

TEACHER INDUCTION PROGRAM HANDBOOK

2019-2020



**WESTERN
QUÉBEC**
SCHOOL BOARD

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Western Québec School Board

2019-2020

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WELCOME TO WESTERN QUEBEC!

Western Québec is an English school board dedicated to developing lifelong learners who contribute to society and are prepared for their future. All teachers and staff are committed to academic excellence and the provision of quality education which encourages social, emotional and moral development. Western Québec respects and promotes the rights and responsibilities of every individual while maintaining a student-centred, safe and healthy learning environment. Parents and communities are valued as collaborative partners in enriching programs and achieving goals. We encourage dialogue. Western Québec's 30 schools and centres provide English-language education to eligible students over an immense and diverse territory which covers the Outaouais, Pontiac and Abitibi-Témiscamingue regions. Cultural differences are valued and celebrated within our student population through French-Immersion programs, First Nations events and student initiatives and activities.



MEET THE DIRECTOR GENERAL

Welcome to the Teacher Induction Program!

I am very proud to be the Director General of the Western Québec School Board. Western Québec has a unique landscape that spans a very large territory. Although this is a challenge, the staff is nonetheless motivated to foster a conducive learning environment for our students. Western Québec is truly a reflection of its staff's commitment towards collaborative success and, more importantly, a demonstration that they are respectful individuals working together within caring communities.

I have been part of the team here for 26 years, beginning as a teacher in 1993 and steadily making my way to Director General. Evidently, my goal is to continue to align our educational and administrative priorities towards the targets set in each school's Educational Project and in our work with the ministère de l'Éducation et de l'Enseignement supérieur.

I look forward to seeing you working in your classrooms and wish you great success in your position. I encourage you to keep our common objective in focus: that all students, no matter where they live or where they are from, have access to quality education, leading ultimately to their success!

Sincerely,



TIP GUIDING PRINCIPLES

PROFESSIONAL GROWTH

The TIP is committed to providing opportunities for on-going and meaningful professional learning.

Through networks, workshops, school based PD plans, work with board consultants, PDIGS, QPAT convention and the LCEEQ conference, opportunities for connecting, learning and growing are available to all.



MENTORING AND COACHING FELLOWSHIP

The TIP is proud to support teachers through a structured Mentor-Coach fellowship.

This relationship is based on mutual respect and provides a framework for rich discussions around goal setting, reflective practice and professional growth.



EVALUATION

Over the course of the TIP, the administrator is responsible for evaluating a teacher's performance.

The administrator gathers evidence to base his/her overall decision in a variety of ways over time. Classroom observations, the Reflective Record and meetings all play an important role in the evaluation process.



THE TIP PROCESS

GOAL SETTING

Teaching Fellow

- Set three goals, based on the twelve teaching competencies at two points in the year.
- Informal check-in with your MC and administrator six weeks after goals are set
- Share evidence and reflective record twice a year

Mentor-Coach

- Meet with TF to support goal setting.
- Set two coaching goals based on the coaching competencies at two points in the year.
- Share your coaching goals (via email or meeting) with your TIP consultant twice a year.
- Informal check-ins with your TIP consultant six weeks after goals are set.

Administrator

- Meet with TF and MC to set and review goals throughout the year.



Goals should be set and shared by:

September 20



January 24

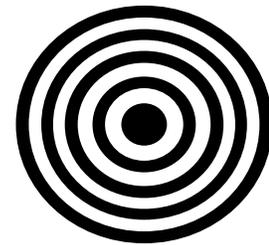


Informal Check-ins should take place by:

November 1



March 13



EVIDENCE

Teaching Fellow

- Gather 1-3 pieces of evidence for each goal that show the impact of the goal on student learning.
- Keep the evidence as part of the Reflective Record.

Mentor-Coach

- Regularly review the TF's progress towards goals, and provide feedback on how the collected evidence demonstrates professional growth and an impact on student learning.

Administrator

- Meet twice during the year to review the teaching fellow's evidence and reflective record



OBSERVATIONS

Teaching Fellow

- Term 1: Y1- Informal observation of MC's class, followed by debrief meeting.
- Terms 1,2 and 3: Y1 and Y2- Expect observations from MC and Administrator.
- Term 2 and/or 3: Y1- possibility of one observation from TIP team
Y2- expect one observation from the TIP team

Mentor-Coach

- Term 1: Informal observation of TF with written and/or verbal feedback.
- Terms 2 and 3: Formal observation with pre-meeting, use of Pro-tool, debrief meeting and written feedback.
- Use observation data to fuel coaching meetings and support goal setting.

Administrator

- Term 1: Informal observation of TF with written and/or verbal feedback.
- Terms 2 and 3: Formal observation with pre-meeting, use of Pro-tool, debrief meeting and written feedback.
- Use observation data to fuel coaching meetings and support goal setting.



The TIP team will let you know at the beginning of the month they are scheduled to visit your classroom, followed by an exact date 48 hours in advance of the observation.



REFLECTIVE RECORD

Teaching Fellow

- Create a reflection (format completely up to you!) each term that highlights your work towards meeting your goals.
- Share collected evidence in the Reflective Record.
- Meet with MC and Administrator twice a year to share your RR.

Mentor-Coach

- Provide TF with feedback about the RR
- Share a reflection (format completely up to you!) twice a year about the MC process to be shared with your TIP consultant OR arrange a reflective meeting with your TIP consultant.

Administrator

- Meet twice a year with TF to discuss progress and next steps, using the Reflective Record to anchor the meeting.
- Discuss next steps with TF and MC to ensure support and growth is the focus.
- Reach out to TIP consultants when added supports are needed.



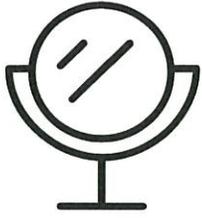
Reflective Record Meetings should take place by:

January 10

April 30



REFLECTIVE RECORD



THE REFLECTIVE RECORD IS A PLACE TO DOCUMENT YOUR GOALS AND THE WORK YOU HAVE DONE TO REACH THEM.

YOU CAN ORGANIZE YOUR REFLECTIVE RECORD IN THE WAY THAT WORKS BEST FOR YOU. WEBSITE, BLOG, SCRAPBOOK, WORD DOCUMENT, VLOG, PHOTO-ESSAY, PODCAST, JOURNAL. . .HOW YOU SHARE YOUR TIP JOURNEY IS ENTIRELY UP TO YOU!

Each term. . .

SET GOALS:

At the beginning of the term, based on your students, and discussions with your Mentor-Coach and Administrator, establish two goals per term based on the 12 Professional Competencies for the Teaching Profession.



GATHER EVIDENCE:

Provide 1-3 pieces of evidence per goal on the impact of your goal on student learning. Explain how the evidence you have chosen illustrates your work and growth.



REFLECT:

At the end of each term, record and organize your thoughts about your goals and progress along with your evidence in the way that works best for you.



SHARE AND RECEIVE FEEDBACK:

Meet with your Mentor-Coach and Administrator at the end of each term to share your Reflective Record, discuss future goals and celebrate successes.



Questions about the Reflective Record?

Your Mentor-Coach and TIP Consultants are happy to help! Don't hesitate to reach out to the supports around you.

REFLECTIVE RECORD

QUESTIONS TO HELP THE REFLECTIVE PROCESS

What are you most proud of?

What are your strengths?

What competencies are you still working on?
How can you move forward?

What are you enjoying most about your students
and classroom?

What might you do differently?

Has the goal-setting process impacted student
learning? How do you know?

What has surprised you most?

