FI Mathematics		✓		✓	✓	✓	✓	✓	✓	✓			
FI Mod History												✓	
FI Num Rel & Fun											✓		
FI Relations Fam													✓
FI Science				✓	✓	✓	✓	✓	✓	✓	✓		
FI You and Your World		✓											
FI(E) Language Arts										✓	✓		
FI(E) Mathematics								✓	✓				
FI(E) Science								✓	✓				
FI(L) Language Arts										✓	✓	✓	
FI(L) Mathematics								✓	✓				
FI(L) Science								✓	✓				
FILA (Gr 3 Entry)							✓	✓	✓				
FILA (Gr 6 Entry)							✓	✓	✓				
Fin & Work Math												✓	✓
Foundation Math												✓	✓
French													✓
Geo Measure & Fin											✓		
Human Physiology												✓	
Int French (Com)					✓								
Intensive French						✓							
Intro Env Sci													✓
Intro Mi'gmaq												✓	
Journalism													✓
Mandarin													✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Num Rel & Funct											✓		
Oceanography													✓
Phys Geography												✓	
Physics												✓	✓
Post Int French							✓	✓	✓	✓	✓	✓	✓
Pre-Calculus												✓	✓
Pre-Int French (Comb)				✓									
Pre-Int French					✓								
Science				✓	✓	✓	✓	✓	✓	✓	✓		
Spanish												✓	
Theatre Arts													✓
Wolastoqey										✓	✓		
Writing												✓	
You and Your World	✓	✓	✓										

Scheduling Legend: ✓ Scheduled in all schools

ASD-W REPORT CARD DATA – K-8 – NOVEMBER 2017

Course	Grade	Approaching & Working Below (1&2)	Meeting (3,3+)	Excelling (4,4+)	Total # Students	Curriculum Strands
English Language Arts K	K	19%	77%	4%	4632	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics K	K	10%	85%	6%	4016	Number; Patterns & Relations; Shape & Space
You and Your World K	K	2%	97%	1%	3111	Healthy Lifestyles; Our Senses/My World; Place & Community; Students as Individuals
English Language Arts 1	1	34%	61%	6%	2920	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Language Arts 1	1	16%	81%	2%	1977	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 1	1	7%	88%	5%	1565	Number; Patterns & Relations; Shape & Space
FI You and Your World 1	1	2%	98%	0%	608	Diversity & Social Responsibility; Well Being
Mathematics 1	1	16%	80%	4%	2403	Number; Patterns & Relations; Shape & Space
You and Your World 1	1	2%	96%	2%	2251	Community; Groups; Healthy Lifestyles; Our Environment
English Language Arts 2	2	26%	61%	13%	5100	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 2	2	12%	82%	7%	5189	Number; Patterns & Relations; Shape & Space; Statistics
You and Your World 2	2	1%	96%	3%	3478	Change; Growth & Development; Healthy Lifestyles; Technology & Community; Work
English Language Arts 3	3	24%	69%	7%	4858	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Language Arts 3	3	12%	87%	1%	2174	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 3	3	7%	83%	10%	1412	Number; Patterns & Relations; Shape & Space; Statistics
FI Science 3	3	0%	100%	0%	21	Society/Environment
Mathematics 3	3	21%	73%	6%	2066	Number; Patterns & Relations; Shape & Space; Statistics
Pre-Intensive French (Combined) 3	3	16%	84%	0%	194	Reading & Viewing; Speaking & Listening; Writing & Representing
Science 3	3	8%	89%	2%	2480	Analyze & Explain; Plan & Perform; Society/Environment
English Language Arts 4	4	24%	70%	5%	4653	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Language Arts 4	4	18%	75%	6%	2087	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 4	4	9%	80%	11%	1150	Number; Patterns & Relations; Shape & Space; Statistics
FI Science 4	4	6%	92%	2%	1375	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
Int French (Com) 4	4	14%	83%	3%	345	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 4	4	20%	74%	6%	1771	Number; Patterns & Relations; Shape & Space; Statistics
Pre-Intensive French 4	4	15%	82%	3%	1932	Reading & Viewing; Speaking & Listening; Writing & Representing
Science 4	4	11%	87%	3%	2720	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
English Language Arts 5	5	11%	82%	7%	2177	Reading & Viewing; Speaking & Listening; Writing & Representing

