

# ***TEACHER SUPERVISION, GROWTH AND REVIEW***

*A Differentiated Model and Process*

*for*

*Yellowknife Catholic Schools*

**A draft presented by**

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*Good teachers and good teaching  
are the heart and driving energy  
of an effective school.*

**Yellowknife Catholic Schools**

2000

Yellowknife Catholic Schools wishes to acknowledge the following school boards for their contribution to this document:

*School District #14, 15, and 16 – New Brunswick*

*Elk Island Public Schools*

*South Slave Divisional Education Council*

*Yellowknife Education District No. 1*

*Sahtu Divisional Education Council*

*The Board of Education for the City of Etobicoke*

*St. Boniface School District*

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# ***STAFF SUPERVISION GROWTH AND REVIEW***

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## 1. DEFINITION

Supervision growth, appraisal and review is an ongoing process that involves the collection and analysis of information about an individual's job performance based on established and understood criteria. It includes an established philosophy, policy and procedures provided to staff in advance, that involves interaction and dialogue.

## 2. PHILOSOPHY

Any model of supervision growth, appraisal and review must be based on the concept that:

- all parties are involved collegially and cooperatively
- all parties have trust in the process and in each other
- all parties perform their duties and responsibilities according to the *Education Act*, its Regulations, and / or Yellowknife Catholic Schools' policies.

Any form of a supervision growth, appraisal, and review process within an educational system must, in itself be a supportive vehicle for the realization of the system's goals. It must be consistent with and complementary to all policies, procedures and programs that support the philosophy of Yellowknife Catholic Schools. Such a process must promote the positive growth of individuals and / or groups through the principles of accountability and due process. Yellowknife Catholic Schools believes that an appropriate and supportive supervision growth, appraisal and review process is a necessary and integral component in creating a positive teaching and learning environment. It also believes that such a process must recognize the goals of the Department of Education, Culture and Employment and the unique objectives and programs of this system.

Professional growth is much more effective if it results from internalized, self-identified and / or cooperatively identified needs, in concert with specific strategies to meet those needs. Effective professional development models recognize that educators have a responsibility for their own personal and professional growth.

Yellowknife Catholic Schools recognizes its responsibility to assist its staff in their professional growth. Within its available resources, Yellowknife Catholic Schools will attempt to provide as many opportunities as possible to assist individuals in their lifelong professional, holistic development. In summary, it should be recognized that any process of supervision, growth, appraisal, and review in a school or in a school system is a change-oriented process designed for the improvement of instruction and the development of individuals with the goal of keeping staff and students interested, growing, and motivated. It is set within the context of improving student achievement always. Its emphasis must be on the growth of the individual, the encouragement of self-appraisal, and the affirmation of competent performance.

### 3. **BELIEFS**

Staff supervision, growth, appraisal, and review in Yellowknife Catholic Schools rests upon the belief that learning to teach is a lifelong endeavour. It is also based on the premise that teacher professional development can improve the quality of instruction and, therefore, improve general school quality and enhance student learning. Consistent with these beliefs, the purpose of the supervision policy is an invitation for each individual teacher to grow towards the attainment of excellence. We consider the teacher supervisory process to be a major contributor in the professional development of teachers. Current literature is emphatic in pointing to growth-oriented teacher supervision as having a positive impact on teacher performance.

In light of these assertions, this document is intended to help teachers in:

- developing growth plans
- implementing the growth plan
- celebrating growth
- clarifying the district pathways for growth
- answering questions about the supervision process.

### 4. **PURPOSE**

The purpose of the supervision, growth, appraisal, and review process is to assist individual staff members in improving and enriching the quality of their instruction for professional growth and for the benefit of our students. Ongoing communication is essential if the goal of lifelong learning is to be achieved.

It is our intent that this process will result in:

- promotion of a dynamic and growing learning community of professionals in the district
- improving the quality of instruction through acknowledgement of successful teaching practices, as well as encouragement and assistance in individual professional growth
- opportunities to showcase staff professional growth and positive contribution to student and school development
- a valid basis for administrative decisions in recommending promotions, transfers and reappointments
- a fair and just procedure of staff growth and appraisal
- a record of how the statement of beliefs, goals and objectives of Yellowknife Catholic Schools are being implemented by individuals
- a reaffirmation that the goals of education are being achieved in an efficient, effective, and systematic way
- a way to address the legal requirements of the *Education Act*, its regulations, and the policies of Yellowknife Catholic Schools, and to ensure due process.

## 5. IMPLEMENTATION

At the beginning of each school year, school staffs will meet together with their administrators to work out a common understanding of what developmental supervision will look like in their school. This understanding might include timelines, expectations, procedures, and clarifications.

It is important that school staffs have a common understanding of the role of each participant in the supervision process. Clearly, administrators have direct administrative responsibility for their schools. The staff supervision, growth, appraisal, and review process does not change this function. Administrators will continue to visit classrooms and talk with teachers.

In this process, teachers will be in either an **Evaluative Track** or a **Developmental Track**. In the evaluative track, administrators have direct responsibility for teacher evaluation. In the developmental track, administrators are responsible to facilitate professional growth of teachers. They may act as mentors, coaches, or providers of resources. The purpose and frequency of classroom visits and meetings with the administrator, as well as role of the assistant principal, are subjects to be clarified between the principal and staff.

The **Evaluative Track** is composed of two paths:

1. Path One: Performance Appraisal
2. Path Two: On Review

The **Developmental Track** is composed of four paths:

1. Path Three: Self-Directed Learning
2. Path Four: Collaborative Learning
3. Path Five: Portfolio Representation
4. Path Six: Mentorship
5. Path Seven: Reflective Letter

## 6. TRACK PLACEMENT

Teachers who have been with the district for two or more years and who have demonstrated teaching competence through performance appraisal will, in most instances, be able to follow the developmental track.

All teachers new to the district, whether novice or experienced, start on the evaluative track, where teaching competence is assessed. Once teaching competence has been determined, through tenureship, the teacher is placed on the developmental track.

Teachers may request a performance appraisal while on the developmental track for the purpose of maintaining a current summative evaluation. These teachers will be on both tracks at the same time. Teachers must go through Path One of the evaluative track once every six years.

Teachers experiencing difficulty will be placed on the evaluative track by the principal and will receive assistance. The school administrator determines duration of the placement.

Track placement is the responsibility of the principal. The district requires a list identifying the track placement of teachers and notification of any changes.

## **7. INTRODUCTION TO THE EVALUATIVE TRACK**

The purposes of the evaluative track are:

1. to assist and determine the competency of new teachers
2. to provide a performance appraisal for experienced teachers who request it
3. to assist experienced teachers in need of help
4. to provide a fair and just system of due process.

Evaluative supervision is a process that directs administrators to make judgements about a teacher's performance. Criteria for evaluative supervision are established in district and school policy. The process usually takes place at specific times as outlined in the policy, and records from evaluative supervision become part of a teacher's personnel file. This track, as well as the developmental track, encourages the use of the coaching cycle of shared intention, observation, and feedback.

The underlying premise for both the developmental and the evaluative track is teacher growth. In the developmental track, the development and the implementation of the growth plan is the responsibility of the teacher; in the evaluative track, the teacher and the administrator share the responsibility for the growth plan, and support is provided for its implementation.

The principles and general supervision practice set out in our supervision documents apply to all teachers; however, data collection practices will differ for non-classroom teachers. The principal will develop these practices with teachers and specialist supervisors.

**Path One: Performance Appraisal** represents the more traditional, clinical form of evaluation.

**Path Two: On Review** is a process to be used when a teacher's competence is in question. The particulars of this process are to be found as part of district supervision policy, in tandem with the contract established with the NWTTA.

## 8. INTRODUCTION TO THE DEVELOPMENTAL TRACK

The developmental track poses these key questions to every teacher:

- What professional growth do you want to achieve?
- What professional activities are you going to engage in to achieve this growth?

The focus of this track is self-determined professional growth. Here the teacher, after reflection and self-analysis in relation to district, school, and personal professional goals, determines his / her own growth plan.

The growth plan is a written statement describing a teacher's intended professional growth over a period of time, usually a school year. This may be developed either in collaboration with colleagues or independently.

After a growth plan is written, it is discussed with the administrator to clarify the teacher's plan for his / her growth. This will help to determine the assistance and support required.

In the developmental track, the teacher owns the plan. A copy is left with the principal for the duration of the plan and returned to the teacher at the conclusion. However, when the final evaluation, based upon the plan, is complete, a copy of the plan is included on the teacher's personnel file.

### **What it is not:**

The developmental track is not to be used for evaluation purposes. It exists to promote, affirm and encourage professional growth.

## 9. EVALUATIVE TRACK PATH ONE: PERFORMANCE APPRAISAL

**Path One: Performance Appraisal** is a plan designed for:

- staff members on a probationary contract
- staff whose professional competence requires confirmation or affirmation
- individuals who personally request placement in this path for professional assistance or promotion



- all staff to participate in this process at least once every six (6) years.

