

Title	Effective Date	Revision Date	No. of Pages
No. 600 Teacher Support & Evaluation	March 28, 2000		9

The Tri-County Regional School Board is committed to a teacher evaluation process that confirms to the Education Act and contributes to an effective teaching and learning environment for all students, thereby enabling them to reach their full potential.

PROCEDURE under Policy No. 600
--

The teacher support and evaluation process is based on the premise that teachers are knowledgeable professionals and is based on the following principles:

1. The purpose of support and evaluation is to enhance teaching and learning through the provision of a formative process, a yearly performance summary, a summative process and a self-evaluation process.
2. Hearsay, rumour, and unsubstantiated complaints cannot be used as part of the teacher evaluation process.
3. Formative process (tenured teacher) is a co-operative and collegial professional development procedure. The main function of the formative process is to facilitate professional growth and to increase teacher effectiveness.
4. A Yearly Performance Summary/Professional Growth Plan is to provide all teachers with a written record of each school year. It is an opportunity for the teacher and the supervisor to co-operatively review the year and to identify achievements and possible improvements.
5. Summative process (non-tenured teachers) is to assess those teachers for employment decisions, such as the granting of permanent contracts, termination of contracts and future assignments.
6. Summative process (tenured teachers) is to give intensive assistance to those teachers for whom the formative process has been terminated. This process is for those situations where some significant concerns have been expressed regarding the competency of the teacher.
7. Self-evaluation is a process whereby a teacher examines his or her teaching in terms of effective behaviours, attitudes and feelings. A self-reflection process should allow a teacher to improve instructional programs, clarify education outcomes, and reach an even higher level of professional competence. The expressed purpose is professional growth.
8. The principal shall be responsible for the teacher support and evaluation processes as outlined in these policies and procedures.

PROCEDURE under Policy No. 600 (cont'd)

A. **FORMATIVE PROCESS (Tenured Teachers)**

1. Purpose: The formative process is designed to improve teaching through the identification of ways to enhance teaching strategies, teaching environments or teaching behaviors.
2. Frequency of Supervision: Each tenured teacher on the staff of the Tri-County Regional School Board participate in formative supervision every four years.
3. Supervision Procedures: The following procedures apply to the formative process:
 - a) A pre-conference to review the formative process.
 - b) Goal setting, at which time the teacher, in cooperation with the supervisor, shall establish professional growth goals, identify indicators of growth, and mutually establish a timeline for the process.
 - c) Data collection that includes a teacher maintained portfolio, which may contain self-evaluation documents, evidence of class/course activities, samples of curriculum, evidence of modifications, evaluation techniques and strategies, reflective journals, and the analysis of artifacts and other information relevant to the goals set.
 - d) Post-conference which takes place after the data collection procedures are completed. A final report is shared between the teacher and the supervisor.
4. Formative Process Team: The team may consist of the principal, vice principal, department head, participating teacher and/or a professional colleague.
5. Distribution of Documents: All records are confidential and are retained within the school. Each principal shall file a report at Board's Regional Office, indicating that the formative process has been completed. This report is placed in the teacher's personnel file (Appendix A).
6. As well, the teacher and the supervisor collaboratively will prepare an anecdotal report, which will be part of the report filed at Regional Office.

B. **YEARLY PERFORMANCE SUMMARY**

1. Purpose: The purpose of the yearly performance summary is to provide teachers with a written record of each school year. The summary provides an opportunity for the teacher and the supervisor to co-operatively review the year and to identify achievements and possible improvements.
2. Frequency of Evaluation: Using the Tri-County Regional School Board Yearly Performance Summary Form, all teachers will receive this summary each year unless the teacher is in the summative process or the final year of the formative process. The form may be completed by the principal, vice-principal, or department head, but must bear the signature of the teacher and the principal. All reports are to be filed with Regional Office by June 15 of each school year (Appendix B).
3. Distribution of Documents: All records are confidential. One copy remains with the teacher, one copy with the school, and one copy in the teacher's personnel file in Regional Office.

C. SUMMATIVE PROCESS (Non-Tenured Teachers)

1. Purpose: The summative process for probationary and term teachers is to assess those teachers for employment decision purposes, such as granting of permanent contracts, termination of contracts and future assignments.
2. Frequency of Evaluation: Each probationary, term teacher and long term substitute on the staff of the Southwest Regional School Board will be evaluated according to the following schedule:
 - a) period greater than 31 days, the teacher shall be evaluated at least once;
 - b) period greater than 75 days, the teacher shall be evaluated at least twice;
 - c) probationary teachers shall be evaluated at least **two** times during each year of their probation. If concerns are expressed, the principal may arrange for a supervision by a person external to the school.
3. Evaluation Procedures: The following procedures apply to summative process (non-tenure):
 - a) A pre-observation conference, at which time the teacher and the supervisor shall review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.
 - b) Data collection, which includes classroom observation, collection of artifacts, analysis of artifacts and other information relevant to the evaluation process.
 - c) Post-observation conference, which takes place after the data collection is completed. A final anecdotal report is shared between the teacher and the supervisor.
 - d) Evaluation report may contain evidence of planning and preparation, classroom organization, assessment and evaluation techniques used, comments on the teacher's understanding of the curriculum, school involvement, summary of observation, recommendations for the teacher and teacher comments.
 - e) Probationary teachers may participate in the goal-setting process if mutually agreed by the teacher and the supervisor.
4. Summative Process Team: The team may consist of the principal, vice-principal, department head, participating teacher and Regional Office staff person.
5. Distribution of Documents: A copy of the report shall be filed at Regional Office as part of the teacher's personnel file. A copy is also to be given to the teacher and a copy retained by the principal. The teacher and the principal and/or supervisor are expected to sign the report. Consistent with the Provincial Agreement, Article 12, teacher's personnel file, when an evaluation report is entered in the teacher's personnel file, the teacher shall acknowledge that the teacher has had the opportunity to review such evaluation by signing the copy to be filed, with the expressed understanding that the teacher's signature does not necessarily indicate agreement with the contents. The teacher shall be permitted to attach comments related to the evaluation report. In the event the teacher refuses to sign an evaluation, the report will be entered in the teacher's personnel file with a witnessed notation that the teacher refused to sign the report.

