

**FORMATIVE EVALUATION
IN
HORIZON SCHOOL DIVISION NO. 67**

DIANE E. NELSON

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CHAPTER ONE

INTRODUCTION

Approximately seven years ago the new superintendent of the old Taber School Division No. 6 set up committees to ascertain the vision of the school division. Over a year, various committees, made up of parents, students, teachers, support staff, and the business community, charted the new course the division would take. The Teacher's Local No. 28 was asked to nominate teachers to review the teachers evaluation policy. A committee of six teachers and five administrators met on a monthly basis for one year. Their goal was to write an evaluation policy to promote teaching excellence that would adhere to the duties outlined in the School Act (1989) for both principals and teachers. From this committee came the belief that only the best and brightest would be employed in the old Taber School Division No. 6, now known as The Horizon School Division No. 67, hereafter referred to as the HSD. In order to carry out this new mandate, an evaluation instrument had to be created that was fair, effective and above all, would help teachers in trouble improve. As well, it had to accommodate the needs of already excellent teachers employed by the school division.

Traditionally principals evaluated teachers. The Alberta Teachers' Association encourages principals to see teacher evaluation not only as a judgmental (summative) process, but also as non-threatening (formative) opportunity to facilitate the improvement of instruction and professional growth for individual teachers. Because Formative Evaluation in the HSD operates under the assumption that teachers are competent, principals are authorized to work with most teachers in formative ways.

The HSD Formative Evaluation Handbook reports that the Formative Evaluation policy has been very positive for teachers and administrators, not because it is a perfect model of formative evaluation, but because it has opened cooperative opportunities for ongoing improvement (Hart, 1995).

Purpose and Research Questions

This study examines Formative evaluation in the HSD. Specifically it addresses the following questions:

Do teachers know and understand the new Formative Evaluation Policy?

How do teachers carry out their own formative evaluation plans?

How do teachers feel about formative evaluation: is it a positive or negative tool for teacher evaluation?

Do teachers find the evaluation handbook, developed by the committee, helpful or not? Reason(s) why they feel the way they do.

With the information provided in this survey, I believe as does the evaluation committee, that we will be able to ascertain if the new Formative Evaluation Policy GCM is useful (effective), hereafter referred to as HSD policy GCM. Also we want to know if the policy is being used properly and to identify areas where there can be improvement.

The project begins with a traditional review of the literature of the past and present teacher evaluation practices in Alberta. A description of the methodology used to gather data is presented next. Analysis of the findings of the Formative Evaluation Survey makes up the third chapter. This section contains survey data and results. Finally a review of teacher comments regarding formative evaluation is presented.

CHAPTER TWO

REVIEW OF THE LITERATURE

The area of teacher evaluation has undergone a number of significant changes since it was introduced in the early 1700's in the Massachusetts Bay Colony (Burton & Bruecker, 1955). The same can be said for the practice in the Province of Alberta. The focus of this discourse will be on formative evaluation. Because of the intertwined histories of formative and summative evaluation and present practice in Alberta, it is difficult, if not entirely impossible, to isolate one from the other. In order to examine the roots, the current practice and finally the future of formative evaluation in the Province of Alberta, we must first understand how it differs from summative evaluation.

Definitions

The terms summative and formative have been used to distinguish between forms of evaluation which have essential differences in purpose. Sergiovanni (1987) characterizes summative evaluation as a judgment of the quality of one's teaching, whether it be at the conclusion of a particular teaching activity or at the end of a specific period of time. The purpose of this type of evaluation is to decide if the teacher meets a minimal standard. Formative evaluation is an ongoing process designed to improve the teacher's performance.

Initially in 1980, Alberta Education passed a long-range policy statement at the Annual Representatives Assembly which initiated the current policy and defined formative and summative evaluation. (Appendix E)

In 1984 Alberta Education elaborated on this and stated

that evaluation of the professional performance of teachers shall be guided by two different forms of evaluation: formative evaluation, designed to perform a developmental function, the results of which are used to improve performance, identify areas of strength and provide opportunities for growth; and summative evaluation, ultimately designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment such as continuing contract (promotion, transfer, termination), certification (permanent certification, suspension of certification, decertification) or when the competence of a teacher has been called into question. (Appendix F)

Alberta Education also stated in a document entitled "Provincial Evaluation Policies" (April 12, 1984) that the Policy on Teachers' Evaluation was as follows:

"The performance of individual teachers and the quality of teaching practices across the province will be evaluated in order to assist in the provision of effective instruction to students and in the professional growth and development of teachers."

Under their guidelines the primary responsibility for the evaluation of individual teacher performance and for the overall quality of teaching practices lies with each school jurisdiction. Each school jurisdiction made individual teacher evaluation the responsibility of school administrators. (Appendix F)

Providing information to teachers about their effectiveness can be called supervision, feedback, assessment or evaluation (Freiberg, 1987). However, the end goal is to provide teachers with usable information about their teaching to promote growth. Teachers require accurate information about what they are doing in the classroom so they can identify strengths and weakness and then formulate a plan of growth.

History

Lucio and McNiel (1962) state that supervision in North American schools has moved through five major stages in the last one hundred years. Prior to 1900, supervision took the form of administrative inspection. In the early part of the twentieth century the trend was supervision by specialists, followed by an emphasis on scientific supervision. In the 1940's supervision was viewed as guidance rather than inspection and subsequently viewed by some as democratic. The final stage noted was supervision through reason and practical intelligence.

The clinical supervision model, a process developed by Robert Goldhammer and Morris Cogan in their fifteen years of work with Masters of Arts in teaching students at Harvard, was instituted to respond to the concern that teachers were not competent. It was determined that this process should take the form of both summative and formative evaluation. Mostly it was viewed as a "deficit model," whereby teachers were visited five to seven times every three to five years in order to "fix them". Traditionally, principals, assistant principals or department heads provided feedback to teachers on their classroom performance. They would sit in on a class and write down everything that was observed. One drawback to this observation style of evaluation was that there was no distinction between beginning or marginal teachers and experienced, competent teachers (Glatthorn & Holler, 1987). One traditional evaluation instrument widely utilized was the "Instrument for Observation of Teaching Activities", hereafter referred to as IOTA. (Appendix G)

In January of 1984 Alberta Education (Appendix F) announced that there would be significant changes in the overall approach to the management of education in Alberta through the Management and Finance Plan. Central to the changes in education was the increased quality of education and improved

efficiency and accountability for both province and school jurisdictions.

Evaluation done on a regular basis was stated to be an important part of the management of education (Alberta Education, 1984). The major components of the process were:

- Development of specific educational plans for the coming year;
- Implementation of the plans;
- Monitoring and reporting on the process of implementation;
- Evaluation of the results; and
- Use of the information to improve the education programs provided which would in turn impact the following areas:
 - Student Evaluation;
 - Teacher Evaluation;
 - Program Evaluation;
 - School Evaluation; and
 - School System Evaluation

David King, the Minister of Education at the time, made provincial monies available to school jurisdictions providing they implement a policy by mid 1985.

In the Province of Alberta teacher evaluation did not begin as a proactive step, but rather a smaller, reactive one. In December of 1982, James Keegstra, a social studies teacher at the Eckville High School in Eckville, Alberta, was dismissed from his position when it came to light that he had been teaching a social studies program which differed substantially from the authorized curriculum. His program was perceived to be anti-Jewish in content. It was eventually proved that Keegstra's students had accepted as fact, the distorted and biased view of history

presented to them. Two years later Alberta Education initiated a policy, which if effectively implemented, monitored day to day activities of teachers through a formative evaluation process rather than a summative one.

For the last few years, results of achievement testing have been publicized and the public, in general, appear to use the performance on these tests as the basis for identifying a good teacher. The essential and most important aspect of teaching and classroom performance is disregarded when testing results are used as the sole basis for evaluating teachers.

Present Practice

Gordon Thomas of The Alberta Teacher's Association states, and Smyth (1983) concurs, that nothing in the way of real change has occurred in the field of teacher evaluation. In many divisions in Alberta, as illustrated by the Ratsoy, Haughey, Townsend and O'Reilly case studies, summative evaluation is the predominant type of evaluation (Alberta Education, 1993). Practice does not follow policy. The "deficit model" previously described is the model that is commonly utilized.

There are several school divisions in Alberta that have broken with tradition and instituted visionary teacher evaluation policies and practices which prescribe to the current Alberta Education Teacher Evaluation Policy (Alberta Education, 1992). (Appendix H) One of these is the Medicine Hat School District (Townsend & Omotani, 1990) and the other, the former Taber School Division No. 6, more specifically W.R. Myers High School (Johnson, 1992). In 1990 the former Taber School Division was involved in a pilot project to develop evaluation policy with the Alberta Teacher's Association. The aim of this project was to demonstrate, through concrete examples, the forms that formative evaluation can

take. (Appendix I includes the Taber School Division Policies on both summative and formative evaluation.) Note that the accountability is on the teacher as a professional to develop a process for formative evaluation which will in turn foster improvement of instruction and professional growth.

In 1990-1991, the old Taber School Division No. 6, now known as the Horizon School Division No. 67, initiated a review of its teacher evaluation policy. As described in the introduction, the committee developed an evaluation policy. It used the HSD's vision as a springboard. The HSD believes that children deserve the best instruction that can possibly be given them, and that the classroom teacher is still the most important person to foster the social and intellectual growth of the child in the school setting. Therefore the goal of the HSD is to have the "best teachers giving students the best possible instruction".

The effects of the HSD's Formative Evaluation policy have been very positive for teachers and administrators, not because it is a "perfect model" of formative evaluation, but because it has opened cooperative opportunities for ongoing improvement. When the quest for better education allows teachers and administrators to cooperatively work together, teachers are empowered to search for more effective ways to help their students learn. The HSD believes that the majority of teachers and administrators are competent, and professional educators are capable of undertaking a program of professional growth through formative evaluation. The Formative Evaluation of Professional Staff was adopted as policy May 23, 1991 and revised September 19, 1992. (Appendix 1)

The Future

Research supports what Alberta Education has had in policy for almost fifteen years. Accountability is still a concern for administrators. Nevertheless to what extent should teachers be involved in decision making appears to be a critical

question asked by administrators. Ashbaugh and Kasten (1987) state that if a person has a high personal stake in decisions, that decision will be perceived as important and relevant. In many cases those involved may even have acknowledged expertise. The administrator who recognizes that talents and strengths of a individual exist is indeed enlightened, and in turn acknowledges the expertise of staff members. Personal evaluation and professional development are crucial aspects of quality control in education systems (Vartuli, & Fyfe, 1991). Collegial practice promoting teacher autonomy and collaboration will help alleviate the anxiety and fear which can effect teacher performance when that teacher is being evaluated. (Appendix J)

It is my contention that the reasons summative evaluation often takes the place of formative evaluation is that summative evaluation has always been done and is therefore less threatening. Most evaluators and teachers do not know what formative evaluation looks like. They are used to, and accepting of, summative evaluation methods. Therefore, I have included appendices outlining forms which formative evaluation can take.

