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| **TECHNOLOGY COACH ITINERANT TEACHER**  **PROFESSIONAL PRACTICE SELF-REFLECTION** | | | | | | | | | | | |
| Carefully reflect on your coaching performance in all four domains. Complete the reflection by using the tables showing performance indicators. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator. | | | | | | | | | | | |
| Key: | **U** | **Unsatisfactory** | **B** | **Basic** | **P** | **Proficient** | **D** | **Distinguished** | | | |
| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | | **U** | **B** | **P** | **D** |
| **1a. Demonstrating Knowledge of Content and Pedagogy** | | | | | | | | | | | |
| * I am knowledgeable in curriculum content | | | | | | | |  |  |  |  |
| * I help teachers make cross-cultural connections. | | | | | | | |  |  |  |  |
| * I encourage teachers to use a variety of teaching strategies through mentoring, modelling and supporting. | | | | | | | |  |  |  |  |
| * I assist teachers with purposeful integration of 21st century competencies into planning and teaching. | | | | | | | |  |  |  |  |
| **1b. Demonstrating Knowledge of Teachers and Students** | | | | | | | | | | | |
| * I understand characteristics of adult learning (intellectual, social, emotional, physical). | | | | | | | |  |  |  |  |
| * I determine teacher’s prior knowledge and experiences. | | | | | | | |  |  |  |  |
| * I build on teachers’ strengths, skills and interests to increase competence. | | | | | | | |  |  |  |  |
| * I demonstrate an awareness of social and cultural characteristics of school staffs. | | | | | | | |  |  |  |  |
| * I assist teachers in adapting appropriately for the diverse needs of students. | | | | | | | |  |  |  |  |
| **1c. Setting Instructional Outcomes** | | | | | | | | | | | |
| * I assist teachers in unpacking learning outcomes. | | | | | | | |  |  |  |  |
| * I support teachers in the implementation of provincial curricula, division initiatives, and locally determined options. | | | | | | | |  |  |  |  |
| * I support teachers to develop concepts through a sequence of varied learning activities. | | | | | | | |  |  |  |  |
| **1d. Demonstrating Knowledge of Resources** | | | | | | | | | | | |
| * I support teachers in seeking/using a variety of resources (print, non-print, and digital) in planning and instruction. | | | | | | | |  |  |  |  |
| * I seek and participate in resource opportunities to enhance professional development (PLT groups, professional literature, webinars, wikis, blogs) and encourage teachers to do the same. | | | | | | | |  |  |  |  |
| * I demonstrate knowledge of resources and services for teachers and assist them with accessing these resources through modelling and mentoring. | | | | | | | |  |  |  |  |
| * I utilize technology (computers, digital resources, social media, etc.) to communicate, to access information, to create products and further my knowledge. | | | | | | | |  |  |  |  |
| **1e. Designing Coherent Instruction** | | | | | | | | | | | |
| * I recommend appropriate activities, materials, methods to teachers. | | | | | | | |  |  |  |  |
| * I assist teachers with planning logical sequences of activities from easy to difficult. | | | | | | | |  |  |  |  |
| * I encourage teachers to balance careful planning with flexibility in delivery. | | | | | | | |  |  |  |  |
| * I assist teachers with planning to create opportunities for students of diverse skill and knowledge. | | | | | | | |  |  |  |  |

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| **DOMAIN 1: PLANNING AND PREPARATION (continued)** | **U** | **B** | **P** | **D** |
| **1e. Designing Coherent Instruction (continued)** | | | | |
| * I assist teachers to incorporate higher levels of thinking and problem-based learning into their planning. |  |  |  |  |
| * I assist teachers as they integrate the use of technology into subjects to assist students in developing 21st century competencies and developing digital literacy. |  |  |  |  |
| **1f. Designing Student Assessments** | | | | |
| * I assist teachers to design assessment criteria and standards for students (rubric, checklist, rating scale). |  |  |  |  |
| * I encourage teachers to develop formative and summative assessments that provide students with a variety of opportunities to demonstrate their learning. |  |  |  |  |
| * I support teachers as they examine and analyze student work to determine necessary changes in instruction or assessment. |  |  |  |  |
| * I assist teachers to explicitly plan for student involvement in assessment through co-creating criteria. |  |  |  |  |
| * I advocate use of fair and accurate assessments aligned with Sun West assessment practices. |  |  |  |  |
| **Comments:** | | | | |
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**Suggested Portfolio Artifacts**

