
HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

Policy Code:	GCN
Policy Title:	Summative Evaluation of Professional Staff
Cross Reference:	GCAD GCM GCMA
Legal Reference:	Alberta Teacher Growth Supervision & Evaluation Policy: AR3/99 – <i>Certification of Teachers</i> AR4/99 – <i>Practice Review of Teachers</i> Teaching Quality Standard (Ministerial Order 016/97) Alberta School Act 1(1), 18(1)
Adoption Date:	April 20, 1999
Amendment or Re-affirmation Date:	February 20, 2001/ June 16, 2005/ December 8, 2005

PREAMBLE

The Board of Horizon School Division believes that the summative evaluation is a judgmental process designed to facilitate decisions about the competence of a teacher for purposes of tenure, promotion, transfer, certification, or termination. This policy operates under the assumption that an evaluation process may be necessary or desired which respects the rights of the individual while generating the data for making well informed and fair employment decisions. Additionally, one of the primary aims of summative evaluation is to foster professional growth.

POLICY

THE BOARD OF THE HORIZON SCHOOL DIVISION NO. 67 BELIEVES THAT A SUMMATIVE EVALUATION OF A TEACHER'S PROFESSIONAL PERFORMANCE MAY BE REQUIRED FOR THE PURPOSE OF MAKING DECISIONS REGARDING EMPLOYMENT AND/OR CERTIFICATION.

REGULATIONS

1. Summative evaluation may be initiated by the teacher to be evaluated, by the school principal or by the superintendent or his/her deputy.
2. All reports generated during the evaluation process shall be signed by both parties (the teacher's signature evidences only that the report has been received for review) and kept in the teacher's personnel file secured in the principal's office and/or Division Office, with a copy provided to the teacher being evaluated prior to the report being submitted.
3. The teacher shall be informed of his/her right to secure the assistance of a mentor or peer support team to work with him/her at any or all times throughout the evaluation process. The mentor, however, will not function as an evaluator.
4. A teacher may review his or her evaluation records contained in a personnel file.
5. A teacher being evaluated shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.
6. A teacher involved in a summative evaluation process is not obligated to develop and implement annual professional growth planning.

HORIZON SCHOOL DIVISION NO. 67

GCN - Summative Evaluation of Professional Staff - Continued

7. The following regulations will apply to teachers who hold a continuing contract:
 - a) Prior to a summative evaluation being performed, the teacher to be evaluated must receive or submit written notification, which communicates explicitly the reasons for and purposes of the summative evaluation. A copy of this letter must be kept in the individual teacher's personnel file secured in the principal's office.
 - b) The principal shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation policy and process, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
 - c) The following shall be included by in-school administrators as part of phase one of the evaluation process:
 - (1) multiple observations based on established criteria;
 - (2) frequent conferencing;
 - (3) a formal written report based on the established criteria containing descriptive assessments in the major performance areas, which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.
 - d) In the event that remediation is necessary, the in-school administrator, at the end of the time allotted for the teacher to make the required improvement, shall perform a reasonable number of observations to assess performance level, following which a report will be written containing the assessment and recommendations, including recommending the possible conclusion of the summative evaluation process or proceeding to phase two.
 - e) Phase two of the summative evaluation process shall consist of:
 - (1) an evaluation conducted by a certified individual, chosen by the superintendent, who is adequately trained in evaluation procedure and practice, and is independent of the staff of the school in which the teacher works, unless the teacher requests otherwise;
 - (2) the same practices and procedures as outlined in regulation 7 (c).

