

LIGHT OF CHRIST CATHOLIC SCHOOL DIVISION #16

Teacher Supervision/Evaluation/Mentorship Policy



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Teacher Supervision and Evaluation

Statement of Beliefs

Ideals of hope, affirmation, and renewal direct and guide the supervision and evaluation of teaching in the Light of Christ Roman Catholic School Division No. 16. All persons involved conduct themselves according to Jesus' teachings. Recognizing its responsibility to provide the best possible educational services to its students, the Light of Christ RCSSD holds the following statement of beliefs:

1. Teacher effectiveness is the most important in-school determinant of student learning.
2. The improvement of teaching effectiveness is a shared responsibility between individual staff members and the Light of Christ RCSSD.
3. Supervision practice and procedures should reflect current research as applicable to local needs, conditions, and Light of Christ RCSSD priorities.
4. One means of ensuring teaching effectiveness is a program of teacher supervision and evaluation.
5. The primary purpose of the program of supervision and evaluation is to improve teacher effectiveness (formative supervision).
6. The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).

Guidelines

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

1. Supervision shall take into account:
 - The teacher's skills and competencies.
 - The teacher's professional attributes.
2. The procedure should be guided by the interaction between the teacher and the administrator.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
4. Supervision should be differentiated in order to provide teachers with choices that will better meet their individual needs.
5. The program of supervision should be part of an on-going process aimed at improvement of instruction, professional practice, and personal growth.
6. When an in-school administrator has concerns of a teacher not meeting the expectations of the Light of Christ RCSSD, he/she shall inform and discuss the circumstances of the concern with the teacher and, if need be, report it to the Director /designate in order for the concern to be addressed appropriately.
7. In-school administrators will be provided with appropriate training related to this process. This will provide for consistency of practice, fairness, and effectiveness.
8. Formal written summative reports, filed in a teachers personnel file on a regular basis, will serve to provide on-going records of performance.
9. A route of appeal will be available to the teacher and the Director/or designate. (Section 8 Appeals)
10. A review of the policy shall take place during the 2015-2016 school year, or earlier if requested by the teachers' association, in-school administrators' group, or the Director / designate.
11. In the circumstance where the Light of Christ RCSSD employs one Superintendent of Learning, the cycle for supervision of continuously employed teachers will be every six years; if there are two Superintendents, the cycle will be every five years.

Conceptual Framework for Supervision and Evaluation

Light of Christ RCSSD # 16

Contract	Formative	Summative
Replacement	<ul style="list-style-type: none"> ▪ Professional Growth Plan developed with in-school administrator. ▪ Teacher implements ▪ TEAM participation 	<ul style="list-style-type: none"> ▪ Minimum of 2 classroom visits yearly by Director/or designate who writes report. ▪ Informal visits and classroom walkthroughs.
Non-Tenured (Continuing) (1 st and 2 nd Year – new in the Division, new to the profession)	<ul style="list-style-type: none"> ▪ Professional Growth Plan developed with in-school administrator. ▪ Teacher implements. ▪ TEAM participation. 	<ul style="list-style-type: none"> ▪ Minimum of 2 classroom visits yearly by the Director/or designate who writes report. ▪ Informal visits and classroom walkthroughs.
Non-Tenured (Continuing) (1 st or 2 nd year in Division with three or more years' experience)	<ul style="list-style-type: none"> ▪ Professional Growth Plan. ▪ Teacher plans, communicates, implements ▪ TEAM participation (5 years or less experience). 	<ul style="list-style-type: none"> ▪ Minimum of 2 classroom visits yearly by the Director/or designate who writes report. ▪ Informal visits and classroom walkthroughs.
Tenured (Continuing)	<ul style="list-style-type: none"> ▪ Professional Growth Plan. ▪ Teacher plans, communicates, implements. 	<p>Every 5 years If Clinical Supervision is the chosen option:</p> <ul style="list-style-type: none"> ▪ Minimum of 2 classroom visits yearly by Director/or designate who writes report. ▪ Informal visits and classroom walkthroughs. <p>OR Differentiated Supervision</p>
Timeline	<ul style="list-style-type: none"> ▪ Sept. 30 – submit PGP in writing to in-school administrator ▪ Oct. 15 – initial meeting ▪ Feb. 15 – mid-year meeting ▪ Apr. 30 – submit year end reflection ▪ May 15 – final meeting or meet to extend plan another year. 	<ul style="list-style-type: none"> ▪ 1st visit/meeting – before November 15 ▪ 2nd visit/meeting – after Christmas, before March 31st ▪ May 31st – Final Report

Regulations

The Director of Education shall establish and maintain suitable procedures for supervising and evaluating the performance of each teacher. The program shall include the following features:

Formative Supervision – its purpose is to assist the teacher in such a way as to achieve objectives. It is process-oriented as it is primarily concerned with improving the teaching process.

Summative Evaluation – its purpose is to collect information to assist in assessing the present level of performance of the teacher and in the making of decisions.

Formative Supervision Process

1. Professional Growth Plan

- 1.1 The purpose of the Professional Growth Plan is to enable professional growth through goal setting and reflective practice.
- 1.2 The Professional Growth Plan provides an opportunity for the teacher to:
 - Strengthen professional practice
 - Develop effective teaching behaviours
 - Identify individual strengths and achievements
 - Enhance personal attributes, skills
 - Implement innovative practices
 - Improve personal / professional relationships.
- 1.3 In their first two years of service or on a replacement contract, each teacher in consultation with the Director/or designate will be responsible for developing the Professional Growth Plan.
- 1.4 After the second year of service on a continuing contract, the teacher will assume primary responsibility for planning and implementing their Professional Growth Plan.
- 1.5 The Professional Growth Plan may be defined for a one year period or may be broadened to include several years.
- 1.6 The teacher will submit their Professional Growth Plan to the in-school administrator by September 30 of the current school year and meet with the in-school administrator by October 15.