In this path, the person will work with the assistant principal, principal, or superintendent or his / her designate in the appraisal process. A summative evaluation will be prepared, based upon specific criteria and the completed Action Plan will be filed with the office of the superintendent, while the individual and the principal will also each retain a copy.

Participants in this path will normally complete the process in one year.

An individual on a non-tenured contract shall participate annually in Path One. In the first year of the non-tenured contract, an up-to-date action plan shall be submitted by the end of the second week of October and a completed action plan shall be submitted by a date no later than sixty (60) days prior to the last day of school.

In the second year of a non-tenured contract, an up-to-date action plan shall be submitted by the end of the second week of October and a completed Action Plan shall be submitted by a date no later than sixty (60) days prior to the last day of school.

Copies of these reports, written by the principal, shall be provided to the individual, retained by the principal, and filed at Central Services.

If a person transfers to another assignment (e.g. school, department) or to a position of added responsibility and begins to experience significant difficulty in that role, Path One should be used as the plan of professional assistance for improvement in that new role.

If the individual is in the sixth year of this model's timeframe, then the individual completes the action plan for Path One, after discussing its details with the principal.

The individual then submits a written copy of the action plan to the principal by the end of the second school week in October.

The individual and the principal then begin the implementation of the plan according to the timelines suggested.

Specific strategies of clinical supervision for the individual will be used in Path One. These strategies will be adjusted accordingly for those who do not have classroom teaching responsibilities.

While carrying out the action plan in Path One, the individual and the assistant principal / principal will each add written documentation to the Plan on an ongoing basis. When the Plan has been completed, a copy will be made that contains all written documentation that was added as the Plan was being carried out.

By a date no later than sixty (60) days prior to the last day of school, the principal shall complete the written summative report on the action plan, discuss its contents with the individual concerned, provide her / him with a copy, retain a copy, and file a copy of the completed action plan at Central Services.

See Appendix 1.

## **Path One Process**

### **A. Teachers New to the District**

All teachers new to the district start on the evaluative track, where teaching competence is assessed. Once teaching competence has been determined, the teacher is placed on the developmental track.

### **B. Experienced Teachers**

Experienced teachers who are currently on the developmental track may request a performance appraisal for the purpose of maintaining a current summative evaluation. These teachers will be on both tracks at the same time.

### **C. Teachers Experiencing Difficulty**

Teachers experiencing difficulty, who require direct supervision, will be placed on the evaluative track. The process involves setting out an administrator-directed action plan, obtaining assistance, and the writing of a summative evaluation.

## ***Non-Tenured Teachers***

### ***Purpose***

- to establish teaching competence
- for appraisal
- for orientation to the system
- to make recommendations for continued employment.

### *Process*

1. informal observation
  - A) verbal or written feedback
  - B) walk abouts
2. formal observation
  - pre-conference planning
  - observation, data collection
  - post-conference
  - written report
3. written summative report

(see sample pre/post conference guidelines – Appendix “4”)

### *Timelines*

- by October 15, initial informal observations must be completed. Further observations may occur at any time throughout the year
- by October 31, at least one formal observation must be completed
- when a December termination is being considered, at least two formal observations and a summative report must be completed by November 15
- by April 1, at least two formal observations must be completed
- by April 15, a summative report must be completed.

### *Records*

- teachers may request written feedback from informal observations
- teachers will receive, sign, and may make comment on written feedback from formal observations
- teachers will receive, sign, and may make comment on the summative evaluation
- a copy of the summative evaluation, along with a copy of all written reports of formal evaluations, will be placed in the teacher’s personnel file at Central Services.

### *Growth Plan*

- Opportunities will be made available for first year teachers to learn about the supervision model. Action plans (see Appendix “3”) are required in the first year.

## *Experienced Teachers New to the District*

### *Purpose*

- to establish teaching competence
- for appraisal
- for orientation to the system
- to make recommendations for track placement.

### *Process*

1. informal observation
  - verbal or written feedback
2. formal observation
  - pre-conference planning
  - observation, data collection
  - post-conference
  - written report
3. written summative report

(see sample pre/post conference guidelines – Appendix “4”)

### *Timelines*

- by October 15, initial informal observations must be completed. Further observations may occur at any time throughout the year
- by October 31, at least one formal observation must be completed
- by May 15, at least two formal observations must be completed
- by May 31, a summative report must be completed
- during the course of the year, once the summative report has been written, the principal may place the teacher on the developmental track.

### *Records*

- teachers may request written feedback from informal observations
- teachers will receive, sign, and may make comment on written feedback from formal observations
- teachers will receive, sign, and may make comment on the summative evaluation

- a copy of the summative evaluation, along with a copy of all written reports of formal observations, will be placed in the teacher's personnel file at Central Services.

*Growth Plan*

- Opportunities will be made available for the teacher new to the district to learn about the supervision model. Action plans are required in the first year.

Note: A principal may request of the Superintendent to use either Path Three or Four in evaluating an experienced teacher new to the district.

***Experienced Teachers in Need of Help***

*Purpose*

- to assist experienced teachers in need of help.

*Process*

1. principal communicates, in writing, to the teacher that s/he is being placed on the evaluative track and establishes a meeting time to develop a specific plan.
2. principal states his / her concerns.
3. principal and teacher jointly develop an administrator-directed growth plan.
4. informal observation.
5. periodic review conference (see Glossary for definition); discussion and written summary.
6. formal observation
  - pre-conference planning
  - observation, data collection
  - post-conference
  - written report

(see sample pre/post conference guidelines – Appendix “4”)

7. written summative report.

### *Timelines*

- timelines within which formal and informal observations, periodic review conferences, and the writing of a summative report are specified in the administrator-directed growth plan.
- notwithstanding other timelines, the plan will be re-evaluated and a summative report will be written by May 31 of each year.

### *Records*

- teachers will receive a written summary of the review conference. This summary will not be included with the personnel file
- teachers will receive, sign, and may make comment on written feedback from formal observations
- teachers will receive, sign, and may make comment on the summative evaluation
- a copy of the summative evaluation, along with a copy of all written reports of formal observations, will be placed in the teacher's personnel file at Central Services.

### *Growth Plan*

Administrator-directed action plans will include:

- areas for improvement
- a process on how the improvement will occur
- indicators of improvement
- role of the principal and others in the process
- timelines within which informal and formal observations, periodic review conferences, and the writing of a summative report are to be completed
- time intervals in which the teacher works on the growth plan, including dates by which specific objectives will be met.

### *Result*

The summative report includes a recommendation for track placement. When there is a recommendation for continuation on the evaluative track, areas of improvement and areas of difficulty are clearly identified.

### *Principles of Documentation in the Evaluative Track*

- a copy of all reports of formal observations and summative reports are placed in the teacher's personnel file at Central Services.
- teachers must sign reports from formal observations and the summative report. The signature confirms that the teacher has read the report.
- teachers may request that feedback of informal observations be made in writing.
- teachers have the opportunity to provide written comment upon any written report about them.
- administrators will provide teachers with a written summary of periodic review conferences. These summaries are not placed in the teacher's personnel file at Central Services.

## **10. EVALUATIVE TRACK PATH TWO: ON REVIEW**

On Review procedures are employed for those teachers whose level of competence, as judged by the principal and / or superintendent, is such that their performance must improve or their contract and / or their position of added responsibility will be terminated by the employer. In this path, the individual will cooperate in a program of professional improvement with the principal and superintendent. Very specific objectives, procedures, timelines, and criteria will be followed to provide assistance.

Due process and procedural fairness will be respected. The individual involved will receive a copy of each written report made in this path, the principal will retain a copy, and a copy will also be filed in the superintendent's office.

This process normally is to be completed within one school year.

1. A principal, who judges by means of a staff member's participation in Path One, that s/he is experiencing substantial and ongoing difficulty in the satisfactory performance of his / her duties, shall consult with his / her superintendent or designate before initiating the on review process.
2. After discussion with the superintendent or designate, if deemed appropriate, the principal will then make the decision to place the individual on review.
3. The principal shall prepare a Letter of Notification for the individual being considered.

4. The principal shall then arrange a meeting (Notification) with the individual and the superintendent where the Letter of Notification will be provided to the individual and where the on review procedures will be explained.
5. Within a week, the principal shall meet again with the individual for a Pre-Observation Conference to repeat his / her concerns, to clearly outline expectations / objectives, to provide recommendations, to suggest and to provide resources, and to determine a reasonable timeline for improvement. The principal shall then prepare a written summary of this meeting using the Action Plan for Path Two. A copy will be retained by the principal, provided to the individual, and filed in the superintendent's office.
6. The individual will then be allowed a reasonable time (Time for Improvement) to implement the recommendations and to consult the specified resources in order to improve his / her performance. The timeframe shall be mutually agreed upon.
7. After the time has elapsed according to step 6 above, the principal shall initiate a cycle of classroom observation (Observation Cycle).
8. As the action plan is being carried out, it is the principal's responsibility to add written information to the Plan and to discuss all aspects with the individual.
9. As the plan is being carried out, if only marginal improvement has been demonstrated and / or if the performance remains unsatisfactory, the principal may decide to repeat steps 5, 6, and 7 above.
10. In the event that satisfactory performance has been demonstrated, a Letter of Progress, noting that the areas of concern have been corrected, is to be prepared by the principal and provided to the individual, filed by the principal, and forwarded to the superintendent's office.
11. If, at step 9, unsatisfactory performance is still noted by the principal, then s/he, after consultation with the superintendent, may make the recommendation that the contract of the individual be terminated by Yellowknife Catholic Schools.