PROCEDURE under Policy No. 600 (cont'd)

D. SUMMATIVE PROCESS (Tenured Teachers)

1. Summative process (tenured teachers) is designed to give intensive assistance to teachers for whom the formative evaluation process has been terminated. This process is for those situations where some significant concerns have been expressed regarding the competency of the teacher.
2. The teacher must be notified, in writing, of the reasons why they are to be engaged in the summative process (Appendix C). A copy of the letter shall be filed with the Superintendent and/or designate.
3. The teacher and the principal and/or supervisor are expected to sign the report. Consistent with the Provincial Agreement, Article 12, teacher's personnel file, when an evaluation report is entered in the teacher's personnel file, the teacher shall acknowledge that the teacher has had the opportunity to review such evaluation by signing the copy to be filed, with the expressed understanding that the teacher's signature does not necessarily indicate agreement with the contents. The teacher shall be permitted to attach comments related to the evaluation report. In the event the teacher refuses to sign an evaluation, the report will be entered in the teacher's personnel file with a witnessed notation that the teacher refused to sign the report.
4. Any documentation which was accumulated during previous formative processes will not and cannot be used in this summative process.
5. Phase 1:
 - a) The teacher and the principal shall meet to review the process. This process shall begin within seven school days of the teacher receiving the letter of notification. The principal shall establish goals for the teacher and shall develop a plan to address those goals in consultation with the teacher.
 - b) The principal will continue to observe the teacher and produce written reports. An initial observation report shall be within 30 days of the commencement of the process. Additional reports will be completed and filed as required. All reports will be discussed with the teacher. Copies shall be filed with the teacher's personnel file, Regional Office, according to Provincial Agreement, Article 12. A copy is given to the teacher and a copy retained by the principal.
 - c) When the goal areas have been accomplished, the principal will formally end the first phase of the summative process and advise the teacher, in writing. The teacher will then become part of the formative process. A copy of this notification will be filed with the Superintendent and/or designate and will become part of the teacher's personnel file.
 - d) If the principal determines that attempts to work with the teacher to improve his/her performance have not resulted in the improvements, the principal may conclude Phase 1 and refer the teacher to Phase 2.

PROCEDURE under Policy No. **600 (cont'd)**

6. Phase 2:
- a) The principal shall notify, in writing, the teacher and the Superintendent and/or designate regarding the failure of Phase 1 of the summative process.
 - b) The Superintendent and/or designate shall assign a Regional Office staff person to provide assistance to the teacher, in cooperation with the Principal.
 - c) In the event the interventions prove successful, the teacher shall be returned to the Formative Process (tenured teachers).
 - d) After efforts have been made to improve the teacher's performance, and Phase 2 has been unsuccessful, the Superintendent and/or designate, and the principal, may recommend termination of contract.

E. SELF-EVALUATION PROCESS

1. The self-evaluation process enables a teacher to examine his or her teaching in terms of effective behaviors, attitudes and feelings. A self-reflection process should allow a teacher to improve instructional programs, clarify educational outcomes, and reach a higher level of professional competency. The expressed purpose is professional growth.

Participation in a self-evaluation process is designed to promote a learning environment for professional staff.
2. The self-evaluation process shall be part of an annual and ongoing process.
3. The results of such self-evaluation shall be private unless the teacher wishes to enter them as part of the formative process. Teachers are encouraged to set professional development goals based upon their self-evaluation.
4. All teachers shall be provided with a self-evaluation document. (Appendix D)

**Record of Participation
- Formative Support and Supervision Process -**

Teacher: _____
Supervisor: _____
School: _____
School Year: _____

The purpose of this form is to record that the teacher was provided with formative support and supervision in a given year and that the evaluator participated and supervised. The dates, length and number of meetings are solely a matter of record. Nothing is to be inferred from the length, number or frequency of meetings.

1. Date(s) of goal setting conference(s): _____

Were goal(s) set? {Circle one} **YES** **NO**

2. Dates and lengths (in minutes) of classroom visits and of any pre-visit or post-visit conferences:

	DATE/MINS	DATE/MINS	DATE/MINS	DATE/MINS
Classroom Visits				
Pre-visit Conferences				
Post-visit Conferences				

3. Dates and duration of other conferences _____

2.
4. Date and duration of final conference at end of process: _____

5. Teacher has completed a "Teacher Self-Evaluation" document _____

6. Report completed by: _____
Signature/position Date

7. Verification by teacher:

I have read the above and agree that the information is accurate.

Signature Date

Prepare three
- School
- Superintendent or Designate
- Teacher

**TRI-COUNTY REGIONAL SCHOOL BOARD
- Yearly Performance Summary -**

Teacher _____ **School** _____

Teaching assignment _____

License _____ **Experience** _____

Note: This report should include the following comments about the teacher: general performance of duties and classroom effectiveness; relationships with students, staff and parents; participation in total school program; attention to professional responsibilities; and outstanding achievements or contributions during the year.

