**TEACHER EVALUATION**

*TEACHING QUALITY STANDARD*

**Discussion Guide**

**Name:**

**School:**

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

**Please review the Discussion Guide to become familiar with the Competencies and Indicators that will be the basis of your evaluation. This feedback form will serve as the foundation for discussions that will inform the evaluation process. Throughout the process, you can reflect on the different Indicators 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. You can make a few notes on the chart if and share it with the evaluator. Please do not be concerned if you do not understand an Indicator and cannot think of anything to make note of. This is a process that involves dialogue and your evaluator can explain what different Indicators are and provide examples of what it looks like in practice.**

1. **Fostering Effective Relationships**

|  |
| --- |
| **A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.** |
| **Indicators** | **Evidence** |
| What evidence is there that you act consistently with fairness, respect and integrity? |  |
| Describe how you demonstrate empathy and a genuine caring for others. |  |
| Describe examples of providing culturally appropriate and meaningful opportunities for students and for parents/guardians. |  |
| Have you invited First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom?  |  |
| Have you collaborated with community service professionals, including mental health, social services, justice, health and law enforcement? |  |
| Describe how you honour cultural diversity and promote intercultural understanding. |  |

1. Engaging in Career-Long Learning

|  |
| --- |
| **A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.** |
| **Indicators** | **Evidence** |
| Examples of collaborating with other teachers to build personal and collective professional capacities and expertise. |   |
| Examples of actively seeking out feedback to enhance your teaching practice. |  |
| Describe what you have done to build your capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments. |  |
| Examples of seeking, critically reviewing and applying educational research to improve your practice. |  |
| What have you done to enhance your understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values? |  |
| How do you maintain an awareness of emerging technologies to enhance knowledge and inform practice? |  |

1. **Demonstrating a Professional Body of Knowledge**

|  |
| --- |
| **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.** |
| **Indicators** | **Evidence** |
| Evidence that you **plan and design learning activities** that:* address the learning outcomes outlined in programs of study;
* reflect short, medium and long range planning;
* incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
* ensure that all students continuously develop skills in literacy and numeracy;
* communicate high expectations for all students;
* foster student understanding of the link between the activity and the intended learning outcomes;
* consider relevant local, provincial, national and international contexts and issues;
* are varied, engaging and relevant to students;
* build student capacity for collaboration;
* incorporate digital technology and resources, as appropriate, to build student capacity
 |  |
| Evidence that you use **instructional strategies** to engage students in meaningful learning activities based on:* specialized knowledge of the subject areas you teach;
* an understanding of students’ backgrounds, prior knowledge and experiences;
* knowledge of how students develop as learners;
 |  |
| Evidence that you apply **student assessment** and evaluation practices that:* accurately reflect the learner outcomes within the programs of study;
* generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
* provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
* provide accurate, constructive and timely feedback on student learning; and
* support the use of reasoned judgment about the evidence used to determine and report the level of student learning.
 |  |

1. Establishing Inclusive Learning Environments

|  |
| --- |
| **A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.** |
| **Indicators** | **Evidence** |
| How do you foster in the school community equality and respect with regard to rights? |  |
| Evidence that you use appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth. |  |
| Evidence that you affirm thephilosophy that every student can learn and be successful |  |
| Evidence that you areaware of and facilitate responses to the emotional and mental health needs of students |  |
| Evidence that yourecognize and respond to specific learning needs of individual or small groups of students and, when needed, collaborate with service providers and other specialists to design and provide targeted and specialized supports. |  |
| Describe how you employ classroom management strategies that promote positive, engaging learning environments |  |
| Describe how you incorporate students’ personal and cultural strengths into teaching and learning. |  |
| Examples of providing opportunities for student leadership.  |  |

1. Applying Foundational Knowledge about First Nations, Metis and Inuit

|  |
| --- |
| **A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.** |
| **Indicators** | **Evidence** |
| What is your level of understanding of the historical, social, economic, and political implications of: * treaties and agreements with First Nations;
* legislation and agreements negotiated with Métis; and
* residential schools and their legacy
 |  |
| Examples of how you support student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education. |  |
| Evidence that you use the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.  |  |
| Evidence that you support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. |  |

1. Adhering to Legal Frameworks and Policies

|  |
| --- |
| **A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.** |
| **Indicators**  | **Evidence** |
| 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 Welcoming, Caring, Respectful and Safe Learning Environments including the Appendix Student Code of Conduct and Procedures (10 of them – important to know)Policy 502.2 Sexual Orientation, Gender Identity and Gender Expression Again, scroll through the rest of the 500 policies that relate to students so you know what is therePrograms:Policy 605.1 Inclusive Learning Supports Procedure 605.1 Inclusive Learning Supports Exhibit 605.1 Individual Program Plans-Mandatory ItemsPolicy 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 ActivitiesPolicy 607.4 Use of Technology Exhibit 607.4 Background to Acceptable Use Procedure 607.4 Use of TechnologyPolicy 609.1 Assessment of Student Achievement Procedure 609.1 Assessment of Student AchievementScroll through 600 section to see if there are other policies that may be important given your contextSection 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? |  |