Course	Grade	Approaching & Working Below (1&2)	Meeting (3,3+)	Excelling (4,4+)	Total # Students	Curriculum Strands
FI Language Arts 5	5	12%	80%	8%	1899	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 5	5	9%	74%	17%	960	Number; Patterns & Relations; Stats & Probability
FI Science 5	5	3%	90%	7%	986	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
Intensive French 5	5	21%	74%	5%	3064	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 5	5	19%	73%	8%	1952	Number; Patterns & Relations; Shape & Space; Stats & Probability
Science 5	5	4%	89%	7%	409	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
Grade 6						
English Language Arts 6	6	16%	79%	5%	4929	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Language Arts 6	6	0%	95%	5%	327	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 6	6	10%	75%	16%	933	Number; Patterns & Relations; Shape & Space; Stats & Probability
FI Science 6	6	5%	86%	9%	1845	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
FILA 6 (Gr 3 Entry)	6	10%	86%	4%	1226	Reading & Viewing; Speaking & Listening; Writing & Representing
FILA 6 (Gr 6 Entry)	6	17%	77%	6%	341	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 6	6	14%	78%	7%	1506	Number; Patterns & Relations; Shape & Space; Stats & Probability
Post-Intensive French 6	6	23%	73%	5%	2368	Reading & Viewing; Speaking & Listening; Writing & Representing
Science 6	6	14%	78%	8%	2746	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
Grade 7						
English Language Arts 7	7	19%	75%	7%	5036	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 7	7	11%	74%	15%	1139	Number; Patterns & Relations; Shape & Space; Stats & Probability
FI Science 7	7	7%	78%	15%	1964	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
FI(E) Mathematics 7	7	11%	84%	6%	322	Number; Shape & Space; Stats & Probability
FI(E) Science 7	7	17%	80%	3%	216	Analyze & Explain; Plan & Perform; Society/Environment
FI(L) Mathematics 7	7	13%	67%	20%	30	Number; Shape & Space
FI(L) Science 7	7	33%	67%	0%	30	Analyze & Explain; Plan & Perform
FILA 7 (Gr 3 Entry)	7	8%	84%	8%	1638	Reading & Viewing; Speaking & Listening; Writing & Representing
FILA 7 (Gr 6 Entry)	7	10%	81%	9%	432	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 7	7	24%	65%	11%	1486	Number; Patterns & Relations; Shape & Space; Stats & Probability
Post-Intensive French 7	7	25%	70%	5%	2610	Reading & Viewing; Speaking & Listening; Writing & Representing
Science 7	7	18%	73%	9%	2942	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
Grade 8						
English Language Arts 8	8	15%	77%	9%	4874	Reading & Viewing; Speaking & Listening; Writing & Representing
FI Mathematics 8	8	8%	66%	26%	895	Number; Patterns & Relations; Shape & Space
FI Science 8	8	10%	67%	23%	1670	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
FI(E) Mathematics 8	8	4%	68%	29%	77	Number
FI(E) Science 8	8	3%	91%	6%	308	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment

Course	Grade	Approaching & Working Below (1&2)	Meeting (3,3+)	Excelling (4,4+)	Total # Students	Curriculum Strands
Fl(L) Mathematics 8	8	0%	75%	25%	12	Number
Fl(L) Science 8	8	0%	90%	10%	48	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment
FILA 8 (Gr 3 Entry)	8	8%	81%	10%	1394	Reading & Viewing; Speaking & Listening; Writing & Representing
FILA 8 (Gr 6 Entry)	8	15%	68%	17%	476	Reading & Viewing; Speaking & Listening; Writing & Representing
Mathematics 8	8	15%	71%	14%	1751	Number; Patterns & Relations; Shape & Space
Post-Intensive French 8	8	23%	71%	6%	2782	Reading & Viewing; Speaking & Listening; Writing & Representing
Science 8	8	12%	76%	12%	3061	Analyze & Explain; Knowledge; Plan & Perform; Society/Environment