Supervisor's Comments

Teacher's Comments

Signature of teacher

date

Signature of principal

Attachments: yes ___ no ___

- BASIC PERFORMANCE EXPECTATIONS -

For the purpose of this policy and procedures, all teachers are expected to be familiar with and follow the duties and responsibilities of teacher As stated in the Education Act, Section X26(1), or as stated by other policies and procedures of the Tri-County Regional School Board or individual school.

Teachers are expected to adhere to the criteria outlined as follows:

1. Meets and instructs students at designated locations and times.
2. Prepares for assigned classes.
3. Maintains an environment that is conducive to learning.
4. Provides a program that meets the curriculum outcomes and ensure that the philosophy is consistent with that of the Board and the NS Department of Education.
5. Takes reasonable precautions to protect students, equipment, materials, and facilities.
6. Maintains records as required by law, regional policies, and building and/or administrative regulations.
7. Assists in upholding school rules and administrative regulations in co-operation with colleagues and the administrators.
8. Makes reasonable provision for being available to students and parents for education-related purposes outside the instructional day, when necessary and under reasonable terms.
9. Attends and participates in staff meetings.
10. Attends and participates in program planning team meetings.
11. Works co-operatively and collaboratively with administrators and colleagues in planning instructional outcomes and methods.
12. Assists as required in the selection of instructional materials.
13. Establishes and maintains open lines of communication with students, parents/guardians, and colleagues.
14. Instructions using the appropriate curriculum guide(s) as prescribed by the Department of Education.
15. Participates in provincial, regional and school-based in-services and related professional development opportunities.
16. Assesses, evaluates and provides reports on student progress on a regular basis.
17. Performs related duties as assigned by the administration in accordance with regional policies and procedures.

TABLE OF CONTENTS

Teacher Self-Reflection

Reflective Teaching

Personal Qualities

Planning For Learning

- Content Knowledge
- Selecting Instructional Goals
- Talking about Myself
- Providing Feedback
- Knowing your Students
- Classroom Environment
 - Classroom Management
 - Diversity

- Instructional Strategies
 - Cooperative Learning
 - Multiple Intelligence Theory
 - Brain Research

- Assessing Student Learning
- Communication
- Technology
- Resources

My Professional Self

- Contributing to School and Regional Goals
- Action Research

TEACHER SELF-REFLECTION

Preamble

This handbook is provided for teachers who wish to engage in a process of self-reflection as either part of a formative evaluation process or as a voluntary professional activity.

Reflective practice is an inquiry-oriented process during which a teacher engages in a cycle of thought and subsequent action on professional experience.

Research indicates that structured reflection on practice promotes professional learning. (Sparks-Langer 1993)

It is hoped that all teachers will feel free to use this booklet, in whole or in part, as a guide to their own self-reflection. The results of this process should be kept private unless the teacher willingly wishes to share them with others or to team up with colleagues in self-reflection. Having completed the process, the teacher should proceed to identify the areas for professional growth.

The teacher self-reflection process can begin with a series of global questions:

- Which current practices can I abandon to make room for new patterns in my work?
- What can I do to help students learn more in the limited amount of time we have together?
- Who are my students? What do they want?
- Who am I? What do I have to offer? What historical and cultural lenses frame my teaching?
- How can I force myself out of my comfort zones and preferred cognitive style?
- How do I seek new opportunities for learning?
- Am I having fun?

To facilitate reflection we have provided you with a series of activities that will serve as a basis for reflection.

In this booklet we have arbitrarily divided professional practices into four components:

- Planning for Learning
- Classroom Environment
- Teaching for Learning (Instruction)
- Being a Professional

The items in the following guide are neither in any order of priority nor are they necessarily of equal importance. They are intended for guidance only, and should be modified as necessary by each individual teacher. This guide can be used in its entirety or each of the components can serve as the basis for an intensive process of reflection.

REFLECTIVE TEACHING

Everyone is familiar with mission statements. Most teachers have been involved in drafting mission statements for their schools or other community organizations.

One of the ways to begin the self-reflection process is to describe your ideas, beliefs and values about teaching in a mission statement.

- Write your own personal mission statement about teaching.
- If you feel comfortable doing so, you may wish to share these answers with a colleague.
- Examine your mission statement to determine if it reflects the reality of your classroom practices.
- Chose a statement contained within your mission statement and develop a series of goals related to the mission statement.
- Establish a timeline for the accomplishment of these goals.
- Make a list of people who can help you accomplish these goals.

PERSONAL QUALITIES

1. What qualities do I possess that make me an effective teacher?

2. What one quality would my students use to describe me?

3. Name one quality of an effective teacher that I do not possess and would like to develop.

4. What activities/learning opportunities will provide me with the possibility of developing that quality?

A) _____ B) _____

C) _____ D) _____

5. How can I access some of these opportunities? _____

6. Who can I enlist to help? _____

SELF REFLECTION TOOL

Planning for Learning

Preamble:

Planning, whether it is for a year, a unit or daily, is the act of uniting content, context, technique, timing, and sequencing. It is the what, the how and the why of instruction. It is both the most time-consuming and the most important work we do. It is the foundation of our interactions with the students.