Administrative Evaluation

The policy of administrator evaluation is similar to teacher evaluation policy. Administrators are evaluated by the Superintendent of HSD. The main similarity is that both teacher and administrator evaluation policies contain a formative and summative component. Formative evaluation is designed to improve the quality of instruction and administration and should support and maintain collegiality (ATA, 1992). (Appendix O)

CHAPTER THREE

METHODOLOGY

Research Design

The instrument selected for this research study was "the survey" which would give two types of information. Survey research is one of the most common forms of research used by educators. The first part of the survey is Biographical Information. The second part of the survey is twelve questions to ascertain if the new HSD Policy GCM is effective in identifying areas that need to be improved.

Identity of Target Population

My information was collected at just one point in time from only a small sampling of teachers in Alberta, the HSD. This cross section of educators included teachers whose duties include only teaching; teachers who have other assigned duties as well as teaching (e.g. special education assignment, counseling, although the other assigned duties are not significant for the purpose of this study) and finally, administrators whose duties may or may not include teaching.

Objectives

The information collected in the Formative Evaluation survey would indicate (a) teacher attitudes toward formative evaluation, (b) their opinion(s) of formative evaluation and (c) their knowledge of the new Formative Evaluation Policy GCM..

Method of Data Collection

This survey was a "Mail Survey", where data was collected by mail. The questionnaire was sent, in this case by Division Courier, with a request that it be completed and returned by a given date (Appendix D). I spoke personally to each school administrator prior to sending out the survey. As well, I spoke to individual teachers at each school explaining the survey. The questionnaire was then sent to the attention of the contact person at each school in the division. The contact person distributed the surveys to each eligible teacher on staff. They then forwarded the completed surveys to my attention in a sealed envelope (Appendix C).

The advantages of a mail survey is that it is inexpensive, it can be accomplished by just the researcher, and it permits respondents to take their time to give thoughtful answers to the questions asked. The disadvantage is that assistance in clarifying instructions is required. This is why I asked one person on each staff to be the contact person to assist in clarifying instructions and questions. Another disadvantage is that mail surveys produce a low response rate.

Closed-ended questions were used to make it easier to tabulate. Although these types of questions may have limited the response, many respondents elaborated on their answers. Two questions on the survey allowed for comments. The survey ended with general directions for respondents to include further comments if they so wished.

Pretesting

The survey was given to teachers at the High School where the researcher is employed. All fifteen teachers on staff have continuing teaching contracts and

are presently carrying out Formative Evaluation. The pretest revealed questions not understood, as well as other comments and concerns.

Cover Letter

Accompanying each survey was a cover letter explaining the purpose of the survey. This letter explained that I was conducting a study to evaluate the Formative Evaluation Policy of the HSD. Its purpose was to see how effective this new policy is, as well as to identify areas that can be improved, etc. In this letter I reassured respondents that all information collected would be confidential and in no way would there be any attempts to identify individual schools or teachers. I also indicated in the cover letter that I would be making the results of the survey available to HSD Office and the Evaluation Committee as well as other schools if they were interested. (Appendix C)

Survey Particulars

The teachers of the HSD were surveyed in April 1996 regarding Formative Teacher Evaluation. There are 205 teachers and/or administrators employed in the HSD. Of these 205 teachers/administrators only 175 were eligible to fill out the survey. The other 30 teachers were on "Summative Evaluation" either for contract purposes as they were first year teachers in the division or their teaching competence was under review. The total number of surveys returned was 98 which represents 56 percent of those sent out.

On some surveys returned to me, there were partial gaps in the information provided (Item Non Response). Possible reasons for this is that respondents may not have known the answer to the particular question or that certain questions

were irrelevant to their particular situation. Comments from the survey contain some common themes and also some differences which are discussed in Chapter Four.

CHAPTER FOUR

THE RESULTS

Section 1

Only teachers who have successfully gone through the Summative Evaluation process and have received a continuing contract in the HSD were eligible to participate in the Formative Evaluation process. By April 27th, 1996, I had received 98 completed surveys from my target population. Fifty-six percent of the possible respondents participated in the survey.

Section A of the survey was for Biographical information. In this section five questions were asked; (1) Gender, (2) Current Position held, (3) Type of School, (4) Size of School, and (5) Number of years teaching in the HSD. The HSD included the whole amalgamated divisions of the old Taber and Warner School Divisions.

1. Gender:

In the HSD, 61 percent of the teachers are female and 39 percent are male. Of the responses received 53 percent were from female teachers, 45 percent were from male teachers and two percent were non-response.

Table One

Break Down of Respondents by Gender

	Employed in Division	Survey Respondents
Female	61%	53%
Male	39%	45%

2. Current Position Held:

Seventy-seven percent of respondents were classroom teachers, eight percent were from administrators, twelve percent were from teachers with special assignments in addition to teaching, and three percent were non-response.

3. Type of School:

Question number three of the first section asked what type of school were the teachers working at. Their choices were Elementary, Junior High, Senior High, or a combination. The results of this question are as follows:

Table Two

Horizon School Division Demographics Break Down of Respondents

Type of School	Numbers	Percentage
Elementary (K-6)	35	36%
Secondary (7-12)	36	37%
K-12	17	17%
K-9	8	8%
Non-Response	2	2%
Total	98	100%

4. School Size was a choice of three:

Table Three

Distribution of Respondents by School Size

School Size	Number	Percentage
A. -100 student	6	6%
B. 101 - 300	68	69%
C. 300 plus	22	23%
non-response	2	2%
Total	98	100%

5. Number of years teaching in the Horizon School Division:

The number of years teaching was broken up into three categories also.

Table Four

Years of Teaching Experience
of Respondents

Years of Teaching	Number	Percentage
A. teaching less that 5 years	25	25%
B. teaching 6-15 years	27	28%
C. teaching 15 years or more	43	43%
non-response	4	4%
Total	98	100%

Section 11

Question One:

Question one asked "Do you submit your formative teacher evaluation plans to the administration at your school?"

The formative teacher evaluation plans can be submitted verbally through conversation or can be typed or hand written. How they are submitted to the administrator is entirely up to the teacher. Eighty-eight percent of respondents reported that their formative evaluation plans were submitted to their school administrator. Nine percent of respondents reported "no", they are not submitting their formative teacher plans. Of these nine percent, four percent are administrators who would discuss their own personal formative plan and the formative plans for the school with the Superintendent. I would have to conclude there are four percent of respondents who either are not carrying out their formative teacher plans for themselves and/or they are not sharing their plans for growth with their administrator. Three percent did not respond.

Question Two:

Question two asked "Is there any follow-up with your plans throughout the year? If yes, with whom? If yes, how? (reviewing, conferencing, etc.)"

Eighty-three percent of respondents indicated there was some kind of follow up throughout the year. This was accomplished through observations, discussions, interviews and classroom visitations with other teachers and with administrators. One respondent said that "as a staff we discuss our progress". The ways of follow up of teacher formative evaluation varied. Most follow-up was

through a combination of the following: review of their plans, conferencing with their administrator, collaborating with a peer, and self evaluation.

Another respondent said that there had been no follow up throughout the previous year, but that since they now had a new administrator things changed. When the new administrator did class "walk-throughs" or evaluations, the administrator looked for areas specified in the teacher's formative plan.

Another comment on the "no" side was that there was no follow up throughout the year with their administrator. That there were "no questions asked". The respondent indicated that they submitted their formative evaluation plans to their administrator but there was no communication about the plans throughout the year. Another respondent also indicated that, even though they handed in their formative evaluation plan to their administrator, the "principal is supposed to meet with us once each year but it doesn't happen". These comments have come from respondents who reported that they are not doing their formative teacher plan and/or there is no collaboration between them and their administrators.

Questions Three:

Question three asked "Do you feel the atmosphere is open and trusting regarding Formative Evaluation."

Ninety-three percent of respondents indicated that they felt the atmosphere at their schools was open and trusting in regards to formative teacher evaluation. Interestingly, six percent of respondents said they felt the atmosphere of their school(s) was not trusting and open. One percent did not respond.

Question Four:

Question Four asked "Are you implementing your formative evaluation plans?"

Ninety-five percent of respondents said they were carrying out their own formative plans. Four percent responded they were not carrying out their plans. Once percent did not respond.

Questions three and four were asked to ascertain if respondents were following the HSD Board Policy GCM. The survey was carried out so that respondents would remain anonymous. It would be interesting to know specifically what problems these individuals were experiencing and why.

Question Five:

Question Five asked "Do you feel that formative teacher evaluation plans increase teacher accountability?"

HSD Policy GCM states that "The board of Horizon School Division No. 67 believes at all teachers have a professional responsibility to be involved in a continuous formative evaluation process designed to foster growth and effectiveness of instruction to enhance student learning". One teacher comment was "I believe that teacher accountability can be increased in a number of ways, Formative Evaluation is only one way".

Three percent of respondents indicated that they either did not know or could not tell at this time if HSD Policy GCM increased teacher accountability. Eleven percent said "no", that formative teacher evaluation did not increase teacher accountability. (Of this eleven percent, four percent were the same respondents who indicated in question four they were not implementing their formative teacher plans. Was their administrator not supporting their formative

teacher plans? Was there was no communication, therefore no follow-through?) Eighty-six percent of respondent indicated that formative teacher evaluation did increase their accountability.

Question Six:

Question Six asked Do you feel that formative teacher evaluation is being dictated by the principal?"

Of the three percent who did not respond to this question, one percent said it did not apply, because they were administrators. Two percent did not answer the question. Seventy-three percent of respondents said "no"; they were in charge of their own formative evaluation. But surprisingly, 24 percent said they felt that their principal(s) were still dictating teacher evaluation.

Question Seven:

Question Seven asked "Do you perceive more personal growth using Formative Teacher Evaluation than when using the old system of teacher evaluation?"