Note:

- › The Principal should request the active participation of the superintendent or designate early in the process. The superintendent may decide to become directly active at any point in the process.
- › At any point while the individual is working with the principal, s/he may request a second opinion from the superintendent or designate and may seek advice from the NWTTA.



- › If the individual placed on review is a person in a consultative or supervisory role, then the procedures and the participants as identified above will be changed accordingly.
- › An individual whose professional competence requires confirmation may be placed by the principal, or superintendent / designate, in Path One or Path Two at any time. Under normal circumstances, participation in Path One will precede an individual's performance placement in Path Two. However, in unusual circumstances, an individual may be placed directly in Path Two.

Resources:

Human Resources Manual of the Government of the Northwest Territories.

**11. DEVELOPMENTAL TRACK**  
**PATH THREE: SELF-DIRECTED LEARNING**

Self-Directed Learning is a specifically chosen plan for growth selected by an individual in consultation with the principal to respond to his / her professional needs and desired outcome. This path recognizes that professional individuals are self-motivated people who can assume the primary responsibility for their own professional development.

This is a highly individualized program where the staff member is independently involved in activities like those noted below. The principal regularly provides feedback, either verbally or in a written form, concluding with a completed written Growth Plan. The principal may designate the assistant principal to act on his / her behalf. See sample teacher Professional Growth Plans - Appendix "3".

Individuals participating in this path should decide, in advance, whether they wish their Growth Plan to extend over one, two, or three years.

1. Prior to selecting this path as an option for professional growth in any given year, the individual should review appropriate self-appraisal materials. (See Appendix #7).
2. If the individual and the principal agree that Path One would be the most effective vehicle for professional growth, then the person, after consulting with the principal about the details, completes a Growth Plan for Path One.
3. The individual submits a written copy of the Growth Plan to the principal by the end of the fourth week of October. The assistant principal / principal's signature indicates that consultation has taken place and his / her approval of the plan.

4. The individual begins the implementation of the Plan according to the timelines suggested.
5. While carrying out the Plan, the individual and the principal maintain ongoing dialogue about its progress, exchange information, and each adds written feedback to the Plan, when appropriate.
6. When the Plan has been completed (i.e., at the end of one, two, or three years), a copy is made of the Plan that contains all the written information that was added to the Plan while it was being carried out. A copy is made for the school's administrative file and for the teacher.
7. Copies of the completed Growth Plan are retained by the principal and by the individual, and are provided to others only at the individual's request or by legal requirement.
8. Final reports and associated discussions are to be end of May of the school year in which the Growth Plan was scheduled to be completed.
9. With Path Three, staff members are encouraged to choose / participate in the following kinds of activities for personal and professional growth:
  - professional conferences
  - professional reading
  - professional associations
  - workshops
  - seminars
  - presentations to others
  - faculties of education
  - co-curricular activities
  - formal academic courses
  - informal related courses
  - community committees related to education
  - committees with Yellowknife Catholic Schools
  - transfers
  - exchanges
  - leaves of absence
  - action research
  - appropriate activities from other paths.

Resources:

A Self-Evaluation Guide for Teachers, Alberta Teacher's Association. (See Appendix 11).

**12. DEVELOPMENTAL TRACK**  
**PATH FOUR: COLLABORATIVE LEARNING**

**A. WITH COLLEAGUE(S)**

**B. WITH PERSON IN A SUPERVISORY OR CONSULTATIVE ROLE**

A. Collaborative Learning with Colleague(s) is a professional development plan where an individual or a group agree to work with another individual or with a group on an ongoing basis. In this path, the person works with professional colleagues. The program consists of observation and feedback in response to pre-determined desired outcomes that are made by the individual(s) in consultation with the principal. Feedback is provided by the individuals to each other and by the principal, either verbally or in written form, concluding with a completed Growth Plan.

If this collaborative approach is used, specified time must be available for ongoing professional interaction to take place between / among the individuals involved. When a person agrees to work with another or with a group in Path Four, if that individual completes a Growth Plan, then this path may be considered to be his / her Growth Plan for professional growth during its planned duration.

Individuals participating in this path should decide, in advance, whether they wish their Growth Plan to extend over one, two, or three years.

1. Prior to selecting this path as an option for professional growth in any given year, the individual should review appropriate self-appraisal materials.
2. If two or more staff members agree that through collaboration with a colleague, they could best meet their individual needs and desired outcomes, they should consult with their principal.
3. Before this path is adopted, the individuals and the principal must agree on the time(s) available for ongoing interaction between / among the persons involved.
4. Individuals involved in the collaborative process of Path Two will each complete a plan and submit it to the principal by the end of the second school week of October.
5. Individuals shall begin the implementation of their plan(s) according to the timelines suggested.
6. Individuals collaborating with others in Path Two do not necessarily have to be assigned to the same school staff or be assigned to the same professional role.
7. In addition to the individuals having ongoing interaction with the other person(s) involved, the principal will provide verbal and written feedback to his / her respective staff member(s).

8. When the Plan has been completed (i.e., at the end of one, two, or three years), a copy is made of the Plan that contains all the written information that was added to the Plan while it was being carried out.
9. Copies of the completed Growth Plan are retained by the principal and by the individual, and are provided to others only at the individual's request or by legal requirement.
10. Final reports and discussion are to be submitted by the end of May of the school year in which the Growth Plan was scheduled to be completed.
11. In Path Four, staff members are encouraged to choose / participate in the following kinds of activities for personal and professional growth:
  - team teaching
  - peer coaching
  - mentoring
  - job shadowing
  - exchanged classroom observation
  - Education, Culture and Employment projects
  - Yellowknife Catholic Schools' projects
  - reflective practice
  - planned sharing
  - appropriate activities from other paths.
12. In this path, colleagues are encouraged to arrange appropriate and mutually convenient times by:
  - using their planning time
  - occasionally putting classes together
  - team teaching
  - arranging timetable match-ups
  - taking advantage of informal communication opportunities
  - using those occasional times provided by an administrator.

B. Collaborative Learning with a Person in a consultative or supervisory role is a plan designed for professional growth that requires the pre-determination of specific needs and desired outcomes by the individual, in consultation with the principal. In this path, an individual works with someone who is in an appointed position of added responsibility to address his / her professional needs or desired outcomes. The process involves ongoing dialogue, (classroom) observation, and some or all of the components of formal clinical supervision. Feedback, either verbal or written, is provided in this ongoing and interactive process, concluding with a completed written Growth Plan.

Individuals participating in this path should decide, in advance, whether they wish their Growth Plan to extend over one, two, or three years.

1. Prior to selecting this path as an option for professional growth in any given year, the individual should review appropriate self-appraisal materials. (See Appendix #7).
2. If the individual and the principal agree, after consultation, that Path Four would be the most effective vehicle to accomplish certain desired outcomes, then the individual, after discussion about the details with the appropriate person in the position of added responsibility, completes the Growth Plan for Path Four.
3. Where one person in a consultative or supervisory role agrees to work with another in Path Four, if that person in a consultative or supervisory role completes a Growth Plan, then this Path may be considered to be his / her Growth Plan for professional growth during its planned duration.
4. Submit a written copy of his / her Growth Plan to the principal by the end of the second school week of October.
5. The individual and the person in the position of added responsibility with whom s/he is cooperating begin the implementation of the plan according to the timelines suggested.
6. While carrying out the Plan, the individual and the person in the position of added responsibility maintain ongoing dialogue about its progress, exchange information, and each adds written documentation to the Plan, when appropriate.
7. When the Plan has been completed (i.e., at the end of one, two, or three years), a copy is made of the Plan that contains all the written information that was added to the Plan while it was being carried out.
8. Copies of the completed Growth Plan are retained by the principal and by the individual, and are provided to others only at the individual's request or by legal requirement.
9. Final reports and discussion are to be submitted by the end of May in the school year in which the Growth Plan was scheduled to be completed.
10. In Path Four B, staff members are encouraged to choose / participate in the following kinds of activities with a person with added responsibility for personal and professional growth:
  - curriculum review, development and / or implementation
  - team teaching
  - job shadowing
  - coaching

- informal classroom observation
- formal classroom observation
- appropriate activities from other paths.