HORIZON SCHOOL DIVISION NO. 67

GCN - Summative Evaluation of Professional Staff - Continued

- f) In the event that remediation is necessary, the evaluator assigned by the superintendent, at the end of the time allotted for the teacher to make improvement, shall perform a reasonable number of observations to assess performance level, following which a report containing the assessment, and possible recommendations, will be written and forwarded to the teacher first and then forwarded to the school principal.
 - g) The principal, upon the receipt of the evaluator's report, shall convene a conference with the evaluator to discuss the assessment, and shall write a report to the superintendent which may recommend conclusion of the summative evaluation procedure, termination of the teacher's contract, or make other recommendations which he/she believes are in the best interests of the teacher and/or school.
 - h) The superintendent, upon receipt of the principal's report, shall take whatever action he/she believes is required.
 - i) A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.
8. The following will apply to teachers on a probationary contract:
- a) Near the commencement of the school year a teacher who enters into a probationary contract with the Horizon School Division shall receive written notification from the Deputy Superintendent that a summative evaluation will take place during the term of the probationary contract and shall receive a copy of the evaluation criteria and policy and regulations of the Horizon School Division pertaining to teacher evaluation.
 - b) The principal or designate shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
 - c) The following shall be included in the evaluation process:
 - (1) an evaluation report will be provided to the teacher by the school principal or designate by January 31. A copy of the report will be sent to the Deputy Superintendent. This report will be based on a minimum of 3 classroom observations by the principal or designate and will normally also include input based on observations by the Deputy Superintendent or central office designate. It will be based upon established criteria containing descriptive assessments in the major performance areas, which may include areas of strength,

HORIZON SCHOOL DIVISION NO. 67

GCN - Summative Evaluation of Professional Staff - Continued

directions for growth and recommendations. Observations and assessments should be communicated through frequent conferences. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

- (2) a second evaluation report will be provided to the teacher by the principal or designate by May 15. Copy of the report shall be sent to the Deputy Superintendent. This report shall be based on further classroom observations and conferences and will normally also include input from the Deputy Superintendent or central office designate. This second report shall include a contract recommendation from the school principal.

9. The following will apply to teachers eligible for permanent certification:

- a) The principal shall convene a conference with the teacher prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
 - (1) a substitute teacher must apply to school administrator(s) for two evaluation reports to be completed.
- b) The following shall be included by in-school administrators as part of the evaluation process:
 - (1) a report pertaining to a recommendation of permanent certification will be given to the teacher near the end of 400 teaching days.
 - (2) The recommendation will include 2 evaluation reports. Both evaluation reports will be written by a school administrator and/or the superintendent and/or designate. The evaluation reports should involve frequent conferencing. The teacher shall be informed of his/her right to secure the assistance of a mentor or peer support team to work with him/her at any or all times throughout the evaluation process. The mentor, however, will not function as an evaluator. A formal written report based on the established criteria containing descriptive assessments in the major performance areas, which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

HORIZON SCHOOL DIVISION NO. 67

GCN - Summative Evaluation of Professional Staff - Continued

- (2) The recommendation will include 2 evaluation reports. Both evaluation reports will be written by a school administrator and/or the superintendent and/or designate. The evaluation reports should involve frequent conferencing. The teacher shall be informed of his/her right to secure the assistance of a mentor or peer support team to work with him/her at any or all times throughout the evaluation process. The mentor, however, will not function as an evaluator. A formal written report based on the established criteria containing descriptive assessments in the major performance areas, which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

**CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE
HORIZON SCHOOL DIVISION NO. 67**

The “Professional Model of Teaching” stated in the provincial Quality Teaching document underlies discussion in the performance areas. Teaching is an activity characterized by professional judgment and decision making. Teachers have the responsibility and authority to analyze and respond to the context in which they teach by making reasoned judgments and decisions, and applying the pedagogical knowledge and abilities that will provide students with the best possible opportunity to learn.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

This document sets out six PERFORMANCE AREAS for the evaluation of teaching performance in relation to “The Teaching Quality Standard”, which are: ACCOMMODATION FOR CONTEXT AND LEARNING NEEDS, PLANNING AND PREPARATION, CLASSROOM ORGANIZATION AND MANAGEMENT, TECHNIQUES OF INSTRUCTION, STUDENT EVALUATION, and PERSONAL/PROFESSIONAL ATTRIBUTES.