Eighty percent of respondents indicated that they felt formative evaluation contributed to their personal growth. Ten percent felt that formative teacher evaluation did not contribute to their personal growth. Ten percent did not answer the question. Nine percent of those who did not respond indicated that they did not know. One respondent who has been teaching for twelve years didn't respond to the question but asked "What is the old system of evaluation?" This question along with question five regarding teacher accountability asks if teachers perceive growth. HSD policy states that "formative evaluation is a non-judgmental process designed to foster improvement of instruction". This survey was designed to be carried out in the old Taber School Division. Teachers in this division underwent

"Summative Evaluation" every four to five years, IOTA's on a regular basis, and weekly walk-throughs by their principals. I assumed that teacher evaluation was similar in all schools within the division. I was really mystified when I read the above comment of this one respondent asking what was the old method of teacher evaluation. In conversation with the HSD superintendent I found out that all teacher evaluation was not equal. In fact there are teachers in our division who have never experienced any type of evaluation for most or all of their teaching careers.

Question Eight:

Question eight asked "Would you prefer the administrators of your school to be responsible for formative evaluation of teachers?"

Because the teachers in our school division have been used to administrators carrying out teacher evaluation (or so I thought) I asked question number eight. Seven percent of respondents did not respond to the question and these individuals are either administrators or did not know. Forty-one percent of respondents said "yes" that they would prefer having their administrator in charge of their evaluation. The other 52 percent of the respondents said "no" they like formative evaluation where teachers are assumed to be competent and willing to improve their instruction.

Question Nine:

Question Nine asked "Are teacher evaluation plans submitted to Division office at the end of the year?"

This was a test question to ascertain if respondents are familiar with HSD policy GCM. "At the end of each school year the principal will submit to the superintendent written verification that each teacher developed and implemented a

formative evaluation process" in policy HSD GCM. This simply states that school principals will verify that their teachers have developed and implemented formative evaluation process, The "formative process" is not sent to HSD Office. In fact teachers can share their formal teacher evaluation in a non-formal way so that principals would not have a hard copy of the process to forward to HSD Office.

Seven percent of respondents did not answer the question. Was this because they did not know that teacher formative evaluation plans are not to be submitted to HSD Office, simply verified by the principals that teachers have these plans developed and implemented. Thirty-three percent of respondents indicated "they did not know". Thirty-four percent of respondents indicated "yes", formative teacher evaluations were forwarded to the Division Office. Only 37 percent of respondents said "no", formative teacher plan were not forwarded. This would indicate that the evaluation committee should continue to educate teachers regarding policy and formative teacher evaluation.

Question Ten:

Question Ten asked "Have you found the handbook, developed by the Teacher Evaluation Committee, useful?"

One of the ways the Evaluation Committee has tried to inform teachers about the new evaluation policy is by developing a handbook. This handbook explains formative evaluation, its history, and how to get started. Several teachers in the division have shared their own formative evaluation plans and these are included as examples. Also part of this handbook includes many commonly asked questions regarding formative evaluation and their answers.

The ten percent who did not respond to the question commented that they had not seen the handbook or had not read it. Seventy-four percent of

respondents said "yes", they found the handbook was useful. The comments regarding the handbook's usefulness included:

- it acts as a clear guide to write evaluation plans
- gives ideas and methods
- a good overview of expectations and purpose behind evaluation (criteria)
- shows what formats you can use
- examples of other teacher plans, representing a variety of options
- ideas, very descriptive
- questions and answers are useful
- helps in the working of my plans
- a copy of HSD policy GCM
- what is expected by the division and ATA
- psychologically, it makes you feel more responsible for your teaching behavior because it assumes you are acting professionally
- examples of directions to take in verbalizing my plans and putting it to paper
- defines "formative" evaluation in a clear way and gives precise direction and examples for developing formative evaluation plans
- any material of this sort helps to break me out of any rut/complacency that I find myself in
- examples, defined, teacher and administration made product, distinction between Formative and Summative made clear
- areas of development are clearly outlined and easy to follow
- good model
- evaluation ideas and evaluation strategies
- good explanations
- shows what can be done and how plans can be done
- examples and philosophy
- provides information and answers
- the teacher evaluation
- examples and explanations are valuable
- gives me a guideline as to what to improve on (my weaknesses)
- suggestions for different ways of doing formative evaluation, clarification
- it gives me more ideas about areas to improve
- because I helped develop some of the ideas they obviously meet my own expectations

Sixteen percent said that they did not find the handbook useful, but did not comment as to why. Was this because they were already familiar with formative evaluation and did not require the handbook's support? Some of the comments from those respondents who indicated that the handbook was not useful were:

- my subject area does not parallel most examples. Area is undergoing change
- haven't read it too closely yet
- you have to change year to year by the type of class you have. I don't like being locked into a plan for the whole year
- I found it somewhat confusing as to what is wanted or needed in my formative evaluation and not enough examples
- haven't seen it
- I haven't looked at it much yet to know
- I forget to read it and reread it

Question Eleven:

Question Eleven asked "Do you perceive improvements or positive changes in your teaching because of the new formative teacher evaluation policy?"

Eighty-four percent of the respondents indicated that they felt there was improvement or positive changes in their teaching. Comments regarding the improvement or positive changes in their teaching included:

- "I perceived improvement but not because of the new policy" (They did not indicate what their improvements could be contributed to.)
- "A lot better morale. Formative reduces pressure to "conform". It gives me a chance to do what I have always done, which is self-evaluation. I no longer have to "jump through hoops" to prove my effectiveness. I spend more time on my needs and I can change according to individual classes, not individual evaluators."

Eleven percent indicated that there was no improvement in their teaching. Do these individuals feel that they are already doing their very best, that they can't improve further? Or do they feel that their teaching is adequate and therefore there is no need to improve? In either case, this is an area of concern. Five

percent did not respond to this question. In these case it is quite possible they have not had enough feedback to indicate improvement or not. One comment was that the respondent was not sure and commented "I feel more relaxed and as if I have more say. Feedback is more positive and useful". Another comment was "regardless of type of evaluation, I have always tried to improve or make positive changes in my teaching and I think any good teacher would do that too."

Question Twelve:

Question Twelve asked "Do you find that there is administrative support for formative evaluation plans?"

Of the respondents, only one percent did not attempt to answer this question. Ninety-two percent of respondents indicated that their formative evaluation plans were supported by their administrator. Although one comment was "yes, when requested". Seven percent felt their administrator or principal did not support their formative evaluation plans. What does this mean? Does it mean their principal does not support their personal evaluation plan per se or the formative evaluation policy?

CHAPTER FIVE

DISCUSSION AND SUGGESTIONS FOR THE FUTURE

Although the survey does not reflect the opinions of 100% of teachers in the HSD, it provided information on how well teachers know and understand HSD Policy GCM; how teachers carry out their formative evaluation plans; how teachers feel about formative teacher evaluation (e.g.. positive or negative); and how effective is the evaluation handbook.

The survey was carried out in April of 1996. Achievement exams for grades three, six, and nine were to be given at the end of May. As well grade twelve students would be writing Alberta Government Diploma Exams the third week in June, and a good deal of curriculum still had to be covered by that time. Teachers were gearing up for the most stressful, busiest time of the year, yet 56 percent of those surveyed participated.

I was pleased with the response to my survey at 56 percent. There was no obligation to respond on the part of all the teachers. Fewer teachers responded at the Secondary level and as well there were fewer responses from smaller schools that have more than six grade levels. As mentioned, achievement exams at the grade six and nine levels, as well as diploma exams at the grade twelve level could very well be the reasons for not participating in the survey.

The Horizon School Division has benefited from strong leadership during the past several years (Alberta Report). As a result, amalgamation and budget cuts have not affected the HSD as they have affected other districts within the

Province. In fact, at Administrator Meetings and other HSD events, both principals and teachers from the former Warner School District have expressed their satisfaction with joining the former Taber School Division No. 6. One of the items that is most appreciated is the amount of administrator and teacher input that is gathered to create HSD Policy.

The first part of the survey, Biographical Information, gave an overview of the division. This information was useful in ascertaining if there were areas within the division that needed special attention regarding formative teacher evaluation. The survey information indicated that the majority of teachers/administrators, regardless of gender, type of school, school size, years of teaching within the HSD support the HSD Policy GCM.

A resounding 92 percent of respondents indicated that their principal/administrator supported their evaluation plans. This indeed is good news. I feel that as the teacher evaluation committee promote this policy, the other seven percent will come to support it as well. Respondents indicated that the handbook was useful. Along with the policy and ATA expectations, it gave a clear guide to writing formative teacher plans. They found the examples useful. Since the survey was undertaken, more formative teacher evaluation examples have been added to the handbook. As well, questions regarding many aspects of formative teacher evaluation were answered.

Positive results of the survey indicate that most teachers responding to the survey indicate

- the majority of teachers are implementing and carrying out formative teacher evaluation plans
- there is follow up and collaboration regarding their formative teacher evaluation plans with their administrator
- formative teacher evaluation plans increase teacher accountability and personal growth
- formative teacher evaluation plans promote better school morale since

- teachers are not pressured to conform
- formative teacher evaluation plans are supported by their administrators

Response to the survey also indicated there is a need to continue discussing and explaining to both administrators and teachers the HSD policy GCM; its goals; how FTE plans are implemented and carried out; and formative teacher evaluation responsibilities for both teachers and administrators.

The HSD needs to know why formative teacher evaluation plans increase teacher accountability and personal growth in some, while other respondents do not perceive accountability, improvement, or growth in their teaching. The HSD also needs to know why there are teachers who want administrators to carry out teacher evaluation (i.e.. IOTA). Do teachers find formative teacher evaluation plans too difficult to develop and implement?

Also indicated by the survey, there are still a number of teachers who have never seen or do not understand the handbook developed by the Teacher Evaluation Committee. It should be the responsibility of each administrator to make sure teachers eligible for formative teacher evaluation have the handbook.

Before teachers can move forward with their formative teacher evaluation plans, it is essential that each school administrator understands and is committed to following the HSD policy GCM.

Survey respondents indicate that there is no follow-up throughout the year with their administrator. It is essential that administrators collaborate with their teachers regarding formative teacher evaluation plans.

It also appears that some principals are dictating elements of teacher evaluation. Formative teacher evaluation is the responsibility of individual teachers. Administrators can discuss, or maybe even suggest ideas, but can not dictate elements of the formative teacher evaluation plan. If principals feel individual teachers are not capable of developing and implementing formative

teacher plans they should proceed with a summative evaluation. Only Summative evaluation is administrator dictated. Eventually if all administrators are clear on the differences between Formative and Summative Teacher Evaluation, the atmosphere at every school in the division will be open and trusting.