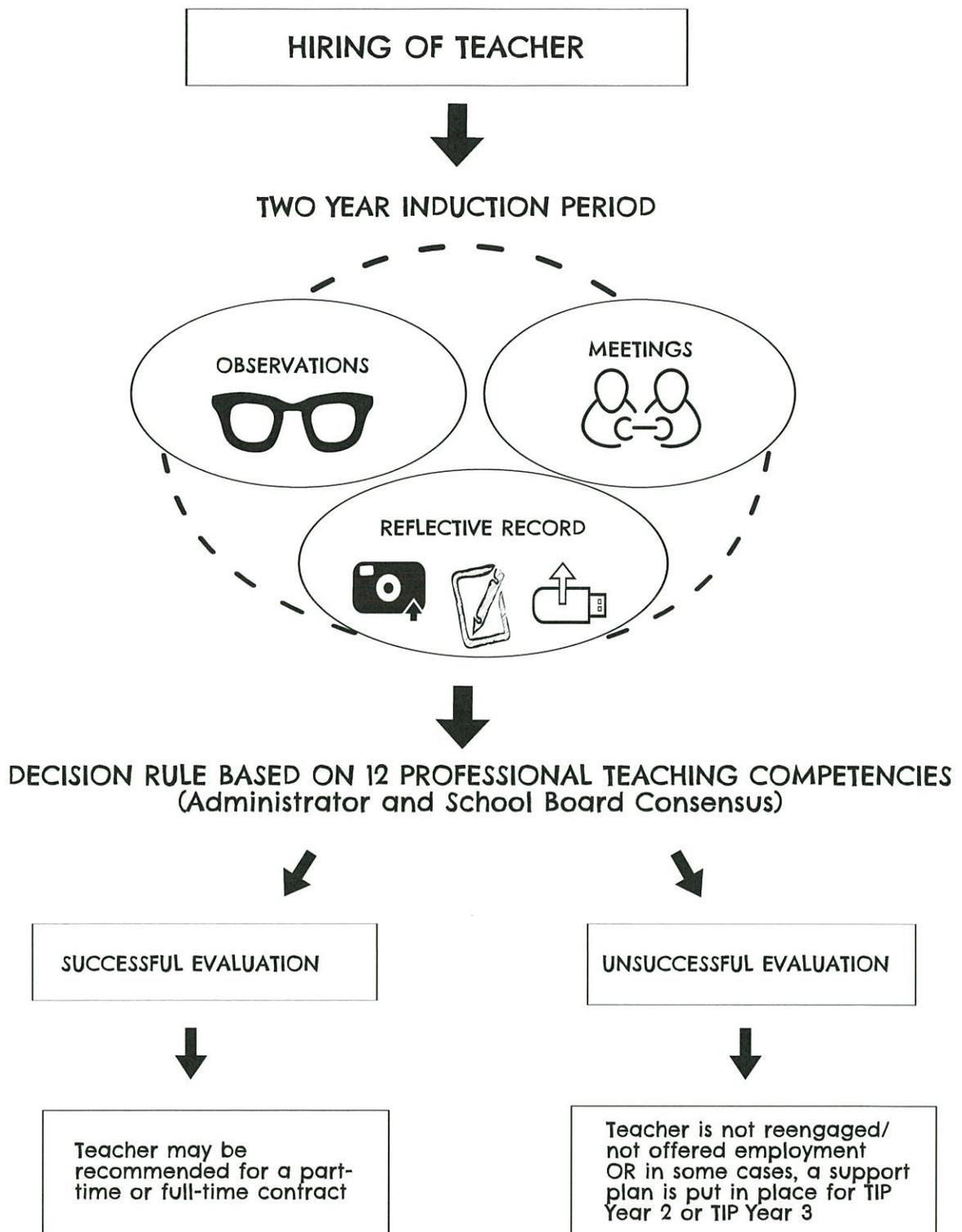
What supports would be most helpful to you
moving forward?

What supports have been effective in helping
you reach your goals?

How did you choose your evidence?



EVALUATION PROCESS FOR TIP TEACHERS



QUESTIONS ABOUT THE TIP EVALUATION PROCESS?

Don't hesitate to speak with your administrator or the TIP consultants about any concerns or questions you have.

TEACHING FELLOW SUCCESS CRITERIA



EXPECTATIONS

- I work to build a positive, respectful and collaborative relationship with my Mentor-Coach from the start
- I am open to professional learning and see working within the Mentoring and Coaching Fellowship as an opportunity for growth
- I set and respect personal boundaries and limits
- I develop a clear understanding of my and my Mentor-Coach's expectations for our mentoring and coaching relationship
- I use my Fellowship Days to promote professional growth
- I observe and am observed each term by my Mentor-Coach
- I participate positively in meetings with my Mentor-Coach and administrator
- I share and celebrate my successes big and small
- I accept feedback graciously and with an open-mind

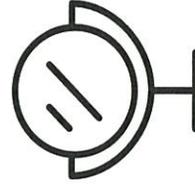


- I am reluctant to engage in the process and accept feedback from my Mentor-Coach
- I am not committed to my goals

APPROACHING EXPECTATIONS

- I am aware of and respect expectations and deadlines
- I manage my paperwork (2 goals per term, evidence, observation feedback and reflection) in a format that works best for me
- I meet with my Mentor-Coach (year 1) to set term goals and discuss what evidence might be gathered
- I meet with my administrator each term to discuss my goals
- I am clear about my administrator's expectations for the Reflective Record
- I understand the role the Reflective Record plays in my evaluation process
- I recognize that the focus of the Reflective Record is process and not showcase

- Lack of understanding of value of the Reflective Record
- I leave my Reflective Record to the last minute, providing little time for meaningful reflection



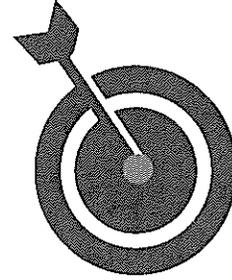
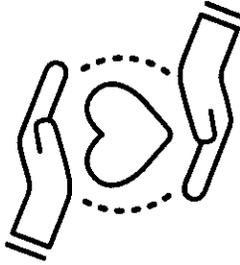
MENTOR COACH SUCCESS CRITERIA

EXPECTATIONS

- I am available to check in and touch base with my Teaching Fellow based on their needs
- I work to build a positive, respectful and collaborative relationship from the start
- I provide additional support and encouragement at critical times-I set personal boundaries and limits
- I am resourceful and am able to direct my Teaching Fellow to appropriate supports
- I am an advocate for my Teaching Fellow when necessary
- I develop a clear understanding of my, and my Teaching Fellow's expectations for our mentoring and coaching relationship
- I keep a log of key interactions with my Teaching Fellow (topics, goals set, next steps, pop-ins, etc.)
- I celebrate successes big and small
- I meet/communicate with the TIP consultant each term to share the process, seek guidance and to move forward and grow in my role
- I structure regular coaching sessions: o-Schedule is shared ahead of time
- Meetings are based on Teaching Fellow's needs and are focused on 1-2 topics/issues/goals
- I listen attentively and use questioning techniques
- The meeting ends with an identification of a short-term goal and agreed upon strategies
- I use a coaching framework (I-GROW, etc.)

MASTERY +

- +Focus of meetings are co-constructed with Teaching Fellow
- +Revisits and reviews short term goal(s) and evidence from previous meeting and track progress in a timely manner
- +Shifts between the mentoring and coaching stance based on context and/or Teaching Fellow's needs
- +Actively engages with a mentoring and coaching community within the school and/or the district
- +Capitalizes on past relationships with Teaching Fellows to continue professional learning and growth



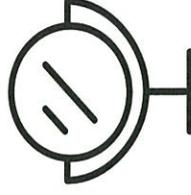
MENTOR COACH SUCCESS CRITERIA

EXPECTATIONS

- I remind Teaching Fellow of expectations and deadlines
- I support the management of paperwork (2 goals per term, evidence, observation feedback and reflection)
- I meet to set term goals and discuss what evidence might be gathered
- I read and respond confidentially to my Teaching Fellow's term reflection
- I liaise with my administrator to support the TIP process
- I play a non-evaluative role in the TIP process

MASTERY +

- Leave all things related to the Reflective Record in the hands of the Teaching Fellow and/or administrator
- Show little interest in the development of the Teaching Fellow's Reflective Record



REFLECTIVE RECORD

ADMINISTRATOR SUCCESS CRITERIA

EXPECTATIONS	MASTERY +
<ul style="list-style-type: none"> -I have a clear schedule for when and how Teaching Fellows will be observed (formally and informally) -I provide fair notice about observations to Teaching Fellows -I schedule a timely feedback meeting after formal observations -I clarify what evidence the Teaching Fellow should bring or submit for the formal observation and feedback meeting (reflection, lesson plan, student work, current goals) -I have considered including the Mentor-Coach in formal observations-I share how observations and meetings contribute to the final evaluation -I provide useful and meaningful feedback using the PRO Teaching Tool for formal observations -I provide timely written and verbal feedback 	<ul style="list-style-type: none"> +Meaningful feedback relates to current and/or recent teacher goals and encourages growth +Suggest supports (PD, other teachers to visit, resources) that would enable the teacher to grow + Reviews and follow-ups once teacher has had time to implement the feedback given from an observation +Previous observation feedback is revisited and built upon



ADMINISTRATOR SUCCESS CRITERIA

EXPECTATIONS

- I meet once per term with the Teaching Fellow to discuss goals, rationale, expected student outcomes, evidence, and potential barriers
- I have shared clear expectations for what "Reflective Record" means in my school
- I use meeting time to discuss competencies that may not be observed or documented in the Reflective Record
- I meet each term to discuss progress in relation to final evaluation and define a way forward



MASTERY +

- +Mentor-Coach is present at meetings around the Reflective Record
- +Organize and/or support ongoing opportunities for meeting and sharing around the Reflective Record, professional learning, etc.
- +Is aware and refers to the Teaching Fellow's goals throughout the term and check-ins informally to monitor and encourage progress



REFLECTIVE RECORD

TIP CONSULTANT SUCCESS CRITERIA

EXPECTATIONS

- Models professional excellence
- Facilitates orientation for Y1 TF
- Plans and facilitates Professional Development for Y2 TF and MC
- Communicates regularly with the HR department to ensure teachers eligible for TIP are being supported
- Nurtures relationships with and development of MC to maximize impact of TIP program
- Communicates regularly with administrators, TF and MC to ensure deadlines are being respected
- Spends time in classrooms to better understand the needs, challenges and successes of TF and MC
- Communicates regularly with WQSB consultants to optimize support of Y1 and Y2 TF and MC
- Supports administrators and MC in their efforts to encourage TF success
- Co-ordinates, participates in and provides formal feedback for observations of Y2 TF
- Supports difficult conversations when necessary
- Creates an exemplar bank of Reflective Records and Feedback letters
- Sets personal goals to improve practice