The KEY INDICATORS for each PERFORMANCE AREA identify the activities that good teachers undertake as they go through their day-to-day work in schools and classrooms. The INDICATORS may become the focus of formative evaluation processes. In most cases, the INDICATORS serve as areas of assessment and/or areas for improvement in summative evaluation processes. The DESCRIPTORS support the KEY INDICATORS, though evidence of all DESCRIPTORS would not be expected all the time.

An attached document, “Descriptor Examples”, provides more specific examples or evidence of *some* of the listed Descriptors.

PERFORMANCE AREA: ACCOMMODATION FOR CONTEXT AND LEARNING NEEDS

KEY INDICATOR: The teacher analyzes context and variables and applies appropriate knowledge, skills and attributes in all performance areas.

DESCRIPTORS. The teacher recognizes, considers and applies where appropriate:

- student variables,
- regulatory variables,
- school variables,
- parent and societal variables,
- teacher variables.

(See attached document “Descriptor Examples”)

KEY INDICATOR: Teachers know there are many approaches to teaching and learning.

DESCRIPTORS. The teacher:

- appreciates individual differences and believes all students can learn,
- recognizes students’ different learning styles and individual needs and accommodates instruction accordingly,
- monitors effectiveness of their practice and makes changes as needed.

PERFORMANCE AREA: PLANNING AND PREPARATION

KEY INDICATOR: The teacher demonstrates effective planning skills that promote student learning.

DESCRIPTORS. The teacher:

- maintains long-range and short-range plans that reflect the Program of Studies, and that specify objectives, time, and plan for evaluation,
- correlates/integrates subject matter where appropriate,
- maintains up-to-date daily planning,
- participates in developing appropriate plans for individual students and student groups, according to programming and/or policy requirements,
- provides adequate plans and procedures for substitute teachers.

KEY INDICATOR: The teacher demonstrates evidence of preparation and personal organization.

DESCRIPTORS. The teacher:

- understands the knowledge, concepts, methodologies and assumptions of the programs they teach,
- prepares teaching materials as outlined in daily planning, in advance of the lesson.

PERFORMANCE AREA: CLASSROOM ORGANIZATION AND MANAGEMENT

KEY INDICATOR: The teacher creates, organizes and manages environments that are conducive to student learning and provide for student safety.

DESCRIPTORS. The teacher:

- models beliefs, principles, values and intellectual characteristics outlined in the Guides to Education and Program of Studies, and guides students to do the same,
- establishes learning environments, both on and off-campus, where students feel physically, psychologically, socially and culturally secure,
(See attached document "Descriptor Examples")
- uses appropriate strategies to maintain on-task student behavior,
- manages student conduct and discipline in accordance with policies, regulations, and legal requirements,
- promotes self-discipline,
- organizes the learning environment to promote learning,
- establishes systematic, effective procedural class routines,
- demonstrates care for physical facilities, equipment and instructional materials.

PERFORMANCE AREA: INSTRUCTION

KEY INDICATOR: The teacher implements an effective lesson.

DESCRIPTORS. The teacher:

- applies appropriate knowledge, concepts, methodologies and assumptions of the subject area,
- provides effective structures for learning,
(See attached document "Descriptor Examples")
- implements a variety of meaningful, stimulating and challenging learning activities and resources congruent with the topic and students being taught,
- encourages student participation related to objectives,
- checks for understanding,

PERFORMANCE AREA: INSTRUCTION (con't)

- promotes an understanding of knowledge, skills and attitudes in context of the curriculum as a whole,
- demonstrates flexibility by using learning opportunities as they present themselves,
- incorporates appropriate technologies into instruction to enhance learning and communication,
- promotes opportunities for applications of learning to the home, community, and broader environment,
- uses effective questioning techniques,
(See attached document "Descriptor Examples")
- communicates effectively with the students.
(See attached document "Descriptor Examples")

KEY INDICATOR: The teacher fosters a positive relationship with students.

