**TEACHER EVALUATION**

*TEACHING QUALITY STANDARD*

**Discussion Guide for Teachers with Permanent Certification**

**Name:**

**School:**

**Teaching Assignment (list grade/ subjects)**

**Please review the Discussion Guide to become familiar with the KSA’s that will be the basis of your evaluation. This feedback form will serve as the foundation for discussion the first meeting you have with your evaluator. Throughout the process, you can reflect on the different KSA’s and provide your evaluator with feedback relative to your teaching practice. Make note on the chart of teaching practices that you would like to highlight with the evaluator as you go through the process. For the first meeting, it is helpful if you reflect on the areas to prepare for the discussion. You can make a few notes on the chart if you wish, and share it with the evaluator. Please do not be concerned if you do not understand a descriptor and cannot think of anything to make note of. This is a process that involves dialogue and your evaluator can explain what different KSAs are and provide examples of what it looks like in practice.**

1. **Teachers’ application of pedagogical knowledge, skills and attributes is based on their ongoing analysis of contextual variables.**

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| **Teachers’ analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning.** | |
| **Descriptors/ LSA** | **Evidence** |
| What student variables need to be considered in your context and what strategies do you use to address those variables? |  |
| What parent variables need to be considered in your context and what strategies do you use to address those variables? |  |
| What school variables need to be considered in your context and what strategies do you use to address those variables? |  |
| Are there societal or cultural variables you need t consider? |  |

**b. Teachers understand the legislated, moral and ethical frameworks within which they work.**

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| **Teachers function within a policy-based and results-oriented education system authorized under the School Act and other legislation.** **Teachers also function within policy frameworks established by school authorities.** | |
| **Descriptors** |  |
| Do you know how to access the school jurisdiction’s policies? The policies listed to the right are those that are likely most critical to know early on. Please review and if you have any questions, ask your evaluator.  Teacher indicates he/she reviewed the list and understand the policies: yes no | Staff: Policy 402.11.1 Teacher Growth, Supervision and Evaluation. You will want to scroll through the 400 section of policies related to employees so you know what is there if the need should arise for you to refer to a policy.  Students:  Policy 502.1 Student Code of Conduct  Policy 502.2 Student Discipline Procedure 502.2 Student Discipline  Policy 502.12 Use of Physical Restraint Procedure 502.12 Use of Physical Restraint  Policy 504.4 Supervision of Students  Again, scroll through the 500 policies that relate to students so you know what is there  Programs:  Policy 605.1 Inclusive Learning Supports Procedure 605.1 Inclusive Learning Supports  Exhibit 605.1 Individual Program Plans-Mandatory Items  Policy 607.1 Field trips, off-campus activities and student travel  Procedure 607.1 Procedure Manual for Field Trips, Off-Campus Activities and Student Travel  Forms 607.1 Field Trips, Excursions & Community-Based Activities  Policy 607.4 Use of Technology Exhibit 607.4 Background to Acceptable Use Procedure 607.4 Use of Technology  Policy 609.1 Assessment of Student Achievement Procedure 609.1 Assessment of Student Achievement  Scroll through 600 section to see if there are other policies that may be important given your context  Section 700 contains all of the Occupational Health and Safety Policies. It is your responsibility as an employee to participate in the OH&S program and be aware of the policies. |
| Do you have a copy of the ATA Code of Conduct? |  |
| Do you know how to access the Alberta Programs of Study?  Guide to Education? |  |

**c. Teachers understand the subject disciplines they teach.**

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| **Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach.** | |
| **Descriptors** | **Evidence** |
| Previous experience with the grade level/ subjects? |  |
| Evidence of understanding Programs of Study content as well as pedagogy and best practice in the discipline. |  |
| You make subject matter relevant to students through application to real world examples/ issues/ trends or directions. Application to real world is relevant to the experience of the students and their context. |  |
| Are there any subjects you have been assigned that are fairly new and you would like to have a curriculum mentor to work with? |  |