PROFESSIONAL RESPONSIBILITIES

MASTERY +

- Works with a personal professional coach
- Readily relied on and appreciated by TF, MC and administrators
- Looks for ways to grow and improve the TIP (recruit and develop new MC, create learning pods to address common needs, support informal coaching fellowships)



- Shares new learning about Mentoring, Coaching and Teacher Induction with WQSB colleagues
- Continues to develop and grow other areas of passion and interest in education
- Looks for opportunities to share outside WQSB

PROFESSIONAL GROWTH

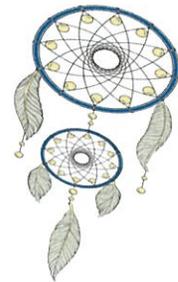
- Stays up to date on current research around Mentoring, Coaching and Teacher Induction
- Attends conferences and workshops that will build capacity and expertise

12 PROFESSIONAL TEACHING COMPETENCIES

1. LINK TO THE REAL WORLD

TO ACT AS A PROFESSIONAL INHERITOR, CRITIC AND INTERPRETER OF KNOWLEDGE OR CULTURE WHEN TEACHING STUDENTS.

- Participates in discussions around values and beliefs
- Makes links between the lesson and students' existing knowledge.
- Engages students in learning activities that make knowledge accessible.
- Establishes links between knowledge of the lesson and students' daily lives, cultures and experiences.
- Encourages discussion, questioning, and the respectful sharing of ideas.
- May be shown through the teaching of current events and news, field trips, arts and cultural events.



2. COMMUNICATION

TO COMMUNICATE CLEARLY IN THE LANGUAGE OF INSTRUCTION, BOTH ORALLY AND IN WRITING, USING CORRECT GRAMMAR, IN VARIOUS CONTEXTS RELATED TO TEACHING.

- Uses appropriate language when speaking to students, parents and peers.
- Respects the rules and conventions of written language in communications directed toward students, parents and administration.
- Addresses the oral and written language errors made by students.
- Voices opinions and supports ideas in consistent, constructive and respectful ways during discussions.
- Communicates ideas concisely using precise vocabulary and correct syntax.
- Constantly strives to improve oral and written language skills.
- May be shown through communication to parents, feedback to students, report card comments, logs.



3. PLANNING

TO DEVELOP TEACHING/LEARNING SITUATIONS THAT ARE APPROPRIATE TO THE STUDENTS CONCERNED AND THE SUBJECT CONTENT WITH A VIEW TO DEVELOPING THE COMPETENCIES TARGETED IN THE PROGRAMS OF STUDY.

- Plans are aligned with the QEP (competencies, content, progression of learning, strategies and techniques associated with the subject area).
- Uses teaching strategies that activate students' prior learning, support student participation and encourage diverse instructional approaches.
- Plans for learning that is appropriate to the subject and that offers realistic challenges appropriate to students' cognitive, social, cultural, gender and affective characteristics.
- Discusses and implements a variety of ways to organize the class, for example, how to take into account the individual differences of the students
- Anticipates obstacles to learning, students' questions regarding specific content, and being prepared to respond.
- May be shown through Learning and evaluation situation plans, unit and lesson plans, classroom blog/website, lists of resources used.



4. CLASSROOM TEACHING

TO PILOT TEACHING/LEARNING SITUATIONS THAT ARE APPROPRIATE TO THE STUDENTS CONCERNED AND TO THE SUBJECT CONTENT WITH A VIEW TO DEVELOPING THE COMPETENCIES TARGETED IN THE PROGRAMS OF STUDY.

- Uses a wide variety of strategies to reach all students.
- Experiments with activities in which cooperation is required.
- Indicates available resources to students and ensuring they are varied and safe to use.
- Observes and circulates around the class in order to monitor effectiveness of students' use of resources.
- Uses discrete gestures and/or spoken feedback to encourage students.
- Provides a variety of ways for students to represent their learning, for example: visual displays, websites, oral presentations, arts-based representations, etc.
- Guides and stimulates students to find ways to undertake a task.
- May be shown through cooperative learning projects, Reflective Records.



5. EVALUATION

TO EVALUATE STUDENT PROGRESS IN LEARNING THE SUBJECT CONTENT AND MASTERING THE RELATED COMPETENCIES.

- Gathers information as students are engaged in learning and uses this information to identify their strengths and difficulties
- Uses informal and formal means to support students and evaluate the progress of their learning (discussions, observation grids, checklists, descriptive checklists, rubrics) -Making use of a range of data as part of the review of learning
- Discusses evaluation practices and professional judgment with other members of the teaching team.
- Designs evaluation tools to evaluate student progress and mastery of competencies.
- Supports student reflection regarding their learning process, the strategies they use, regarding the application of knowledge acquired through the use of self-evaluation grids, journals, or other pertinent tools.
- Communicates expected outcomes to students and parents and provides feedback on student progress that in simple and clear language.
- May be shown through (self) evaluation tools designed to evaluate the development of competencies, student reflections and work and examples of communication with parents.



6. CLASSROOM ENVIRONMENT

TO PLAN, ORGANIZE AND SUPERVISE A CLASS IN SUCH A WAY AS TO PROMOTE A STUDENT'S LEARNING AND SOCIAL DEVELOPMENT.

- Develops and implements an effective system for running regular classroom activities.
- Develops strategies for preventing inappropriate behaviour and deals with it effectively when it happens.
- Involves students on an individual or group basis in setting standards for smooth running of the class.
- Communicates expectations to students during lessons.
- Maintains a classroom climate that is conducive to learning, encouraging cooperation vs. competition and respect for all.
- May be shown through photos of classroom environment, restorative practise modules, Tribes and community building activities.



7. DIFFERENTIATION

TO ADAPT HIS OR HER TEACHING TO THE NEEDS AND CHARACTERISTICS OF STUDENTS WITH LEARNING EXCEPTIONALITIES.

- Seeks out information on student's needs and previous learning.
- Facilitates the educational, emotional and social integration of students with learning differences.
- Develops and implements cooperative situations in which individual differences are seen as positive aspects that contribute to intellectual, affective and social development.
- Makes use of specialized services that are available through the school when necessary, consulting and collaborating with Resource teachers.
- Participates in the planning and implementation of an individualized education plan.
- May be shown through differentiated lessons, daily schedules, memory-aids, assistive technology



8. INFORMATION AND COMMUNICATION TECHNOLOGIES

TO INTEGRATE INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT) IN THE PREPARATION AND DELIVERY OF TEACHING/LEARNING ACTIVITIES AND FOR INSTRUCTIONAL MANAGEMENT AND PROFESSIONAL DEVELOPMENT PURPOSES.

- Participates in training to use ICT tools and applications available in the school
- Integrates ICT into plans for learning and evaluation situations
- Uses ICT to carry out professional tasks (entering marks, preparing learning materials, networking with colleagues and others).
- Leads students to use ICT and media to carry out research.
- Discusses the importance of respecting intellectual property, and making proper citations.
- Leads students to act ethically in relation to the use of ICT.
- Leads students to use ICT effectively to represent their learning and to assess it.
- Engages students in discussions regarding the benefits, limitations and ethical implications of ICT use, including specific equipment and applications.
- May be shown through class website, student work, smartboard lessons, media literacy activities etc.



11. PROFESSIONAL DEVELOPMENT

TO ENGAGE IN PROFESSIONAL DEVELOPMENT INDIVIDUALLY AND WITH OTHERS.

- Reflects on strengths and weakness of competencies and formulates goals in order to develop them further.
- Identifies the positive aspects and challenges of lessons and seeks feedback.
- Spearheads projects to solve teaching problems.
- Identifies and uses available resources effectively.
- Seeks out opportunities for professional growth.
- Continually reflects on teaching practise, making appropriate adjustments.
- Engages in action research related to specific aspects of teaching.
- Participates in professional activities organized by the school, community and school board.
- May be shown through lessons derived from professional development sessions, QPAT convention attendance, reflections on competencies and goals.



12. PROFESSIONALISM

TO DEMONSTRATE ETHICAL AND RESPONSIBLE BEHAVIOUR IN THE PERFORMANCE OF HIS OR HER DUTIES.