DESCRIPTORS. The teacher:

- displays personal characteristics that promote positive, caring relationships with students,
(See attached document "Descriptor Examples")
- is readily available to all students,
- makes an effort to know and treat each student as an individual,
- uses discretion in situations relating to student confidentiality.

PERFORMANCE AREA: STUDENT EVALUATION

KEY INDICATOR: The teacher plans and prepares appropriate evaluation activities.

DESCRIPTORS. The teacher:

- develops a written evaluation plan in accordance with Policy HK - Student Evaluation,
- makes methods of evaluation clear and purposeful,
- prepares evaluation instruments which reflect intended outcomes,
- maintains an accurate record of student achievement,
- uses a variety of information collected throughout a reporting period to determine students' results for progress reports.

KEY INDICATOR: The teacher uses diagnosis and assessment results for the benefit of the student.

DESCRIPTORS. The teacher:

- analyzes results and implements strategies to meet diagnosed needs,
- communicates results to students, parents, and administrators in a meaningful manner,
- helps students, parents, educators and others (where deemed necessary), interpret and understand the results of diagnoses and assessments, and the implications for students,
- helps students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals,
- listens and responds to concerns from students, parents, and administrators,
- assists school councils and members of the community to understand the purposes, meanings, outcomes and the implications of assessments,
- uses their interpretations of diagnoses and assessments including students' work and results to guide their own professional growth.

PERFORMANCE AREA: PERSONAL/PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The teacher demonstrates professional conduct.

DESCRIPTORS. The teacher:

- adheres to policies and procedures of the district and carries out those duties that are assigned to the teacher by the principal or the board (School Act, Section 18),
- adheres to the "Code of Professional Conduct" and the "Declaration of Rights and Responsibilities for Teachers" as set out by the Alberta Teachers' Association.
- recognizes they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children,
- recognizes their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities, and society at large.

KEY INDICATOR: The teacher promotes home-school, School Council and community partnerships.

DESCRIPTORS. The teacher:

- supports and assists the administration in carrying out public relations, including a positive perception of the school, and communications,
- strives to involve parents in their child's schooling,
- is receptive to parental input when it relates to student development,
- supports and participates in parent-teacher activities,
- displays a knowledge of community resources and needs, and incorporates them into the school context where appropriate.

KEY INDICATOR: The teacher promotes a sense of community within the school.

DESCRIPTORS. The teacher:

- communicates with students in a caring manner,
- values and respects each member of the school community,
- provides a reasonable level of support to school sponsored activities,
- works cooperatively with school team members.

(See attached document "Descriptor Examples")

KEY INDICATOR: The teacher demonstrates commitment to career long learning.

DESCRIPTORS. The teacher:

- demonstrates commitment by participation in professional activities (e.g. professional organizations, course work, workshops, conferences),
- takes advantage of opportunities to learn from colleagues, students, parents and community,
- keeps abreast of developments in subject matter and issues, including advances in teaching/learning technologies, related to teaching.

EXEMPTION:

If a teacher is employed in a position that does not involve classroom instruction, the preceding **CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE**, both **INDICATORS** and **DESCRIPTORS**, may be revised to reflect the nature and responsibilities of the position.

In cases where different criteria have been or are to be established, such criteria should be expeditiously communicated to those teachers who are affected. **REGULATION 6 (b) of the SUMMATIVE EVALUATION OF PROFESSIONAL STAFF**, Policy GCN, requires that "prior to formal observation... performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher."

Descriptor Examples

Horizon School Division No. 67

Document to supplement the “Criteria for the Evaluation of Teaching Performance”

This document provides more specific examples or evidence of *some* of the Descriptors contained in the “Criteria for the Evaluation of Teaching Performance”. The intent is to assist teachers and administrators in understanding some of the descriptors identified as needing more concrete examples of teaching practice. The lists of examples are not intended to be exclusive nor would one expect that all examples would be present in a given context. The examples may help facilitate observation, discussion and professional growth planning.