- 1.7 The plan shall identify the specific goals to be accomplished, activities that will be undertaken in support of the goals, and how the outcomes will be measured or evaluated. In school administration may mandate a maximum of up to two goals that support school-based goals.
- 1.8 Upon receipt of the plan, the in-school administrator and teacher shall review the contents and the in-school administrator may make recommendations and suggestions to enhance the plan.
- 1.9 The Professional Growth Plan shall be in accordance with the Criteria for Evaluation of Teaching Performance as established by the Light of Christ RCSSD.
- 1.10 A copy of the Professional Growth Plan shall be retained by the teacher and the in-school administrator.
- 1.11 The activities and goals contained within the Professional Growth Plans shall be differentiated to respect the differences in individual needs and practices.
- 1.12 The in-school administrator and teacher shall meet by February 15 to review the progress of the Professional Growth Plan.
- 1.13 The teacher shall submit the year end reflection by April 30 of the current school year to the in-school administrator and meet to discuss with the in-school administrator by May 15.
- 1.14 The year end reflection is intended to be brief but shall reflect the teacher's general perceptions of the plan, change if any in teaching practices, and the effect of the plan on student outcomes. The year-end reflection should also identify any implications for future growth plans and practices. The teacher may have the year end reflection placed in the teacher's Light of Christ RCSSD personnel file.

2. Teacher Enhancement And Mentorship Program (TEAM)

- 2.1 All teachers new to the profession will participate in the TEAM program in their first year of teaching. New teachers to the Division with five (5) years teaching experience or less will also participate. Teachers on a Replacement Contract will participate in the TEAM program. The program is optional for teachers who are new to the Division but have more than five (5) years teaching experience.

- 2.2 In this program, support will be provided by curriculum leaders to assist new teachers to better understand the expectations of their role as a teacher in the Light of Christ RCSSD.
- 2.3 A mentor will also be assigned to assist new teachers by providing information and offering support at a professional level.

Summative Evaluation Process

The supervision model shall be used for the purposes of observing instructional behaviours and professional practices. This model shall provide the framework for both formal and informal observations. Observation of teachers' professional practices shall be ongoing.

1. Formal Observations:

Formal observations shall involve the following basic components:

- Pre-conference – a preliminary discussion with the teacher about the lesson in advance of the observation.
- Observation of the teacher instructing the lesson.
- Post-conference – After the observation, the teacher the Director/or designate shall meet to discuss and reflect upon the lesson and its outcomes.
- A written summary of the observation and post-conference shall be completed by the Director /designate and shared with the teacher.

2. Informal Observations:

The in-school administrator may have the opportunity to visit the classroom unannounced as time permits to become familiar with the teacher and classroom.(walkthroughs) It is expected that feedback either verbal or written accompanied by the opportunity to dialogue, occur within one week of the observation.

3. Criteria for Evaluation of Teaching Performance

Criteria for evaluation of teaching performance shall include the following:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Selecting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behaviour
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism.

Domain 5: The Catholic Faith Dimension

- 5a Classroom Physical Environment
- 5b Curricular permeation of Catholic Values
- 5c Classroom Learning Environment
- 5d Catholic Christian School Leadership
- 5e Catholic Christian Parish Community Leadership

* see rubrics for details.

4. Non-Tenured Teachers on a Continuing Contract

During the first and second year of employment with the Light of Christ RCSSD, supervision shall include:

- 4.1 A minimum of two classroom visits yearly by the the Director/or designate. There shall be at least one visit before November 15 and at least one before March 31.
- 4.2 If a teacher's performance has met the expectations of the Light of Christ RCSSD, a written summative evaluation report shall be completed prior to May 31 indicating the satisfactory level of performance.
- 4.3 The report shall be initialled and signed as required and distributed as follows: teacher and the teacher's Light of Christ RCSSD personnel file.
- 4.4 When a teacher's performance has not demonstrated sufficient growth and does not reflect the expectations of the LOCCSD, the Director/or

designate shall inform and discuss with the teacher and , if need be, report to the Director / designate in order for the concern to be addressed appropriately.

4.5 The teacher may call upon a colleague, STF member / assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan.

Support may include but not be limited to:

- Professional development opportunities
- Teaching and management strategies
- Resources
- Counselling
- Planning and preparation
- Time management
- Interpersonal skills development
- Supportive working conditions.

4.6 Based upon the consultation and any other processes completed, a written summative report shall be completed by the in-school administrator and/or the Director / designate.

4.7 If the summative evaluation report reflects unsatisfactory performance, where a teacher does not meet the expectations of the Light of Christ RCSSD, the teacher shall be notified in writing by the Director / designate of one of two options.

- A recommendation may be made to place the teacher on an intensive supervision program. (Section 8.0 Intensive Supervision)
- or**
- A recommendation may be made to the Board for the termination of the teacher's contract.

5. Teachers on a Replacement Contract

During a year of employment on a replacement contract with the Light of Christ RCSSD, supervision shall include:

5.1 The same steps are followed as Non-Tenured Teachers on a Continuing Contract (Section 4.1 - 4.6).

6. Tenured Teachers

Following the second year of employment, teachers shall be supervised every sixth year thereafter or earlier at the request of the teacher. In

exceptional circumstances, the Director/or designate and the teacher will mutually submit a request for an extension of the time from the Director / designate.

The teacher may select, in consultation with the Director/or designate, one of the following summative options:

- clinical supervision, or
- differentiated supervision (see Appendix 4).

Clinical Supervision:

If the teacher chooses clinical supervision, the same steps are followed as for Non-Tenured Teachers on a Continuing Contract (Section 4.1 - 4.6).

If the summative evaluation reflects satisfactory performance, the teacher will return to the Professional Growth Plan the following year and the summative cycle would begin again in 6 years.

If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the Light of Christ RCSSD, the teacher shall be notified in writing by the the Director/or designate of the teacher's placement on intensive supervision.

Differentiated Supervision:

The major purpose of differentiated supervision is the promotion of professional development (taking competent staff beyond competence) or professional learning with a collaborative and reflective community. Teachers can develop their plan around new ideas or work on efforts in which they may already be involved. Teachers who select this option shall take the initiative in identifying the desired focus for their efforts and share this with their in-school administrator. The teacher and the Director/or designate will mutually agree on the structure of the plan.