**d. Teachers know there are many approaches to teaching and learning.**

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| **Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways.** | |
| **Descriptors** | **Evidence** |
| Different learning styles are recognized and reflected in classroom instruction |  |
| Differentiation of Instruction based on student learning needs |  |
| You are actively involved in IPP process  Accommodations evident for individuals and groups of students |  |
| Reflective practitioner: monitors effectiveness of practice and makes changes as needed |  |
| Appropriate pedagogy is utilized in response to various dimensions of student diversity |  |

**e. Teachers engage in a range of planning activities.**

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| **Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply.** | |
| **Descriptors** | **Evidence** |
| Long range plans are developed and available (e.g. course outlines) |  |
| Mid range plans are developed and available (e.g. unit plans) |  |
| Daily planning is available |  |
| Planning contains the following elements:  -Outcomes are identified and directly related to the Program(s) of Study  -Student learning activities are described and directly linked to the outcomes  -Teacher instructional strategies are described and based on sound understanding of the subject pedagogy and best practice  -Evaluation is delineated and directly related to the outcomes  -Resources are identified |  |
| Planning is reasoned and incremental |  |
| Planning reflects that you monitor and assess students' learning on an ongoing basis, and modify plans accordingly |  |

**f. Teachers create and maintain environments that are conducive to student learning.**

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| **Teachers establish learning environments wherein students feel physically, psychologically socially and culturally secure.** | |
| **Descriptors** | **Evidence** |
| Describe how you have created a learning environment that is physically, psychologically, socially, and culturally secure. |  |
| What are some strategies you use to engage students and maintain on-task behavior? |  |
| What are some strategies you use to maintain discipline and promote self-discipline? |  |
| What classroom routines enhance and increase students' involvement in meaningful learning activities? |  |
| Have you organized your classroom, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety? |  |
| Do your students engage in off-campus activities or do you bring in community volunteers? If yes, how do you ensure that the situation is secure, safe, and positive? |  |

**g. Teachers translate curriculum content and objectives into meaningful learning activities.**

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| **The teacher’s instructional practice is based on curriculum content and is translated into meaningful learning activities.** | |
| **Descriptors** | **Evidence** |
| Clear communication of short - and long-range learning expectations to students, and how the expectations are to be achieved and assessed (note – age appropriate) |  |
| Engage students in meaningful activities that motivate and challenge them to achieve expectations. |  |
| Integrate current learning with prior learning. |  |
| Provide opportunities for students to relate their learning to the home, community and broader environment. |  |
| Apply a broad range and variety of instructional and learning strategies. |  |
| The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. |  |
| The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, Programs of Study and other approved programs. |  |
| If teaching in an alternative program (e.g. Christian School), how are you ensuring that instructional practice aligns with the school philosophy and mandate? E.g. content, use of resources, |  |

**h. Teachers apply a variety of technologies to meet students' learning needs.**

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| **Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning.** | |
| **Descriptors** | **Evidence** |
| Recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning |  |

**i. Teachers gather and use information about students' learning needs and progress.**

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| **Teachers monitor students' actins on an ongoing basis to determine and respond to their learning needs.** | |
| **Descriptors** | **Evidence** |
| Use a variety of diagnostic methods that include observing students' activities, analyzing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals. |  |
| Select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. |  |
| Record, interpret and use the results of their assessments to modify teaching practices and students' learning activities. |  |
| Help students, parents, and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. |  |
| Help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals. |  |
| Use your interpretations of diagnoses and assessments as well as students' work and results to guide your own professional growth. |  |

**j. Teachers establish and maintain partnerships among school, home and community, and within their own schools.**

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| **Teachers engagement in the school activities and involvement of others contribute to the learning environment.** | |
| **Descriptors** | **Evidence** |
| What activities do you engage in that contribute to the quality of the school as a learning environment? |  |
| Do you work with others to develop, co-ordinate and implement programs and activities that characterize effective schools (e.g. school committees) |  |
| How do you involve parents in their children's schooling. |  |
| Do you use home and community resources to make learning meaningful and relevant? |  |

**K. Teachers are career-long learners**

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| **Descriptors** | **Evidence** |
| Professional Learning – what has been the nature of your professional learning activities over the last 2 years? |  |
| What are your plans for this year? |  |
| How do you decide what professional learning activities you engage in? |  |