The survey clearly indicated that a great deal of work is needed to promote effective formative teacher evaluation. It is the administrators responsibility to carry out Division policy. My suggestion is a Formative Teacher Evaluation workshop for all teachers at each school to be carried out on a Professional Development Day.

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Appendix A

▲ Masters Proposal

One Credit Thesis Project
by Diane E. Nelson (84-2070)

Faculty Advisors: Dr. E. Falkenberg
Dr. C. Campbell

Attention: Peter Chow, Chairperson
Ethics Committee, University of Lethbridge
Lethbridge, Alberta

Proposal: Evaluation of Horizon School Division Formative Evaluation Policy:

Introduction:

The area of teacher evaluation has undergone a number of significant changes since it first began to appear in the early 1700's in the Massachusetts Bay Colony . The same can be said for the practice in the Province of Alberta. The focus of my discourse will be on formative evaluation, particularly its future. Because of the intertwined histories of formative and summative evaluation and present the practice in Alberta, it is difficult, if not entirely impossible, to isolate one from the other. In order to examine the roots of formative evaluation, the current practice and finally the future of formative evaluation in the province of Alberta, we must first understand how it differs from summative evaluation.

Definitions:

The terms summative and formative have been used to distinguish between forms of evaluation which have essential differences in purpose. Sergiovanni in a 1987 article characterizes summative evaluation as a judgment of the quality of one's teaching, whether it be at the conclusion of a particular teaching activity or at the end of a specific period of time. The purpose of this type of evaluation is to decide if the teacher meets a minimal standard. Formative evaluation, which is the other side of the same coin, is an ongoing process designed to improve the teacher's performance.

Initially in 1980, Alberta Education passed a long-range policy statement at A.R.A. which initiated the current policy and defined formative and summative evaluation. In 1984 Alberta Education elaborated on this and stated that evaluation of the professional performance of teachers shall be guided by two different forms of evaluation. First, formative evaluation, designed to perform a developmental function, the results of which are used to improve performance, identify areas of strength and provide opportunities for growth. Secondly, summative evaluation, ultimately designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment such as a continuing contract (promotion, transfer, termination), certification (permanent certification, suspension of certification, decertification) or when the competence of a teacher has been called into question.

Providing information to teachers about their effectiveness can be called supervision, feedback, assessment or evaluation. However, the end goal is to provide teachers with usable information about their teaching to promote growth. Teachers require accurate information about what they are doing in the classroom so they can identify strengths and weakness and then formulate a plan of growth.

PROPOSAL:

In 1990-91, the old Taber School Division No. 6 initiated a review of its teacher evaluation policy. The A.T.A. Local No. 28 was also involved with the making of the new policy. A committee consisting of the Deputy Superintendent, four principals, and six classroom teachers met on a monthly basis for the next year in order to develop an evaluation policy that would adhere to the duties outline for principals and teachers in the School Act (1989) and that would promote teaching excellence .

I have been interested in teacher evaluation for some time and have done a fair amount of research in this area. I believe teacher evaluation is very important for school administrators to be knowledgeable about. Now that the division has a policy regarding formative evaluation which has been in practice for two years, I would like to construct a survey to ascertain if this policy is being used, and if teachers perceive that formative evaluation is improving their teaching, etc. This survey would be sent to all schools in the Horizon School Division No. 67, analyze the results, and make recommendations based on the results. I believe that this information would be useful to teachers, principals, and the computer committee when they review the policy.

Also included in my project with the survey and its results and recommendations, would be a literature review. My paper would consist of a history of formative evaluations, present practices, and a forecast for the future. As well I would like to include some sample ideas of how teachers can design their formative evaluations. A copy of the Horizon School Division's Formative Evaluation would also be included, as well as an overview of the formative Evaluation Policy.

Sample questions to asked on questionnaire:

1. Do teachers submit their formative evaluation plans to the administration?
2. Is there any follow up to these plans through out the year?
Reviewing, Conferencing?
3. Are these plans being implemented?
4. Do principals perceive improvement or changes?
5. Does it increase teacher accountability?
6. Is the atmosphere open and trusting?
7. Is evaluation being dictated by the principal?
8. Are principals reporting to Division Office?

9. Are teacher evaluation plans being submitted to Division Office at the end of each year?
10. Has the handbook, developed by the computer committee, useful?

Sincerely,

Diane E. Nelson
Master of Education Student

cc: Dr. E. Falkenberg



The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4
403-329-2251
FAX: (403) 329-2252

FACULTY OF EDUCATION

1996 02 28

Ms. Diane E. Nelson
Vauxhall High School
Box 618
Vauxhall, Alberta
T0K 2K0

Dear Ms. Nelson:

The Faculty of Education Human Subject Research Committee has met recently to discuss several research proposals. The following recommendations have been suggested for your proposal:

1. The letter to Dr. Lloyd Cavers et al. needs to be revised to remove mention of Dr. Myrna Greene's memo as this seems to imply wider university approval than is the actual case.
2. "Masters of Education Student" is an inappropriate signature destination.
- 3 The "MASTER OF EDUCATION SURVEY" heading in your letter to your colleagues is not appropriate. Perhaps a title that befits the intent of the research is more appropriate.

Please do not hesitate to contact me for any clarification.

Yours sincerely,

Peter Chow, Ph.D.,
Chair of the Human Subject Research Committee



Faculty of Education
The University of Lethbridge
4401 University Drive
Lethbridge, Alberta, T1K 3M4
Phone: (403) 329-2251

FAX NO: (403) 329-2252

TO: DIANE E. NELSON

FROM: PETER CROW
U OF L

NUMBER OF PAGES (including lead page) 2

SUBJECT: ETHICS COMMITTEE FORM

Please fill in the first 3 lines of the form and include it as the first page of your proposal.

Appendix B

▲ **Horizon School Division No. 67
Letter of Permission**

4706 Heirloom Cr.
Taber, Alberta T1G-1A3

ATTENTION: Dr. Lloyd Cavers and
School Trustees of the Horizon School Division No. 67

I recently received a letter from the University of Lethbridge confirming approval for my one-course credit project. I plan on evaluating the Horizon School Division Formative Evaluation Policy. I feel that excellent work went into the making of this policy and the results I find from evaluating this policy will be useful to all concerned.

My method of evaluating the Formative Evaluation Policy will be to send a questionnaire to teachers, principals, and the Superintendent and Deputy Superintendent. I am writing for permission to carry out this study within our school division. This will be my final project and expect to graduate with my Masters in Education with Administrative focus this year.

Thank you for the time and attention you give this matter.

Sincerely,

Diane E. Nelson

cc Dr. Eugene Falkenberg,
Advisor, University of Lethbridge



empowering all our people to excel

6304 - 52nd Street
Taber, Alberta T1G 1J7
Phone: (403) 223-3547
Fax: (403) 223-2999

January 30, 1996.

Diane E. Nelson,
Administrative Assistant,
Vauxhall Jr. Sr. High School,
Vauxhall, AB. T0K 2K0.

Dear Diane:

Further to your recent letter, I support your plan on evaluating the Horizon School Division Formative Evaluation Policy. I suggest you work with the Formative Evaluation Committee and possibly the A.T.A. It is possible that financial support would be available through the provincial A.T.A.

I look forward to meeting with you after the admin. meeting February 13. Best of luck with your Masters in Education.

Yours truly,

Dr. Lloyd Cavers,
Superintendent of Schools.



Appendix C

▲ Project Cover Letter

April 15th, 1996

Dear Colleague:

I am conducting a study to evaluate the Formative Teacher Evaluation Policy of Horizon School Divison No. 67. The purpose of this study is to see how well our Division's Formative Policy is working. Is it effective, is it being used, are there areas that can be improved, etc. I anticipate that all stakeholders in our division will benefit from this survey.

All information will be handled in a confidential and professional manner. Responses will be reported in summary form only. No attempt will be made to identify individual schools or teachers. Please **DO NOT** put your name on the form. I will assume your participation gives me consent to use this information as part of my research findings. There is no obligation on your part to participate.

I very much appreciate your assistance in this study. I will be making the results of the survey available to all schools, the Division Office, and the Evaluation Committee. If you have any questions or concerns, please feel free to call me at home 223-9200, or at school 654-2145. Also feel free to contact the supervisor of my study Dr. Eugene Falkenberg at the University of Lethbridge 329-2451 , Dr. Cathy Campbell 329-2444 and/or any member of the Faculty of Education Human Subject Research Committee if you wish additional information. The chairperson of the committee is Dr. Peter Chow 329-2443.

Please return on the courier by APRIL 26TH, 1996

Sincerely,

Diane E. Nelson
Master of Education Student
University of Lethbridge

Appendix D

▲ Project Survey

**Evaluation of Horizon School Division Formative
Teacher Evaluation Policy**

Section One: Biographical Information: Circle the letter of the correct response.

- | | |
|---|--|
| 1. Gender:
a. female
b. male | 2. Current Position Held:
a. classroom teacher
b. administrator
c. special assignment
d. other (please specify)
_____ |
| 3. Type of School:
a. elementary
b. junior high
c. senior high | 4. Size of School:
a. under 100 students
b. 101 - 300 students
c. 300 plus |
5. How long have you been teaching in the Horizon School Division (this includes years the old Warner/Taber districts)? _____

Section Two:

Please respond to the following questions by circling the number which best reflects your opinion:

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- | | |
|--|---------------|
| 1. Do you submit your formative teacher evaluation plans to the administration at your school? | 1 2 3 4 |
| 2. Is there any follow up with your plans through out the year? | 1 2 3 4 |

If yes, with whom _____

If yes, how? (reviewing, conferencing, etc.)

- | | | | | |
|--|---|---|---|---|
| 3. Do you feel the atmosphere is open and trusting regarding Formative Teachers Evaluation? | 1 | 2 | 3 | 4 |
| 4. Are you implementing your formative evaluation plans? | 1 | 2 | 3 | 4 |
| 5. Do you feel that formative teacher evaluation plans increase teacher accountability? | 1 | 2 | 3 | 4 |
| 6. Do you feel teacher evaluation is still being dictated by the principal? | 1 | 2 | 3 | 4 |
| 7. Do you perceive more personal growth using Formative Teacher evaluation than when using the old system of teacher evaluation? | 1 | 2 | 3 | 4 |
| 8. Would you prefer the administrators of your school to be responsible for formative evaluation of teachers? | 1 | 2 | 3 | 4 |
| 9. Are teacher evaluation plans being submitted to Division Office at the end of the year? | 1 | 2 | 3 | 4 |
| 10. Have you found the handbook, developed by the Teacher Evaluation Committee, useful? | 1 | 2 | 3 | 4 |
| If yes, in what way(s) _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| If no, why not _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| 11. Do you perceive improvement or positive changes in your teaching because of the new formative teacher evaluation policy? | 1 | 2 | 3 | 4 |
| 12. Do you find that there is administrative support for formative evaluation plans? | 1 | 2 | 3 | 4 |

If you have additional comments, please use back of this page?