11. In this path, individuals are encouraged to arrange appropriate and mutually convenient times by:

- using time available for planning and / or administrative time
- occasionally putting classes together
- team teaching
- arranging timetable match-ups
- taking advantage of informal communication opportunities
- using those occasional times provided by an administrator.

Resources:

Instrument for the Observation of Teaching Activities (IOTA).

**13. DEVELOPMENTAL TRACK**  
**PATH FIVE: PORTFOLIO REPRESENTATION**

The rationale behind Path Five is that portfolio development offers the professional a substantive and valuable format in the evaluation process. Portfolios can capture the complexities of actual teaching and promote conversation about teaching. In many ways, portfolios allow professionals to practice authentic self-assessment. Within portfolios, there can be concrete evidence of teaching that can be used for development or promotion. It can also become a foundation for change for individuals, colleagues, faculties, and organizations. It will also encourage review and evaluation of the reward process for teaching. There is an emphasis on developing individual responsibility for the process and the product. There is the potential with such an approach to create a culture in which a thoughtful discourse about teaching becomes the norm. Lastly, portfolios create a record, over time, by documenting the development or unfolding of expertise in teaching.

To be effective, the portfolio should be a reflection and not just a scrapbook. All items must be thoughtfully selected as demonstrations of capacity, denotative of pedagogical beliefs, and indicative of leadership ability. It is important to review the contents annually and to cull for appropriateness. Reflect, collect, select.

The portfolio should be seen as a living documentation of yearly growth.

Portfolio representation will be divided into the following three parts:

- Part One: Presentation
- Part Two: Reflection
- Part Three: Growth Plan

### **Part One: Presentation**

#### *Personal / Professional*

This section will highlight an individual's accomplishments and professional development to date. It may include, but should not be limited to, such exemplars as:

- 1 Philosophy: a statement of beliefs and vision
- 2 Resume: up-to-date and complete
- 3 Official documents: certificates, awards
- 4 Growth Plan: incorporates future goals
- 5 Student-focused leadership: goals for students of tomorrow
- 6 Curriculum leadership: examples of writing
- 7 Samples of effective communication
- 8 Demonstrations of effective use of technology
- 9 Reflections: analysis of teaching and learning
- 10 Photos and media articles highlighting the teacher's work
- 11 Professional memberships
- 12 Examples of professional readings and writings
- 13 Lesson plans, unit plans, or a test that has been created
- 14 Certificates, diplomas
- 15 Extra-curricular activities
- 16 Written letters of reference
- 17 Community services involvement
- 18 Church involvement artifacts.

#### *Professional*

- 1 Class schedules
- 2 Seating charts
- 3 Semester and unit plans
- 4 Daily plans
- 5 Activity descriptions
- 6 Classroom rules and discipline procedures
- 7 Student achievement data
- 8 Copies of quizzes and tests
- 9 Copies of grade book
- 10 Examples of student work
- 11 Examples of written feedback

- 12 Student profiles
- 13 Copies of handouts and worksheets
- 14 Reading lists
- 15 Diagrams and photographs of room
- 16 Parent and student surveys
- 17 Logs of parent contacts
- 18 Samples of messages to parents
- 19 Video and audio records of student performances

**Part Two: Reflection**

Using the teacher’s personal growth reflection as a guide, focus will be brought to bear upon professional learning. This guide will address components for good professional practice. These components have been clustered into four domains:

- } Domain 1 Planning and Preparation
- } Domain 2 Classroom Environment
- } Domain 3 Instruction
- } Domain 4 Professional Responsibilities

The individual should use the guide to reflect on these areas and discuss them with a colleague or administrator.

**Part Three: Growth Plan**

In this part of Path Five, the teacher’s professional growth reflection is used to identify an area of interest or need. Teachers are encouraged to select a reasonable number of goals (two or three) that can be achieved over the length of the growth plan.

**14. DEVELOPMENTAL TRACK**

**PATH SIX: MENTORSHIP**

Path Six is based upon the Northwest Territories teacher mentorship program. It is a formalized partnership between an experienced northern teacher and a teacher new to the profession or to the Northwest Territories. The experienced teacher is available to guide and support the beginning teacher during his / her initial phase of teaching. There are mutual benefits to a mentorship arrangement. The novice teacher can glean insights from the experiences and resources of the mentor. The mentor can learn new methods and feed from the enthusiasm of the beginning teacher.

The mentorship program continues for the duration of one school year. During this time, a formalized plan with goals and objectives is to be developed by the mentor and novice, and overseen by an administrator. As this path requires a beginning teacher who is



compatible with the mentor, it may not be available to you immediately. If accepted for this path, your name would be kept on file and matched with the appropriate beginning teacher when required.

1. Prior to volunteering for this path, the individual should review appropriate self-appraisal materials. (See Appendix #7).
2. Experienced teachers can volunteer or may be invited by the principal, in the spring, to become mentors for the following school year.
3. The mentor is matched with the beginning teacher shortly after the beginning teacher is hired.
4. The mentor will become the contact person for the beginning teacher, to answer any personal or professional questions before initial arrival in Yellowknife.
5. The mentor will ensure that the beginning teacher, if (s)he is new to Yellowknife, is met after arrival in Yellowknife, and that support is offered during the settling in stage.
6. The mentor provides support for the beginning teacher during orientation.
7. An administrator, the mentors, and the beginning teachers form a school induction team to plan the mentorship process for the upcoming year.
8. The beginning teacher and mentor identify two professional areas to work on during the year as part of the Mentorship Plan.
9. The mentor prepares professional development sessions for each area identified by the beginning teacher. These sessions may take the form of teaching observations, videos, workshops, professional readings, etc.
10. Each month, objectives and methodology plans must be completed and submitted to an administrator.
11. A summative report must also be written and submitted before the final day of the school year.
12. Copies of these plans will be retained by the beginning teacher, the mentor, the principal, and by Central Services.

In Path Six, please refer to the Northwest Territories Teacher Induction Guide for guidance. (See Appendix 11).

Mentors and beginning teachers are encouraged to choose / participate in the following kinds of activities and discussions for personal and professional growth:

- team teaching
- shared planning
- long-range planning
- inclusive schooling
- classroom management
- cultural awareness
- creative teaching strategies
- student evaluation
- creating teaching materials
- community involvement
- working with teaching assistants and volunteers
- parental involvement
- job shadowing
- exchanged classroom observation
- reflective practice
- planned sharing

In this path, teachers are encouraged to arrange appropriate and mutually convenient times to meet by:

- using their planning time
- occasionally putting classes together
- team teaching
- arranging timetable match-ups
- taking advantage of informal communication opportunities
- using occasional times provided by an administrator

## **15. DEVELOPMENTAL TRACK**

### **PATH SEVEN: REFLECTIVE LETTER**

#### **Principal / Supervisor Obligations Regarding Feedback to Teachers**

1. From time to time, principals / supervisors shall provide teachers with a reflective letter of reference / feedback outlining information and insights about their teaching practice and identifying behaviours and practices that are worthy of recognition. The reflective letter of reference / feedback shall not be a comprehensive evaluation of the teacher's performance.
2. The reflective letter of reference / feedback will not need to be provided to any teacher who has received, within the last three calendar years, an evaluation or a reflective letter of reference / feedback under the terms of the policy and regulations, unless requested by a teacher.

3. Each teacher shall be provided an opportunity to discuss with the principal or supervisor, the contents of the reflective letter of reference / feedback.
4. A copy of the reflective letter of reference / feedback shall be placed in the personnel record file.

**Supervision as it pertains to the writing of a  
Reflective Letter of Reference / Feedback**

Principal's Considerations:

- \_ Who will be provided with a reflective letter of feedback / reference this year?
- \_ Will I provide reflective letters throughout the year or at year-end? What are the advantages / disadvantages of writing them at different times? At year-end?
- \_ What sources of information do I need to consider?
- \_ What kind of information is important to collect in order to provide insights into a teacher's teaching practice? (Information about planning? Instructional processes? Communication with students / parents / staff? Assessment? Organization for instruction? Management? Professional demeanour? Growth observed?)
- \_ What criteria will I use in analyzing what I have collected?
- \_ What about gathering info regarding behaviours and practices worthy of recognition? (Professional development? Contributions to the school learning environment? Contributions to the community or the profession?)
- \_ What strategies do I need to learn more about in terms of information gathering? Where can I learn about these things?
- \_ How will I keep records of my information? What do I need to write? How will I compile it all?
- \_ What do I need to know about coaching? Strategies for providing feedback?
- \_ Exactly what information do I need to share? What will I do if I decide I need to include information in the reflective letter but I have not shared it with the teacher?
- \_ When / how often will I provide feedback to teachers? How will I record this? How will I plan my feedback sessions? Do I need to map out the school year and choose regular times to meet with the teacher(s)? Will we meet after every observation?