All plans and goals must meet the expectations of the summative evaluation policy as defined in Section 3 (Criteria for Evaluation of Teaching Performance). All plans must support division or school or department initiatives. All plans must include the potential effect of the work on student learning.

Differentiated supervision timelines and processes:

- The Director/or designate and teacher shall meet by October 15 of the current school year to review the expectations for the chosen summative process. The teacher shall present a proposal at this time identifying the area(s) of practice to be addressed. An action plan that identifies the nature of the activities, timelines and goals shall be

formalized at this meeting. (See Differentiated Supervision – Appendix 4)

- A minimum of two follow-up meetings shall be scheduled between the teacher and in-school administrator to discuss the chosen optional summative process. The first shall be held prior to February 10 and provide an opportunity for the teacher and the Director/or designate to review progress and identify actions to be taken before the year-end. The year end meeting shall occur by May 15th.
- The final meeting would be a discussion driven by the work presented by the teacher to allow opportunity for fuller explanation of outcomes and activities of the chosen strategy. These discussions would serve to inform the final summative evaluation report.
- The final summative report shall consist of the cover page, a reflection by the teacher and the Director/or designate on the differentiated supervision strategy and the final page of the final summative evaluation report. The report is due on May 31.

7. Intensive Supervision Program

- 7.1 The Intensive Supervision Program shall focus on those teachers who have demonstrated on the basis of their performance and subsequent evaluation, that they are in need of intensive supervision in order to improve their teaching behaviour and professional practice to meet the expectations of the Light of Christ RCSSD.
- 7.2 The Supervision Assistance Program will be conducted over a reasonable and specified timeframe. All relevant timelines will be set to minimize disruptions to students' learning.
- 7.3 The Intensive Supervision Program will be initiated by the Director/designate who has responsibility to facilitate and implement an improvement plan.
- 7.4 The Intensive Supervision Program shall note the following:
- The teaching behaviour(s) or professional practice(s) that have been identified as unsatisfactory.
 - The activities the teacher will undertake to remediate the identified areas requiring improvement.
 - Supports that will be provided for the teacher.
 - How the teaching behaviour(s) or professional practice(s) must change in order to be deemed acceptable.
 - How the evaluator will determine that the unsatisfactory teaching behaviour or professional practice has been remediated.

- That following the end of the timelines, the teacher must maintain the expected outcome(s) of the intensive supervision program into the foreseeable future.
 - Failure to comply with the improvement plan and to attain the expected outcomes may result in a recommendation for the Review process from Light of Christ RCSSD.
- 7.5 The teacher will be expected to take primary responsibility for his or her own improvement.
 - 7.6 The improvement plan shall be based upon the expectations indicated in Section 3 (Criteria for Evaluation of Teaching Performance).
 - 7.7 The Director / designate shall consult with and involve the in-school administrator of the school throughout the intensive supervision process.
 - 7.8 At the conclusion of the intensive supervision program, the Director / designate shall complete a summative evaluation report.
 - 7.9 If the teacher's performance is satisfactory, the teacher shall return to the teacher supervision schedule as indicated in the summative evaluation process.

A teacher who has been placed in a program of intensive assistance may call upon a colleague, STF member / assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan.

8. On Review: During this stage the teacher will be given a final opportunity to improve the areas identified in the improvement plan or face the alternative of having his/her contract terminated.
 - 8.1 If there has been no satisfactory or sufficient progress during the formal process of Intensive Supervision, the Director of Education or his/her designate will notify the teacher in writing that he/she has been placed "on review". The teacher will be notified officially that dismissal will be recommended unless specific improvements are made within a specified time frame. A copy of this letter will be placed in the teacher's personnel file.
 - 8.2 The teacher will be required to develop a written plan which addresses the areas that require improvement as specified by

the letter outlined in Step 1. Included in this plan must be specific strategies for improvement with a time line for the plan.

- 8.3 The teacher's plan will be reviewed with the principal and the Director of Education/or designate. It will be signed and retained by each of the three parties and a copy will be placed in the teacher's personnel file. Included in this plan will be increased supervision along with an agreed-upon process of evaluation. No changes to the plan will be made unless agreed to in writing by the teacher.
- 8.4 The plan will be implemented and progress will be carefully monitored. Detailed, accurate and factual information on each contact will be included as part of the evaluation process.
- 8.5 If progress is judged satisfactory at the conclusion of the specified time period, the teacher will follow the procedures as outlined in "The Beginning/Non-tenured Teacher".
- 8.6 If progress is judged unsatisfactory at the conclusion of the specified time period, the teacher will be advised of the recommendation for dismissal under the provision of Section 210 of The Education Act, 1995.

A teacher who has been placed on Review may call upon a colleague, STF member / assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan

9. Appeals

- 9.1 If a teacher is not satisfied with a summative evaluation report, a second opinion may be requested from the Director / designate.
- 9.2 Any appeals made up to and including termination with respect to the summative evaluation process and its outcomes shall be guided by Section 210 through 230 of *The Education Act, 1995*.



Teacher Professional Growth Plan (PGP Plan)

Teacher:

School:

Year:

Teaching Experience: _____ yrs

Teaching Experience at Present School: _____ yrs

Assignment:

I feel my greatest professional strengths are:

1.

2.

3.

4.

5.

During the course of the school year, I plan to focus on the following goals as my professional growth plan. (At least one goal must relate to a division and/or school student learning goal)

1.

2.

3.

One goal per page

Actions	Timetable	How will I indicate/measure success?

Mid Year Reflection:

--

Signature Teacher	Signature In-school Administrator	Date

Teacher Professional Growth Plan – Year End Reflection

Teacher:

School:

Reflection Questions:

1. Summarize the progress of your goals this past year.
2. How has your plan had a positive impact upon your students' learning?
3. How has your plan impacted you and your school?
4. Have you identified any goals for the future?
5. In-school Administrator Comments:

Teacher Signature	Signature In-school Administrator	Date

Light of Christ RCSSD #16 – Differentiated Supervision Teacher/Director/ or Designate Meeting	
Teacher	School
Other Participants	
Format	
Goal(s)	
Describe how this project will improve student learning	
Methods and Strategies used to achieve results	
Indicators of Progress	
Resources/Supports needed	
Teacher Signature	In-school Administrator Signature
Starting Date of Plan	Today's Date

Please complete teacher self assessment rubrics along with your project summary.