Report Card Key K-8 - Scale	
Excellent (4, 4+)	Student learning and work show strong and/or excellent achievement.
Meeting (3, 3+)	Student learning and work shows appropriate and/or proficient achievement.
Approaching (2)	Student learning and work show a combination of appropriate and below appropriate achievement.
Working Below (1)	Student learning and work show below appropriate achievement.

ASD-W REPORT CARD DATA – 9-12 – JANUARY 2018

Course	Grade	<60	61-75	76-100	Total
Biology 111	11	5%	18%	77%	44
Biology 112	11	13%	26%	60%	410
Biology 122	12	9%	30%	61%	412
Chemistry 111	11	3%	0/30	97%	30
Chemistry 112	11	12%	23%	64%	466
Chemistry 121	12	2%	0%	98%	48
Chemistry 122	12	11%	27%	62%	264
Eng Add Lang A 120	12	2%	28%	70%	53
Eng Add Lang B 120	12	0%	27%	73%	30
English as an Additional Language A 110	11	5%	42%	53%	43
English as an Additional Language B 110	11	0%	40%	60%	10
English Language Arts 112	11	7%	14%	79%	14
English Language Arts 121	12	3%	4%	93%	67
English Language Arts 122	12	7%	27%	66%	749
English Language Arts 123	12	5%	42%	54%	285
FI Biology 112	11	4%	25%	71%	123
FI Chemistry 112	11	4%	26%	70%	47
FI Fds Math 110	11	9%	23%	68%	220
FI Geo Meas & Fin 10	10	4%	33%	63%	202
FI Language Arts 10	10	15%	24%	61%	62
FI Language Arts 110	11	2%	10%	88%	118
FI Language Arts 120	12	12%	12%	76%	42
FI Language Arts 9	9	6%	24%	70%	161
FI Mathematics A 9	9	9%	23%	67%	473
FI Mathematics B 9	9	0%	3%	97%	29
FI Mod History 112	11	8%	21%	71%	170
FI Num Rel & Fun 10	10	8%	21%	71%	174
FI Relations Fam 120	12	7%	20%	74%	46
FI Science 10	10	6%	22%	72%	286
FI Science 9	9	4%	20%	76%	166
FI(E) Language Arts 10	10	2%	11%	87%	157
FI(E) Language Arts 9	9	1%	12%	87%	161
FI(L) Language Arts 10	10	6%	24%	71%	68
FI(L) Language Arts 110	11	4%	38%	58%	24
FI(L) Language Arts 9	9	11%	39%	50%	54
Fin & Work Math 110	11	20%	44%	35%	316
Fin & Work Math 120	12	29%	33%	39%	70
Foundation Math 110	11	16%	28%	56%	976
Foundation Math 120	12	10%	27%	63%	30
Geo Measure & Fin 10	10	16%	33%	52%	730

Course	Grade	<60	61-75	76-100	Total
Human Physiology 110	11	16%	33%	52%	252
Intro Env Sc 120	12	12%	33%	55%	190
Journalism 120	12	11%	25%	65%	57
Mandarin 120	12	24%	17%	59%	29
Mathematics 9	9	21%	37%	42%	19
Mathematics A 9	9	24%	34%	42%	721
Mathematics B 9	9	42%	35%	24%	127
Num Rel & Funct 10	10	28%	33%	40%	566
Oceanography 120	12	21%	42%	37%	19
Phys Geography 110	11	24%	33%	42%	132
Physics 111	11	3%	10%	88%	40
Physics 112	11	13%	27%	61%	259
Physics 121	12	0%	2%	98%	49
Physics 122	12	3%	21%	75%	146
Post Int French 10	10	9%	27%	64%	511
Post Int French 110	11	2%	18%	80%	105
Post Int French 120	12	0%	5%	95%	20
Post-Intensive French 9	9	10%	28%	62%	539
Pre-Calculus 110	11	22%	31%	47%	83
Pre-Calculus A 120	12	10%	25%	65%	542
Pre-Calculus B 120	12	1%	11%	88%	311
Science 10	10	18%	33%	49%	648
Science 9	9	13%	31%	55%	520
Spanish 110	11	5%	12%	83%	60
Theatre Arts 120	12	0%	38%	62%	21
Wolastoqey 10	10	25%	8%	67%	12
Wolastoqey 9	9	9%	16%	75%	32
Writing 110	11	6%	16%	79%	108