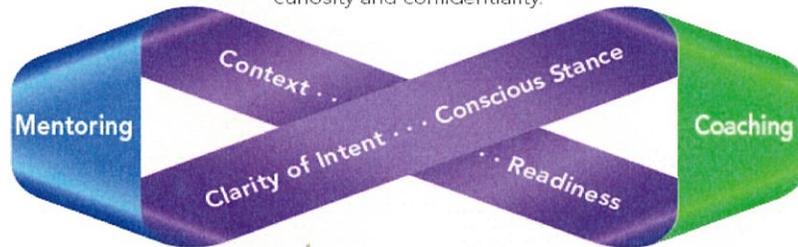
- Understands the values underlying his/her teaching.
- Shows an understanding of the regulations of the profession.
- Supports and facilitates democracy in the classroom and school.
- Develops strategies to support inclusion.
- Seeks to understand and address all forms of discrimination (race, culture, ethnicity, gender, orientation, religion, age, ability, class, and so on) towards students, colleagues and parents
- Locates and uses materials that promote diversity.
- Respects the confidentiality requirements of the profession.
- Demonstrates sound judgement when dealing with ethical conflicts between students.
- May be shown through students' evaluations of teaching, notes from staff, parents, feedback from administration, Reflective Records.



MENTORING AND COACHING

TEACHER INDUCTION

MENTORING and **COACHING**
are anchored in a collaborative and reflective relationship.
Both are focused on personal and professional growth based on trust, empathic listening, safety, mutual respect, curiosity and confidentiality.



MENTORING

Specialist / Master teacher
Mentor as source of expertise
Advocacy approach
Sharing and telling
Advising & advocating
Informal / more responsive
Long term / ongoing

COACHING

Generalist / Skilled coach
Coachee as source of expertise
Inquiry approach
Asking and goal-setting
Committing to action
Formal / more structured
Short term / time-bound

More directive

Less directive

Trista Hollweck, 2017

What are the characteristics of a Mentor-Coach?

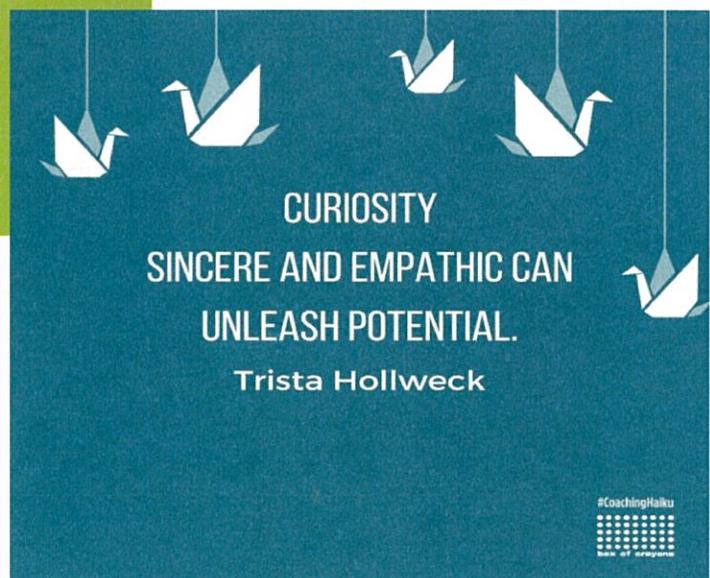
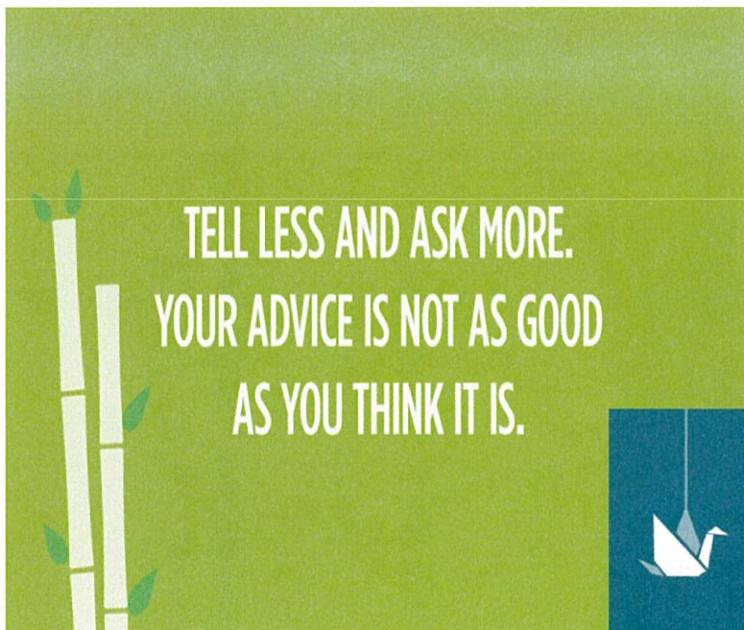
- Growth-oriented and open to a reciprocal learning partnership
- Organized
- Supportive, positive and an advocate for the Teaching Fellow
- Reflective practitioner
- Professional
- Able to ask vs tell

Why participate?

- An opportunity for professional learning and leadership
- Compensation- \$1000/year/Teaching Fellow

What is required of a Mentor-Coach?

- Support and guide effective teaching practices through reciprocal formal and informal observations with timely and meaningful feedback for growth
- Establish a set mentoring and coaching routine with regular meetings (weekly/ bi-weekly or once per cycle) focused on goal-setting and growth
- Demonstrate and model professionalism and positive interpersonal skills through appropriate communication
- Work in partnership with the Teaching Fellow to support professional growth and student learning
- Encourage and support networking with other colleagues and outside resources
- Participate in professional development for Mentor-Coaches
- Model and take part in reflective practice (one written reflection or meeting with TIP consultant each term)



MENTOR-COACH COMPETENCIES

Competency 1: Observation Skills

To support and guide effective teaching practices through formal and informal observations.

Success Criteria

- I pre-establish clear expectations for the observation process, including frequency, timing and feedback model
- Observations and debrief sessions are scheduled in advance based on a mutually agreed upon date and time
- I am able to communicate the neutral truth “the ONE thing” following an observation
- I can identify and articulate next steps for my Teaching Fellow
- I can identify and articulate specific strengths with examples
- I can use the PRO Teaching tool to guide feedback
- I frame the observation and feedback with my TF's goal(s) in mind
- I deliver feedback in a timely fashion
- I model looking for and building on the positive
- I understand that my role as mentor-coach is non-evaluative



Competency 2: Professionalism

To demonstrate ethical and responsible behaviour in the performance of one's duties

Success Criteria

- I value the TIP and promote its benefits
- I am prepared for meetings with my TF
- I make myself available and listen attentively to my TF
- I am punctual and respect deadlines set by the TIP and by my school
- I ensure a private setting for difficult conversations
- I share any concerns with my TF in a timely and supportive manner
- I bring any serious concerns that I have regarding my TF and/or their students' learning to the attention of my administrator and the TIP team in a timely and supportive manner
- I engage in contextually appropriate behaviours (e.g. active participation in a staff meeting)
- I value and model a healthy work-life balance
- I set limits and I respect those set by others
- I am respectful with teachers, staff and students
- I am trustworthy and keep the personal matters of others in confidence
- I demonstrate a positive attitude
- I share resources
- I encourage and support networking with other colleagues



Competency 3: Organization & Time Management

To establish a set coaching and mentoring routine that focuses on goal setting and growth

Success Criteria

- I make myself available for informal mentoring sessions (by email, face-to-face, text, phone call, quick chat, pop-in)
- I schedule regular formal coaching meetings (bi-weekly/per cycle)
- If a meeting is missed, I reschedule
- I am accountable and hold my TF accountable
- I follow important dates set by the TIP and by my school and help keep my TF on track
- I am clear about my boundaries for mentoring and coaching and know when to say “no” or “not right now”
- I keep a record of my formal coaching sessions, observations and goals



Competency 4: Interpersonal Relationship Building

To demonstrate and model respectful and positive interpersonal skills through effective and appropriate communication

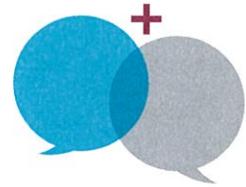
Success Criteria

- I am able to communicate appropriately and effectively (written and spoken)
- I have set clear expectations for our coaching and mentoring relationship
- I communicate openly and honestly
- I am respectful of differences (non-judgement)
- I am trustworthy (reliable, confidential)
- I am encouraging and celebrate the strengths and successes of my TF
- I have a growth mindset, am open-minded, flexible and growth oriented
- I am able to have a difficult conversation when needed
- I am conscious of body language and tone
- I listen attentively and effectively I consider my TF's level of will and skill
- I share my experiences and lessons learned



Competency 5: Coaching for Growth

To effectively draw upon coaching processes to promote reflection and foster growth.



Success Criteria

- I clarify expectations for coaching meetings with my Teaching Fellow from the beginning
- Regular coaching meetings are scheduled
- A clear agenda is set prior to coaching meetings, with input from my Teaching Fellow
- The set agenda is respected
- I plan open-ended questions before regular coaching meetings to spark reflection and growth
- I use questions from different coaching models based on the context
- I make student learning the anchor of all interactions
- I listen attentively without listening to respond
- I encourage the use of evidence to demonstrate growth and plan next steps
- I seek to learn from my Teaching Fellow
- I act as a sounding board to help identify and learn about strategies in working towards a goal
- I support reflection around strategies that are working, those that are not
- I encourage commitment to a way forward at the end of every coaching meeting
- I provide space for my Teaching Fellow to take ownership of the coaching and mentoring process
- I challenge my Teaching Fellow in a supportive manner

Competency 6: Reflective Practitioner

To actively review, refine and reflect on professional practices in order to demonstrate a pattern of continuous growth.