Performance Area: Accommodation for Context and Learning Needs

Descriptor - Variable:

Student variables

- Demographic variables, e.g. age, gender
- Maturation
- Abilities and talents
- Relationships among students
- Subject area of study
- Prior learning
- Socio-economic status
- Cultural background
- Linguistic variables
- Mental and emotional states and condition

Regulatory variables

- Government Organization Act
- School Act and provincial regulations, policies and Ministerial Orders
- Child Welfare Act
- Canadian Charter of Rights and Freedoms
- School authority policies
- Guide to Education
- Programs of Study

School variables

- Resource availability and allocation
- Teaching assignment
- Class size and composition
- Collegial and administrator support
- Physical plant

Parent and societal variables

- Parental support
- Parental involvement in children’s learning
- Socio-economic variables
- Community support for education
- Multiculturalism
- Cultural pluralism
- Inter-agency collaboration
- Provincial, national and global influences

Teacher variables

- Teaching experience
- Learning experiences

Performance Area: Classroom Organization and Management

Descriptor – Learning environments where students feel physically, psychologically, socially and culturally secure.

- sets and communicates acceptable standards such as respect for the rights, opinions, property and contribution of others

Performance Area: Techniques of Instruction

Descriptor - Provides effective structures for learning.

- previews lesson, reviews
- communicates instructional objectives
- sets a tone
- concept-building
- logical sequencing
- utilizes effective summary techniques
- maintains reasonable time allotment and appropriate pacing
- utilizes smooth and efficient transitions between instructional activities
- utilizes effective summary techniques

Descriptor - Uses effective questioning techniques.

- asks appropriate questions
- structures questions to stimulate learning (i.e. pauses, focus, adjusting, rephrasing, order)
- poses questions clearly for the level of the students
- involves all students in questioning
- elicits and responds to student questions, and responses in a manner that reinforces learning
- uses questions to promote critical thinking skills

Descriptor - Communicates effectively with the students.

- speaks fluently and precisely
- puts ideas across logically
- uses a variety of verbal and non-verbal techniques (i.e. smiles, reinforcements, etc.)
- makes sure that assignments and directions are clear

Descriptor - Displays personal characteristics that promotes positive, caring relationships with students.

- responds positively to students
- incorporates humor to enhance learning
- communicates enthusiasm,
- demonstrates understanding and empathy
- exhibits patience and tolerance
- demonstrates respect when dealing with students
- is fair and impartial in relating to students
- acknowledges the rights of other to hold differing views or values
- gives correction which is constructive, reinforcement which is appropriate

Performance Area: Personal/Professional Attributes

Descriptor – Works cooperatively with school team members.

- cooperates with colleagues in improving personal, professional growth
- shares appropriate ideas, materials, and methods with school team members
- cooperates with school's administration to implement policies and regulations
- keeps administration informed of pertinent school-related issues

Approved – May 29, 2000 Board Meeting

**CRITERIA FOR THE EVALUATION OF THE
CLASSROOM SUPPORT TEACHER PERFORMANCE
HORIZON SCHOOL DIVISION NO. 67**

If a teacher is employed in a position that does not involve classroom instruction, the CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE, both INDICATORS and DESCRIPTORS, may be revised to reflect the nature and responsibilities of the position.

In cases where different criteria have been or are to be established, such criteria should be expeditiously communicated to those teachers who are affected. REGULATION 6 (b) of the SUMMATIVE EVALUATION OF PROFESSIONAL STAFF, Policy GCN, requires that "prior to formal observation... performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the classroom support teacher." (Taken from Policy GCN)

Given the unique nature and responsibilities of the Classroom Support Teacher's position this document sets out six PERFORMANCE AREAS for the evaluation of the classroom support teacher's performance. They are: PLANNING AND PREPARATION, LEARNING ENVIRONMENT, PROGRAMMING FOR SPECIAL EDUCATION, COMMUNICATION, PERSONAL/PROFESSIONAL ATTRIBUTES, and TEAM BUILDING.