ANGLOPHONE WEST SCHOOL DISTRICT

Provincial Assessment Results

2017-2018 2016-2017	Grade 7 Reading Appropriate or Above		Grade 8 Math Appropriate or Above		Grade 9 Science Appropriate or Above		Grade 10 Oral Proficiency Intermediate or Above		Grade 11 Oral Proficiency Intermediate or Above		Grade 12 Oral Proficiency Intermediate or Above		
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
ASD-W	75.9%	61.2%	39.0%	32.7%	*28.6%	*44.1%	43.7%	58.3%	25.0%				
Province	75.7%	62.0%	38.3%	31.7%	*25.4%	*45.0%	40.2%	52.5%	28.1%				
Grade 9 ELPA													
ASD-W					80.0%	80.6%							
Province					80.0%	80.6%							

* Conducted biennially (every two years) from a random sample (target = minimum 10%)

Anglophone West District Results	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	PROVINCIAL TARGETS
Gr. 2 Reading	78.0%	80.3%	76.8%	77.3%	75.2%	75.9%		90%
Gr. 4 Reading, Math & Science					Field Test	N/A		90%
Gr. 6 Reading			Field Test	Main Administration	53.0%	61.2%		90%
Gr. 6 Math			Field Test	Main Administration	18.8%	39.0%		90%
Gr. 6 Science			Field Test	Main Administration	25.9%	32.7%		70%
Gr. 6 FSL Oral Proficiency						*28.6%		90%
Gr. 9 ELPA	73.5% (Reading) 82.0% (Writing)	78.6% (Reading) 83.2% (Writing)	80.4% (Reading) 89.5% (Writing)	78.5% (Reading) 91.1% (Writing)	82.8% (Reading)	80.6% (Reading)	80.0% (Reading)	90%
Gr. 10 Reading, Math & Science				Field Test	Main Administration	N/A		70%
Gr.10 FSL Oral Proficiency	N.A.	N/A	*32.1%	N/A	*44.1%	N/A		90%
Gr. 12 FSL Oral Proficiency		Voluntary		44.7% (Early)	48.9% (Early)	43.7% (Early)		90%
		Voluntary		54.5% (Late)	58.4% (Late)	58.3% (Late)		90%
		Voluntary			32.6% (PIF)	25.0% (PIF)		90%

May 2018

SUBJECT COORDINATORS' MEETINGS 2017 - 2018

MONTHLY MEETINGS

SC MEETINGS		LOCATION		SC MEETINGS		LOCATION	
AUGUST 22, 2017 (MONDAY)		FEC - A		JANUARY 22, 2018 (MONDAY)		OEC - A	
SEPTEMBER 18, 2017 (MONDAY)		WEC - SJ		MARCH 19, 2018 (MONDAY)		FEC - A	
OCTOBER 23, 2017 (MONDAY)		OEC - A		APRIL 16, 2018 (MONDAY)		WEC - SJ	
NOVEMBER 27, 2017 (MONDAY)		WEC - SJ		MAY 28, 2018 (MONDAY)		OEC - A	
DECEMBER 11, 2017 (MONDAY)		FEC - A		JUNE 11, 2018 (MONDAY)		FEC - A	

AUGUST 2017		SEPTEMBER 2017		OCTOBER 2017		NOVEMBER 2017		DECEMBER 2017		JANUARY 2018																				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