Success Criteria

- I recognize my current strengths and weaknesses as a coach
- I seek support from colleagues, fellow mentor-coaches and the TIP team as needed
- I set goals at the beginning of each term and revisit my progress throughout the term
- I have a meaningful process for reflection (written, meetings, podcasts, etc.)
- I value and promote continuous professional development (professional texts, social media, conferences, district initiatives, etc.)
- I model and promote the reflective process with my Teaching Fellow
- I respond (written or spoken) to my Teaching Fellow's reflections
- I value the Reflective Record as a tool to promote and demonstrate growth and support my Teaching Fellow through the process
- I provide reflective opportunities for my Teaching Fellow following their observations carried out by myself and others

Coaching Frameworks



Effective coaches plan their questions and meetings carefully to support their teaching fellow effectively. Consider what you are hoping to achieve, and which tools, frameworks and models might work best.

DISCUSSING GOALS

Identify a Goal

- What do you want to achieve?
- What is your long term goal?
- What interim goals will be involved to get you there?
- What will that look like for students?
- Why is this goal important to you?
- What strategies will you learn about and/or try to get to this goal?
- Which strategy(ies) will you focus on first?
- What evidence might you collect to convince you that the strategy is working?
- How can I help?

Adjustments

- Do you want to stick with the strategy as it is?
- Do you want to revisit how you use the teaching strategy?
- Do you want to choose a new strategy?
- Do you want to change the way we measure progress towards that goal?
- Do you want to change the goal?

Review Progress

- What has gone well?
- What are you seeing that shows this strategy is successful?
- What is the evidence telling you?
- What progress has been made towards the goal?
- What did you learn?
- What surprised you?
- What roadblocks are you running into?



Observation & Feedback

- What was the learning intention for this lesson?
- What went well?
- What would you do differently if you were to re-do the lesson?
- Based on your goal, describe in detail what a perfect 10 would like?
- Where are you in relation to that 10?
- Why? Be specific.
- What would it take to move one step towards that 10?
- How will you know you have reached that step? What does it look like?
- How might you measure this improvement?
- What will you work on first?



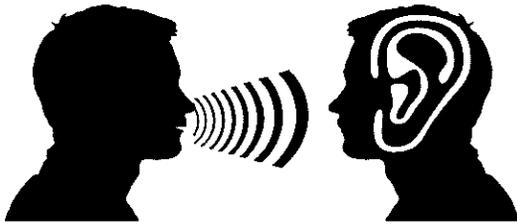
Hard Conversations

Name the Issue

- Given the time today, what's the most important thing for us to talk about?
- What's on your mind today?
- What's the real challenge for you?
- Why do you think that's important to you?
- And what else?

Way Forward/Commit to Action

- What do you want to see?
- What was most useful for you from this conversation?
- If you're saying yes to this, what are you saying no to?
- How can I help?
- What will you commit to between now and our next meeting?



I-GROW MODEL

Issue

What are the challenges you are facing?

What would you like to talk about?

Goals

What do you want?

What is your goal?

Reality

What is happening now?
 What effect does this have?
 What steps have you taken?
 How far are you from your goal?

Options & Obstacles

What possibilities for action do you see?

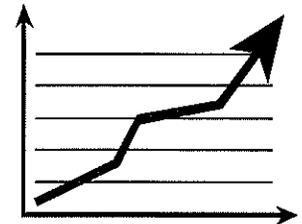
What are the advantages and disadvantages to your different options?

Way Forward

What will you do next and when?
 What could stop you and how will you overcome this?

What supports do you need?
 How will you keep yourself motivated?

When shall we review your progress?



1-10 Coaching Model

1. Based on your goal, describe in detail, what a perfect 10 would look like.
2. Where are you in relation to that 10?
3. Why? Be specific.
4. What will it take to move one step?
5. How will you know when you've reached the step?
6. What will it look like? (success criteria)
7. Did you reach the step? Why or why not?



Invitation to Inquiry

Invitation	Cognition	Topic
How might. . .	predict	outcomes
What would. . .	recall	student work
What are some. . .	summarize	instructional strategies
What might be some. . .	identify	student readiness
What might be some. . .	describe	student behaviour
In what ways. . .	compare	curriculum
What seem(s). . .	contrast	engagement
	prioritize	success criteria
	interpret	assessment results
	infer	expectations
	conclude	lesson plan
	generalize	materials
	connect	student groupings
	apply	classroom environment
	evaluate	routines



Examples:

How might you predict student readiness for the end of unit math test?

What are some connections you can make between student engagement and instructional strategies?

What might be some priorities relating to routines and expectations?

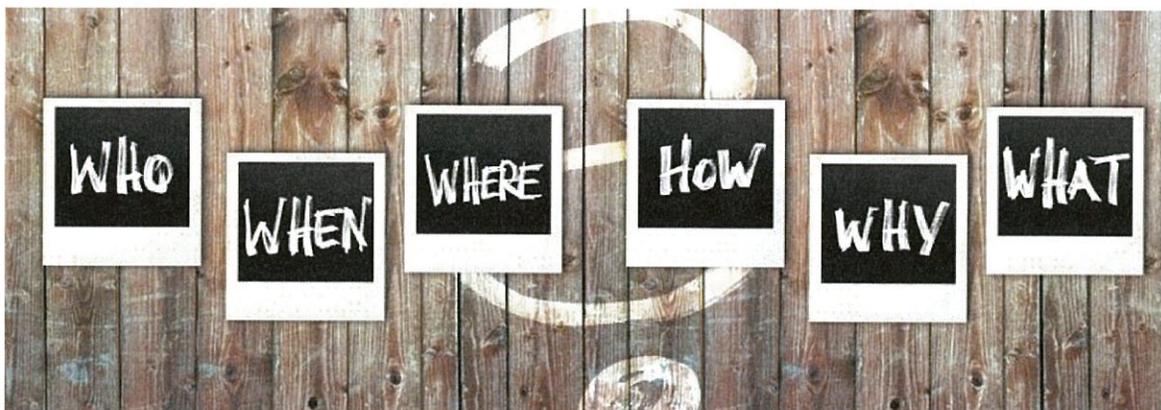
What would you identify as the success criteria for students in this lesson?

PRE-OBSERVATION CHECKLIST



- Take notes.
- Determine purpose (feedback, to get a clear picture of current reality, establish a baseline for setting a goal, to monitor progress towards a goal).
- Establish the main focus.
- Will any data be gathered? (e.g. timing teachertalk vs. student talk; monitoring student engagement; examining formative assessment data).
- Determine the location, date and time of the observation.
- Determine whether it is OK for you to talk with students in the class and to move around.
- Ask, “Is there anything I need to know about particular students or this class in general?”.
- Determine how feedback will be shared(face-to-face, in writing, by email).
- Identify when you will meet to discuss feedback and any data collected.
- Ask, “Is there anything else you would like to discuss about the observation?”

Adapted from The Impact Cycle – Jim Knight



CHOOSING A MENTOR-COACH

A HELPFUL GUIDE FOR
ADMINISTRATORS



Think about the Teaching Fellow's needs, experience and personality in relation to your staff members.

Ideally, a Mentor-Coach should have at least five years of teaching experience and possess many of the following qualities:

PERSONAL



Trustworthy	Non-Judgmental	Positive
Supportive	Empathetic	Patient
Sincere	Respectful	Honest

PROFESSIONAL



Pedagogical Knowledge	Instructional Leader
Organized	School Teacher
Growth-Oriented	Collaborator
Relationship Builder (colleagues, students, parents, community)	



It is more important that a Mentor-Coach possess many of these qualities than teach the same subject or level as the Teaching Fellow.



I have the right person in my school. What next?

Set up an uninterrupted time to meet with him/her. This is an opportunity for you to highlight the following:

- Explain the qualities he/she possesses that will make him/her an effective Mentor-Coach and that this is a role to take great pride in.
- Outline the opportunity for professional growth that being a Mentor-Coach provides, as well as the impact this role has on overall student and school success.
- Explain the time commitment involved by agreeing to the role (regular meetings and observations, goal setting and reflections each term)
- Explain that Mentor-Coaches are compensated financially for their commitment (\$1000 per year, per Teaching Fellow)
- Express your belief and commitment to the TIP, and re-emphasize how important the Mentor-Coach role is.
- Answer any questions the Mentor-Coach might have, or refer the questions to Amy Curry and Jeff Harvey if necessary.
- Provide a reasonable timeline for the Mentor-Coach candidate to commit to supporting a Teaching Fellow.



I don't have a Mentor-Coach candidate in mind. What next?

- Let Amy Curry and/or Jeff Harvey know that you need help in finding a Mentor-Coach.
- If possible, share what qualities might be most helpful to your Teaching Fellow and what his/her immediate goals are.
- A match will be found outside of your school. The TIP team will support the process by facilitating introductions, attending initial meetings and following up with the Mentor-Coach to ensure the fellowship is focused on growth.