CONTENT KNOWLEDGE

1. I am teaching in my field of study. yes _____ no _____

2. I teach the following subjects. I feel more or less confident in my ability regarding my content knowledge.

	<i>less confident</i>		<i>more confident</i>		
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

3. Name three reasons for your sense of discomfort.

- a. _____
- b. _____
- c. _____

4. I have all the necessary curriculum guides for these subjects.

yes _____ no _____

5. I review the guides frequently.

yes _____ no _____

6. I continually reflect on the content of my subject and revise it according to the following. *Check as many as appropriate.*

- student learning styles in this year's class
- student socio-economic diversity
- student developmental styles
- student interests
- student proficiency
- community events and circumstances
- developments in learning theory
- developments in current research
- developments in methodology
- other _____

7. Create an action plan that would help to improve your content knowledge.

8. Prepare a list of resources that you would need in order to improve your content knowledge.

SELECTING INSTRUCTIONAL GOALS

1. I reflect upon my student's level of proficiency, learning styles and interests.
yes _____ no _____

2. I have a clear unit plan, which is available to my students, parents, and administrator. yes _____ no _____

3. The lessons within my unit build upon each other sequentially for skills, level of difficulty and content.
yes _____ no _____

4. I am sensitive to my community and my students' socio-economic situation when designing my unit plan.
yes _____ no _____

5. I include a variety of activities, which reflect multiple intelligences and learning styles within the unit.
Yes _____ no _____

6. I give opportunities for students to give feedback on the lessons and unit.
Yes _____ no _____

7. Use the following chart to examine your lesson plans for the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Clearly stated goals					
Direct link to outcomes					
Content progress between lessons					
Skills progress between lessons					
Variation of strategies					
Opportunities for differentiation					
Time allotment effective					

What three things can I do to improve my unit/lesson planning?

1. _____

2. _____

3. _____

1. A time when I changed the curriculum to meet the students' needs:

Talking about myself

2. A wonderful teachable moment: _____

3. A recent successful teaching strategy: _____

4. A colleague with whom I shared a curriculum activity

- Name of colleague: _____
- Activity: _____

5. A time when I asked students to apply a concept learned in class outside of the classroom:

6. A problem associated with teaching a particular concept:

Concept: _____

Problem: _____

ACTIVITY A

7. The reason(s) why I became a teacher:

8. My definition of a good teacher:

9. My favorite teacher:

Name: _____

Why: _____

10. One concept I can remember from elementary school:

Concept: _____

Why I remember it:

11. How I helped a difficult student feel more positive about learning:

- If you feel comfortable doing so, you may wish to share these answers with a colleague.
- Choose one of the ideas and apply it to your present classroom.

Instructional Strategies

1. As a teacher, the extent to which I...
 - engage students in meaningful activities
 - incorporate the prior learning of students into my planning
 - provide opportunities for students to apply their learning outside the classroom
 - vary methods to suit students' needs
 - incorporate a variety of resources to suit student needs
 - incorporate student wishes into my planning lesson
 - am able to adapt my lesson in response to internal/external stimuli
 - try to provide sufficient time to cover the content I want to present to students

Excellent	O.K.	Needs work

2. I want to concentrate on the following area(s):

A) _____

B) _____

C) _____

3. Write a draft goal for one of the areas identified above _____

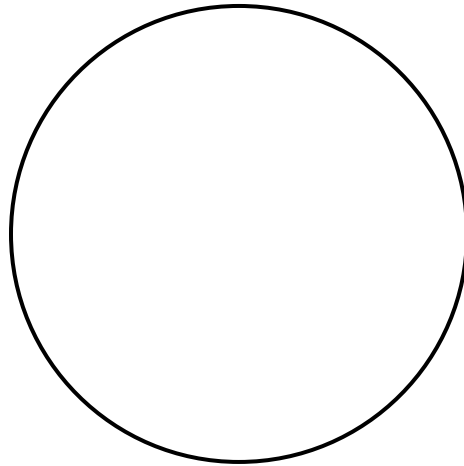
4. Design a plan to accomplish the goal _____

5. Indicate an achievable and realistic timeline to accomplish the goal

INSTRUCTIONAL STRATEGIES

ACTIVITY B

1. Use the circle below to create a pie chart that indicates how much time is spent in individual, pair, small groups and whole group activities.



Communication With Families

- Based on the chart above, I seem to place more emphasis on _____

- What does this tell me about my instructional strategies?
-
-

- Do I need to redesign the interaction in my classroom?

yes _____ no _____

- Which area do I need to work on? _____

- Where can I find resources to help me? _____

1. I am friendly and cooperative with parents and welcome the opportunity to confidentially discuss with them their child's progress.

yes no

2. I am as sensitive and aware as reasonably possible of the special circumstances in my students' lives such as divorce, job loss, illness and recent deaths.

yes no

3. I regularly attend school functions to which parents are invited and make a point of welcoming my students' parents.

yes no

4. I encourage my students' parents to ask questions about program, expectations, procedures, etc.

yes no

5. I feel comfortable and confident communicating with my students' families.

yes no

- Some of the barriers to good communication that I am experiencing are:

6. Techniques I use to communicate with my students' families.

- newsletters
- phone calls (happy and sad)
- parent teacher conferences
- meet and greet
- open-door policy
- use of volunteers
- parent invited performances
- notes home
- special events
- other _____

7. Identify one new technique to try _____

8. After trying out this technique for _____ month(s), I noticed:

PROVIDING FEEDBACK

<u>correct response</u>
<u>incorrect response</u>
<u>disciplinary feedback</u>

1. Record the type of feedback given during one day to the following student responses.

If you are comfortable doing so, use of a video recorder to record the class can assist in the above activity.

2. Analyzing my responses, most of my feedback is: _____

3. Rank the effectiveness of the following feedback techniques.

- Reacting to all student errors
- Correct immediately then test later
- Note common errors, create a lesson to address
- Note errors and conference with the student
- Indicate that this an error and allow student to find correct answer
- Peer correction process
- Correct by example
- Other _____

4. If I were a student in my class, what technique I consider to be the most effective?

5. Which would be the least effective?

6. My students said: _____

7. The comparison of the two showed:

KNOWING YOUR STUDENTS

1. I get to know my students using the following: (*check as many boxes applicable*)

- Past teachers
- Student files
- Conferencing/interviews
- Journals
- Portfolios
- Surveys
- Brainstorming
- Other: _____

2. Do I conduct a needs analysis? Yes _____ no _____

If you answered yes to question 2, proceed to questions 3 and 4. If you answered no, proceed to question 5.