- \_ Are there key times throughout the year that I need to be more aware of certain aspects of a teacher’s instructional responsibilities? (e.g. reporting periods)
- \_ What is important to track in September? December? March? June?
- \_ How will I know what teachers are doing on a daily basis? What do I need to do? Look at? Make time for in my schedule?
- \_ What actions will I need to take on the basis of information I receive through supervision? (e.g. parent feedback, student feedback)
- \_ If I want to ask teachers to provide me with information about their teaching / student growth, when do I need to let them know? (e.g. at given times of the year, or just on a spot-check basis? What will I want them to provide me with? Tell me about?
- \_ How can I let my staff know at the beginning of the year what I may want to include in the reflective letter?
- \_ How will I use what I observe and learn about a teacher’s practice to provide guidance and support?
- \_ How do I supervise now, and what might I need to change?
- \_ In terms of my supervision, how much is “too much”? How much is “not enough”?

### **Supervision – Observations and Review of Data**

#### Observations:

- \_ Classroom
  - \_ Lessons (formal and informal observations)
  - \_ Instructional strategies utilized
  - \_ Assessment strategies utilized
  - \_ Curriculum alignment
  - \_ Management strategies utilized
  - \_ Displays
  - \_ Environment
- \_ Interactions
  - \_ Teacher and students
  - \_ Teacher and staff
  - \_ Teacher and parents
- \_ Actions and Activities
  - \_ Presentations at parent information sessions

- Parent - teacher conferences / meetings
- Collaborative planning meetings
- Participation and contributions to staff meetings
  
- Other
  - Classroom practices
  - Initiatives
  - Assumed responsibilities
  - Contributions to school environment
  - Contributions to the community
  - Contributions to the profession
  - Professional development
  
- Review of Data
  - Plans / plan book (long range, unit, daily; course outline)
  - Plans for communicating student growth
  - Classroom discipline plan
  - I.E.P.s
  - Assessment records (classroom records, progress report data, and formal assessment data)
  - Progress reports
  - Standardized test results
  - Teacher-prepared materials
  - Student work
  - Student portfolios
  - Newsletters
  - Parent handouts, letters
  - Communication with community
  - Minutes of division / department meetings

(see Appendix “5” for Data Collection / Record of Feedback sheets and samples of Reflective Letters).

## **16. GLOSSARY OF TERMS**

**Informal Observations** can occur at any time. Feedback following such observations is given verbally. The teacher may request that feedback be given in writing.

**Formal Observations** occur at a pre-arranged time and involve a three-step process, followed up by a written report. The first step is the pre-conference, where the goals and objectives of the lesson or series of lessons are shared and intentions are clarified. This is followed by in-class observation and data collection. The third step, the post-conference, follows the observation of a lesson or a series of lessons within, at least, three (3) teaching days. The data and observations are shared with the teacher; the lesson is debriefed; commendations are made and resolutions for action are set out. A written

report listing a summary of observations, conclusions, and recommendations for action are made.

A **Summative Report** is a synthesis of all observations and recommendations made in informal and formal observations. A summative report is based upon a minimum of two formal observations.

A **Periodic Review Conference** is a meeting that occurs from time to time between principal and teacher working on an administrator-directed growth plan in order to discuss the feedback following an informal observation or a series of informal observations. A written summary of the feedback and the discussion will be given to the teacher.

## **17. APPENDICES**

Appendix 1: Action Plan for Path One

Appendix 2: Action Plan for Path Two

Appendix 3: Writing Your Growth Plan

Appendix 4: Sample Pre-Post Conference Guidelines  
A Clinical Supervision Process  
Pre Conference Questions and Process  
Pre-Observation Conference Report

Appendix 5: Data Collection/Record of Feedback/Sample Reflective Letters

Appendix 6: District Partners

Appendix 7: Self-Appraisal / Reflective Practice Tools, Articles, and Research

Appendix 8: Collaborative Learning Articles and Research

Appendix 9: Portfolio Article and Research

Appendix 10: Action Research Article and Research

Appendix 11: Induction  
Observation Strategies  
ATA Teacher Evaluation: A Workshop

# Appendix 1:

## Action Plan for Path One



## ACTION PLAN – PATH ONE – PERFORMANCE APPRAISAL

Staff Member: \_\_\_\_\_ Grade / Department / Responsibility \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Participation this year:                      Non-tenured contract  
   Experienced teachers in need of help  
   By request  
   6-year timeframe

Assistant Principal / Principal / Superintendent: \_\_\_\_\_

**A. DESIRED OUTCOME(S):**

- Desired outcome(s) should provide statements about expected and measurable results.
- What do I want to achieve and why?

**B. STRATEGIES:**

- Strategies are the specific activities and events through which the desired outcome is accomplished. Include a timeline.
- What will I do to accomplish my desired outcome(s) and what are the projected dates of completion?

**C. INDICATORS:**

- Indicators are those behaviours that demonstrate that the outcome has been accomplished.
- What will I do differently or what will the students do differently?

**D. RESOURCES:**

- List the person(s) and the materials, pieces of equipment, collaborative time(s), etc. that are required to assist in accomplishing the outcomes.

*This section is to be completed as the plan is being carried out.  
Add additional pages, when necessary.*

E. STAFF MEMBER'S SUMMARY COMMENTS (dated):

– These comments are to be specific to Sections A, B, and C of this plan.

F. POSSIBLE FOLLOW-UP:

G. ASSISTANT PRINCIPAL'S / PRINCIPAL'S / SUPERINTENDENT'S SUMMARY COMMENTS (dated):

– These comments are to be specific to Sections A, B, and C of this plan.

H. POSSIBLE FOLLOW-UP:

Staff Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The signatures indicate that the Action Plan has been completed.*

# Appendix 2:

## Action Plan for Path Two

**ACTION PLAN – PATH TWO – ON REVIEW**

Staff Member:_____	Grade / Department / Responsibility
School:_____	Date:_____
Date of Letter of Notification:	
Principal:_____	Superintendent:_____

**C. AREA(S) OF CONCERN:**

- List those areas of concern that are causing the unsatisfactory performance and attach Letter of Notification.

**D. REQUIRED OUTCOME(S):**

- List the indicators of satisfactory performance that will demonstrate that the areas of concern have been corrected.

**E. RECOMMENDATIONS AND RESOURCES:**

- List the recommendations and resources and explain their use and access in order to correct the areas of concern.

**F. TIMELINE:**

- Identify a schedule of classroom observations (i.e., school days or a specific date) before October. The Observation Cycle will begin.

**G. PRINCIPAL’S / SUPERINTENDENT’S OBSERVATIONS AND RECOMMENDATIONS:**

- Follow Step 4 on the On Review Procedures for Observation Cycle and Step 5 of the On Review Procedures, if the termination of the contract or position of added responsibility is being recommended.

**H. STAFF MEMBER’S COMMENTS:**

Staff Member’s Signature:\_\_\_\_\_

Date:\_\_\_\_\_

Principal / Superintendent’s Signature:\_\_\_\_\_

Date:\_\_\_\_\_

# Appendix 3:

## Writing Your Growth Plan

## WRITING YOUR GROWTH PLAN

A written growth plan must include the following three essential elements:

- ≡ Goals
- ≡ Objectives
- ≡ Indicators

It must be tested against the four critical attributes (below).

Once you have determined an area for professional growth, your plan is to be shared with your administrator. It should be discussed thoroughly so that there is a common understanding of what you are trying to achieve and the kinds of support required to assure success. At this point, you both sign the plan. For the duration of the plan, a copy is left with the administrator.

Note: A variety of growth plan templates are available to teachers in Appendix 3.

An Example:

### (A) The Three Essential Elements

**Goals** – Where am I? Where do I want to be?

- to learn to adapt my instruction in mathematics for highly able learners.
- to modify content and my method of instruction in order to meet the needs of highly able learners in mathematics.

**Objectives** – How will I get there?

- to work with a Thinking Skills Facilitator in a coaching relationship.
- to attend inservices on thinking at Aurora College and elsewhere.
- to adapt content within the units: Quadratic Equations and Transformation Graphing, in consultation with colleagues over the course of the year.

**Indicators** – How will I know I have achieved my objectives?

- the Thinking Skills Facilitator is . . .
- the dates for sessions are as follows . . .
- increased student engagement in learning.
- modifications to content in the two units completed.

### (B) The Four Critical Attributes

1. Is the focus of the plan the professional growth of the teacher?
2. Are the goals and objectives related to the enterprise of teaching?

3. Does the teacher own the plan?
4. Is the plan achievable within realistic timelines?

If the answer to each of these four questions is **yes**, it is a growth plan.

### (C) Implementing Your Plan

Reflection and self-evaluation go on throughout the implementation of the Growth Plan.

Note: These are suggestions. The steps will vary depending upon individual plans.

Steps to consider in implementation are:

- starting your plan
- reflecting upon the process and new information you are gathering
- modifying your strategies as necessary
- sharing your insights, concerns, and questions
- other.

Methods you can use to gather information to support your plan:

- observation
- interviews / questionnaires
- standardized / teacher-made tests
- feedback instruments
- self-evaluation
- feedback from coach / students / colleagues / parents
- work samples – portfolio
- professional reading
- other.