The KEY INDICATORS for each PERFORMANCE AREA identify the activities that good classroom support teachers undertake as they go through their day-to-day work in schools and classrooms. In most cases, the INDICATORS serve as areas of assessment and/or areas for improvement in evaluation processes. The DESCRIPTORS support the KEY INDICATORS, though evidence of all DESCRIPTORS would not be expected all the time.

PERFORMANCE AREA: PLANNING AND PREPARATION

KEY INDICATOR: The classroom support teacher demonstrates evidence of effective preparation and planning skills.

DESCRIPTORS. The classroom support teacher:

- maintains long-range and short-range plans that reflect the Goals of the Special Education Program,
- maintains up-to-date daily planning,
- provides adequate plans and procedures for substitute classroom support teachers (as needed),
- creates, revises and implements plans that outline the special education program,
- cooperates with the teacher and other individuals involved in program planning,
- coordinates IPP meetings,
- cooperates with administration in planning, scheduling, and utilizing support staff,
- prepares and provides information and program materials.

PERFORMANCE AREA: LEARNING ENVIRONMENT

KEY INDICATOR: The classroom support teacher promotes positive student behavior.

DESCRIPTORS: The classroom support teacher:

- recommends and/or provides strategies to maintain appropriate student behavior,
- manages discipline in accordance with policies, regulations, and legal requirements,
- promotes self-discipline,
- facilitates and reinforces appropriate behavior,
- suggests and supports the implementation and evaluation of a variety of effective behavior-management techniques.

KEY INDICATOR: The classroom support teacher promotes a positive learning environment.

DESCRIPTORS: The classroom support teacher:

- sets and communicates acceptable standards such as respect for the rights, opinions, property and contribution of others,
- demonstrates care for physical facilities, equipment, and instructional materials,
- encourages an atmosphere and physical setting that are conducive to learning,
- promotes consideration of individual student needs, (socially, emotionally, physically, and academically),
- assists in creating a safe and caring environment in which diversity is valued.

PERFORMANCE AREA: PROGRAMMING FOR SPECIAL EDUCATION

KEY INDICATOR: The classroom support teacher ensures implementation of an effective individual program plan (IPP).

DESCRIPTORS. The classroom support teacher:

- gathers the suggestions and ideas from team meetings and translates them onto a functional and realistic IPP,
- shares responsibility for the development of the IPP and ensures the implementation and review of the IPP, supplemented on an ongoing basis by regular informal co-planning,
- assists teachers and students, where applicable, in identifying student goals, needs, and learning styles,
- correlates/integrates subject matter, where appropriate, in consultation with the classroom teacher,
- maintains records and documentation relevant to the IPP (examples case history, previous assessments, educational records, medical data, etc.),
- works with the classroom teacher to design, implement, demonstrate, evaluate, and modify instructional strategies to meet the needs of the students.

KEY INDICATOR: The classroom support teacher ensures appropriate evaluation/assessment procedures and application.

DESCRIPTORS. The classroom support teacher:

- makes methods of student evaluation clear and purposeful,
- uses a variety of information collected throughout a reporting period to assist the classroom teacher
- in determining students' results for progress reports,
- uses appropriate assessment tools and procedures to establish a baseline of strengths and needs and planning to monitor progress (e.g. norm-referenced, curriculum based, work samples, observations and task analysis),
- interprets formal and informal assessments with the school-based team, parents, and the student, and
- other service providers, as appropriate,
- maintains relevant assessment records.

KEY INDICATOR: The classroom support teacher facilitates effective learning opportunities.

- establishes and monitors opportunities for applications of learning, (example: work experience, special projects, life skills, recreation/leisure activities, etc.),
- encourages cooperative interactions with others,
- provides instruction to students through team teaching, group work or working with individual students within the classroom,
- sets up and facilitates classroom support systems (i.e. peer support, Circle of Friends),
- uses appropriate technologies and media and integrates them into the instructional environment,
- encourages independence and responsibility for learning,
- teaches one-on-one and/or with small groups primarily within the regular classroom,
- co-ordinates, monitors, and provides direction to volunteers and peer tutors in instructional procedures.