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| * copy of degrees * theme-web diagrams * curriculum implementation * accreditation certificate * lesson plans * reflective journals * record keeping * consecutive lesson plans * photo of learning center * blog posting information * KWL chart completed by students * samples of student work | * EA communication book page * lesson plan showing adaptations covered * PPP/student support plan with reflection * resource and literature list * PLT Smart Goals * mentorship program (lists, pictures) * examples of activities, materials * video clip of lesson * examples of modifications * contract work examples * assessment examples (rubrics, checklists) * course evaluation outline |

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| **TECHNOLOGY COACH ITINERANT TEACHER**  **PROFESSIONAL PRACTICE SELF-REFLECTION** | | | | | | | | | | | | |
| Carefully reflect on your coaching performance in all four domains. Complete the reflection by using the tables showing performance indicators. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator. | | | | | | | | | | | | |
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| **Domain 2: The Learning Environment** | | | | | | | | | **U** | **B** | **P** | **D** |
| **2a. Creating an Environment of Respect and Rapport** | | | | | | | | | | | | |
| * I demonstrate mutual respect and trust, and approachability when working with teachers. | | | | | | | | |  |  |  |  |
| * I recognize and respect teachers’ lives outside school and encourage teachers to respect student diversity (cultural, socio-economic, intellectual, etc.). | | | | | | | | |  |  |  |  |
| * I demonstrate friendliness and openness and provide differentiated support for teachers that encompasses the principles of adult learning. | | | | | | | | |  |  |  |  |
| * I set high expectations for teacher conduct and encourage and model these expectations. | | | | | | | | |  |  |  |  |
| * I establish a positive coaching environment where everyone feels valued and safe both mentally and physically. | | | | | | | | |  |  |  |  |
| * I encourage teachers to work in a team and to respectfully resolve conflicts. | | | | | | | | |  |  |  |  |
| **2b. Establishing a Culture for Learning** | | | | | | | | | | | | |
| * I encourage teachers and students to take pride in their work and give their best effort. | | | | | | | | |  |  |  |  |
| * I set high expectations for teacher learning and work and encourage them to be actively involved in their learning. | | | | | | | | |  |  |  |  |
| * I convey genuine enthusiasm for content and encourage teachers to become life-long learners. | | | | | | | | |  |  |  |  |
| * I create a safe environment where teachers can take risks and participate in leadership opportunities. | | | | | | | | |  |  |  |  |
| * I provide opportunities for teachers to assist students in becoming creative and critical thinkers. | | | | | | | | |  |  |  |  |
| **2c. Support Classroom Procedures** | | | | | | | | | | | | |
| * I support teachers in developing a smoothly functioning classroom (procedures, efficient use of time, established routines). | | | | | | | | |  |  |  |  |
| * I engage teachers to provide students with productive, meaningful work. | | | | | | | | |  |  |  |  |
| **2d. Managing Student Behaviour** | | | | | | | | | | | | |
| * I encourage teachers to develop a code of conduct collaboratively with students. | | | | | | | | |  |  |  |  |
| * I support teachers in developing proactive classroom management techniques. | | | | | | | | |  |  |  |  |
| **2e. Organizing Physical Space** | | | | | | | | | | | | |
| * I provide suggestions regarding the organization of classroom with consideration for safety and accessibility to learning. | | | | | | | | |  |  |  |  |

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| **Domain 2: The Learning Environment (continued)** |
| **Comments:** |
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Suggested Portfolio Artifacts