Appendices

Appendix 1 Teacher Supervision and Evaluation Flow Chart

Appendix 2 Suggested Questions to Guide the Pre-observation Conference
Suggested Questions to Guide the Post-observation Conference

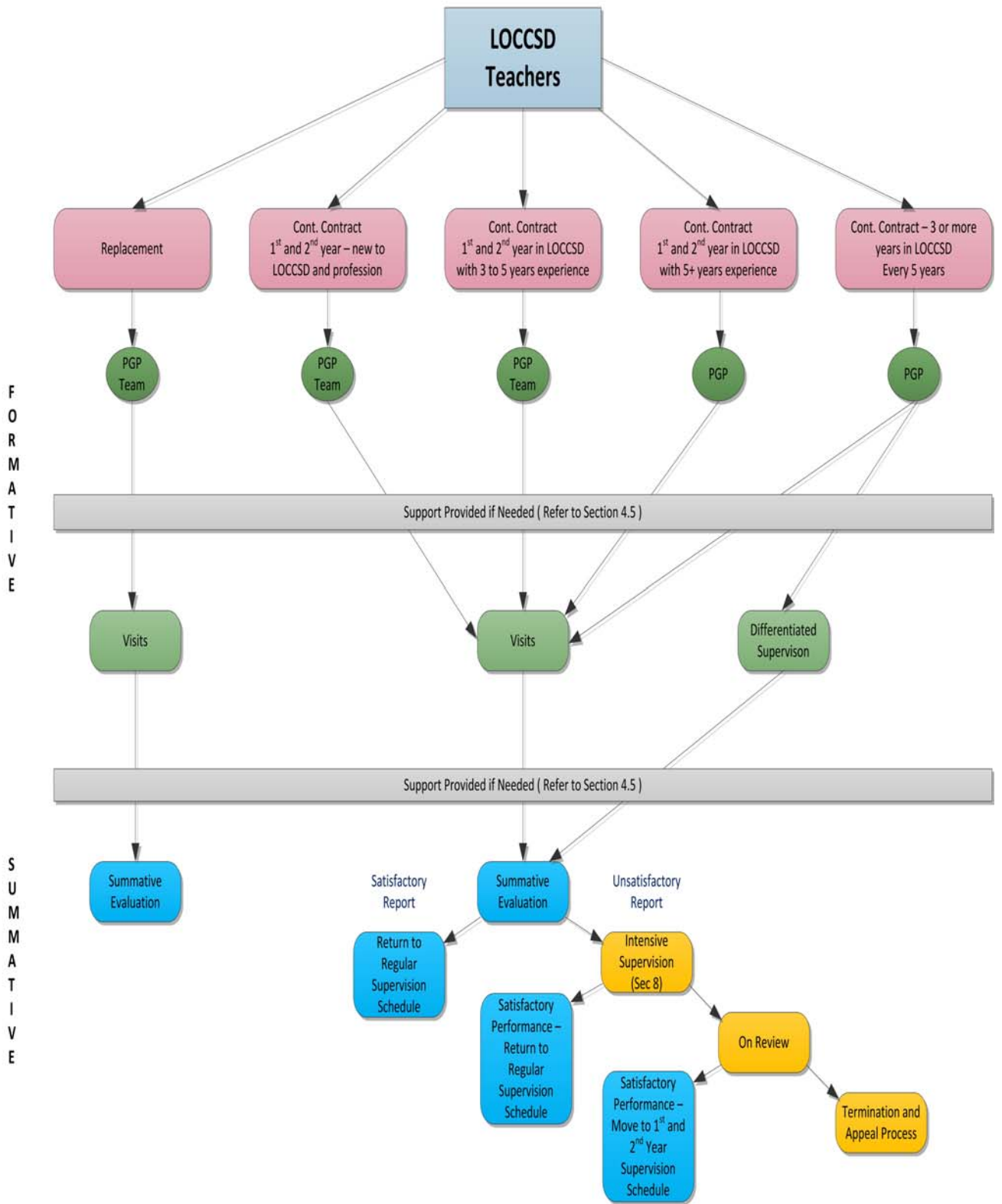
Appendix 3 Guide for Reflection and Planning

Appendix 4 Differentiated Supervision

Appendix 5 Articles to Support Summative Evaluation

Appendix 6 Resource List

Appendix 1: Teacher Supervision and Evaluation Flow Chart



Appendix 2 Suggested Questions to Guide the Pre-observation Conference

Light of Christ - Pre-Observation Conversation

Teacher: _____ School: _____
Date: _____ Lesson Topic: _____

Professional Reflection on/demonstration of:

Planning: (Unit Plans, lesson plans, day planner, student marks, etc.)

Instructional Outcome(s)/Objective(s) for the lesson – Identify the goals for the lesson and what you want the students to learn. What part of the curriculum does it relate?

Evaluation/ Assessment Strategies to be used in lesson. How will you know if the students learned what you intended? How will you differentiate assessment?
What do you plan to do with the results of your assessment?

Instructional Strategies to be used in the lesson ie) Differentiated instruction. How will you engage the students in the content? What will you do specifically? What will the students do? (Include time estimates)

Resources to be used in the lesson

Briefly describe the students in your class.

- How are your relationships with the students?
- Are there students with special needs? If so how have you planned for them?
- Are there any students you have concerns about?

What are some common routines/procedures in your class?

Is there anything in your lesson you would like specific feedback on?

G) Date and time of the post- observation conversation:

Appendix 2 Suggested Questions to Guide the Post-observation Conference

Light of Christ RCSSD #16 Post - Observation Questions Date: _____

Teacher: _____

1. To what extent do you think the students were productively engaged in the lesson?
2. Did students learn the intended outcomes? Were the instructional goals clear?
3. Did you alter your intended outcomes/objectives of the lesson? Why?
4. What are the indicators you are using to determine these student achievement levels of the intended outcomes?
5. If you had the opportunity to teach the lesson again to the same group, how would you teach it differently? Why?