FEBRUARY 2018		MARCH 2018		APRIL 2018		MAY 2018		JUNE 2018		JULY 2018																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Curriculum Team Meetings by Subject Area - Mondays

- September 25, 2017
- October 30, 2017
- November 20, 2017
- December 18, 2017
- January 29, 2018
- February 26, 2018
- March 26, 2018
- April 23, 2018



TEACHER Summative Performance Assessment

TEACHER: (Full Name)		DATE:	
SCHOOL:			
ADMINISTRATOR:			
TYPE OF CONTRACT:		<input type="checkbox"/> B Contract <input type="checkbox"/> C Contract – local permit holder <input type="checkbox"/> D Contract <input type="checkbox"/> E Contract – special term contract <input type="checkbox"/> Request for Evaluation by Teacher	
ASSIGNMENT:			
Summative Assessment: # _____	Evaluation Period:	<i>From:</i>	
		<i>To:</i>	

Ratings:

- U (Unsatisfactory) – Evidence does not support expectations.
- B (Basic) – Evidence lacks consistency in meeting expectations.
- E (Emergent) – Evidence demonstrates positive growth and meets expectations.
- P (Proficient) – Evidence consistently meets or exceeds expectations.
- I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

B, C, D, E and LTS CONTRACT – PERFORMANCE ASSESSMENT

PLANNING AND PREPARATION

RATING

1. Has a strong knowledge of individual students and general characteristics of age group and applies this knowledge to whole class, groups and individual students. *(D1b,c ; reference to Danielson resources)*
2. Thorough understanding of curricular outcomes in accordance with prescribed curriculum.
3. Familiar with resources and materials that support planning and instruction at the school, district level and online. *(D1d)*
4. Has a recorded lesson plan with a clearly defined structure that reflects varied types of learning opportunities. *(D1e)*
5. All instructional outcomes are assessed through a variety of formative and summative assessment practices. Assessment results are used to plan for future instruction. *(D1f)*

Evidence:

Recommendations / Questions / Reflections:

Self-Evaluation / Connection to Growth Goals:

Ratings:

U (Unsatisfactory) – Evidence does not support expectations.

B (Basic) – Evidence lacks consistency in meeting expectations.

E (Emergent) – Evidence demonstrates positive growth and meets expectations.

P (Proficient) – Evidence consistently meets or exceeds expectations.

I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

CLASSROOM ENVIRONMENT

RATING

- 1. All classroom interactions are friendly and demonstrate genuine caring and respect. (D2a) _____
- 2. Teachers convey genuine enthusiasm for the content and classroom interactions convey high expectations for all students. (D2b) _____
- 3. Routines and transitions occur smoothly with little loss of instructional time. (D2c) _____
- 4. Ongoing monitoring and use of preventative strategies to promote positive student behaviour. (D2d) _____
- 5. The classroom is safe and learning resources are equally accessible to all students. _____

Evidence:
Recommendations / Questions / Reflections:
Self-Evaluation / Connection to Growth Goals:

Ratings:
U (Unsatisfactory) – Evidence does not support expectations.
B (Basic) – Evidence lacks consistency in meeting expectations.
E (Emergent) – Evidence demonstrates positive growth and meets expectations.
P (Proficient) – Evidence consistently meets or exceeds expectations.
I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

INSTRUCTION

RATING

1. Communication to students on the purpose of the lesson, content, and directions are clear and accurate. *(D3a)*
2. Effectively facilitates purposeful discussions using a variety of higher level questions while providing wait time for students to formulate answers and opinions. *(D3b)*
3. Lessons are meaningful and relevant and students are engaged in their learning. *(D3c)*
4. Variety of assessment strategies that include both formative and summative opportunities, with specific criteria known by students. *(D3d)*
5. Provides descriptive and timely feedback. *(D3d)*
6. Teacher demonstrates flexibility and response to student questions and interests. *(D3e)*
7. Uses a variety of instructional strategies, which responds to the needs of all learners and reflects in student performance. *(D3e)*

Evidence:

Recommendations / Questions / Reflections:

Self-Evaluation / Connection to Growth Goals:

Ratings:

- U (Unsatisfactory) – Evidence does not support expectations.
- B (Basic) – Evidence lacks consistency in meeting expectations.
- E (Emergent) – Evidence demonstrates positive growth and meets expectations.

