**At-task Observation**  
(Classroom Observations & Conferences with Teachers, Acheson & Hansen)

**Technique:** Construct a seating chart labeling each box with the student name. Systematically examine the behaviour of each student determining if the student is at-task, doing what the teacher considers appropriate. If so, indicate this by marking 1A in the box representing that child’s seat. If the child is not at-task, the observer indicates this by recording 1B, 1C, etc., using the key created to indicate inappropriate behaviours. New of-task behaviors can be added to the key created to indicate inappropriate behaviours. New of-task behaviours can be added to the key as they are observed. The process is repeated at two to four minute intervals for the duration of the observation, indicating the times the observations were made somewhere on the chart. Results can be charted to gather data about individual behavior, student attentiveness, task orientation, and other related items.

<table>
<thead>
<tr>
<th>Liz</th>
<th>Laura</th>
<th>Shawn</th>
<th>Brent</th>
<th>Ronald</th>
<th>Randall</th>
<th>Leslie</th>
<th>Teacher’s Desk</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td>A</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
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<td></td>
<td></td>
<td>at task, independent reading</td>
<td>out of seat</td>
<td>talking</td>
<td>out of room</td>
<td>playing</td>
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<td></td>
<td></td>
<td></td>
<td>B</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>at task, reading w/teacher or aide</td>
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<thead>
<tr>
<th>Pauline</th>
<th>Michelle</th>
<th>Kathy</th>
<th>David</th>
<th>Brian</th>
<th>Rick</th>
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|        |           |       |       |       |       |
|        |           |       |       |       |       |

1. 9:20  
2. 9:22  
3. 9:24  
4. 9:26  
5. 9:28  
6. 9:30  
7. 9:32  
8. 9:34  

David
Absent
Reflection Sheet
(Enhancing Professional Practice, Danielson)

Name ___________________________ School ___________________________

Grade Level _____ Subject ___________________________ Date _______________

1. As I reflect on the lesson, to what extent were students productively engaged? (component 4a)

2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (components 1f and 4a)

3. Did I alter my goals or instructional plan as I taught the lesson? Why? (components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (component 4a)
Maintaining Accurate Records

Name ___________________________ School _______________________

Grade Level _____ Subject ___________________ Date _______________

1. Provide documentation of recording student completion of assignments, fully or in part, for example a grade book. Explain how the system enables both teacher and students to know at all times which assignments have been completed and which are outstanding.

2. Provide individual student assessment records, for example skills checklists, records of competencies, student portfolios, etc. Explain how the monitoring system is used to provide feedback to students and families.

3. Provide records of classroom non-instructional duties (returned permission slips, classroom supply orders, etc.) and explain the system.
Research Log
(Enhancing Professional Practice, Danielson)

Name ____________________ School ____________________

Grade Level _____ Subject ____________________ Date ______________

1. Write a question that you would like to answer about student learning or your teaching.

2. What information do you need to answer the question?

3. In the Action Plan, indicate how you plan to answer the question.

<table>
<thead>
<tr>
<th>Step</th>
<th>Actions</th>
<th>Time Line</th>
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4. Summary and Conclusions: If you are able to complete the research, answer the following questions:

   • What have you learned from this project?
   • What additional questions do you have?
   • Do you plan to alter your practice as a result of this project? If so, how?
PROFESSIONAL GROWTH PROGRAM

The purpose of Supervision for Learning is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Howe Sound). The program is based upon beliefs in commitment, involvement, and continuous learning. Teachers develop growth plans that outline professional development goals, then work to fulfill goals co-operatively with colleagues and administrators in an on-going, self-directed process.

Objectives of Growth Plans:

Supervision is a supportive process to encourage teachers in their professional growth. Its objectives are to strengthen the instructional program of the school and to promote teacher professional growth, in a collaborative, collegial process.

Steps for Developing a Professional Growth Plan

The Professional Growth Plan is developed and managed by the teacher. The following points outline the steps for developing, filing, and reviewing a plan.

- The teacher sets a personal time-line for plan development. The plan may incorporate the use of a simple, one-page computer template for streamlining and standardizing growth plans.

- The plan is to be revisited a minimum of once per school year in order to review progress and goals which then can be amended or revised. Goals may be continued for the next year.

- The plan should contain: goals; names of supervising colleague(s); a revisitation date; estimation of budget and resource needs; an indication of how resources may be accessed and obtained.

- The teacher will keep a professional development portfolio as evidence that goals are being actively pursued and/or met.

- The plan may be filed with the principal.
• To provide formal recognition and validation of teacher’s efforts, the teacher, the supervising colleague or principal shall sign the plan at the yearly revisitation meeting or when goal(s) are met, if earlier.

• The teacher may choose to file the signed plan in his/her personnel file at district office.

Mechanisms for Fulfilling Growth Plans?

A teacher may select the activities or strategies that will help achieve the goals. These may include:

• Professional conferences, courses and focused inservice.
• Involvement in the development and implementation of curriculum.
• Professional reading.
• Sharing with colleagues and engaging in personal reflection.
• Working with colleagues in the classroom setting (e.g. mentoring, peer coaching, partnering).

Resources to Support Professional Growth Plans

• refer to HSTA and School District No. 48 (Howe Sound) collective agreement in order to identify and access monies available.

• refer to district list of people willing to act as resource persons for their colleagues.

Role of Colleague or Principal in the Professional Growth Program

• to receive and file plans yearly
• to help teacher to access available funding, materials, and resources
• to review plans with teacher upon yearly revisitation date.
Creating A Professional Growth Plan

STEP 1: Choose a partner. For simplification during this pilot year, it has been suggested that you and your partner act as each other’s supervising colleague.