Appendix 3 Criteria for Evaluation

The following rubrics expand on the established Criteria for Evaluation that appear earlier in the policy. They are adapted from the Charlotte Danielson (2007) work entitled *Enhancing Professional Practice*. Not only can the rubrics provide a basis for understanding the various criteria used to guide supervision and evaluation, but may also serve as a basis for self-reflection and plan for growth.

Domain 1: Planning and Preparation Component 1a: Demonstrating Knowledge of Content and Pedagogy

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct content errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instructions or seeking causes for student misunderstanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group	Teacher displays partial knowledge of the developmental characteristics of the age group	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Domain 1: Planning and Preparation
Component 1c: Setting Instructional Outcomes

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse students	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum objectives, and frameworks.

CLARITY: Goals are clearly stated as student learning and permit sound assessment.

SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in the class.

BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or division.	Teacher displays awareness of resources available for classroom use through the school or division but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or division and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or division, in the community, through professional organizations and universities, and on the internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or division.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or division and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or division, in the community, through professional organizations and universities, and on the internet.
Resources for students	Teacher is unaware of resources for students available through the school or division.	Teacher displays awareness of resources for students available through the school or division but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or division and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or division, in the community, and on the internet.

Domain 1: Planning and Preparation
Component 1e: Designing Coherent Instruction

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students and instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is no evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. The progression of activities is highly coherent.

Domain 1: Planning and Preparation
Component 1f: Designing Student Assessments

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both in content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favouritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general caring, and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or "put-downs".	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Importance of content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routine for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and para-professionals	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment
2d: Managing Student Behaviour

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conducts are clear to all students.	Standards of conduct are clear to all students and appear to have developed with student participation.
Monitoring of student behaviour	Student behaviour is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behaviour but may miss the activities of some students.	Teacher is alert to student behaviour at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behaviour, correcting one another respectfully.
Response to student misbehaviour	Teacher does not respond to misbehaviour, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehaviour but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehaviour is appropriate and successful and respects the student's dignity, or student behaviour is generally appropriate.	Teacher response to misbehaviour is highly effective and sensitive to students' individual needs, or student behaviour is entirely appropriate.

Domain 2: The Classroom Environment
Component 2e: Organizing Physical Space

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skilfully, and students adjust the furniture to advance their learning.

Domain 3: Instruction
Component 3a: Communicating With Students

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skilfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar and syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction
Component 3c: Engaging Students in Learning

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally inappropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain 3: Instruction
Component 3d: Using Assessment in Instruction

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Domain 3: Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies..	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support judgement.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable success of different courses of action.

Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Student completion of assignments	Teacher's system for maintaining information on student completion of assignment is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintain information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non- instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain 4: Professional Responsibilities
Component 4c: Communicating with Families

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's effort to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

(Families shall include father, mother, or guardians.)

Domain 4: Professional Responsibilities
Component 4d: Participating in a Professional Community

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or division requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in School and Division Projects	Teacher avoids becoming involved in school and division projects.	Teacher participates in school and division projects when specifically asked.	Teacher volunteers to participate in school and division projects, making a substantial contribution.	Teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.

Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or colleagues that are more experienced.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the p profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism

<i>Level of Performance</i>				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teachers' attempts to serve student are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honoured in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and division regulations	Teacher does not comply with school and division regulations.	Teacher complies minimally with school and division regulations, doing just enough to get by.	Teacher complies fully with school and division regulations.	Teacher complies fully with school and division regulations, taking a leadership role with colleagues.

Domain 5: The Catholic Faith Dimension

Domain V: Catholic Faith Dimension				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Classroom physical environment grounded in rich symbolism that creates a distinctly Catholic learning climate	<p>Teacher classroom is void of Catholic symbolism and ritual.</p> <p>The arrangement of desks in a traditional design with desks arranged in rows with little regard for creating a cooperative collaborative environment</p>	<p>Teacher classroom has some Catholic symbolism and ritual represented.</p> <p>The classroom is arranged in a traditional manner with the occasional arrangement of desks to foster a Catholic learning environment centered on community and collaboration.</p>	<p>Teacher classroom has many examples of Catholic symbolism and rituals through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>	<p>Teacher classroom is rich in symbolism, ritual through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>
Catholic Christian values are permeated in all curricular and extracurricular areas	<p>Teacher concerned only with content rather than the process of teaching relative responsible curriculum.</p> <p>Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Teacher provides traditional, one dimensional delivery of curriculum that has no targeted Catholic values permeated in curriculum, instruction or assessment</p>	<p>Relationships with some students grounded in the process of teaching rather than the content of teaching. Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Generally, the teacher provides traditional, one dimensional delivery of curriculum that has occasional targeted Catholic values permeated in curriculum, instruction and assessment</p>	<p>Relationships with most students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has some Catholic values permeated throughout all curriculum, instruction and assessment</p>	<p>Relationships with all students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has Catholic values permeated throughout all curriculum, instruction and assessment</p>
Classroom Learning environment grounded in social justice, compassion, humility, empathy, service and love.	<p>Pedagogy has little consideration for friendly and personal relationship with students.</p> <p>Teacher interactions with at least some students is negative, demeaning, sarcastic or inappropriate to the student age or culture.</p> <p>Students exhibit disrespect for the teacher.</p>	<p>Generally pedagogy has friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals but may reflect some inconsistencies favouritism, or disregard for student cultures.</p> <p>Students exhibit minimal respect for the teacher.</p>	<p>Pedagogy is grounded in friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals as well as groups of students. Such interactions are appropriate to the age and culture of the students.</p> <p>Students exhibit respect for the teacher.</p>	<p>Pedagogy is grounded in the intimate and personal relationship with students</p> <p>Teacher interactions with students reflects genuine respect and caring for individuals as well as groups of students</p> <p>Students appear to trust the teacher with sensitive information.</p>