- P (Proficient) – Evidence consistently meets or exceeds expectations.
- I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

PROFESSIONAL RESPONSIBILITIES

RATING

- 1. Demonstrates, through actions and interactions, that all students are valued and respected for their learning style, skills, knowledge, language proficiency, interest and cultural heritage. *(D1b)* _____
- 2. Seeks out or is receptive to feedback from supervisors, colleagues, parents and students that will contribute to future success. *(D4a/4e)* _____
- 3. The teacher has an extensive system for monitoring accurate records of instructional results, progress, interests in both instructional and non-instructional items. *(D4b)* _____
- 4. Demonstrates appropriate communication with students, parents, school staff, district/department staff and the general public with effective written and oral skills. *(D4c,e)* _____
- 5. Teachers actively seeks out opportunities for PD and willingly provides information and feedback to others on staff to help develop overall school capacity. *(D4d,e)* _____
- 6. Demonstrates Professionalism as outlined in the District Code of Conduct (the highest standard of honesty, integrity, confidentiality and respect with colleagues, students and community members.) _____

Evidence:

Recommendations / Questions / Reflections:

Self-Evaluation / Connection to Growth Goals:

Ratings:

- U (Unsatisfactory) – Evidence does not support expectations.
- B (Basic) – Evidence lacks consistency in meeting expectations.
- E (Emergent) – Evidence demonstrates positive growth and meets expectations.

- P (Proficient) – Evidence consistently meets or exceeds expectations.
- I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

Additional Background Information (optional) :

Teacher Comments:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

**Director of Schools'
Signature:** _____

Date: _____

Forward completed Performance Review to the Director of Schools for signature.
The completed form will be forwarded to Human Resources Officer and placed in the Personnel File.

Ratings:

U (Unsatisfactory) – Evidence does not support expectations.

B (Basic) – Evidence lacks consistency in meeting expectations.

E (Emergent) – Evidence demonstrates positive growth and meets expectations.

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I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

Teacher Summative Performance Assessment – Appendix A

Questions to consider when using the ratings

- Is this automatic and consistent practice (pervasive, routine, part of the class culture)?
- Would this survive if the teaching assignment changed?
- Does the teacher show comprehensive knowledge (understands prerequisites, can interpret discrepancies, intervene, etc.)?
- Is there data or artifacts to consider in reflection?
- Can the teacher be flexible and fluid to accommodate various situations?
- Would the teacher be able to explain/speak to this practice? Is this an intentional practice (even if it is automatic)?
- Could the teacher contribute professionally in this component?

Ratings:

U (Unsatisfactory) – Evidence does not support expectations.

B (Basic) – Evidence lacks consistency in meeting expectations.

E (Emergent) – Evidence demonstrates positive growth and meets expectations.

P (Proficient) – Evidence consistently meets or exceeds expectations.

I (Innovative) – Evidence demonstrates imagination and creativity to exceed all expectations.

Our 2018 Festival Adjudicators:

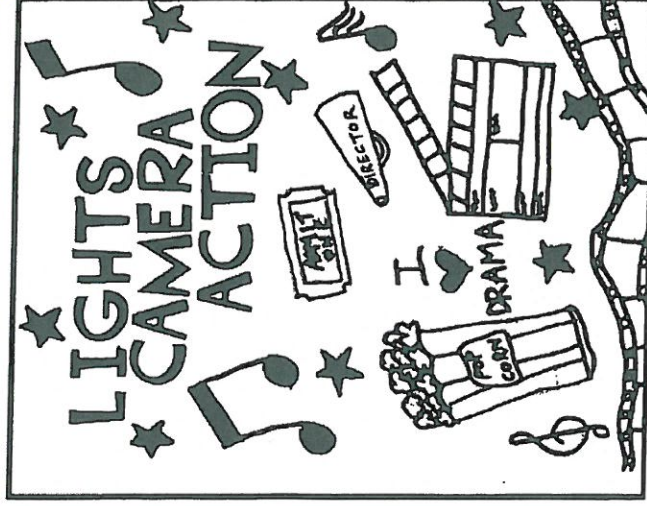
Roseveldt Sivitilli has directed over 50 productions in 20+ years of drama involvement. He has worked with students at elementary, middle, and high school levels and participated in district and provincial festivals. He believes that drama has something special to offer every student, teacher, and volunteer who participates.