3. Why do I conduct a needs analysis?

- Student strengths*
- Student difficulties*
- Learning styles*
- Prior learning: skills*
- Prior learning: content*
- Student interest*

4. When do you conduct a needs analysis?

- At the beginning of a unit of study*
- When the class composition changes*
- Periodically during the unit of study*
- Other: _____*

5. *How do I determine the fit between my students' knowledge and skills and my instructional strategies?*

6. *Reflecting on my present class, what comments can I make regarding the composition of my class?* _____

Socio-economics _____

family dynamics: _____

medical / physical issues: _____

past successes and accomplishments: _____

7. Reflecting upon one subject area:

(B)

(C)

<i>What are the outcomes of this subject?</i>	<i>What did I determine that the students need?</i>	<i>What are the areas of discrepancy?</i>

8. How can I revise my instructional strategies to better address the needs of the students? _____

CLASSROOM ENVIRONMENT

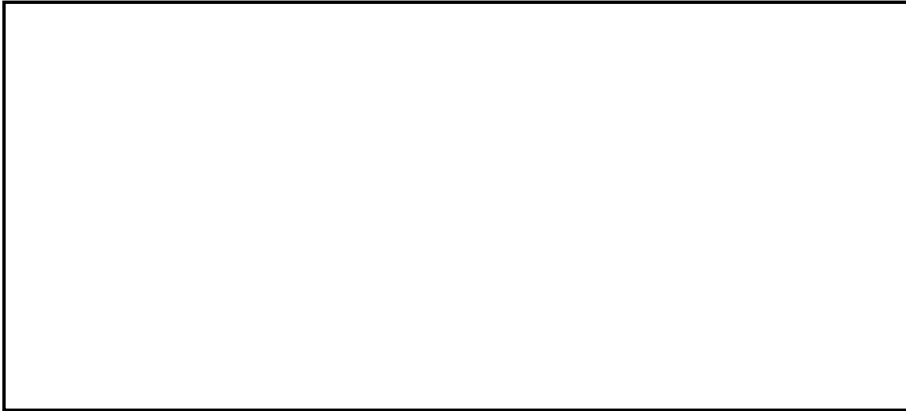
1. If I were a guest in my own classroom, how would I objectively describe the following:

- chalkboard/whiteboard: _____
- teacher's desk: _____
- walls: _____
- student desk: _____
- centres/ workstations: _____
- storage: _____
- floor: _____
- class library: _____
- computer center: _____
- bulletin boards: _____
- file cabinets: _____
- resource collection: _____

2. Things that I do to make my classroom pleasant, stimulating and inviting:

- seating that supports cooperation and learning
- students involved in decorating
- student work displayed
- thematic and subject visual displays
- frequent changes and additions to displays
- attractive and organized environment

3. This is a sketch of all the learning spaces in my classroom



I selected this arrangement because: _____

4. I am happy with this arrangement. yes _____ no _____

5. Three things I could do to improve the learning spaces in my classroom are:

A) _____

B) _____

C) _____

6. The description that best describes my movements around the classroom is:

- desk potato
- gentle wanderer
- rooted to the spot
- bouncing ball
- on a mission

7. I am visible to all my students. yes _____ no _____

8. I can access all my students easily. yes _____ no _____

9. I can make eye contact with all my students. yes ____ no ____

10. This is my classroom. My students would say that I spend most of my time at "X".



Try repeating this activity by actually asking your students to answer the question instead of assuming their responses.

CLASSROOM MANAGEMENT

1. I have a classroom behaviour plan. yes _____ no _____

The following were involved in its preparation:

- students
- parents
- Code of Conduct (Department of Education)
- Behaviour Code (the school's)
- Behaviour Code policy (School Board)

2. I practice many strategies for preventative class discipline.

- I am in my classroom prior to student arrival.
- I am organized and prepared for each class.
- I consistently apply the rules.
- I am clear on my expectations (both for behaviour and academic).
- I try to make lessons interesting, varied, and level appropriate.
- I use humour.
- I practice respect.
- I have realistic rules and consequences.
- I am calm and consistent in my approach.
- I appreciate all of my students.

3. I have established routines for:

- class startup yes _____ no _____
- announcements yes _____ no _____
- getting students' attention yes _____ no _____
- allowable talk levels yes _____ no _____
- distribution of materials yes _____ no _____
- centres yes _____ no _____
- computer use yes _____ no _____
- sharing class supplies yes _____ no _____
- cooperative group work yes _____ no _____
- handing in homework yes _____ no _____
- washrooms/ water breaks yes _____ no _____
- fire drills yes _____ no _____
- traveling in the halls yes _____ no _____
- recess and lunch yes _____ no _____
- absentees and notes yes _____ no _____
- early departing students yes _____ no _____
- late students yes _____ no _____
- make-up work yes _____ no _____
- test taking yes _____ no _____
- other routines: _____ yes _____ no _____

4. Would I rate my class as harmonious? yes _____ no _____

Comments: _____

5. I provide many opportunities for my students to solve problems or conflicts using the following. *Check as many as applicable.*
- circle of friends
 - peer mediation
 - teacher mediated
 - I statements
 - time out
6. I clearly communicate to my students my expectations of acceptable behavior in my classroom. yes _____ no _____
7. I work with them so they understand the behaviour and how to model it. yes ___ no ___
8. I conduct lessons on appropriate self-discipline techniques at the:
- beginning of the year
 - beginning of each term
 - as needed
 - systematically throughout the year