Domain V: Catholic Faith Dimension				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Catholic Christian Leadership in school environment	<p>Teacher demonstrates very little support for faith development experience for both staff and students.</p> <p>Teacher avoids liturgical celebrations in school and in the division</p>	<p>Participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in most liturgical celebrations in school</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in all liturgical celebrations in school</p> <p>Participates in student faith retreats and social justice programming in school and in the school division</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Prepares and participates in all liturgical celebrations in school</p> <p>Prepares and participates in student faith retreats and social justice programming in school and in the school division</p>
Catholic Christian Leadership in Parish Community	<p>Teacher does not demonstrate a faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher does not attend church service.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>	<p>Shows daily faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher is registered at a local Parish/church community and attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>

Appendix 4 – Reporting Documents:

Teacher Self Assessment Rubrics

Self-Assessment of Practice

Teacher _____ School _____
 Grade Level(s) _____ Subject _____ Date _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e Organizing Physical Space	<p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p>
3b Using Questioning and Discussion Techniques	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
3c Engaging Students in Learning	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>

3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflections on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.

<p>4c Communicating with Families</p>	<p>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p>	<p>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>	<p>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p>
<p>4d Participating in a Professional Community</p>	<p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p>
<p>4e Growing and Developing Professionally</p>	<p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p>	<p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p>	<p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p>
<p>4f Showing Professionalism</p>	<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>

Evidence for Domain 5: Catholic Faith Dimension – Teacher Self-Reflection

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>5a Classroom physical environment grounded in rich symbolism that creates a distinctly Catholic learning climate</p>	<p>Teacher classroom is void of Catholic symbolism and ritual.</p> <p>The arrangement of desks in a traditional design with desks arranged in rows with little regard for creating a cooperative collaborative environment</p>	<p>Teacher classroom has some Catholic symbolism and ritual represented.</p> <p>The classroom is arranged in a traditional manner with the occasional arrangement of desks to foster a Catholic learning environment centered on community and collaboration.</p>	<p>Teacher classroom has many examples of Catholic symbolism and rituals through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>	<p>Teacher classroom is rich in symbolism, ritual through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>
<p>5b Catholic Christian values are permeated in all curricular and extracurricular areas</p>	<p>Teacher concerned only with content rather than the process of teaching relative responsible curriculum.</p> <p>Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Teacher provides traditional, one dimensional delivery of curriculum that has no targeted Catholic values permeated in curriculum, instruction or assessment</p>	<p>Relationships with some students grounded in the process of teaching rather than the content of teaching.</p> <p>Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Generally, the teacher provides traditional, one dimensional delivery of curriculum that has occasional targeted Catholic values permeated in curriculum, instruction and assessment</p>	<p>Relationships with most students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has some Catholic values permeated throughout all curriculum, instruction and assessment</p>	<p>Relationships with all students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has Catholic values permeated throughout all curriculum, instruction and assessment</p>
<p>5c Classroom Learning environment grounded in social justice, compassion, humility, empathy, service and love.</p>	<p>Pedagogy has little consideration for friendly and personal relationship with students.</p> <p>Teacher interactions with at least some students is negative, demeaning, sarcastic or inappropriate to the student age or culture.</p> <p>Students exhibit disrespect for the teacher.</p>	<p>Generally pedagogy has friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals but may reflect some inconsistencies favouritism, or disregard for student cultures.</p> <p>Students exhibit minimal respect for the teacher.</p>	<p>Pedagogy is grounded in friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals as well as groups of students. Such interactions are appropriate to the age and culture of the students.</p> <p>Students exhibit respect for the teacher.</p>	<p>Pedagogy is grounded in the intimate and personal relationship with students</p> <p>Teacher interactions with students reflects genuine respect and caring for individuals as well as groups of students</p> <p>Students appear to trust the teacher with sensitive information.</p>

<p>5d Catholic Christian Leadership in school environment</p>	<p>Teacher demonstrates very little support for faith development experience for both staff and students.</p> <p>Teacher avoids liturgical celebrations in school and in the division</p>	<p>Participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in most liturgical celebrations in school</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in all liturgical celebrations in school</p> <p>Participates in student faith retreats and social justice programming in school and in the school division</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Prepares and participates in all liturgical celebrations in school</p> <p>Prepares and participates in student faith retreats and social justice programming in school and in the school division</p>
<p>5e Catholic/Christian Leadership in Parish/Church Community</p>	<p>Teacher does not demonstrate a faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher does not attend church service.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>	<p>Shows daily faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher is registered at a local Parish/church community and attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>

In-School Administration Rubrics

Informal Classroom Observations:

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Informal Classroom Observations:

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

<p>2b Establishing a Culture for Learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p>
<p>2c Managing Classroom Procedures</p>	<p>Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies and performance of noninstructional duties have been established but function unevenly or inconsistently, with some loss of instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies and performance of noninstructional duties have been established and function smoothly, with little loss of instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies and performance of noninstructional duties are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.</p>
<p>2d Managing Student Behavior</p>	<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p>2e Organizing Physical Space</p>	<p>The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. The teacher's use of physical resources, including computer technology, is moderately effective.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

Informal Classroom Observations:

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	The teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	The teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	The teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	The teacher's oral and written communication is clear and expressive appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	The teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	The teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
3c Engaging Students in Learning	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, as a result of groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content, and suitable lesson structure and pacing.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the representation of content, the groupings, the activities, and the materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.