Ben Harrison is ecstatic to be back adjudicating Dramafest! Ben has been involved in theatre arts since grade one, when he starred as Santa Claus in Royal Road Elementary's Christmas concert! Ben has performed around the world and has now returned home to Fredericton and launched *Branch Out Productions*. Ben currently works as the artistic director of *Branch Out Productions* and is excited for you to join them for their upcoming productions of *The Crucible* and *Seussical Jr!*



ANGLOPHONE WEST SCHOOL DISTRICT



ELEMENTARY DRAMA FEST

April 9th, 2018

OROMOCTO HIGH SCHOOL

A huge THANK YOU to the many people who contribute to the success of this festival:

- Andrea Penney and The Department of Early Education and Childhood Development
- Festival Planning Committee: Charles MacTavish, Bev Briden, Melissa Garrett, Karl Hall, Heather Mazerolle, April Wilson, Beth Christie, Beth Crawford, and Judy Piers-Kavanaugh
- 2018 Logo design: Evy McLaughlin (Geary Elementary School) and Raya Hamilton (Summerhill Elementary School)
- Adjudicators: Roseveldt Sivitilli and Ben Harrison
- Workshop presenters: Kendra Broad, Ross Campbell, Elisabeth Gomes, Melissa Garrett, Wendy Thomas, Lori Jones-Clark, Kim Ouellette, Laura Craik, Kathy Szo, Joe Crossland, and The Callithumpians
- Tech support: Mrs. Briden's Theatre Arts class and Tech crew
- Jeff Holder and the staff of Oromocto High School
- Oromocto High Students
- ASD-W teachers/directors, for their countless hours of preparation
- Parents, for their ongoing support and encouragement
- Student performers/Stage crew for their wonderful performances!

Message from Minister of Education and Early Childhood Development

Welcome to the New Brunswick Provincial Elementary Drama Festival.

As you come together with your friends and other students from across the province, I hope you will take the opportunity to network and learn from your peers.

The arts are an important component of a well-rounded education and encouraging participation in the arts and providing more opportunities to do so is one of the objectives of our government's 10-year education plan.

Congratulations to all of the students, staff and volunteers who have worked so hard to make this event an exciting one. I encourage you all to be creative, learn new things, and most importantly, have fun.

Enjoy the festival!



Hon. Brian Kenny



Message from ASD-W Acting Superintendent

It is with great pleasure that I welcome students, staff and parents from across the district to Oromocto High School for this year's edition of the Elementary Drama Festival.

It is time to display your talents! You have spent numerous hours learning lines, designing costumes and building sets. Enjoy your time together during the event, as well as, the shows put on by your peers.

To the teachers, parents and volunteers who have supported our young thespians, thank you. This wonderful, enriching event would not be possible without your hours of work and dedication to our students.



Acting Superintendent Catherine Blaney



Monday, April 9th, 2018

9:45am – 10:30am
Registration

10:30am – 11:30am
Priestman Street Elementary School
A Thousand Cranes

11:30am – 12:00pm
Lunch

12:00pm – 1:00pm
New Maryland Elementary School
We are Monsters

1:00pm – 2:00pm
Kingsclear Consolidated Elementary School
Hats!

2:00pm – 3:00pm
Nashwaakisis Memorial School
Waiting on Time!

3:00pm – 3:30pm
Snack (provided)

3:30pm – 4:00pm
Workshops

4:15pm – 4:45pm
Awards Ceremony