Appendix E

▲ Alberta Education Long Range Policy Statement (1980)

early childhood education and coordinating early childhood services at the community level. [1974]

15.18 The Department of Education is responsible for ensuring the availability of, and supervising, an educational component in early childhood services. [1974]

15.19 The Government of Alberta is responsible for the provision of early childhood services, and for coordination at the provincial level. [1974]

16. POLITICAL INVOLVEMENT

16.1 The Alberta Teachers' Association works within the political system to influence decisions affecting education. [1977]

16.2 The Alberta Teachers' Association undertakes political involvement at formal and informal levels through structured means. [1977]

16.3 The Alberta Teachers' Association avoids alignment with any one political party. [1977]

16.4 The Alberta Teachers' Association maintains contact with all major political parties. [1977]

16.5 Locals of The Alberta Teachers' Association are encouraged to undertake political involvement within their own local areas. [1977]

16.6 Locals of The Alberta Teachers' Association are encouraged to work closely with the provincial association in political involvement programs. [1977]

16.7 The Alberta Teachers' Association provides assistance and advice to locals undertaking political involvement programs at the local level. [1977]

16.8 The Alberta Teachers' Association cooperates with other organizations in political involvement to influence education decision-making when appropriate and possible. [1977]

16.9 The Alberta Teachers' Association seeks to influence the educational policies of other organizations. [1977]

16.10 The Alberta Teachers' Association takes stands on issues which directly affect students and the learning climate in schools. [1977]

16.11 Political parties should elaborate their public policy on education and provide a finance program designed to achieve public objectives. [1979]

ION

ication are those learning experiences that develop skills, knowledge and attitudes to provide for continued learning, social awareness, adaptability to a changing society, productive employment, and personal well-being. [1978]

17.2 The school has an obligation to promote high levels of student proficiency and behavior within the school. [1978]

17.3 The determination of the resources and the environment required to accomplish the broad aims of education and to meet the needs of students is the responsibility of the school. [1978]

17.4 Teachers should have the major voice in curricular decision-making within the prescribed course of studies. [1978]

18. TEACHER EVALUATION

18.1 Teachers have personal responsibility for their competence. [1980]

18.2 Any teacher evaluation program should be designed to support and maintain the collegial model. [1980]

18.3 Reporting on the competence of the principal is not a routine function of the classroom teacher. [1980]

18.4 Teacher performance appraisal is of two types: (1) formative evaluation — designed to perform a developmental function, the results of which are used to help improve performance or increase potential for performance through identifying areas of strength or areas requiring improvement and growth, and (2) summative evaluation — designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment (hiring, continuing contract, promotion, transfer, termination) or certification (permanent certification, suspension of certification and decertification). [1980]

18.5 Formative evaluation should be a continuing process. [1980]

18.6 Formative evaluation must be initiated by the teacher being evaluated or by mutual arrangement with a colleague. [1980]

18.7 Supervisory personnel involved in a formative evaluation program with an individual teacher should not be required to perform a summative evaluation of that teacher. [1980]

18.8 Reports of formative evaluations must be given only to the teacher being evaluated. [1980]

18.9 Summative evaluators should be independent of the staff of the school in which the teacher works, unless the teacher requests otherwise. [1980]

18.10 Only persons employed in positions of which a teaching certificate is a prerequisite may evaluate teachers. [1980]

18.11 Any evaluation must provide for a fair appeal procedure. [1980]

A.R.A.
(1980)

18. TEACHER EVALUATION

A. Current Specific Policy

18.A.1 BE IT RESOLVED, that The Alberta Teachers' Association advocate cooperative assessment and self-evaluation as the most effective methods of evaluating the teaching process and the facilities and conditions within which this process takes place. [1980]

18.A.2 BE IT RESOLVED, that The Alberta Teachers' Association advocate that the purposes of any teacher evaluation program be clearly stated in writing and that they be well-known to both evaluators and those who are to be evaluated before the evaluation procedures begin. [1980]

18.A.3 BE IT RESOLVED, that The Alberta teachers' Association encourage formative evaluation

aimed at the improvement of instruction and administration. [1980]

18.A.4 BE IT RESOLVED, that The Alberta Teachers' Association advocate that it is a function of the principal to assist with the formative evaluation of classroom teachers. [1980]

18.A.5 BE IT RESOLVED, that The Alberta Teachers' Association advocate that the largest portion of the resources for teacher evaluation programs be directed toward formative evaluation. [1980]

18.A.6 BE IT RESOLVED, that The Alberta Teachers' Association advocate that teachers be involved in establishing the methods and criteria by which they are evaluated. [1980]

18.A.7 BE IT RESOLVED, that The Alberta Teachers' Association advocate that access to a teacher's personnel file be limited to the teacher and the professional supervisory staff of the school system. [1980]

Appendix F

▲ **Alberta Evaluation Policy (1984)**

1 ALBERTA.
1 Dept. of
2 Education.

UNIVERSITY LIBRARY
Lethbridge, Alberta

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Government Documents

PROVINCIAL EVALUATION POLICIES

ALBERTA EDUCATION
April 12, 1984

PROVINCIAL EVALUATION POLICIES

GOAL STATEMENT

Alberta Education and school jurisdictions are responsible for ensuring that the highest possible quality of education is provided for students in the province. This mandate encompasses the teaching, programs and facilities provided to students in Alberta's educational system, from Early Childhood Services through Grade 12.

In order to maintain and improve the quality of education throughout the province, the Government of Alberta has adopted the following goal:

Alberta Education and school jurisdictions will use the results of evaluations to improve further the quality of education provided to students in Alberta.

BACKGROUND

Alberta Education and school jurisdictions have been discussing for some time the need to increase and improve local and provincial use of evaluation in the management of education. A series of draft statements about evaluation was submitted to school jurisdictions and the other members of the educational community for discussion.

While the development of the attached evaluation policies was underway, the government announced in January, 1984 that significant changes were being made to the overall approach to the management of education in Alberta through the Management and Finance Plan. In making these changes, it was indicated that the current educational system was fundamentally sound and that it has been effective in meeting Alberta's educational needs. However, the management of education must always adapt to changing times. For example, the rates of economic growth and population increase have slowed down, and these trends are expected to last for some time. As a result, some new management techniques have been developed while others, currently in use, have been reorganized and adjusted: some are being discontinued. Central to the changes are increased quality of education and improved efficiency and accountability for both the province and school jurisdictions. A simplified provincial funding structure is also integral to this direction as well as a greater emphasis on a partnership between the school jurisdictions and the province in the planning, delivery and evaluation of education programs.

Evaluation which is done on a regular basis is an important part of the management of education. The major components of the process at the local and provincial levels are summarized below:

- Development of specific educational plans for the coming year;
- Implementation of the plans;
- Monitoring and reporting on the process of implementation;
- Evaluation of the results; and
- Use of the information to improve the education programs provided.

To achieve the Government's goal, five statements of evaluation policies, guidelines and procedures have been developed and adopted affecting the following areas:

- Student Evaluation;
- Teacher Evaluation;
- Program Evaluation;
- School Evaluation;
- School System Evaluation.

These policies apply to school jurisdictions, private schools and privately operated Early Childhood Services centres. They will be complemented by the development and implementation of policies, guidelines and procedures at the school jurisdiction level.

The implementation of the five evaluation policies by school jurisdictions, in cooperation with the province, each having well defined areas of responsibility, will assist in ensuring that quality in our education system is maintained and enhanced when necessary.

TEACHER EVALUATION

POLICY

The performance of individual teachers and the quality of teaching practices across the province will be evaluated in order to assist in the provision of effective instruction to students and in the professional growth and development of teachers.

GUIDELINES

1. The primary responsibility for the evaluation of individual teacher performance and for the overall quality of teaching practice lies with each school jurisdiction.
2. Each school jurisdiction will develop and adopt written policies, guidelines and procedures in keeping with the intent of provincial policies, guidelines and procedures. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will assist school jurisdictions in the development of policies, guidelines and procedures.
3. Alberta Education will not hear any appeals from individual teachers who are dissatisfied with evaluation reports in school jurisdictions which have adequate teacher evaluation policies. Alberta Education may consider such appeals from teachers within school jurisdictions which have inadequate policies.
4. Alberta Education and school jurisdictions are responsible for ensuring that:
 - (a) teacher evaluation policies and guidelines are implemented appropriately; and
 - (b) high standards of teaching practice are achieved and maintained across the province.
5. Teacher evaluation policies should:
 - (a) be applicable to all teachers;
 - (b) be fair and consistent in application;
 - (c) provide for due process and appeal mechanisms within the school jurisdiction;
 - (d) permit consultation with teachers in the development of policy, guidelines and procedures; and
 - (e) ensure that the evaluation report is made available to the teacher in question after its completion.
6. The results of evaluations will be utilized to:
 - (a) assist the professional development of teachers;
 - (b) develop improved measures of teacher performance; and
 - (c) take appropriate action with respect to teachers whose performance is unacceptable.
7. Alberta Education will conduct teacher evaluations in private schools and privately operated Early Childhood Services centres.
8. Alberta Education will investigate specific incidents involving professional staff in the employ of school jurisdictions when it is deemed by the Minister to be necessary and in the best public interest to do so.
9. A teacher who desires to appeal any matter relating to the issuance, withholding or cancellation of a certificate, may appeal to a committee established by Alberta Education.

Appendix G

▲ I.O.T.A



Empowering all our people to excel

Phone: (403) 223-3547
Fax: (403) 223-2999

6304 - 52nd Street
Bag 1239, Taber,
Alberta T0K 2G0

M E M O R A N D U M

DATE: March 10, 1993.
FROM: Lloyd Cavers,
Superintendent of Schools.
TO: All Principals, Paul Stevenson,
Barb Gammon.
RE: IOTA Research.

Recently, I received the attached information from IOTA Canada. Some new scale descriptions have been developed by Alberta administrators. They may be helpful for your walk-throughs.

Lloyd.

attach.

LC:mf



IOTA RESEARCH

The following scale descriptions were written in the IOTA workshops during the Fall of 1992. One hundred administrators worked in small groups to write them. They are not complete and comprehensive; rather they are the base from which to work. As with the other parts of the IOTA program, these descriptions should be modified to become locally valid for your district.