3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; the teacher assumes no responsibility for students' failure to understand.	The teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson, and seeks to ensure the success of all students.	The teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	The teacher is highly responsive to individual students' needs, interests, and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.
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Informal Classroom Observations:

Evidence for Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4b Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4c Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

<p>4d Growing and Developing Professionally</p>	<p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p>	<p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p>	<p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p>
<p>4e Showing Professionalism</p>	<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>

Evidence for Domain V: Catholic Faith Dimension – In-School Administration

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>5a Classroom physical environment grounded in rich symbolism that creates a distinctly Catholic learning climate</p>	<p>Teacher classroom is void of Catholic symbolism and ritual.</p> <p>The arrangement of desks in a traditional design with desks arranged in rows with little regard for creating a cooperative collaborative environment</p>	<p>Teacher classroom has some Catholic symbolism and ritual represented.</p> <p>The classroom is arranged in a traditional manner with the occasional arrangement of desks to foster a Catholic learning environment centered on community and collaboration.</p>	<p>Teacher classroom has many examples of Catholic symbolism and rituals through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>	<p>Teacher classroom is rich in symbolism, ritual through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.</p> <p>The arrangement of desks to foster a Catholic learning environment centered on community</p>

<p>5b Catholic Christian values are permeated in all curricular and extracurricular areas</p>	<p>Teacher concerned only with content rather than the process of teaching relative responsible curriculum.</p> <p>Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Teacher provides traditional, one dimensional delivery of curriculum that has no targeted Catholic values permeated in curriculum, instruction or assessment</p>	<p>Relationships with some students grounded in the process of teaching rather than the content of teaching.</p> <p>Learning needs of some groups ELL, learning disabled, minorities are ignored.</p> <p>Generally, the teacher provides traditional, one dimensional delivery of curriculum that has occasional targeted Catholic values permeated in curriculum, instruction and assessment</p>	<p>Relationships with most students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has some Catholic values permeated throughout all curriculum, instruction and assessment</p>	<p>Relationships with all students grounded in the process of teaching rather than the content of teaching</p> <p>Teacher provides dynamic, differentiated delivery of curriculum that has Catholic values permeated throughout all curriculum, instruction and assessment</p>
<p>5c Classroom Learning environment grounded in social justice, compassion, humility, empathy, service and love.</p>	<p>Pedagogy has little consideration for friendly and personal relationship with students.</p> <p>Teacher interactions with at least some students is negative, demeaning, sarcastic or inappropriate to the student age or culture.</p> <p>Students exhibit disrespect for the teacher.</p>	<p>Generally pedagogy has friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals but may reflect some inconsistencies favouritism, or disregard for student cultures.</p> <p>Students exhibit minimal respect for the teacher.</p>	<p>Pedagogy is grounded in friendly and personal relationship with students</p> <p>Teacher interactions with students generally reflect respect and caring for individuals as well as groups of students. Such interactions are appropriate to the age and culture of the students.</p> <p>Students exhibit respect for the teacher.</p>	<p>Pedagogy is grounded in the intimate and personal relationship with students</p> <p>Teacher interactions with students reflects genuine respect and caring for individuals as well as groups of students</p> <p>Students appear to trust the teacher with sensitive information.</p>
<p>5d Catholic Christian Leadership in school environment</p>	<p>Teacher demonstrates very little support for faith development experience for both staff and students.</p> <p>Teacher avoids liturgical celebrations in school and in the division</p>	<p>Participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in most liturgical celebrations in school</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Participates in all liturgical celebrations in school</p> <p>Participates in student faith retreats and social justice programming in school and in the school division</p>	<p>Actively participates in Professional Faith Development opportunities for staff in school</p> <p>Prepares and participates in all liturgical celebrations in school</p> <p>Prepares and participates in student faith retreats and social justice programming in school and in the school division</p>

<p>5e Catholic/Christian Leadership in Parish/Church Community</p>	<p>Teacher does not demonstrate a faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher does not attend church service.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p>	<p>Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>	<p>Shows daily faith commitment as a believing and practising Catholic/Christian</p> <p>Teacher is registered at a local Parish/church community and attends church service on a weekly basis.</p> <p>Teacher is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>
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Appendix 5 Differentiated Supervision

Differentiated supervision operated on the belief that teaching is a profession. As members of a profession, teachers should have more control over their professional development, within generally accepted professional standards. As skilled professionals, they need both support and feedback, but from colleagues and students – not always from in-school administrators or supervisors.

Allan A. Glaathorn (1997)

Differentiated supervision also recognizes that teachers are at different stages in their career and different stages of preparedness to assume responsibility for their professional development. As such, Light of Christ RCSSD provides varying levels of supervision to provide a scope of activities that will best suit the needs of teacher, in-school administrator, school, and school division. Glaathorn (1997) outlines three models of supervision. In addition to the supervision model associated with first or second year people, and people evaluated on a regular cycle, there are additional models of supervision that fit within the concept of differentiated supervision for tenured teachers:

Portfolio Development – a portfolio is a purposeful collection of a teacher’s best work. Portfolios will include scholarly writings, articles or research, staff development from instructional workshops and seminars. The collection of data will reflect the goals of the division and be a selective one that highlights the distinctive features of that individual’s approach to teaching. The portfolio will be a collaborative venture, reflecting the contributions of mentor, colleagues, and students. The portfolio will demonstrate a teacher’s accomplishments over time and across a variety of experiences.

Cooperative Development – This option refers to small groups of teachers working together to assist each other with their professional growth. Typically, there is a relationship between the teacher’s growth and the school’s and school division’s goals and direction. A variety of strategies may be used in this process.

- **Action Research** - Teachers develop a hypothesis and establish a research plan for learning in their school or classroom.

Classroom-Based Research

This option allows a teacher to work on a question he or she might have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher is then used to improve teaching and student learning. Classroom-based research can be self-directed or be done by a group of teachers who have a common interest/question to be researched.

Possible Areas for Research

- Questions on instruction
- Questions about students’ perceptions about a task
- Questions about student performance
- Questions about teacher values
- Questions about the context in which a task is done

Advantages

- Based on individual needs/concerns
 - More than one person can be involved
 - Can be used to analyze effectiveness of programs
- **Peer Coaching** - Teachers, often in pairs, will observe each other to provide feedback on specific components and elements of their teaching.

Peer coaching is the process through which two or more professional colleagues work together to share their knowledge of best instructional practices and to provide each other with feedback, support and assistance for the purpose of refining present teaching techniques and learning new skills.

A peer coach should be a trusted professional who communicates well, is open-minded, strives to improve his or her own teaching skills, is responsible, conscientious, and creative in the classroom.

The peer coaching process has three components within an observation cycle. The cycle will occur a minimum of two times during the implementation period.

Pre-Conference

Teacher(s) and coach(es) meet to informally develop a common language and communication rapport. A decision is made when to do an observation, how the coach will be received in the classroom, and how the coach will play while observing. An initial observation to the classroom should be made prior to the first observation to establish the relationship between participants in this process.