Ways to record your findings:

- anecdotal
- tapes
- journal
- letters between two people
- other.

Some resources that are available to me:

- professional resources on site
- support teacher personnel and administration
- colleagues
- other.

#### (D) Self-Evaluation . . . A Time of Reflection

At the end of the timeline for your professional growth plan, you will meet with your administrator to share what you did and what you learned. The purpose of this reflective practice is to improve the dialogue about teaching and learning in our schools that enables us to have common goals, take collective actions, and study the effects on student learning.

Since the professional growth plan is an ongoing process, this discussion could also be a point of departure for future professional growth.

A suggestion is to bring notes to demonstrate your findings and possibly a written self-evaluation. You will keep all of your documentation, and the administrator will return the original copy of your growth plan. Self-evaluations are just that and are not signed by anyone.

You may request that a copy of your growth plan be included in your divisional personnel file. If such is the case, you should also include a self-evaluation. These documents will not be used for evaluative purposes.

#### (E) Celebrate

On the completion of your growth plan, pat yourself on the back. Celebrate your achievement. Share your learning.

You may want to:

- share your learning with a colleague
- offer to give a short presentation or a workshop
- share your findings at a team or department meeting
- let others know in other schools.

Some areas of focus for your growth plan:

If you are not sure of what you wish to do in your growth plan, here are some ideas to get you started. They are suggestions. They are not meant to limit you but to open a way for you to pursue your own professional growth.

#### **Effective Instruction**

Effective instruction recognizes the teacher as decision-maker in three specific areas of instruction: content, learner behaviour, and teacher behaviour.



## **Indicators of Good Practice**

The indicators of good practice developed for supervision for growth provide a common language for professionals to discuss their practice. The indicators are organized into six broad categories, which are as follows:

- Classroom Learning Environment
- Classroom Management
- Contributions to the Total School Environment
- Instructional Process
- Interpersonal Relationships
- Student Evaluation.

## **Action Research**

Action research is a study of the results of classroom activities conducted by colleagues to improve instruction. In most cases, it is best done as a cooperative endeavour by a group of teachers obtaining data from the immediate school environment to address a common instructional concern.

# Appendix 4

## Sample Pre-Post Conference Guidelines

## A CLINICAL SUPERVISION PROCESS

### THE PRE-OBSERVATION CONFERENCE

**PURPOSE:** The major intent of the pre-observation conference is to allow the supervisor to get a clear idea about what will take place in the lesson to be observed. Your questions should be geared to this objective. Try to present them in a way that will encourage the teacher to do most of the talking. Avoid value judgments and criticism at this point.

### CONTENT:

#### a) LEARNING CONTEXT

What is the general area of study?

This area is to help you determine the general program goals and how the teacher feels this unit will contribute to the attainment of these goals. Sample questions might include: What are the general goals of this course? The general goals of this unit? How do the goals of the unit apply to the course goals?

Remember the questions should not be asked in an interrogatory sense but in a clarifying manner.

#### b) LEARNER CHARACTERISTICS

The section on learner characteristics is designed to allow the teacher to explain any unique characteristics of either the class in general or individual students within the class. Any questions such as, "What is the grade level of this class? Is it heterogeneously or homogeneously grouped? How would you describe the class in general? Are there students with special needs or problems? Are there environmental conditions that are a factor in learning?"

#### c) OBJECTIVES

This area is divided into two parts – Content (i.e. what students will learn) and Process (i.e. what students will be doing).

##### Content

These objectives should be stated in terms of learner outcomes. You can help the teacher state objectives in those terms by asking them to complete the following, "As a result of this lesson, students will be able to ..." Paraphrase the teacher's answers until you have clarified the objectives in terms of what students will accomplish. Seek specific outcomes (such as, "The students will be able to identify, compare, etc.") rather than general ("They will know; they will understand.")

## Process

Ask the teacher what the students will be doing during the observation that will enable them to achieve the content above.

### d) ASSESSMENT

#### Pre-Assessment

Pre-assessment concerns itself with the teacher's efforts to determine the "readiness" of students for a particular lesson. Ask such questions as: "Are all students ready for this assignment? Are there prerequisite skills or understanding required in order for students to accomplish the objectives? Is there evidence to indicate that they have these skills? Are provisions made for individual students who do not?" Types of pre-assessment a teacher might refer to include: 1) pre-testing, 2) questioning, 3) teacher observation, 4) checklists, 5) significant vocabulary lists, and 6) mastery of previous material.

#### Post-Assessment

Post-assessment merely asks, "How will you determine whether or not students have achieved the objectives you have set for them?" It concerns both immediate (formative) assessment and summative assessment.

### e) INSTRUCTIONAL STRATEGIES AND MATERIALS

This section focuses on what the *teacher* will be doing, and the materials he or she will use to conduct the lesson. Is the lesson designed for lecture, discussion, demonstration, student-directed learning, etc.? What instructional materials (textbooks, A-V, chalkboard, handouts, etc.) will the teacher use to achieve the objectives?

### f) FOCUS

At this point you will *summarize* your understanding of the teacher's objectives. After you have completed the summary and the teacher has verified that your information is correct, suggest an area upon which you will focus your data collection. Attempt to determine your focus by the objectives of the particular lesson and the strategies and materials the teacher will use. Examples of different foci might include:

#### **Activity**

Lecture  
Discussion

#### **Focus**

Teacher Verbal Log  
Verbal Log-Focusing on teacher questions and student responses  
Teacher-Student Interaction Chart  
Anecdotal Record

Student-Directed Learning      Teacher Movement  
Students' Interaction with One  
Another  
Student Time on Task

**TIPS:**

- a) Position yourself in such a way that the teacher can see your comments as you write them on the pre-observation form. This can help relieve anxiety.
- b) Let the teacher know that since your task in the observation process is to collect data, you will be writing during the observation.
- c) Be an active listener. Paraphrase teacher responses to clarify meaning.
- d) Avoid interruptions during the pre-conference. Give the teacher your undivided attention.
- e) Assure the teacher that he or she is free to vary from his or her lesson plan if the teacher deems it advisable. Also advise the teacher that you may shift your focus if you feel it appropriate to do so.
- f) Bring the pre-observation form to both the observation and the post-observation conference.

**PRE-CONFERENCE MONITORING**

You can assess your own effectiveness in gathering pertinent information during the pre-observation conference by referring to the following checklist at the conclusion of that conference. This can be done with or without the assistance of the teacher.

- Learning Context
  - a) Did I clarify the nature of the unit?
  - b) Did I clarify the relationship of the unit to overall program goals?
  - c) Did I clarify the relationship of the lesson to the total unit?
- Learning Characteristics
  - a) Did we discuss the nature of the class as a group?
  - b) Did we discuss the special needs of individual students within the class?
- Learner Objectives
  - Content
    - a) Did we state the objectives in terms of learner outcomes?
    - b) Did we clarify specifically what students would be able to do as a result of the lesson?
  - Process  
Did we clarify exactly what students would be doing while achieving the content objective?

- Assessment

Pre-Assessment

- a) Did we determine whether or not the objective requires pre-requisite skills?
- b) Did we determine whether or not all students had the pre-requisite skills?
- c) Did we discuss the procedures used for assessing student readiness?
- d) Did we discuss what was to be done to meet the needs of those students who either were not ready for the lesson's objectives or had already mastered them?

Post-Assessment

- a) Did we discuss how the teacher will determine whether or not all students have achieved the content objectives?

- Instructional Strategies and Materials

- a) Did we determine what the teacher will be doing during the lesson?
- b) Did we discuss the methods the teacher will use in presenting the lesson?
- c) Did we discuss the materials and resources to be used during the lesson?

- Focus

- a) Did I review the information given to me prior to setting a focus?
- b) Did the teacher confirm my information or make revisions when needed?
- c) Did I select a focus that was appropriate for the stated objectives?
- d) Did I remind the teacher that he or she was free to change or revise objectives if the teacher felt it was necessary to do so?
- e) Did I remind the teacher that I might change my focus during the class period?

- In General

- a) Did I avoid making value judgments on the information given to me?
- b) Did the teacher do most of the talking?
- c) Did I paraphrase the teacher's responses to clarify meaning?
- d) Was I able to put the teacher at ease?

## **THE OBSERVATION**

**PURPOSE:** During the observation it is your responsibility to collect data, i.e., to record actual, observable events or behaviors. Attempt to make your

data collection as thorough as possible, but avoid analysis, value judgments, and evaluation at this point.

**TIPS:**

- 1) Conduct the observation within twenty-four hours of the pre-conference.
- 1) Regardless of your focus, keep a running time-log. This log can provide valuable information.
- 2) Position yourself in such a way as to maximize your opportunity to observe students. Midway down an outside row is generally preferable to the back of the room.
- 3) Advise the teacher in advance if you will be leaving the class before the end of the period.
- 4) Shift your focus when appropriate (e.g., when the teacher changes activities.)
- 5) The only way to improve your data collection skills is to practice those skills. Observe and record as many lessons as possible.