The bibliography which follows are the references used to validate these descriptions.

My thanks to all those administrators who participated in writing these scale descriptions.

SECTION 2
OBSERVATION SCALES

1. DEVELOPMENT AND IMPLEMENTATION OF CLASSROOM OBJECTIVES (1)

The Teacher:

- A. Informs the class of predetermined objectives and procedures for their attainment
- B. Develops objectives consistent with course content; involves students in clarifying objectives and in planning for their attainment
- C. Clarifies, through discussion, predetermined objectives and plans for their attainment
- D. Directs classroom activities without making objectives or plans for their attainment known to the students
- E. Develops objectives based upon course content; encourages class to share in the planning for their attainment

2. VARIETY IN LEARNING ACTIVITIES (1)

The Teacher:

- A. Uses little or no variety in instructional activities
- B. Provides a limited variety of instructional activities involving some students
- C. Shows evidence of a wide variety of instructional activities consistent with the goals and objectives for all
- D. Provides a limited variety of instructional activities involving most students
- E. Provides a variety of appropriate instructional activities involving most students

3. USE OF MATERIALS FOR INSTRUCTION (1)

The Teacher:

- A. Makes effective use of a wide variety of instructional materials related to the learning activities and objectives
- B. Makes little or no use of instructional materials
- C. Makes limited use of readily available instructional materials
- D. Makes good use of a variety of appropriate instructional materials
- E. Makes good use of common instructional materials

4. LEARNING/INTEREST CENTERS* (1)

The Teacher:

- A. Provides a learning center unrelated to observed learning activities
- B. Involves students in planning and arranging stimulating learning centers related to observed learning activities
- C. Provides learning centers indirectly related to observed learning activities
- D. Provides learning centers which are related to observed learning activities
- E. Provides no learning centers

*Note: For workshop purposes "Learning/Interest Centers" is defined as an instructional configuration within the classroom which attracts individuals and/or groups of students and stimulates and provides self-instructional learning.

5. CLASSROOM CONTROL (1)

The Teacher:

- A. Provides an atmosphere in which industrious self-regulation is generally maintained
- B. Imposes authority rigorously which is frequently circumvented or ignored
- C. Establishes standards of conduct that are generally maintained
- D. Intervenes frequently to maintain control
- E. Encourages self-directed standards of conduct that are maintained with occasional lapses

6. INDIVIDUALIZATION OF INSTRUCTION (1)

The Teacher:

- A. Provides the same learning experiences for all the class
- B. Provides some differentiated learning experiences for small groups
- C. Arranges differentiated learning experiences to meet the needs and abilities of most individual students
- D. Recognizes and deals with each student according to his/her needs, aptitude, talents and learning style
- E. Arranges for differentiated small-group learning experiences with some attention to individuals

7. LEARNING DIFFICULTIES (2)

The Teacher:

- A. Provides limited help for obvious learning difficulties
- B. Provides little or no help for obvious learning difficulties
- C. Provides group instruction for identified learning difficulties
- D. Assists individuals and groups to resolve learning difficulties
- E. Provides individual and group instruction for most cases of learning difficulties

8. OPPORTUNITY FOR PARTICIPATION (1)

The Teacher:

- A. Encourages students to participate in discussion and/or other activities
- B. Lectures a large part of the time; does not involve students
- C. Elicits student responses in teacher-led discussions and activities; permits some student participation
- D. Provides abundant and varied opportunities for individual and group expression in discussion and other activities
- E. Dominates classroom activities; students respond only when called upon

9. TEACHER REACTION TO STUDENT RESPONSE (2)

The Teacher:

- A. Permits some student response; discourages input
- B. Permits limited student response; criticizes student input
- C. Encourages student response; utilizes some student input in the class session
- D. Encourages student response; utilizes and extends student input to enhance learning
- E. Provides some opportunity for student response; accepts student input

10. CREATIVE EXPRESSION (1)

The Teacher:

- A. Permits little or no opportunity for creative expression
- B. Provides activities which challenge and encourage both individual and group creativity
- C. Utilizes creative activities for some students
- D. Allows limited opportunity for creative expression
- E. Provides activities which encourage creative expression

11. DEVELOPMENT OF STUDENT INITIATIVE (1, 3)

The Teacher:

- A. Provides a variety of classroom activities to develop student initiative
- B. Permits students to exercise initiative in a limited number of activities
- C. Utilizes activities to encourage and develop student initiative in a wide variety of ways
- D. Allows little or no opportunity for student initiative
- E. Provides some opportunities for developing student initiative

12. SOCIAL CLIMATE (1)

The Teacher:

- A. Demonstrates limited effort to enhance student relationships
- B. Develops positive student relationships which prevail with few exceptions
- C. Makes no effort to enhance student relationships
- D. Encourages a spirit of cooperation among students
- E. Provides an environment which results in cooperation and mutual respect among all students

13. ASSESSING STUDENT ACHIEVEMENT/COMPREHENSION DURING THE LESSON (1,2)

The Teacher:

- A. Assesses student achievement/comprehension periodically.
- B. Assesses student achievement/comprehension incidentally.
- C. Employs a variety of ways to assess achievement/comprehension regularly.
- D. Makes no attempt to assess student achievement/comprehension.
- E. Assesses student achievement/comprehension regularly.

14. CURRENT APPLICATION OF SUBJECT MATTER (1,3)

The Teacher:

- A. Evidences skill in relating subject matter to the students' application of it by providing opportunities for utilization
- B. Relates subject matter to the student's application of it as enrichment in some areas
- C. Indicates how current application of subject matter may be made, but provides limited opportunities for utilization
- D. Stresses subject matter overlooking most possibilities of application for current utilization
- E. Makes no connection between subject matter and the student's application of it

SECTION 3
INTERVIEW SCALES

15. PEER RELATIONSHIPS (2)

The Teacher:

- A. Attempts some modifications based on peer relationships in the classroom
- B. Makes classroom modifications based on awareness of peer relationships
- C. Makes limited effort to understand or modify peer relationships
- D. Implements well planned, constructive action based upon a thorough understanding of peer relationships
- E. Makes little or no effort to understand peer relationships

16. PARTICIPATION IN SCHOOL STAFF ACTIVITIES (5)

The Teacher:

- A. Participates in staff activities as requested; assumes responsibility for assigned tasks
- B. Demonstrates initiative and/or leadership ably and willingly with excellent rapport
- C. Accepts a passive role in school staff activities; participates when directed
- D. Follows administrative leadership cooperatively; occasionally provides leadership in school staff activities
- E. Gives little or no assistance in school activities

17. RELATING CLASSROOM PROGRAM TO TOTAL SCHOOL CURRICULUM (5)

The Teacher:

- A. Studies the curriculum of related grades and subjects and makes some modification of his/her program
- B. Resists suggestions for relating his/her program with the school curriculum
- C. Accepts some suggestions; has difficulty in implementing them in adapting his/her program to the school curriculum
- D. Accepts suggestions, and implements them in adapting his/her program to the school curriculum
- E. Demonstrates an understanding of the school curriculum and effectively relates his/her program to it

18. PARENT PARTICIPATION IN SCHOOL ACTIVITIES (1,4)

The Teacher:

- A. Accepts parent participation in occasional school activities
- B. Secures parent participation in selected school activities
- C. Invites parents to assist with occasional school activities
- D. Discourages parent participation in school events
- E. Secures the active participation of most parents in numerous school activities

19. UTILIZATION OF COMMUNITY RESOURCES (1,4)

The Teacher:

- A. Uses a variety of community resources systematically, relating them skillfully to educational objectives
- B. Utilizes community resources frequently to achieve educational objectives
- C. Uses some community resources which are unrelated to current educational objectives
- D. Makes little or no use of community resources
- E. Uses some community resources to achieve educational objectives

20. RESPONSIBILITY FOR INNOVATIVE PRACTICES (6)

The Teacher:

- A. Develops and evaluates innovative practices; frequently reports results to colleagues and/or the profession
- B. Makes little or no attempt to learn of innovative practices or to utilize them
- C. Utilizes and evaluates innovative practices periodically; shares results with colleagues
- D. Makes some effort to learn about innovative practices; seldom utilizes any
- E. Learns about innovative practices and occasionally utilizes some of them; makes informal assessments but does not share results

21. PROFESSIONAL SELF-EVALUATION (6)

The Teacher:

- A. Assumes no responsibility for professional self-evaluation
- B. Makes little use of professional self-evaluation; makes limited attempts to improve
- C. Utilizes occasional informal professional self-evaluation; makes some effort to improve
- D. Utilizes professional self-evaluation on a systematic basis in selected areas; attempts to improve in those areas
- E. Develops and utilizes a planned program for professional self-evaluation and improvement

22. TEACHER IN THE COMMUNITY (4)

The Teacher:

- A. Rejects responsibility for school-community problems or relations
- B. Participates in community activities and explains school programs to individual community groups
- C. Attends community group meetings rarely; is indifferent to school-community problems
- D. Contributes to the definition and solution of community problems relating to education
- E. Attends community meetings occasionally and serves informally as a resource person regarding school programs

23. ENHANCING MULTI-CULTURAL RELATIONSHIPS (3)

The Teacher:

- A. Includes infrequent multi-cultural experiences on an incidental basis
- B. Provides multi-cultural instructional experiences and materials on a periodic basis
- C. Provides a variety of appropriate multi-cultural information, experiences, and materials on a regular basis
- D. Permits little or no opportunity for multi-cultural experiences
- E. Includes occasional multi-cultural experiences in the instructional program

24. EVALUATION OF INDIVIDUAL STUDENT PROGRESS BY THE TEACHER (1,2)

The Teacher:

- A. Keeps inadequate records and limits evaluation primarily to grading
- B. Keeps adequate records with some concern for individual student difficulties
- C. Keeps records making only general evaluations of group need
- D. Utilizes evaluation data on the progress of students to make some adjustments in the program
- E. Adjusts each student's program periodically, based upon evaluation data

25. DEVELOPMENT OF STUDENT SELF-ASSESSMENT (1,2)

The Teacher:

- A. Assesses student progress; provides little or no opportunity for student self-assessment
- B. Provides few opportunities for students to appraise their own progress
- C. Assists and encourages each student to appraise his/her own progress and suggests means of self-improvement
- D. Provides some opportunities for students to engage in self-assessment
- E. Encourages students to assess their individual strengths and offers occasional suggestions for self-improvement

26. WORK WITH SPECIALIZED SERVICES (2)

The Teacher:

- A. Makes little or no use of specialized services
- B. Demonstrates limited knowledge of specialized services; resists their assistance
- C. Works with most specialized services, utilizes information, recommended procedures and materials
- D. Works effectively with all specialized services to improve educational opportunities for students
- E. Works with specialized services in major problem cases or difficult situations

27. ASSISTING STUDENTS IN EXPLORING VOCATIONAL OPPORTUNITIES (2)

The Teacher:

- A. Makes little or no provision for exploring vocational opportunities
- B. Suggests sources of information on vocational opportunities when requested by individual students
- C. Discusses vocational opportunities and sources of information with groups of students
- D. Provides for group investigation of vocational opportunities; assists some individual students
- E. Stimulates all students to explore vocational opportunities; utilizes planned group and individual activities

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IOTA PROGRAM

Plan of Action for Instructional Improvement

Teacher _____ Date _____

PERFORMANCE TARGET

Scale # _____

Scale Title _____

Specific objective for performance
improvement.ASSISTANCE NEEDED
(Resources/People)Approximate date for follow-up
visitation/conference.