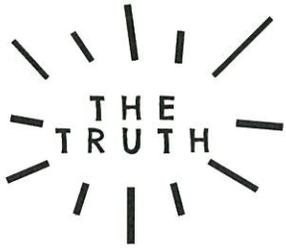


How do I support Mentor-Coaches in my school?

- Checking in regularly through email or meetings to ensure that the fellowship is productive, positive and manageable.
- Notes of thanks following reflections and observations that highlight the impact of the Mentor-Coach's work to celebrate and validate their efforts.
- Reminding the Mentor-Coach that you are a part of the team and are equally invested and interested in the Teaching Fellow's growth and success.
- Reaching out to the TIP team for support when you feel there are issues that need resolution.

THE TRUTH AND THE ONE THING

Based on Robin Jackson's work, The Truth and The One Thing shape our feedback for growth.



The student focused reality that can not be challenged.



The one thing the teacher can do that will immediately improve the lesson.

Example:

THE TRUTH

Most students were not clear on how to begin the task.

THE ONE THING

Visual prompts for students to follow would encourage independence and increase the number of students who are able to begin tasks promptly.

Framed as feedback:

Novice

Given that most students were not able to begin the task independently, provide visual prompts that clearly illustrate how to begin.

Practitioner

Reflecting on your students' abilities to work independently, how might you provide supports to increase prompt on-task behaviour?

Master

What might be some reasons your students found it challenging to get started on the task?

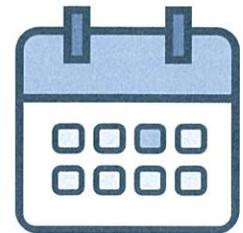
FORMAL OBSERVATION PROCESS

PLANNING FOR SUCCESS



TWO-THREE WEEKS AHEAD OF OBSERVATION

- Inform the teacher that you plan to observe them.
- Establish a time for the observation to take place. You can select the subject and time of the observation, or ask the teacher when they prefer to be observed.
- Ensure that the teacher understands the purposes of the observation: An opportunity for you to provide him/her with meaningful feedback on his/her practice as well as an opportunity to gather data that will be used in his/her evaluation.
- Meet with the teacher to review his/her current goals and determine if there are other areas that he/she would like feedback about.
- End the pre-observation meeting by confirming the date and time of the observation, as well as when and where the post-observation feedback debrief will take place.



DAY OF OBSERVATION

- Honour the commitment and be on time.
- Use the Pro-Tool to note your observations. Recording your thoughts and feelings is helpful when formulating feedback for the teacher.
- If/when appropriate, take time to chat with students to assess their engagement and understanding of the learning intention and success criteria.
- Spend 20-30 minutes in the classroom.



OBSERVERS DEBRIEF DISCUSSION

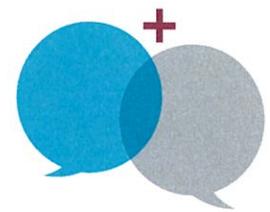
·Whether conducting the observation alone or with colleagues, it is important to reflect on your thoughts and craft meaningful feedback ahead of the feedback debrief.

·Using the Pro-Tool identify three 'What-went-wells' to share with the teacher. Root your feedback in the teaching competencies.

·Using the Pro-Tool, identify The Truth and the One Thing. This will be the first item shared as feedback for growth.

·Identify two more items to share as feedback for growth. Again, root your feedback in the teaching competencies

·If working with colleagues, determine who will say what prior to the feedback session.



TEACHER DEBRIEF MEETING

·Thank the teacher for welcoming you into his/her classroom.

·Put him/her at ease by letting them know the observation was successful.*

·Reiterate the purposes of the observation (feedback/evaluation data).

·Ask the teacher to share the learning intention for the observed lesson, as well as a brief reflection on what went well and even better if.

·Share the feedback you prepared, starting with the what-went-wells and ending with feedback for growth.

·Allow time for the teacher to ask questions.

*In the case of an unsuccessful observation, state that the observation was not successful. Share only feedback for growth and establish a plan for improvement. If an unsuccessful observation is conducted alone, reach out the TIP team or your Director for follow up support.



WRITTEN FEEDBACK

·Within three days of the observation, provide the teacher with a written record of the observation feedback.



PRO Teaching Tool
Moving Towards Outstanding Teaching and Learning

Teacher Name:	Subject:	Level:	#Students:	# IEPs:	Added Personnel:	
School:	Date:	M / T / W / Th / F AM or PM		Safety: Yes/No		
Rank for each competency: 0, ¼, ½, ¾, 1, NA		Coach:	Administrator:			
Four Essential "Look Fors"		Questions to Consider			Observations	
Four key questions to answer during an observation	Is there a learning intention and is it clear to students?					
	Is the learning intention worthy and aligned to the curriculum?					
	Is the success criteria linked to the learning intention? <i>(students know how to be successful in this lesson)</i>					
	Are the learning activities linked to the learning intention?					
The Truth		Comments				
One characteristic for improvement of the lesson that cannot be disputed						
The "One Thing"		Comments				
What is "The One Thing" that will have the biggest impact on improving this lesson?						
Student Engagement		What Might Be Asked of Students		Comments		
The observer is encouraged to ask direct questions to individual students about their learning experience. The questions should be asked in a manner that does not cause disruption to the learning environment	What are you learning today?					
	Why are you learning this?					
	What helps you to learn?					
	How do you know if you are successful?					
	How will you know you have understood? What will that look like?					
	Other questions e.g. Can you teach me? What do you do when you are struggling in your learning? What are your next steps?					
7 Teaching Competencies						
Competencies		What Might Be Observed		Rank	+ -	Observations
Link to Real World/Culture 1 To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.	Relates lesson content to student's feelings and experiences in order to personally involve students in learning					
	Makes links between lessons and real world situations					
	Makes links between subject matter and The Broad Areas of Learning (Health and Well-Being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, Citizenship and Community Life)					
Competencies		What Might Be Observed		Rank	+ -	Observations
Communication 2 To communicate clearly in the language of instruction, both verbally and in writing, using correct grammar, in various contexts related to teaching.	Uses appropriate and respectful language					
	Uses appropriate written communication					
	Corrects student errors made in their oral and written communication					
	Expresses self in a coherent manner					
	Uses effective body language					
	Uses appropriate and effective voice, tone and pace					
Competencies		What Might Be Observed		Rank	+ -	Observations
Planning 3 To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.	Has good knowledge of curriculum					
	Develops daily lesson plans linked to long range plans/LES					
	Plans the Learning and Evaluation Situations with appropriate content and complexity					
	Has an "Understanding of Developmental Process" and plans to meet needs of all students at an appropriate level of challenge.					
	Takes into account The Gradual Release of Responsibility (Guided Instruction, Collaborative Practice, Independent					
	Plans using lesson design: hook, modelling, procedure, reflection, accountability and closure					
	Makes learning objectives (intentions) visible to students					
	Plans for assessment linked to learning objectives (intentions)					
	Makes daily agenda visible to students					
	Plans the use of teaching strategies that support active student participation (cooperative learning, community circle, graphic organizer, centers, think-pair-share)					
	Prepares a range of resources to support the students in carrying out a task					
	Prepares a variety of relevant questions to support student understanding and to promote student inquiry (Bloom's)					
	Time and Pace are thoughtfully considered					
	Plans supplementary activities to consolidate student learning (homework, projects, upcoming review and					
	Plans for effective use of ICT in lessons					