**POST-OBSERVATION CONFERENCE**

**PURPOSE:**

The purpose of the post-observation conference is to allow the teacher and the observer to cooperatively analyze what has taken place in a lesson in order to identify which practices should be continued, which need to be improved, and how that improvement might take place. The steps in this conference are as follows:

- 1) Lesson reconstruction
- 2) Pattern identification
- 3) Pattern assessment
- 4) Planning future instruction

**CONTENT:**

I. LESSON RECONSTRUCTION

- a) Restate the area of your focus (as determined in the pre-observation conference).
- b) Share the data you collected with the teacher. Encourage the teacher to fill in any gaps, make corrections, clarify.
- c) Attempt to obtain agreement that the revised data represents an accurate reflection of what took place.
- d) Avoid judgments. Move on to pattern identification.

II. PATTERN IDENTIFICATION

- a) A pattern is defined as any behavior or action which seems to recur. Code patterns as you go through the data. Patterns which occur most frequently are:

**Teacher Behavior**

- 1) Control Statement
- 2) Question (convergent or divergent,

**Student Behavior**

- 1) Sequence of Response
- 2) Location of response in room

- higher level or lower level)
- |   |  |
|---|--|
| 3) Response to Students                           | 3) Number and level of student questions |
| 4) Reinforcement                                  | 4) Initiation procedures                 |
| 5) Amount of talk, sequence of oral participation | 5) Student interactions                  |
| 6) Verbal idiosyncrasies                          | 6) Time-on-Task                          |
| 7) Structuring statement                          |  |
| 8) Monitoring student understanding               |  |
| 9) Movement                                       |  |
- b) Attempt to achieve agreement on the accuracy of the pattern identification.
  - c) Don't make value judgments about the appropriateness of patterns as they are identified.
  - d) Summarize the patterns identified. Move to Pattern Assessment.

### III. PATTERN ASSESSMENT

- a) Review and restate the objectives for the lesson.
- b) Attempt to identify those patterns those supported the lesson's objectives.
- c) Attempt to identify those patterns that interfered with the lesson's objectives.

**NOTE:** This is the place for value judgments. Pattern assessment requires that inferences be drawn on the basis of the data collection and pattern identification.

### IV. PLANNING FUTURE INSTRUCTION

- a) Attempt to reach agreement upon patterns that the teacher should make an effort to continue.
- b) Attempt to reach agreement on patterns which need to be improved or revised. (You might ask the teacher what he or she would do differently if teaching this lesson again.)
- c) Establish recommendations for future instructions. Make the recommendations as specific as possible.
- d) Establish when a follow-up visit will take place.

#### **TIPS:**

- 1) Hold the conference as soon as possible after the observation.
- 2) Don't pre-analyze the data. Make it a joint effort with the teacher.
- 3) Holding the post-observation in the classroom is very helpful in lesson reconstruction. It also helps reduce problems in meeting in an office where superior-subordinate attitudes may be reinforced.
- 4) Sit side-by-side with the teacher.



## **POST-CONFERENCE MONITORING**

You can assess your own effectiveness in conducting a post-observation conference by referring to the following checklist:

### **I. LESSON RECONSTRUCTION**

- a) Did we sit side-by-side?
- b) Did I share all data with the teacher?
- c) Did we review the data thoroughly?
- d) Did I encourage the teacher to make corrections, additions, etc.?
- e) Did we agree on the accuracy of the data before moving to Pattern Identification?
- f) Did we avoid making value judgments during lesson reconstruction?

### **II. PATTERN IDENTIFICATION**

- a) Did we use the data to identify patterns?
- b) Did we code the data to assist in the identification of patterns?
- c) Did I encourage the teacher to take part in the pattern identifications?
- d) Did we avoid making value judgments during pattern identification?

### **III. PATTERN ASSESSMENT**

- a) Did we review the objectives of the lesson before beginning assessment?
- b) Did we assess each pattern in terms of sound instructional practices and in the context of the lesson observed (i.e. did the pattern seem to support, interfere with, or have no impact upon the achievement of the objective)?
- c) Did I encourage the teacher to participate in pattern assessment?

### **IV. PLANNING FOR FUTURE INSTRUCTION**

- a) Did we base all recommendations upon patterns that were identified?
- b) Did we identify the key patterns to continue?
- c) Did we develop recommendations or strategies for improvement and make them areas of future focus?
- d) Did the recommendations include specific guidelines for change?
- e) Did we establish when a follow-up observation would take place?

## Pre Conference Questions and Process

Date

Dear \_\_\_\_\_:

I would like to meet with you at a mutually convenient time for a pre-conference prior to your Summative Evaluation to be completed by December 15<sup>th</sup>. I suggest we meet

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I am enclosing for your information the Summative Evaluation of Professional Staff Guidelines. Please refer to section \_\_\_ of your Faculty Handbook for additional information on the evaluation process.

The purpose of the pre-conference is to allow me to get a clear idea about what will take place in the lessons to be observed. The days on which I come to your class, we will meet for a post-conference to discuss what was observed.

For our pre-conference please complete and be ready to discuss the following information:

- ◆ The dates and the times on which you would like me to visit your class, keeping in mind that a post-conference will take place that same day. I would like to see at minimum two consecutive lessons in the two subject areas. In addition to the scheduled visits to your class, if it is mutually agreeable, I will come in to observe on a drop-in basis.
- ◆ Learning Context:
  - ◆ What will you be teaching/
  - ◆ Where are you in the unit?
  - ◆ What is the relationship to the current unit of study to the program goals?
- ◆ Objectives:
  - Content  
As a result of this lesson students will be able to .... (What skills, attitudes, and knowledge will be taught?)
  - Process  
What will the students be doing during the lesson?
- 4. Instructional Strategies and Materials:
  - What teaching methods will you use?
  - How are you addressing the special needs of the students in your class?
  - What resources will be utilized?

5. Learner Characteristics:

Are there any particular teaching behaviors that you want monitored?  
What special characteristics of the students should be noted?

6. Assessment:

Pre-Assessment

What process was used to determine the level of student readiness for the lesson?

Post-Assessment

How are you going to determine if the student's have achieved the objectives?

7. Additional Comments:

- Prior to my visit, please have the following information available for my viewing:
- day book/lesson plan
- reference materials used
- samples of student work
- evaluation records
- long range/unit plans

At the end of the day of each visit, I would like to meet with you to have a Post Observation Conference. The purpose of the Post-Observation Conference is to allow us to cooperatively analyze what has taken place in a lesson in order to identify which practices should be continued, etc. Please indicate to me if you would like to meet in your classroom or in my office.

I look forward to participating in the supervision process with you.

Sincerely,

c Personnel File

# Pre-Observation Conference Report

Teacher:	Date:
Grade/Subject:	Observer:
<b>1. LEARNING CONTEXT –</b> (Relationship to unit, area of study, program goals)	
<b>2. LEARNER CHARACTERISTICS –</b> (What students are like; students with special needs or characteristics)	
<b>3. LEARNER OBJECTIVES – CONTENT</b> (What is to be learned?)	
<b>◆ LEARNER OBJECTIVES – PROCESS</b> (What students will be doing?)	

5. *ASSESSMENT – PRE -ASSESSMENT*  
(Processes used to determine level of student readiness)

6. *POST-ASSESSMENT*  
(Processes used to evaluate student learning)

7. *INSTRUCTIONAL STRATEGIES AND MATERIALS*  
(Resources, methods, techniques of teaching)

8. *OBSERVER FOCUS*  
(Major focus on data collection)

## **DISTRICT PARTNERS**

Partners may be any persons who may assist in the professional growth of the teacher. Partners will have varying responsibilities depending upon their roles and their functions within the process.

### **Teachers**

- \* reflect on professional needs
- \* develop a professional growth plan
- \* consult with coach, where appropriate
- \* consult with principal for advice
- \* gain principal's support for the plan
- \* implement the plan
- \* celebrate and share the growth
- \* review plan and reflect on future professional needs
- \* may act as a coach.

### **Coaches**

- \* assist colleagues in developing, implementing, and reviewing growth plans
- \* facilitate the collegial process
- \* all of the system partners may act as coaches.

### **Subject Area Leaders**

- \* assist teachers in the classroom
- \* suggest resources
- \* provide curriculum and instructional leadership
- \* facilitate the collegial process

### **School Administrators**

- \* assist in the implementation of the policy in schools
- \* discuss the teacher's professional growth plan
- \* act as coach, when requested
- \* monitor professional growth plans
- \* assist in the provision of resources
- \* facilitate the collegial process

### **Assistant Superintendent – Learning**

- \* assist teachers in the classroom

- \* provide curriculum and instructional leadership
- \* suggest resources
- \* facilitate the collegial process

### **Superintendent**

- \* assist in the implementation of the policy
- \* provide resources
- \* monitor principals' roles
- \* monitor supervisors' / coordinators' roles
- \* set up procedures for reviewing the process
- \* facilitate the collegial process
- \* communicate with the Board
- \* communicate with parents.