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| * pictures of the classroom * examples of classroom procedures/rules * reflective journals * Educational Assistant attestation * Code of Conduct * student checklist (self-evaluation) * honor roll * student attendance chart |  |

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| **TECHNOLOGY COACH ITINERANT TEACHER**  **PROFESSIONAL PRACTICE SELF-REFLECTION** | | | | | | | | | | | | |
| Carefully reflect on your coaching performance in all four domains. Complete the reflection by using the tables showing performance indicators. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator. | | | | | | | | | | | | |
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| **Domain 3: Instruction** | | | | | | | | **U** | | **B** | **P** | **D** |
| **3a. Communicating Clearly, Accurately and Ethically with Teachers** | | | | | | | | | | | | |
| * I demonstrate clear, audible, and ethical support for teachers. | | | | | | | |  | |  |  |  |
| * I communicate the purpose of the work and the support I am providing. | | | | | | | |  | |  |  |  |
| * I use correct and appropriate language when working with teachers and school based personnel | | | | | | | |  | |  |  |  |
| * I use analogies and stories to connect with teacher background and learning styles. | | | | | | | |  | |  |  |  |
| * I monitor for understanding and adjust my support to meet the learning goals of staff. | | | | | | | |  | |  |  |  |
| **3b. Using Questioning, Coaching and Discussion Techniques** | | | | | | | | | | | | |
| * I assist teachers in their use of appropriate levels of questioning. | | | | | | | |  | |  |  |  |
| * I engage teachers in discussion and seek clarification by paraphrasing to check for understanding. . | | | | | | | |  | |  |  |  |
| * I utilize questioning and coaching techniques to encourage teacher self-reflection. | | | | | | | |  | |  |  |  |
| **3c. Engaging Students in Learning** | | | | | | | | | | | | |
| * I support teachers through mentoring and demonstrating the use of appropriate and various instructional strategies. | | | | | | | |  | |  |  |  |
| * I encourage teachers to work collaboratively with others to accomplish a task. | | | | | | | |  | |  |  |  |
| * I model and encourage teachers to collaborate across networks, using various information and communication technologies. | | | | | | | |  | |  |  |  |
| **3d. Using Assessment in Instruction** | | | | | | | | | | | | |
| * I encourage teachers to communicate standards by which students’ work will be assessed, and provide them with a variety of opportunities to demonstrate their learning. | | | | | | | |  | |  |  |  |
| * I provide timely and constructive feedback to support teachers. | | | | | | | |  | |  |  |  |
| * I assist teachers in adapting assessments to meet diverse students’ needs. | | | | | | | |  | |  |  |  |
| * I encourage teachers to actively involve students in assessments through co-creating criteria. | | | | | | | |  | |  |  |  |
| * I encourage teachers to provide opportunities for students to self-reflect and set their own learning goals. | | | | | | | |  | |  |  |  |
| * I assist teachers in involving students in their learning through the creation of portfolios (binders, digital, etc.). | | | | | | | |  | |  |  |  |
| **3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work** | | | | | | | | | | | | |
| * I encourage teachers to meet the diverse learning needs of their students (21st century competencies, incorporating technology opportunities and differentiated learning. | | | | | | | |  | |  |  |  |
| * I demonstrate awareness of classroom climate and student engagement in learning. | | | | | | | |  | |  |  |  |

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| **Domain 3: Instruction (continued)** |
| **Comments:** |
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**Suggested Portfolio Artifacts**

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| * reflective journal * lesson and unit plans * student work samples * evaluation of student work * video of teaching |  |