STEP 2: Discuss interests and/or needs and/or areas you would like to develop. This is the heart of the revised process. Take time to reflect on your current practice and discuss this with your partner.

STEP 3: Devise a Professional Growth Plan. Prioritize your goals based upon your discussions, changes in the curriculum, school goals, etc. Focus on three goals maximum. Use the template provided.

STEP 4: Maintain a portfolio of evidence. These items may be as simple as a workshop receipt or the notes you made during a discussion with a colleague with respect to a goal area. If you review any literature, photocopy the title page and include this along with any notes you took.

STEP 5: Give a copy of your Growth Plan to your partner and/or to your principal. Perhaps you should give one to your Pro-D rep as well so he/she can keep you informed of any appropriate workshops.

Then What?

• The purpose of the Professional Growth Program is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Howe Sound).

• Work towards achieving the goals outlined on your Professional Growth Plan.

• Keep in contact with your partner.

• It is recommended that you meet with your partner and/or principal at mid-year and end of year to review the progress made. If goals have not been achieved due to unforeseen circumstances beyond your control, carry the goals over for another year. The process is managed by the teacher.

• There are two choices in procedure once the Professional Growth Plan has been signed by the teacher with the principal and/or colleague.
  i) If the principal has been a signatory, then it is filed with the principal at the school as an official document of the teacher’s professional growth. It is the teacher’s choice whether this is filed in his/her personnel file at the district office.
  ii) If the principal has not been a signatory, the Professional Growth Plan is filed with the ProD chair of the HSTA.
The purpose of the Professional Growth Program is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Howe Sound).

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Colleague</th>
<th>Date</th>
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**Goals (What I hope to achieve)**
1. 
2. 
3. 

**Process (The steps to reach my goal)**
1. 
2. 
3. 

**Resources (People, Money, Books, Time, etc.)**
1. 
2. 
3. 

**Portfolio Items (Items contained in my portfolio of evidence)**
- 
- 
- 

**FOLLOW-UP**

Teacher’s Notes: 

Date: 

Teacher’s Signature  

Colleague’s Signature  

or  

Principal’s Signature
### Long Term Planning
- curriculum alignment
- balance
- integration
- flexibility
- collaboration

### Short Term Planning
- objectives
- content knowledge
- knows students
- resources
- criteria

### Physical Environment
- setting
- arrangement
- engagement
- health, safety, comfort
- display space

### Classroom Management
- routines
- student respect for routines
- student behaviour

### Student Behaviour, Conduct and Expectations
- rules/conduct code
- response to behaviour
- expectations / consequences
- teacher/student relationships
- respect/dignity

### Lesson Format
- purpose
- previous content
- student motivation
- grouping
- monitoring for understanding
- progression
- closure

### Instruction
- alignment
- presentation
- clarity
- questioning
- flexibility
- feedback
- response time
- strategies
- student engagement
- resources

### Assessment and Evaluation
- alignment
- link to goals
- record keeping
- transparent procedures
- criteria
- timeliness and opportunity
- performance standards
- respect for students

### Other Comments:
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<tr>
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<th>Short Term Planning</th>
<th>Classroom Management</th>
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<td>• display space</td>
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<td>Student Behaviour, Conduct and Expectations</td>
<td>Lesson Format</td>
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<td>• student engagement</td>
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<td>• resources</td>
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**Other Comments:**
Report To Superintendent on Teacher Performance

NAME: ________________________________       DATE: __________________

SCHOOL: __________________________________________________________________

CERTIFICATE NUMBER & CLASSIFICATION: ____________________________

ASSIGNMENT: __________________________________________________________________

APPOINTMENT (CONTINUING/TEMPORARY): ____________________________

NUMBER OF YEARS IN DISTRICT: __________

DATES OF VISITS:  DURATION OF VISITS:  LESSONS OBSERVED:

________________________  __________________________  __________________________

________________________  __________________________  __________________________

________________________  __________________________  __________________________

________________________  __________________________  __________________________

________________________  __________________________  __________________________

REPORT

Planning and Preparation:

• **Long Term Planning:** includes curriculum alignment, balance, integration, flexibility and collaboration.
  
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

• **Short Term Planning:** includes objectives, content knowledge, knows students, resources and criteria
  
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS
CLASSROOM ENVIRONMENT:

- Physical Environment: includes setting; arrangement; engagement; health, safety and comfort as well as display space
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

- Classroom Management: includes routines, student respect for routines and student behaviour
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

- Student Behaviour, Conduct, and Expectations: includes rules/conduct code, response to behaviour, expectations/consequences, teacher/student relationships and respect/dignity
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

INSTRUCTIONAL PROCESS

- Lesson Format: includes purpose, previous content, student motivation, grouping, monitoring for understanding, progression and closure
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

- Instruction: includes alignment, presentation, clarity, questioning, flexibility, feedback, response time, strategies, student engagement and resources
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS

- Assessment and Evaluation: includes alignment, link to goals, record keeping, transparent procedures, criteria, timelines and opportunity, performance standards and respect for students
  - NOT YET WITHIN EXPECTATIONS
  - MEETS EXPECTATIONS
ADDITIONAL COMMENTS:

CONCLUSION:
This teacher’s performance is  ● SATISFACTORY
  ● LESS THAN SATISFACTORY

(Principal/Vice Principal’s Signature)

(Date)

I have read and discussed this report with the principal:

(Teacher’s Signature)

(Date)

Teacher comments: (optional)

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________