Observation

An observation is more than just watching a teacher work. An observation should be an objective reflection about a topic determined at the pre-conference. The observation should be purposeful, factual, value-free, specific, and nonjudgmental. The observer may use several methods of data collection during the observation.

Post-Conference

At a post-conference, the coach is to provide the feedback in a helpful, nonthreatening manner. The teacher is to actively listen and to assess the data presented by the coach.

After the information has been given to the teacher, the coach may ask questions, be asked for suggestions or additional comments. Recognition and praise should be given for accomplishments and possible modifications could be suggested. The purpose of the post-conference is to help the teacher refocus on the observation to prepare for the next coaching cycle.

- **Curriculum and Resource Material Development** - Teachers may work together to develop curriculum and resource materials to enhance the learning of students in their classroom or school.
- **Mentoring** - In most schools, combinations of teachers with a wealth of experience and teachers just beginning are the norm. The skills of the senior expert teacher can be utilized by pairing the teacher with a beginner. By mentoring a form of tutoring occurs and the inexperienced teacher benefits from the senior teacher and in some circumstances, the senior teacher is rejuvenated with the enthusiasm of the inexperienced teacher.

- **Peer – Administration Supervision** - A teacher may develop a plan for growth and rather than utilizing a colleague, use administration to provide a modified model of clinical supervision. The supervision will not be as intensive but rather formative and reflect only observations and recommendations relative to the established goal.
- Teacher may establish a plan outside of the recommended options to meet their needs. These must be approved by the in-school and school division administrator.

Self-Directed Development – Teachers may also work independently to establish a growth plan.

This will involve a goal, plan of action, evaluation, and a reflection component.

Options include:

- **Action Research** - A teacher develops a hypothesis and established a research plan for learning in his or her school or classroom.
- **Professional Readings with Logbook for Reflection** - A teacher may select a number of readings related to a particular component or element of teaching. The teacher will maintain a logbook with the teacher's reflection on the readings, implications on the teacher's practice and effects on student learning.
- **Classroom and Teacher Visitations** - A teacher may establish a plan to visit and observe both classrooms and schools. A predetermined plan outlining the purpose for the visitations and expected outcomes must be included.
- **Inservice Activity** - A teacher may establish an inservice plan to attend or present at conferences. The plan should note that material garnered at the conferences will be shared/presented with the school staff.
- **Publications** - A teacher may write a number of articles for professional publication. The articles should be commensurate with the criteria for evaluation school and school division goals.
- **Self Reflection** - A teacher may create a video or audio tape of his or her lesson and use the Standards for Teaching to establish a growth plan. The growth plan could involve the use of multiple observations and their analysis.
- **Instructional Strategies Implementation** - This involves teacher(s) investigating particular instructional strategies, such as cooperative learning, problem-based learning, inclusion activities, and alternative classroom management techniques. This would be followed by the implementation of the strategy within the instructional program, and the documentation and analysis of the effectiveness of the strategy on student learning.
- **Learning Contract** - A teacher would prepare a learning contract in which an area of study/concentration is identified. It would include areas of research, requirements and evaluation procedures.
- A teacher may establish a plan outside of the recommended options to meet their needs. These must be approved by an in-school and school division administrator.

Appendix 6 Articles to Support Summative Evaluation

1. Denzine, Gypsy M. (Summer 2001). *Making a Commitment to Professional Growth: Realizing the Potential of Professional Portfolios*. NASPA Journal. ProQuest Educational Journals. P. 495
2. Wilder, Dr. Ronald M. (November 2007). *Overcoming Obstacles to Effective Teacher Supervision: What the Research Indicates and What Principals Do About It*. EARCOS Administrators Conference, Kuala Lumpur, Malaysia.
3. Stewart Resources Centre. (April 2009). *Supervision and Evaluation of Teachers: Resources to Meet Your Needs*.
4. Marzano, Robert. (2010). Various links:
http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/setting_the_record_straight_on_hield_yield_strategies.pdf
http://www.greenek12.org/harvink/Marzano_Resources/Marzano-Ob_Protocol-Intro-Sept09.pdf
http://www.marzanoresearch.com/documents/Marzano_Protocol.pdf
http://www.marzanoresearch.com/documents/free_resources/classroom_tools/instruction/Supervise_ArtScience.pdf
http://www.marzanoresearch.com/Free_Resources/tools.aspx

Appendix 7 Resource List

Legal Reference: *Education Act, 1995 Sections 85(c), 109(7)(c), 175(d), 210 – 230*

Local Authority Freedom of Information and Protection of Privacy Act

1. Acheson, Keith A. and Gall, Meredith Damien. (1992). *Techniques in The Clinical Supervision of Teachers – Preservice and Inservice Applications*. Longman, New York.
2. Airasian, Peer W. and Walsh, Mary E. (1997). “*Constructivist Cautions*”. *Phi Delta Kappan*. 78, 6:444-449.
3. Danielson, Charlotte. (2007). *Enhancing Professional Practice – A Framework for Teaching*, Second Edition, ASCD, Alexandria, VA.
4. Development Committee, STF Report. (2003). *Enhancing Teacher Success*
5. Glaathorn, Allan A. (1997). *Differentiated Supervision*. ASCD, Alexandria, VA.
6. Glickman, Carl D. (1985). *Supervision of Instruction – A Developmental Approach*. Allyn and Bacon, Toronto.
7. Marzano, Robert J. and Kendall, John S. (1996). *A Comprehensive Guide to Designing Standards – Based Districts, Schools, and Classrooms*. ASCD. Alexandria, VA.
8. McGreal, Thomas L. (1983). *Successful Teacher Evaluation*. ASCD, Alexandria, VA.
9. Schmoker, Mike (1996). *Results – the key to continuous school improvement*. ASCD, Alexandria, VA.
10. Tracy, Sandra J. and MacNaughton, Robert. (1993). *Assisting and Assessing Educational Personnel – The Impact of Clinical Supervision*. Allyn and Bacon, Toronto.

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