Competencies	What Might Be Observed	Rank	+	-	Observations
Classroom Teaching 4 To use teaching and learning situations that are appropriate to the students concerned and the subject with a view to developing the competencies targeted in the program of study	Explains a task more than once, using visual aides				
	Effectively uses teaching strategies that encourage active student participation and or collaboration that support the learning objective				
	Makes reference to assessment tool during the lesson.				
	Clearly explains and makes reference to the lesson objectives and learning tasks				
	Observes and circulates around the class in order to ensure that the students are engaged and on task				
	Manages time (pace) effectively and with flexibility to maximise student engagement and performance				
	Encourages students through relevant feedback				
	Checks for understanding and holds students accountable for their learning				
	Demonstrates effective transitions throughout the lesson				
	Frames questions effectively (Blooms, Wait Time, Accountability)				
	Reactive regulation (flexibility): Adjusts lesson and/or pace based on student needs, feedback, resources and environmental				
	Teaches students to use ICT to develop competence and acquire knowledge				
	Leads students to use ICT to demonstrate competence and knowledge				
Competencies	What Might Be Observed	Rank	+	-	Observations
Evaluation 5 To evaluate student progress in learning the subject content and mastering the related competencies.	Evaluation criteria of the lesson is linked to the learning objective and is appropriate for the level of the student				
	Clearly explains the evaluation criteria to students				
	Uses exemplars to support student learning				
	Effectively checks for understanding using informal means (verbal, visual, or thumbs up, or written)				
	Uses formal means to support students and evaluate the progress of their learning (observation grids, checklists, tests, rubrics). Makes students aware of how they will be evaluated.				
	Gives feedback to students, permitting them to become aware of their strengths and weaknesses, and attitudes				
	Provides students opportunities for peer and self-assessment.				
	Supports student reflection regarding their learning process, the strategies they use, and their competencies.				
	Respects special exam conditions where applicable				
	Is able to justify evaluation decisions, using evidence				
Effectively and creatively integration of ICT into learning and evaluation situations (beyond basic research, word processing)					
Competencies	What Might Be Observed	Rank	+	-	Observations
Classroom Environment 6 To plan, organize and supervise a class in such a way as to promote students' learning and social development.	Organizes and structures the physical classroom to support student learning				
	Student work is attractively displayed and celebrated				
	Learning resources are prominently displayed and accessible to students and are relevant to the learning objective				
	Demonstrates effective classroom routines				
	Demonstrates clear expectations of student behaviour				
	Uses strategies to prevent and deal effectively with inappropriate behaviour				
	Maintains a positive classroom climate that is conducive to learning				
	Evidence of a positive, supportive and respectful relationship with all students.				
Models appropriate language/attitude/behaviours					
Competencies	What Might Be Observed	Rank	+	-	Observations
Differentiation 7 To adapt his or her teaching to the needs and characteristics of students with disabilities, maladjustments or handicaps.	Differentiates instruction to meet the needs of all students				
	Differentiates content to meet the needs of all students				
	Uses activities (materials) appropriate to the varied learning styles of all students				
	Organizes the class to support individual differences of the students				
	Checks for understanding and responds to student feedback and needs throughout a lesson to regulate learning				
	Responds to information on student's needs and previous learning				
	Teacher is up to date on current IEPs, recent assessments, and other documentation relating to the special needs students				
	Provides special needs students with support through more frequent feedback, supportive questioning, and safe environment				
	Makes effective use of specialized services that are available (i.e. attendant to the handicapped, technicians, adaptive				
Effectively uses adaptive technology for special needs students					
Student Engagement	What might be observed	Comments			
	Students are focused on the lesson/activity and their learning				
	Students ask and respond to questions				
	Students interact in a learning context with others (teacher & peers)				
	Students understand the routines of the class				
Observation Team:	Conference comments prior to teacher debrief	Score	Conference Comments:		

COMPETENCY EVALUATION REPORT

WESTERN QUEBEC SCHOOL BOARD



Name of Teacher: _____

New Teacher Year 1

New Teacher Year 2

Experienced Teacher at WQ Years of experience at WQ ____

School or Centre: _____

Principal: _____

Director (where appropriate): _____

School Year: _____

Evaluation Rubrics for Professional Competencies

COMPETENCY 1: Link to Real World/Culture <i>(To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.)</i>			
INDICATORS	Observation	Meeting	R. Record
Relates lesson content to student's feelings and experiences in order to personally involve students in learning			
Makes links between lessons and real world situations			
Makes links between subject matter and The Broad Areas of Learning (Health and Well-Being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, Citizenship and Community Life)			
Facilitates student interaction with the real world (exhibitions, plays, movies, guest speakers, etc.)			
<p>Overall Judgement:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: left;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: left;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			
<p>Comments:</p> 			

Future Goals:

COMPETENCY 2: Communication (To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.)

<i>INDICATORS</i>	Observation	Meeting	R. Record
Uses professional and respectful language to communicate in different contexts (colleagues, parents, principal, director, partners and businesses)			
Respects the rules and regulations of written language in communication with students, parents and colleagues etc....			
Expresses self in a coherent manner			
Correct students' errors made in their oral and written language			
Uses effective body language			
Uses varied and appropriate voice, tone and pace when teaching and addressing students			

Overall Judgement:

(O) *Outstanding*

(GO) *Good with Outstanding features*

(G) *Good*

(SG) *Satisfactory with Good features*

(S) *Satisfactory*

(U) *Unsatisfactory*



Future Goals:

COMPETENCY 3: Planning (To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in programs of study.)			
<i>INDICATORS</i>	Observation	Meeting	R. Record
Has an accessible planning system			
Has good knowledge of the Quebec Education Curriculum			
Develops daily lesson plans linked to long range plans/LES			
Plans Learning Evaluation Situations with appropriate content and complexity			
Has an "Understanding of Developmental Process" and plans to meet the needs of all students at an appropriate level of challenge			
Takes into account "The Gradual Release of Responsibility" (Guided Instruction, Collaborative Practice, Independent Performance)			
Plans using lesson design: hook, modelling, procedure, reflection, accountability and closure			
Makes learning objectives (intentions) visible to students			
Plans for assessment linked to learning objectives (intentions)			
Makes daily agenda visible to students			
Plans the use of teaching strategies that supports active student participation (cooperative learning, community circle, graphic organizers, centers, think-pair-share)			
Prepares a range of resources to support the students in carrying out a task			
Prepares a variety of relevant questions to support student understanding and to promote student inquiry (Bloom's)			
Time and Pace are thoughtfully considered			
Plans supplementary activities to consolidate student learning (homework, projects, upcoming review and evaluations)			
Plans for effective use of ICT in lessons			

Overall Judgement:



(O) *Outstanding*

(GO) *Good with Outstanding features*

(G) *Good*

(SG) *Satisfactory with Good features*

(S) *Satisfactory*

(U) *Unsatisfactory*

Comments:

Future Goals:

COMPETENCY 4: Classroom Teaching (To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the program of study.)			
INDICATORS	Observation	Meeting	R. Record
Explains a task more than once, using visual aides			
Effectively uses teaching strategies that encourage active student participation			
Makes reference to assessment tool during lessons			
Clearly explains and makes reference to the lesson objectives and learning tasks			
Observes and circulates around the class in order to ensure that the students are engaged and on task			
Manages time (pace) effectively and with flexibility to maximise student engagement and performance			
Encourages students through relevant feedback			
Checks for understanding and holds students accountable for their learning			
Demonstrates effective transitions throughout the lesson			
Frames questions effectively (Blooms, Wait Time, Accountability)			
Reactive regulation (flexibility): Adjusts lesson and/or pace based on student needs, feedback, available resources and environmental circumstances			
Overall Judgement: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: center;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			

Comments:

Future Goals:

COMPETENCY 5: Evaluation (To evaluate students' progress in learning the subject content and mastering the related competencies.)			
INDICATORS	Observation	Meeting	R. Record
Evaluation criteria of the lesson is linked to the learning objective and is appropriate for the level of the student			
Clearly explains the evaluation criteria to students			
Effectively checks for understanding using informal means			
Uses formal means to support students and evaluates the progress of their learning (observation grids, checklists, tests, rubrics).			
Gives feedback to students, permitting them to become aware of their strengths, weaknesses, and attitudes			
Provides students opportunities for peer and self-assessment			
Supports student reflection regarding their learning process, the strategies they use, and their competencies			
Respects special exam conditions where applicable			
Is able to justify evaluation decisions using evidence			
Provides parents with timely, clear and accurate information about their child's competency development			
Works with colleagues to develop common assessments			
Is able to review student data from classroom evaluations to refine teaching practices			
<p>Overall Judgement:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: center;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			

Comments:

Future Goals:

COMPETENCY 6: Classroom Environment (To plan, organize and supervise a class in such a way as to promote students' learning and social development.)			
INDICATORS	Observation	Meeting	R. Record
Organizes and structures the physical classroom to support student learning			
Student work is attractively displayed and celebrated			
Learning resources are prominently displayed and accessible to students and are relevant to the learning objective			
Demonstrates effective classroom routines			
Demonstrates clear expectations of student behaviour			
Uses strategies to prevent and deal effectively with inappropriate behaviour			
Maintains a positive classroom climate that is conducive to learning			
Evidence of a positive, supportive and respectful relationship with all students			
Models appropriate language/attitude/behaviour			
Overall Judgement: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: left;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: left;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			
Comments:			

Future Goals:

COMPETENCY 7: Differentiation (To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.)			
INDICATORS	Observation	Meeting	R. Record
Differentiates instruction to meet the needs of all students			
Differentiates content to meet the needs of all students			
Uses activities (materials) appropriate to the varied learning styles of all students			
Organizes the class to support individual differences of the students			
Checks for understanding and responds to student feedback and needs throughout a lesson to regulate learning			
Provides students with special needs support through more frequent feedback, supportive questioning, and a safe environment			
Makes effective use of specialized services that are available (i.e. attendant to the handicapped, technicians, adaptive software)			
Cooperates in the development and implementation of Individualized Education Plans designed for students under his/her responsibility			
Teacher is up to date on student IEPs, recent assessments, and other documentation relating to students with special needs			
Makes the Individual Education Plan a living document			
Actively participates in a school team to discuss students' needs and interventions			
Overall Judgement: <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: center;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			

Comments:

Future Goals:

Future Goals:

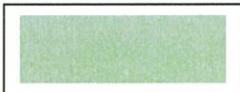
COMPETENCY 9: To cooperate with school, staff, parents, partners in the community and students in pursuing the educational objectives of the school or centre.			
INDICATORS	Observation	Meeting	R. Record
Collaborates with colleagues and partners in the development of projects that correspond to the Mission and Vision of the school			
Performs the assigned support and supervision tasks			
Writes the necessary reports within the specified time limits, if applicable			
Makes himself or herself available when necessary to discuss issues with parents/guardians, Respects deadlines and write necessary reports and makes an effort to develop positive relations			
Informs and seeks to involve parents in the classroom and school initiatives			
Participate with students in various school or centre activities			
Participates in different committees at school			
Encourages students to participate in activities and projects at the school			
Overall Judgement: <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: center;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			
Comments: 			

Future Goals:

COMPETENCY10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

INDICATORS	Observation	Meeting	R. Record
Respects the procedures and rules developed by the teaching team to ensure effective group work			
Provides constructive criticism and makes innovative suggestions with respect to the team's work			
Participates in on-going collaboration with the teaching team focused on curriculum development, evaluation, and student progress			
Shares ideas with colleagues regarding various aspects of teaching on a regular basis			
Makes suggestions for team projects aligned with the team's educational goals			

Overall Judgement:



(O) *Outstanding*

(GO) *Good with Outstanding features*

(G) *Good*

(SG) *Satisfactory with Good features*

(S) *Satisfactory*

(U) *Unsatisfactory*

Comments:

Future Goals:

COMPETENCY 11: To engage in professional development individually and with others.			
INDICATORS	Observation	Meeting	R. Record
Participates in group continuing education activities organized by the school, centre or school board (teaching seminars, conventions, workshops, other institutions, etc.)			
Identifies, understands and uses available resources (research reports and professional literature, pedagogical networks, professional associations, data banks) related to teaching			
Identifies his or her strengths and limitations, along with his or her personal objectives and the means of achieving them			
Engages in rigorous reflective analysis on specific aspects of his or her teaching			
Overall Judgement:			
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 40%;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="width: 40%;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			

Comments:

Future Goals:

COMPETENCY 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.			
INDICATORS	Observations	Meetings	R. Record
Respects the regulations of the profession and follows school rules			
Avoids all forms of discrimination towards students, colleagues and parents			
Plans and implements practices that ensure the respect, integrity, health and security of the student			
Respects the confidential requirements of the profession			
Exudes professionalism in dress, attitude and demeanour			
Demonstrates the qualities of an effective role model to students, staff, parents and administration			
Adopts a democratic approach in the classroom			
Overall Judgement: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: left;"> <p>(O) <i>Outstanding</i></p> <p>(GO) <i>Good with Outstanding features</i></p> <p>(G) <i>Good</i></p> </div> <div style="text-align: left;"> <p>(SG) <i>Satisfactory with Good features</i></p> <p>(S) <i>Satisfactory</i></p> <p>(U) <i>Unsatisfactory</i></p> </div> </div>			
Comments: 			

Future Goals:

A large, empty rectangular box with a thin black border, intended for the user to write their future goals. It occupies the upper half of the page.

DECISION RULE

SATISFACTORY EVALUATION
(of all the 12 competencies)

UNSATISFACTORY EVALUATION
(of 1 or more of the 12 competencies)

I have read this evaluation report and acknowledge its receipt without prejudice

Date

Signature of Teacher

Date

Signature of Administrator

Date

Signature of Director (where appropriate)

**For teachers holding part time or replacement contracts, a satisfactory evaluation does not guarantee inclusion on the priority of employment list. The Western Quebec School Board reserves the right to make this determination according to the collective agreement.*

PEOPLE TO KNOW

819-684-2336

1-800-363-9111



TEACHER INDUCTION PROGRAM

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SPECIAL EDUCATION IDENTIFICATIONS AND CODES

AT RISK

<u>CODE</u>	<u>DESCRIPTION</u>	<u>IDENTIFIED BY</u>
01	Mild learning difficulties	teacher(s) and consultant
02	Severe learning and/or behaviour difficulties	consultant
12*	Behavioural difficulties	consultant
21	Mild intellectual deficiency	psychologist
71*	Mild intellectual deficiency Behavioural difficulties	psychologist
14*	Behavioural difficulties	psychologist and social services

Handicapé requiring regular support (3-5 hours per week)

<u>CODE</u>	<u>DESCRIPTION</u>	<u>IDENTIFIED BY</u>
33	Mild motor or organic impairments	physician
34	Language disorders	speech-language pathologist psychologist
42	Visual impairments	ophthamologist
44	Hearing impairments	audiologist

Handicapé requiring sustained support (10-12 hours per week)

<u>CODE</u>	<u>DESCRIPTION</u>	<u>IDENTIFIED BY</u>
23	Profound intellectual impairments	psychologist
24	Moderate to severe intellectual impairments	psychologist
36	Sever motor impairments	physician
50*	Pervasive Development Disorders	psychiatrist
53*	Psychopathological Disorders	psychiatrist
98	18 year olds previously coded 21&71	psychologist
99	Atypical disorders	multi-disciplinary team specialists

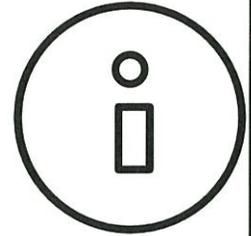
*Subject to a priori weighting

All identified special needs students coded 0-99 require an annual IEP and monthly communication to parents.

IDEAS FOR ADAPTATIONS & MODIFICATIONS

Instructional

- Check for understanding
- Break assignments into smaller chunks
- Provide notes
- Exemplars of what students are working towards and at different levels
- Review new vocabulary before instruction
- Demonstrate/model how to begin
- Opportunities for teacher and peer conferences
- Mix it up! Kinesthetic, visual and auditory formats



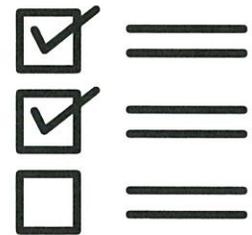
Environmental

- Visuals for task, routine and self-monitoring (e.g. timer, first/then chart, self-assessment scales for anxiety, anger, etc.)
- Scheduled breaks
- Seating to reduce distractions
- Organizational support
- Alternative workspace



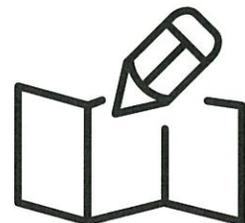
Assignment

- Allow more space to show work
- Emphasize content versus mechanics
- Graphic organizers
- Graph paper for math work to promote format and organization
- Reduction of paper/pencil tasks
- Break down lengthy assignments
- Provide a checklist for assessments



Modifications *

- Provide similar but less difficult tasks
- Simplify complexity of materials
- Alter curriculum expectations
- Reading materials at a lower instructional level
- Use of different rubric



*Modifications apply only to students who are working on a modified academic pathway as per their IEP

RESOURCES

WEBSITES

www.proteacher.net

www.growthcoaching.com.au

www.boxofcrayons.biz

www.newteachercenter.org/resources/

www.brilliantinsane.com

www.cultofpedagogy.com

www.teachingchannel.org (New Teacher Survival Guide Series)

www.edutopia.org



TWITTER CHATS

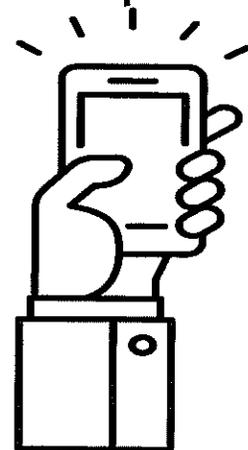
#NTchat- 1st & 3rd Wednesday of the month at 9pm

#educoach-Wednesdays, 9pm

#otslowchat-ongoing

#edchat

#hacklearning



BOOKS

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

Bennett, B. B., & Rolheiser-Bennett, N. C. (2008). *Beyond Monet*. Bookation.

Bennett, B., & Smilanich, P. (1994). *Classroom Management: Thinking & Caring Approach*. Bookation.

Brown, B. (2015). *Rising strong: The reckoning. The rumble. The revolution*.

Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

Gibbs, J. (2006). *Reaching all by creating tribes learning communities*. Windsor, CA: CenterSource Systems, LLC.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

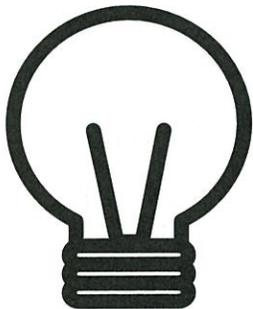
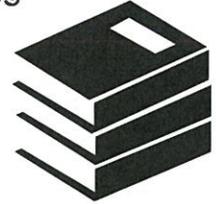
Jackson, R. R. (2013). *Never underestimate your teachers: Instructional leadership for excellence in every classroom*. ASCD.

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin

Lipton, L., Wellman, B. M., & Humbar, C. (2003). *Mentoring matters: A practical guide to learning-focused relationships*. MiraVia, LCC.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. Penguin.

Stanier, M. B. (2016). *The Coaching Habit: Say less, ask more & change the way you lead forever*. Box of Crayons Press.



Have a great resource to share?

If you find a website, book, podcast, or tool that inspires and informs you, please share your discovery with Jeff Harvey and Amy Curry!