DIVERSITY

1. I do not use biased language (regarding gender, racial, ethnic and sexuality issues) in my classroom. yes _____ no _____

2. I avoid generalizations that stereotype groups of people.
yes _____ no _____

3. If I were a student who is a visible minority in my class, what difficulties or barriers would I encounter? _____

4. As a teacher, how would I respond to these barriers? _____

5. What activities do I employ that encourage students to interact with peers of differing backgrounds? _____

6. Do I reflect on the diversity within my class and community. How is it portrayed in the resources I use? _____

7. How is it portrayed in the instructional strategies I use? _____

8. Do I search out positive role models in my community that are representative of gender, culture, language and ethnicity? _____

Instructional Strategies
Co-Operative Learning

1. Co-operative Learning is _____

2. What are the elements of Co-operative Learning?

- A) _____
- B) _____
- C) _____
- D) _____
- E) _____

3. I use Co-operative learning techniques in my classroom.

sometimes often never

4. I teach social skills necessary for group functioning by:

5. I can define the following Co-operative learning techniques:

Jigsaw _____

Think Pair Share _____

Numbered Heads Together _____

Round Robin _____

6. I use these techniques in my classroom.

Yes

no

Jigsaw	_____	_____
Thing Pair Share	_____	_____
Numbered Heads Together	_____	_____
Round Robin	_____	_____

7. Research on Co-operative Learning suggests positive outcomes such as:

8. Name three roles that students may assume in-group work.

A) _____

B) _____

C) _____

9. Name four social interaction skills.

A) _____

B) _____

C) _____

D) _____

10. A successful lesson during which I used Co-operative Learning was:

11. Describe an unsuccessful lesson using Co-Operative Learning.

12. What could I do differently next time?

For more information on Co-operative Learning see the Resource List



INSTRUCTIONAL STRATEGIES

Multiple Intelligences

--

1. I am familiar with Howard Gardner's theory of Multiple Intelligences.

yes _____ no _____

2. Name the eight multiple intelligences.

_____	_____
_____	_____
_____	_____
_____	_____

3. I believe that Multiple Intelligences can be nurtured in the classroom.

yes _____ no _____

4. I have used the theory of Multiple Intelligences to guide my instructional practice.

often _____ sometimes _____ never _____

5. I can create a menu inventory of multiple intelligence activities for use in my classroom.

yes _____ no _____

6. Using the following worksheet, analyze your use of multiple intelligence theory in a unit of your curriculum.

Intelligence	Where currently taught	New opportunities to teach

|| Looking for more information on Multiple Intelligences? See the Resource Section at the end of this document.

INSTRUCTIONAL STRATEGIES

Brain Based Learning Research

1. I am familiar with the current research on the human brain and some of the implications for educators.

yes _____ no _____

2. The most important factors that influence whether or not the brain pays attention to incoming stimuli are:

- a. whether or not the information has meaning and
- b. whether or not the information has an emotional component or hook.

3. Do I use instructional strategies to assist learners create meaning by linking new information to previous experience or creating a new experience with them?

yes _____ no _____

examples: _____

4. Do I pay close attention to emotion in designing learning experiences?

Positive use of emotion: _____

Negative emotional influences to avoid: _____

5. Do I use strategies that match how the brain works best, such as?

- | | | | |
|----------------------------|-----------|-----------------|----------|
| Reciprocal Teaching | yes _____ | sometimes _____ | no _____ |
| storytelling | yes _____ | sometimes _____ | no _____ |
| metaphor, analogy, simile | yes _____ | sometimes _____ | no _____ |
| stimulations | yes _____ | sometimes _____ | no _____ |
| writing for understanding | yes _____ | sometimes _____ | no _____ |
| brainstorming applications | yes _____ | sometimes _____ | no _____ |
| rhythm, rhyme, rap | yes _____ | sometimes _____ | no _____ |
| visuals, graphics | yes _____ | sometimes _____ | no _____ |
| projects | yes _____ | sometimes _____ | no _____ |
| problem-based learning | yes _____ | sometimes _____ | no _____ |
| mnemonics | yes _____ | sometimes _____ | no _____ |
| hands-on activities | yes _____ | sometimes _____ | no _____ |

For more information on Brain-Based Learning,
see the Resource Section at the end of this document

ASSESSING STUDENT LEARNING

1. What do I believe about assessment? _____

2. I am familiar with the assessment techniques outlined in my curriculum guides. yes
_____ no _____

3. What methods do I use to assess students?

	Often	Sometimes	Seldom	Never
observation				
interviews/conferencing				
tests				
projects				
presentations				
performance checklists				
student self-evaluation				
peer evaluation				
group evaluation				
feedback from parents				
student conferencing				
assignments				
homework				
portfolios				
other				

4. Are students part of the evaluation process?
yes _____ no _____

In which ways?

5. Are parents part of the assessment process?
yes _____ no _____

In which ways? _____

6. How do I record what I find?

	Yes	No
anecdotal records		
portfolios of student work		
tracking sheet for each student		
videotapes		
other (specify)		

7. How does my classroom practices match with my beliefs, and the strategies recommended in the guides?

8. If there is a discrepancy between my beliefs and my practices, what steps can I take to:

expand my inventory of techniques? _____

expand my recording practices? _____

involve students in the assessment practice? _____

other? _____

Looking for more information on Assessment? See the Resource Section at the end of this document.