	COMPETENCE AREA		Expert		Standard	
Observation Scales	1. Classroom Objectives	1	B	E	C	A
	2. Variety in Learning Activities	2	C	E	D	B
	3. Use of Materials for Instruction	3	A	D	E	C
	4. Learning/Interest Centers	4	B	D	C	A
	5. Classroom Control	5	A	E	C	D
	6. Individualization of Instruction	6	D	C	E	B
	7. Learning Difficulties	7	D	E	C	A
	8. Opportunity for Participation	8	D	A	C	E
	9. Teacher Reaction to Student Response	9	D	C	E	A
	10. Creative Expression	10	B	E	C	D
	11. Student Initiative	11	C	A	E	B
	12. Social Climate	12	E	B	D	A
	13. Assessing Student Achievement/Comprehension	13	C	E	A	B
	14. Current Application of Subject Matter	14	A	B	C	D

WALK-THROUGH OBJECTIVES - SUMMATIVE EVALUATION

(Emphasis on Professional Development of Staff)

EVALUATIVE COMPONENT

1. Does the lesson have focus- is it going somewhere?
2. Student engagement- are the students involved and learning?
3. Is there a variety of activities to accommodate learning styles (kinesthetic, oral, visual)?
4. Is the teacher directing the process?
Is the teacher controlling learning?
5. Are there warm but business-like relationships between the teacher and the students?
6. Are the classroom routines managed adequately?
7. Is the room attractive? Are there appropriate motivational displays?
8. Physical neatness- vitality of the surroundings.
9. What is the atmosphere/climate, in the classroom?
10. Is the work and deportment of the teacher a good model for the students to follow?
11. Do students maintain and value their note and exercise books?
12. What evaluation procedures are in use?
13. What motivational techniques are being used?

SUPPORT COMPONENT

1. Discipline problems and procedures
2. Classroom management (seating plans, attendance procedures etc.)
3. Lesson preparation and objectives
4. Professional development (teaching strategies)
5. Promote student-administrator interaction
6. Enhance communications

FOCUS OF ADMINISTRATIVE SUPERVISION

1. Teacher Supervision

- procedures
- adequacy of records
- timing
- frequency
- feedback
- follow-up

2. Program Supervision

Instructional objectives/course outline

- adequacy
- utilization
- review procedures
- correlation with instruction

Evaluation Plans

- fair and just
- adhered to
- grading philosophy

3. Routines

Student Management

- discipline
- attendance
- extra-curricular

Building Management

- caretaking/maintenance

4. Communications

- staff meetings
- parent meetings
- newsletters
- reporting procedures
- Board reports

5. Personnel

- professional development
- scheduling/deployment
- interpersonal relationships

6. Schools Educational Goals/Objectives/Philosophy

CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE

TABER SCHOOL DIVISION NO. 6

This document sets out five PERFORMANCE AREAS for the evaluation of teaching performance:

Planning and Preparation

Classroom Organization and Management

Techniques of Instruction

Evaluating Students

Personal/Profession Attributes

and identifies a number of KEY INDICATORS and DESCRIPTORS within each of these performance areas.

The KEY INDICATORS in this document are the activities that good teachers undertake as they go through their day-to-day work in schools and classrooms. It is not expected that a teacher will do all of these all the time. The INDICATORS should form a basis for formative evaluation and thus teacher growth. The INDICATORS can also serve as areas of assessment and/or areas for improvement in the summative evaluation process.

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PERFORMANCE AREA: PLANNING AND PREPARATION

KEY INDICATOR: The teacher demonstrates effective planning skills.

DESCRIPTORS:

The teacher:

- maintains long-range and short-range plans that reflect the Program of Studies, and that specify objectives, time, and a plan for evaluation,
- correlates/integrates subject matter where appropriate,
- maintains an up-to-date daily plan book,
- coordinates course planning with other teachers of that same course in the school,
- provides adequate plans and procedures for substitute teachers.

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

DESCRIPTORS:

The teacher:

- maintains an up-to-date seating plan.,
- prepares teaching materials, as outlined in daily planning, in advance of the lesson,
- incorporates a variety of teaching approaches in the planning of lessons

PERFORMANCE AREA: PLANNING AND PREPARATION

KEY INDICATOR: The teacher manages student behavior in a constructive manner.

DESCRIPTORS:

The teacher:

- sets and communicates acceptable standards such as respect for the rights, opinions, property and contribution of others,
- uses appropriate strategies to maintain on-task student behavior,
- manages disruptive behavior constructively,
- manages discipline problems in accordance with policies, regulations and legal requirements,
- promotes self-discipline,
- reinforces appropriate behavior.

KEY INDICATOR: The teacher organizes the classroom to promote learning.

DESCRIPTORS:

The teacher:

- arranges seating to minimize potential discipline problems,
- starts class promptly, concludes and dismisses classes in an orderly fashion,
- establishes systematic, effective procedural class routines to minimize management time,
- maintains accurate and complete records in accordance with school and District policy,
- demonstrates care for physical facilities, equipment and instructional materials,
- provides a physical setting and pleasant atmosphere that is conducive to learning.

PERFORMANCE AREA: TECHNIQUES OF INSTRUCTION

KEY INDICATOR: The teacher implements an effective lesson plan.

DESCRIPTORS:

The teacher:

- reviews and previews, and provides the structure of learning,
- states instructional objectives,
- provides input related to the objectives,
- models activities congruent with the topic being taught,
- provides guided practice to reinforce concepts,
- provides independent practice activities,
- checks for understanding,
- maintains reasonable time allotment and appropriate pacing,
- utilizes smooth and efficient transitions between instructional activities,
- utilizes lesson summary techniques,
- makes sure that independent, or homework assignments are clear.

KEY INDICATOR: The teacher communicates effectively with students.

DESCRIPTORS:

The teacher:

- speaks fluently and precisely,
- asks appropriate questions that students handle with a high degree of success,
- poses questions clearly and one at a time,
- involves all students in questioning,
- puts ideas across logically,
- uses a variety of verbal and non-verbal techniques,

- praises, elicits, and responds to student questions before proceeding,
- gives clear, explicit directions,
- utilizes probing techniques.

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

DESCRIPTORS:

The teacher:

- is readily available to all students,
- acknowledges the rights of others to hold differing views or values,
- responds positively to students,
- communicates personal enthusiasm,
- demonstrates warmth and empathy,
- exhibits patience and tolerance,
- demonstrates respect for students,
- is fair and impartial in relating to students,
- uses discretion in handling confidential information and difficult situations,
- gives criticism which is constructive; praise which is appropriate,
- makes an effort to know each student as an individual,
- communicates with students sympathetically, accurately, and with understanding,

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 tests which reflect course content,
- maintains an accurate record of student achievement,
- keeps tests and samples of student work to provide a means of substantiating marks earned by the students until after appeal time has elapsed.

KEY INDICATOR: The teacher uses evaluation results for the benefit of the student.

DESCRIPTORS:

The teacher:

- analyzes results,
- plans further instruction and/or review,
- diagnoses strengths and weaknesses of individual students,
- implements strategies to meet diagnosed needs.

KEY INDICATOR: The teacher provides parents/students with specific evaluative feedback.

DESCRIPTORS:

The teacher:

- uses a variety of information collected throughout a reporting period to determine students' marks for progress reports,
- communicates results to students, parents, and administrators in a meaningful manner,
- listens and responds to concerns from students, parents, and administrators,
- develops a written evaluation plan stating objectives, evaluation procedure.

PERFORMANCE AREA: PERSONAL/PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The teacher follows policies and procedures of the District.

DESCRIPTORS:

The teacher:

- strives to stay informed regarding policies and regulations applicable to his/her position,
- selects appropriate channels for resolving concerns/problems,
- attends meetings and inservice sessions as required,
- maintains accurate records and reports in accordance with requirements, and informs proper authorities,
- performs other assigned duties, e.g. lunch-hour and playground supervision, as required.

KEY INDICATOR: The teacher demonstrates professional conduct.

DESCRIPTORS:

The teacher:

- adheres to the Code of Ethics and Standards of Professional Conduct as set out by the Alberta Teachers' Association.

KEY INDICATOR: The teacher works cooperatively with colleagues.

DESCRIPTORS:

The teacher:

- cooperates with colleagues in planning instructional activities,
- shares ideas, materials, and methods with other teachers,
- receives constructive criticism and suggestions in a positive sense,
- cooperates with school's administration to implement policies and regulations,
- keeps administration informed of pertinent school-related issues,
- makes appropriate use of support staff,
- cooperates in the development and in the implementation of extra-curricular programs.

KEY INDICATOR: The teacher promotes home-school communication.

DESCRIPTORS:

The 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, to instill in students a sense of civic pride.

KEY INDICATOR: The teacher participates in professional activities.

DESCRIPTORS:

The teacher:

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

Appendix H

▲ Alberta Education Teachers Evaluation Policy (1992)

A Teacher Evaluation Policy Model

[prepared by The Alberta Teachers' Association, 1992 10]

The attached suggestion for teacher evaluation policy is derived from resolutions passed at the Annual Representative Assembly of The Alberta Teachers' Association since 1968. It was prepared as a guide for use in establishing and reviewing policies and procedures for the effective evaluation of teachers in school jurisdictions in the province.

The Association promotes teacher evaluation models that stress formative evaluation. Such evaluation models should be designed to improve the quality of instruction and administration and should support and maintain collegiality. The Association also supports summative evaluation only where necessary to make a judgment relative to employment, certification or when the competence of a teacher is called into question; summative evaluation of the professional performance of a teacher possessing a permanent certificate should not be a routine occurrence.