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| **TECHNOLOGY COACH ITINERANT TEACHER**  **PROFESSIONAL PRACTICE SELF-REFLECTION** | | | | | | | | | | | | |
| Carefully reflect on your coaching performance in all four domains. Complete the reflection by using the tables showing performance indicators. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator. | | | | | | | | | | | | |
| Key: | **U** | **Unsatisfactory** | **B** | **Basic** | **P** | **Proficient** | **D** | **Distinguished** | | | | |
| **Domain 4: Professional and Leadership Responsibilities** | | | | | | | | | **U** | **B** | **P** | **D** |
| **4a. Reflecting on Leadership and Coaching** | | | | | | | | | | | | |
| * I reflect on planning/coaching sessions and presentations, analyze successes and provide suggestions for improvement. | | | | | | | | |  |  |  |  |
| * I participate in professional development opportunities to increase overall awareness of curriculum, assessment, instruction and technology. | | | | | | | | |  |  |  |  |
| * I seek out or act as mentor/coach. | | | | | | | | |  |  |  |  |
| **4b. Maintaining Accurate Records** | | | | | | | | | | | | |
| * I make record-keeping a routine procedure. | | | | | | | | |  |  |  |  |
| * I assist teachers in creating skill checklists/records/student portfolios/formal and informal assessments. | | | | | | | | |  |  |  |  |
| * I maintain organized non-instructional records (record of visits, sharing work calendar, completing activity log, journals). | | | | | | | | |  |  |  |  |
| * I keep logs of school-related contacts (phone calls, email, in person). | | | | | | | | |  |  |  |  |
| **4c. Communication** | | | | | | | | | | | | |
| * I send written information to teachers and schools (schedule, monthly progress report, website, blog). | | | | | | | | |  |  |  |  |
| * I use appropriate email etiquette and am attentive to my digital footprint and online presence. | | | | | | | | |  |  |  |  |
| * I respond with empathy and respect to teacher and school requests. | | | | | | | | |  |  |  |  |
| **4d. Contributing Leadership to the Schools and Division** | | | | | | | | | | | | |
| * I participate in professional relationships with colleagues (shares expectations, materials, insights). | | | | | | | | |  |  |  |  |
| * I demonstrate a mutual respect and cooperation with colleagues. | | | | | | | | |  |  |  |  |
| * I participate in division activities (activities, committees, professional organizations, etc.). | | | | | | | | |  |  |  |  |
| * I balance family demands with school division commitments. | | | | | | | | |  |  |  |  |
| * I facilitate professional learning opportunities for school division staff (workshops, webinars, coaching, focus groups, etc.) | | | | | | | | |  |  |  |  |
| **4e. Growing and Developing Professionally** | | | | | | | | | | | | |
| * I demonstrate growth in content knowledge and pedagogy (attends workshops and conferences or becomes member of professional organization). | | | | | | | | |  |  |  |  |
| * I demonstrate the ability to relate to other people in varying contexts, including capacity to resolve and manage conflict. | | | | | | | | |  |  |  |  |
| * I demonstrate the ability to lead and work collaboratively in a team. | | | | | | | | |  |  |  |  |
| * I work positively and respectfully with others in creating new ideas. | | | | | | | | |  |  |  |  |
| * I demonstrate the ability to collaborate across networks, using various information and communication technologies. | | | | | | | | |  |  |  |  |
| * I am continually developing my 21st Century Competencies. | | | | | | | | |  |  |  |  |

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| **Domain 4: Professional and Leadership Responsibilities (continued)** | **U** | **B** | **P** | **D** |
| **4f. Showing Professionalism** | | | | |
| * I demonstrate commitment to teacher improvement and student achievement. |  |  |  |  |
| * I display integrity in dealing with colleagues and public. |  |  |  |  |
| * I advocate for fair treatment of all. |  |  |  |  |
| * I follow applicable legislation (The Education Act, OH&S etc.), school and division policies and procedures. |  |  |  |  |
| * I adhere to the STF Code of Ethics for teachers. |  |  |  |  |
| **Comments:** | | | | |
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**Suggested Portfolio Artifacts**

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| * reflective journals * PD certificates (professional activities) * examples of record keeping charts (skills checklists, student portfolios, anecdotal records) * logs (photocopied page) * copy of newsletter, monthly progress report, video of blog, print of head page of website, unit plan and lesson plan * letters of gratitude * attestations by colleague or principal * membership cards, team photos * family photos * certificates, * letters from interns, students * examples of expertise, power point example * teacher appraisals |