## INDICATORS OF GOOD PRACTICE

### A. Classroom Learning Environment

*Teachers are committed to providing a safe, stimulating, and creative learning environment.*

**The teachers provides appropriate learning resources:**

- ≈ provides an adequate number of learning materials, appealing to a wide range of individual needs, learning styles and abilities.
- ≈ makes learning materials accessible to all students.
- ≈ provides varied opportunities for students to learn such as through doing, sensing, observing, listening, evaluating, and problem-solving.
- ≈ selects learning materials which represent racial, religious, ethno-cultural, and gender diversity, and are free from negative bias and stereotyping.
- ≈ ensures that classroom displays are relevant, representative, and attractively arranged and current.

**The teacher makes effective use of space:**

- ≈ organizes furniture and materials to facilitate successful learning.
- ≈ provides classroom space for individual, small-group, and large-group learning.
- ≈ develops and maintains a physically-safe learning environment for students.
- ≈ encourages student responsibility for maintaining a clean and orderly environment.

**The teacher provides stimulating and creative experiences:**

- ≈ enhances the learning environment through the contributions of guests, parents, other teachers, and students.
- ≈ enriches the learning environment through experiences beyond the classroom and the school.
- ≈ extends the learning environment through effective use of school space such as the library, gymnasium, cafeteria.

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### B. Classroom Management

*Teachers are committed to students and their learning.*

**The teacher establishes a positive classroom environment:**

- ≈ develops and communicates classroom rules in cooperation with students early in the school year.



- ≈ assists students to articulate classroom rules and to understand why they are necessary.
- ≈ supports the implementation of the Board and school policies on student behaviour.
- ≈ provides models which reinforce positive student behaviour.
- ≈ includes cooperative and social skills as part of their program.
- ≈ promotes courtesy and respect amongst all students.
- ≈ practices and encourages effective use of classroom time.
- ≈ uses a variety of techniques for managing behaviour.
- ≈ deals fairly, consistently, and sensitively with misbehaviour.
- ≈ applies appropriate and reasonable consequences.

**The teacher promotes self-esteem:**

- ≈ listens to students and responds positively.
- ≈ interacts in a manner that recognizes the value of each student.
- ≈ promotes an environment that is free from stereotyping by gender, race, culture, religion, or ability.
- ≈ expects and encourages respect of race, gender, religion, culture, and abilities.
- ≈ treats students as individuals and responds to their needs.
- ≈ is generous with encouragement, praise, and thanks.

**The teacher plans and organizes for success:**

- ≈ delivers an active, stimulating program that is supported by resource material appropriate to the topic and the students' developmental levels.
- ≈ ensures that the academic and social goals of the curriculum are clearly understood by the students.
- ≈ organizes the timing and pacing of lessons to respond to the developmental stages of learning and adjusts appropriately.
- ≈ systematically monitors social behaviour and academic achievement and provides feedback.

**C. Contribution to the Total School Environment**

*Teachers are members of learning communities.*

**The teacher contributes to students:**

- ≈ provides individual learning assistance to help students succeed.
- ≈ supports student participation in extra-curricular activities.
- ≈ guides and supports students with their emotional, social, and intellectual development.

- ≈ guides students in becoming autonomous learners.
- ≈ guides students in planning for their future.

**The teacher contributes to parents / guardians and community partnerships:**

- ≈ communicates with parents / guardians about their child's progress and class activities and expectations.
- ≈ appreciates and acknowledges the contributions of parents and community volunteers.
- ≈ supports school partnerships and parent and community organizations.

**The teacher contributes to the school:**

- ≈ assists in the development and implementation of the school improvement plan.
- ≈ promotes a safe and orderly school environment.
- ≈ performs supervision responsibilities.
- ≈ promotes student and staff morale.
- ≈ works cooperatively to implement change.

**The teacher contributes to colleagues:**

- ≈ participates in professional development activities and shares information and resources.
- ≈ assists and supports new teachers.
- ≈ fosters professional growth through mentoring relationships.
- ≈ assists and supports substitute teachers.
- ≈ works collaboratively with colleagues.
- ≈ recognizes and supports the work and responsibilities of colleagues.

**The teacher contributes to the Yellowknife Catholic Schools' system:**

- ≈ cooperates with administration, professional organizations, and colleagues.
- ≈ assumes ownership for school and divisional goals.

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**D. Instructional Process**

*Teachers know the subjects they teach and how to teach those subjects to students.*

**The teacher implements Education, Culture and Employment, school and Board expectations and policies for curriculum and program planning:**

- ≈ follows the Education, Culture and Employment curriculum guides.
- ≈ possesses a sound knowledge of subject content.

- ≈ understands the progression of curriculum from grade to grade.
- ≈ integrates a global perspective.
- ≈ articulates long and short-term goals to achieve desired outcomes.
- ≈ integrates cross-curricular components, e.g. language arts, mathematics, technology, career education, life skills, and technology.
- ≈ implements programs consistent with school or Board decisions and plans.
- ≈ plans teaching strategies and identifies appropriate resources.
- ≈ assesses program effectiveness in light of student outcomes.

**The teacher understands the learner:**

- ≈ addresses individual needs, learning styles, interests, abilities, and exceptionalities.
- ≈ selects instructional strategies appropriate to students' developmental stages, learning styles, and facility with language.
- ≈ recognizes and accommodates individual learning exceptionalities.
- ≈ uses inclusive and equitable instructional strategies.

**The teacher employs a repertoire of instructional strategies:**

- ≈ uses appropriate strategies to achieve identified outcomes.
- ≈ provides opportunities for students to experience, analyze, reflect, communicate, hypothesize, and self-evaluate.
- ≈ continues to refine skills and strategies such as: inquiry, concept-formation, concept-attainment, and cooperative learning.
- ≈ balances guided and independent learning activities.
- ≈ is attentive to group processes.
- ≈ promotes critical thinking and skill building.
- ≈ provides a variety of experiences in the community and brings outside resources into the classroom.
- ≈ incorporates and encourages use of technology.
- ≈ explains the goals for learning to students.
- ≈ gives clear verbal or written instructions, checks for students' understanding of the instructions, questions effectively, and allows appropriate wait time for student response.

**E. Interpersonal Relations**

*Teachers are committed to working collaboratively with students, colleagues, and parents.*

**The teacher interacts positively with students:**

- ≈ treats all students as individuals and promotes their success.

- ≈ respects individual differences in relation to ability, religion, race, ethno-cultural, and gender equity.
- ≈ encourages students with praise and thanks, and models supportive behaviour.
- ≈ is interested in, available, and responsive to students.
- ≈ implements strategies that build student self-concept.
- ≈ encourages and assists students in developing positive relationships with others within and beyond the classroom.
- ≈ encourages students to accept responsibility for their own behaviour.
- ≈ provides opportunities for students to share in decision making.
- ≈ fosters high mutual regard and respect between teacher and student.

**The teacher interacts positively with colleagues:**

- ≈ participates in program and instructional planning with colleagues.
- ≈ shares time and expertise with colleagues.
- ≈ welcomes and helps colleagues new to the school.
- ≈ values the professional contributions of colleagues.
- ≈ models professional language and ethical behaviour to everyone in the school community.
- ≈ supports school-wide activities.
- ≈ shares in school decision-making.
- ≈ contributes to creating a collaborative school culture.

**The teacher interacts positively with parents and community:**

- ≈ communicates with parents.
- ≈ interacts with community and other organizations on educational issues.

**F. Student Evaluation**

*Teachers are responsible for managing and monitoring student evaluation.*

**The teacher understands the purpose of assessment and evaluation:**

- ≈ plans assessment and evaluation strategies that address a full range of outcomes, such as skills, knowledge, and attitudes.
- ≈ uses assessment data for individual students to identify strengths and weaknesses in learning, and areas for further growth / challenge.
- ≈ uses student assessment data to revise programs and to implement appropriate instructional strategies.
- ≈ uses assessment data to give timely and systematic feedback to students and to promote teacher-student dialogue about learning.

- ≈ communicates with parents about student progress in a manner that is clear, objective, and timely.

**The teacher implements a variety of assessment and evaluation strategies:**

- ≈ incorporates strategies that are consistent with the school's assessment and evaluation policy.
- ≈ uses strategies for assessment and evaluation as outlined in various Board and Manitoba Education documents.
- ≈ implements assessment and evaluation as a continuous process that is both formative and summative.
- ≈ explains to students the methods and criteria to be used in assessment and evaluation.
- ≈ assesses students at a number of different times, using a variety of methods from a number of sources, such as paper and pencil tasks, performance, conferencing, and self and peer evaluation.
- ≈ uses accurate, effective methods for record keeping.
- ≈ considers learning exceptionalities and conditions.

# Appendix 9

## Portfolio Article and Research