COMMUNICATION

1. I explain clearly the content procedures for work assignments to my students.

very well well average below average poorly

2. I provide written instruction on expectations for assignment.

3. I discuss the expectations with students and ensure that they know what they assignment should look like. _____

4. In my classroom, I have established procedures for:

- getting input from students
- assigning homework
- grouping students
- student movement in class
- getting students attention
- student behaviour
- peer assessment
- permission for leaving the room
- establishing the amount of talk allowed for different types of activities
- establishing expectations regarding content and format of assignments
- making up missed work
- fire escape routes

5. My students would say that my communication skills are:

good fair poor

6. My students' parents would say that my communication skills are:

good fair poor

7. Upon reflecting on my communication skills, I would like to try the following:

8. I will know I have succeeded in enhancing my communication skills if:

TECHNOLOGY

1. My personal philosophy on the integration of technology is: _____

2. I use technology in my classroom...

sometimes often never

3. I blend computer-based technologies into my classroom...

sometimes often never

4. I use the following technologies:

	Often	Sometimes	Never
computer			
spreadsheets			
database			
word processing programs			
graphic programs			
e-mail			
Internet			
video			
adaptive devices			
probe ware			

5. How would I rate my ability in the following:

	Excellent	Fair	Poor
--	-----------	------	------

computer			
spreadsheets			
database			
word processing programs			
graphic programs			
e-mail			
Internet			
video			
adaptive devices			
probe ware			

6. I encourage my students to use technology in the classroom.

sometimes often never

7. When I think of my classroom, I would say that _____% of students' time in class is spent using technology.

8. I think that this _____% is:

too much sufficient not enough

9. I am familiar with the Technology Vision Document and try to adopt suggestions contained within the document.

sometimes often never

10. I am familiar with the Department of Education and my Board's Internet acceptable use policy.

yes no

11. I would like to improve my knowledge and skills in the following areas:

- a. _____
- b. _____
- c. _____

12. One teacher who could act as my technology mentor is:

13. Would I consider approaching this person?

yes no

14. How can my principal help me improve my technology skills?

RESOURCES

1. I use the following resources in my classroom:

	daily	sometimes	never
textbooks			
curriculum guides			
teacher developed materials			
visual aids			
Internet			
computer software			
community resources			
community speakers			
field trips			
resources developed by other teachers			
TV and VCR			
commercial resources			
newspapers and magazines			

2. When I examine my answers to the list above, which resources do I use...

the most? _____

frequently? _____

the least frequently? _____

3. Is there a benefit in increasing the use of under utilized resources in my classroom?

4. Do I seek students' opinions on my use of resources? _____

5. As part of this reflective process, choose one of the resources from the list provided in question one.

My favorite resource is: _____

How do I use this resource?

- motivation
- supplementary material
- ancillary material
- to respond to diversity in the classroom

6. What will be my strategy to use some of the other resources listed?

7. Who can help me expand my resource inventory? _____

MY PROFESSIONAL SELF

The Portfolio

1. What do I already know about a teacher portfolio? _____

2. I can document all the Personal Development activities that I have undertaken over the past three years.

yes somewhat no

3. What is the main purpose for creating my portfolio? _____

4. Name three things that a portfolio can do.

- a. _____
- b. _____
- c. _____

5. What belief statements do I want to include in my portfolio? _____

6. What do I want for my portfolio to show about me as a teacher?

7. What do I want my portfolio to demonstrate about me as a learner?

8. What kinds of evidence would I include in my portfolio? _____

9. How do I integrate the opinions of colleagues, administrators, parents and students into my portfolio? _____

10. What plan will I use to best present the data I have gathered? _____

The following activities may be included in your portfolio:

Teaching Materials Paired with Reflections:

- A syllabus you have used; reflection on what your goals were, how well the syllabus worked, and changes you might make.
- Student evaluations represented graphically or quantitatively; reflection posing hypotheses and/or suggesting how you might use this data to support your improvement.
- Class material you created; reflection as to why you produced it, how well it worked toward your goals, how you might change it or why retain it.
- A journal or your teaching or someone else's teaching in a particular class; reflection on your own journal, each other's journals, or a dialogue between the two of you about what you see in these journals.
- Descriptive information about specific context in which you worked: courses taught, class sizes and attributes, the institution's expectations, your expectations; reflection on how your teaching took these things into account and what you think of the results.
- Information about your wider involvement in teacher development such as other programs in which you have participated, teaching materials you have developed, involvement in curriculum development, etc.; reflection on why you chose to do these particular things, what you got from them, and how you might apply them.

CONTRIBUTING TO SCHOOL AND DISTRICT GOALS

1. I am aware of my school board's policy. yes no
 - a. I know how to access it. yes no
 - b. I have referred to it. yes no
2. I am publicly supportive and respectful of my peers and my school community. yes no
3. I work within the proper procedures to deal with concerns, issues and problems. yes no
4. I maintain a good working relationship with all school personnel. yes no
5. I understand the relationship of my subject area to the others within the context of the total program. yes no
6. My comfort level for each of the given situations is:

	Low			high	
sharing a problem with my school administrator	1	2	3	4	5
sharing a problem with my fellow teachers	1	2	3	4	5
speaking up at a staff meeting	1	2	3	4	5
socializing with the staff	1	2	3	4	5
collaborating on curriculum with staff	1	2	3	4	5
discussing student progress	1	2	3	4	5

7. Things I do to make my school more comfortable place to work:
 - am on time for work, meetings or with paperwork
 - help out
 - am a positive problem solver

- follow proper channels
- am prepared
- critique with discretion
- am supportive
- share
- am a team member
- am actively involved
- am open to new ideas or methods
- smile
- practice respect