PERFORMANCE AREA: PERSONAL/PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The classroom support teacher follows policies and procedures of the division.

DESCRIPTORS. The classroom support teacher:

- stays informed and applies policies and regulations applicable to his/her position,
- maintains accurate records and reports in accordance with requirements,
- subject to any applicable collective agreement and the classroom support teachers' contract of employment, carries out those duties that are assigned to the classroom support teacher by the principal or the board (School Act, p. 14),

KEY INDICATOR: The classroom support teacher demonstrates professional conduct.

DESCRIPTORS. The classroom support teacher:

- adheres to the "Code of Professional Conduct" and the "Declaration of Rights and Responsibilities for Classroom Support Teachers" as set out by The Alberta Teachers' Association.

KEY INDICATOR: The classroom support teacher works cooperatively with colleagues.

DESCRIPTORS. The classroom support teacher:

- engages in personal and professional growth,
- cooperates with school administration to implement policies and regulations,
- keeps administration informed of pertinent school-related issues, and of the special education program,

KEY INDICATOR: The classroom support teacher promotes a sense of community within the school.

DESCRIPTORS. The classroom support teacher:

- values and respects each member of the school community,
- promotes a positive perception of the school in the community.

KEY INDICATOR: The classroom support teacher participates in professional activities.

DESCRIPTORS. The classroom support teacher:

- participates in professional activities (e.g. professional organizations, course work, workshops, conferences),
- keeps abreast of developments in subject matter and issues related to teaching,
- engages in opportunities to learn from colleagues, students, parents and communities,
- keeps informed of current developments and research relating to teaching students with special needs,
- provides inservice education, and circulates information on current research and innovative practice to staff and parents,
- shares professional expertise and acknowledges the expertise of the classroom teachers and other service providers,
- demonstrates a working knowledge of the terminology used in special education.

PERFORMANCE AREA: COMMUNICATION

KEY INDICATOR: The classroom support teacher works to communicate effectively and maintain a positive relationship with the students, parents, staff, and other professionals.

DESCRIPTORS. The classroom support teacher:

- puts ideas across logically,
- uses a variety of verbal and non-verbal techniques (i.e. smiles, reinforcements, etc.),
- is considerate of individual differences and situations,
- encourages, listens, and gives support to those involved,
- is a voice of advocacy for students, parents, teachers, and assistants,
- is readily available,
- interacts positively and respectfully,
- communicates enthusiasm,
- demonstrates patience, understanding, and empathy,
- uses discretion in situations relating to student confidentiality,
- gives constructive criticism and appropriate reinforcement,
- communicates with involved agencies and organizations,
- communicates information regarding the classroom support program and provides information a
- about the student's disabilities and abilities to others, (i.e. parents, staff, colleagues, teachers,
- community),
- communicates evaluative results in a meaningful manner.

KEY INDICATOR: The classroom support teacher promotes home-school communication.

DESCRIPTORS. The classroom support teacher:

- supports and assists the administration in carrying out public relations and communications,
- initiates communication with parents,
- is receptive to parental input when it relates to student development,
- supports and participates in parent-teacher activities,
- displays a knowledge of community resources, needs, and endeavors (e.g., parenting group, counselling respite care, homemakers, advocacy and support groups, and assisted-employment services),
- acts as a liaison with parents to assist them in understanding the educational planning for their
- child.

PERFORMANCE AREA: TEAM BUILDING

KEY INDICATOR: The classroom support teacher facilitates support and coordinates opportunities for team meetings and team building.

DESCRIPTORS: The classroom support teacher:

- coordinates services for children at the school site,
- facilitates a team problem solving approach to teaching students with special needs,
- provides liaison and facilitates case conferencing,
- facilitates school-based team meetings on a regular basis,
- facilitates a smooth transition between school levels, and provides input into post-secondary plans.