<i>Teacher Self-Reflection Handbook</i>

8. Three positive things about my staff are: _____

9. Three challenges for my staff are: _____

10. What can I do to make my school more collaborative and supportive?

11. What resources can I access to accomplish these changes?

EVALUATION FORM

1. Usefulness of the document

- Gardner, H. (1999/2000). The Disciplined Mind Beyond Facts and Standardized Tests, the K-12 Education That Every Child Deserves. New York, Penguin Books.
- Grabe, M. and C. Grabe (1996). Integrating TECHNOLOGY for Meaningful Learning. Boston, Toronto, Houghton Mifflin Company.
- Harper, M., K. O'Connor, et al. (1999). Quality Assessment, Fitting the Pieces Together. Toronto, Educational Services Committee, OSSTF/FEESO.
- Howatt, W. A. (1998). A Teacher's Survival Guide For the 21st Century: How to Manage Classrooms More Effectively. Ontario, Hindle & Associates Publishing.
- Hyerle, D. (1996). Visual Tools for Constructing Knowledge. Alexandria, Virginia USA, Association for Supervision and Curriculum Development.
- Jacobs, H. H. (1997). Mapping the Big Picture, Integrating Curriculum & Assessment K-12. Alexandria, Virginia USA, Association for Supervision and Curriculum Development.
- Jensen, E. (1998). Teaching with the brain in mind. Alexandria, Association for Supervision and Curriculum Development.
- Johnson, D. W. and Johnson R. T. (1992). Creative Controversy Intellectual Challenge In The Classroom. Minnesota, Interaction Book Company.
- Johnson, D. W. and R. T. Johnson (1989). Leading The Cooperative School. Minnesota, Interaction Book Company.
- Johnson, D. W., R. T. Johnson, et al. (1984, 1986, 1988, 1990, 1991). Cooperation in the Classroom. Minnesota, Interaction Book Company.
- Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, Virginia USA, Association for Supervision and Curriculum Development.
- Nikolic, V. and H. Cabaj (2000). Am I teaching well? Self-evaluation strategies for effective teachers. Toronto, Pippin Publishing Corporation.
- Roblyer, M. D., J. Edwards, et al. (1997). Integrating Educational Technology into Teaching. Upper Saddle River, New Jersey, Columbus, Ohio, Prentice Hall.
- Rolheiser, C. and T. C. Group (1996). Self-Evaluation... Helping Students Get Better At It! Toronto, OISE/UT.
- Silver, H. F., R. W. Strong, et al. (2000). So Each May Learn, Integrating Learning Styles and Multiple Intelligences. Alexandria, Virginia USA, Association for Supervision and Curriculum Development.
- Stronge, J. H. (2002). Qualities of Effective Teachers. Alexandria, Virginia UAS, Association for Supervision and Curriculum Development.
- Wolfe, P. (2001). Brain Matters; Translating Research into Classroom Practice. Alexandria, Association for Supervision and Curriculum Development.

Wong, H. and R. S. wong (1991). The First Days of School. Sunnyvale, CA, Harry K. Wong Publications.

RESOURCE LIST - DEALING WITH CONFLICT

<u>Commercial Programs</u>	<u>Comments</u>
1 1-2-3 Magic	Works with very young children
2. Peace In The Classroom, Hetty Adams Peguis Publishers Ltd. 100-318 McDermot Ave. Winnipeg, Manitoba R3A 0A2	This book provides guided lessons for elementary school children
3 a) Conflict Resolution - An Elementary School Curriculum b) Conflict Resolution - A Secondary School Curriculum The Community Board Program 1540 Market St. #490 San Francisco, CA. 94102	These binders provide lessons and reproducible materials - cost approx. \$60 per binder
4. Skill Streaming, Arnold P. Goldstein Research Press 2612 N. Mattis Ave. Champaign, Il 61821 (217)352-3273	A social skills curriculum series for teaching children with problem behaviors. Lessons from elementary books include dealing with embarrassment, responding to teasing and more.
5. Succeeding with Difficult Students, Assertive Discipline and Parents on Your Side Workshops offered by Lee Canter & Associates. (800)262-4347	Workshops, graduate-level courses, videos, and materials for helping children succeed.
6. Classroom Behavior: Detecting and Correcting Special Problems, Frank J. Sparzo and James A Poteet (Allyn & Bacon, 1989)	Identifies 36 specific behavior problems that teachers face, and offers practical classroom practices for solving those problems

<u>Commercial Programs</u>	<u>Comments</u>
<p>7. Discipline with Dignity (National Education Service)</p> <p>Videotapes are designed for in-service training. (800)733-6786</p>	<p>Based on mutual respect, cooperation, and shared decision-making; offers skills and strategies for dealing with angry, disruptive behavior and for encouraging students to take responsibility for their own behavior.</p>
<p>8. Beyond Behavior (CCBD, CEC)</p> <p>For subscription and membership information, call (800)845-6232.</p>	<p>This magazine for teachers provides practical help for behavior problems, offers analysis and commentary on issues, and presents research in an accessible style. Teachers' contributions are encouraged.</p>
<p>9. Changing Behavior: A Practical Guide for Teachers and Parents by Frank J. Sparzo (Phi Delta Kappa Education Foundation, 1985)</p>	
<p>10. Control Theory in the Classroom by William Glasser (HarperCollins, 1986)</p>	<p>A model of team learning with an emphasis on generating satisfaction and excitement in the classroom.</p>
<p>11. Reclaiming Youth at Risk: Our Hope For The Future by Larry K. Brendtro and Martin Brokenleg (National Educational Service, 1991)</p>	<p>A Native American perspective on children at risk</p>