The Alberta Teachers' Association

Background

School boards are responsible for ensuring that the highest possible quality of education is provided for the students in their jurisdiction. In order to maintain and improve the quality of education across the province, the Department of Education requires each board to develop and implement policies, guidelines and procedures concerning the evaluation of teachers.

Policy

The Board of Trustees has a responsibility to develop and foster sound educational policies. Teacher evaluation policy devoted to the maintenance and improvement of instruction is an important element of the Board's educational policy. Therefore, the Board shall encourage formative evaluation of the professional performance of teachers to improve the quality of instruction offered to students. The evaluation process shall be continuous and designed to promote professional growth and development. Where necessary, there shall be a summative evaluation process devoted to making a judgment relative to employment, certification or when the competence of a teacher is called into question.

Guidelines

- 1.0 The evaluation of teacher performance shall be a continuous process devoted to the maintenance and improvement of professional performance.
- 1.1 Teachers shall have the primary responsibility for the improvement of instruction.
- 2.0 Evaluations shall be based primarily upon observations and interviews with each teacher both in the classroom and in situations appropriate to each teacher's assignment.
- 3.0 Evaluation of the professional performance of teachers shall be guided by two different forms of evaluation, namely
 - 3.1 formative evaluation, designed to perform a developmental function, the results of which are used to help improve performance, identify areas of strength and provide opportunities for growth; and
 - 3.2 summative evaluation, ultimately designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment (continuing contract, promotion, transfer, termination), certification (permanent certification, suspension of certification, decertification) or when the competence of a teacher has been called into question.
- 4.0 Each teacher shall be informed of the particulars of the teacher evaluation policy.
- 5.0 Formative evaluation shall consist of a program (or programs) to improve the quality of instruction and administration and should support and maintain the collegial model.
- 6.0 Summative evaluation shall consist of a review, only when necessary and for a communicated purpose related to employment, certification or when a teacher's competence has been called into question, of all aspects of a teacher's professional performance and shall result in a written report which outlines recommendations about employment, certification or remediation. Summative evaluation of the professional performance of a teacher possessing a permanent professional certificate should not be a routine occurrence.
 - 6.1 The teacher and the evaluator shall convene conferences before and after observation of classroom instruction and other activities appropriate to the assignment.

- 6.2 The evaluator shall provide the teacher with an opportunity to review the summative report, including the evaluator's recommendations about employment, certification or remediation, and shall allow the teacher to append additional comments which shall be placed with the written report in the teacher's personnel file. Both the teacher and the evaluator shall retain a copy of the report.
- 6.3 Where remediation is necessary to raise the quality of the teacher's professional performance to an acceptable level, the evaluator shall make clear the expectations and opportunities for improved performance and set a reasonable timeline for this improvement. The Board shall underwrite the costs of the prescribed remediation. The subsequent summative evaluation shall review the degree to which the teacher has attained an acceptable level of professional performance.
- 7.0 A teacher who wishes to appeal an evaluation may do so by requesting the superintendent to arrange for a new evaluation. Such an evaluation shall be conducted by a mutually agreeable person and the new evaluator shall not be given the particulars of previous evaluations. All aspects of the appeal process shall be subject to the rules of natural justice.
- 8.0 The Board shall allocate the necessary resources to teacher evaluation, including (but not limited to) inservice education in clinical supervision and evaluation for teachers and evaluators, release time for teachers and evaluators engaged in the evaluation process, and costs of remediation activities.

Procedures

Formative Evaluation of Teachers

- 1.0 Formative evaluation shall be conducted on a continuing basis for all teachers employed by the Board. Teachers should view formative evaluation as developmental and be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength and provide opportunities for growth.
- 2.0 A formative evaluation may be initiated by the teacher or by mutual arrangement with a colleague.
 - 2.1 The teacher shall be primarily responsible for formative evaluation and shall identify an appropriate colleague to assist with the task.
 - 2.2 An appropriate colleague may be any certificated individual who, by mutual agreement, may be able to assist the teacher in improving professional performance, identifying areas of strength and providing opportunities for growth.
 - 2.3 A colleague involved in the formative evaluation of a teacher must make clear the developmental function of the process.
- 3.0 The teacher shall meet with the colleague to mutually develop the procedures and expectations for the formative evaluation.
- 4.0 At the conclusion of the formative evaluation cycle, the teacher and the colleague shall review the entire experience. No report should be written; if a report is written, its control should rest solely with the teacher whose professional performance was observed.
- 5.0 At no time shall a formative evaluation be used for the purposes of summative evaluation.

Summative Evaluation of Teachers

- 1.0 A summative evaluation shall be conducted when a judgment must be made for the purposes of employment (continuing contract, promotion, transfer, termination), certification (permanent certification, suspension of certification, decertification) or when the competence of a teacher has been called into question.
- 2.0 A summative evaluation may be initiated by the superintendent or the teacher.
 - 2.1 Where a summative evaluation is initiated by the superintendent, the teacher shall be advised, in writing, of the reason(s) for the evaluation, and where there are questions about the competence of the teacher, the source and nature of the alleged incompetence shall be clarified and the evaluation shall be undertaken based on the allegations.
- 3.0 The superintendent shall be responsible for summative evaluation and shall ensure that an appropriate evaluator conducts each evaluation in the school system.
 - 3.1 Evaluators should be restricted to those certificated personnel with administrative responsibility for the teacher being evaluated unless the teacher requests an independent evaluation.
 - 3.2 An appropriate evaluator shall be adequately prepared in evaluation procedures, have an acceptable record of teaching experience, and have an ability to relate to the teacher.
 - 3.3 An evaluator conducting a summative evaluation of a teacher's professional performance must make clear the ultimate judgmental function of the evaluation.
- 4.0 The teacher shall be involved in developing evaluation methods and criteria.
- 5.0 The evaluator shall observe the teacher's classroom instruction and other activities appropriate to the assignment. Prior to such observation, the evaluator and the teacher shall meet to discuss such matters as lesson objectives, unit plans, class history, etc. Following the observation, the evaluator and the teacher shall meet as soon as possible to review the lesson.
- 6.0 When the evaluator has completed a reasonable number of observations and a general review of the teacher's professional performance, a report shall be written and shall include the evaluator's recommendations pertaining to the teacher's employment, certification or remediation (if applicable).
 - 6.1 The teacher and the evaluator shall meet to discuss the evaluation. The teacher shall be given an opportunity to append any written comments to the report, and the evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.
 - 6.2 The teacher and the evaluator shall each retain a copy of the evaluation.
 - 6.3 When the evaluation produces questions about a teacher's competence, the following steps shall be taken:
 - 6.3.1 A program of assistance is offered the teacher and a reasonable period of time is provided;
 - 6.3.2 After no more than 100 school days, a subsequent evaluation is undertaken by at least three certificated personnel, one of whom is appointed by The Alberta Teachers' Association;
 - 6.3.3 If the allegations or questions of competence are resolved, the evaluation ceases;
 - 6.3.4 If the allegations are again substantiated, then, considering the best interest of the students, the teacher, the profession and the school system as a whole
 - 6.3.4.1 an additional period of remediation is offered the teacher; or
 - 6.3.4.2 the teacher is given a change of assignment; or

- 6.3.4.3 the teacher's designation is removed; or
- 6.3.4.4 a combination of 6.3.4.1, 6.3.4.2 or 6.3.4.3; or
- 6.3.4.5 the teacher's contract of employment is terminated.
- 6.3.5 Where the teacher's contract of employment is not terminated, the evaluation cycle resumes at 6.3.2 above.

Appeal of Summative Evaluation

- 1.0 A teacher may appeal an evaluation for procedure and/or content.
 - 1.1 Such an appeal shall be made to the superintendent and shall include the reasons for the request.
 - 1.2 The superintendent shall assign a mutually acceptable person to conduct a re-evaluation and the new evaluator shall not be given the particulars of previous evaluations.
 - 1.3 The procedures for the re-evaluation shall conform with the procedures for summative evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.

Code of Professional Conduct

- 1.0 All evaluation procedures shall operate within the requirements of the Code of Professional Conduct.

Appendix I

▲ Taber School Division Evaluation Policy



To: All Principals
From: Paul S.

November 14, 1995

Re: Evaluation Responsibilities of Principals under Board Policy

Formative (Policy GCM):

1. An administrator in each school should have met by **mid November** with each professional staff member for the purpose of communication of the staff member's formative plan.
2. By the **end of the year** (suggest April/May) each teacher meet with the administrator to review and evaluate the formative plan.

Summative (Policy GCN):

1. Each principal should have begun to evaluate any new teachers (excluding transfers). This is a suggested schedule:

1.1 **September - November:** Go through evaluation requirements with each new teacher.

1.2 **November - January:** One or two classroom visitations with each new teacher including verbal feedback or post-conference.

1.3 **Semester break:** Initial written report given to each new teacher. The report should indicate areas of growth that need to occur prior to the second round of evaluation. The report will also include reports from Division personnel.

1.4 **March - April:** Second round of observation and verbal feedback.

1.5 **April - May:** Final report including recommendation for contract. The possibilities include continuing contract, continued probationary with agreement of the teacher, or that the teacher would not be offered a contract for next year.

Note:

****** A reminder that at year end principals will be required to document that the formative process occurred during the year.

****** Principals are requested to maintain an active visitation program in order to meet the demands of clauses 15(a), 15(b), and 15(c) of the School Act dealing with ensuring that the programs and instruction are congruent with provincial expectations. Such visitation need not lead to decisions on evaluation of professional staff but are rather for the sake of meeting requirements put forth in the School Act.

File: GCMGCN

Policy Code: GCM
 Policy Title: Formative Evaluation of Professional Staff
 Cross Reference: GCN
 Legal Reference: Alberta Education Policy - 040201
 Adoption Date: May 23, 1991
 Amendment or Re-affirmation Date:

POLICY HANDBOOK

PREAMBLE

Formative evaluation is a non-judgmental process designed to foster improvement of instruction and professional growth. This policy operates under the assumption that teachers are competent and that they are willing to improve their instruction. The final assumption is that formative evaluation is a collegial process between professional educators.

POLICY

THE BOARD OF THE TABER SCHOOL DIVISION NO. 6 BELIEVES THAT ALL TEACHERS HAVE A PROFESSIONAL RESPONSIBILITY TO BE INVOLVED IN A CONTINUOUS, FORMATIVE EVALUATION PROCESS DESIGNED TO FOSTER GROWTH AND EFFECTIVENESS OF INSTRUCTION TO ENHANCE STUDENT LEARNING.

REGULATIONS

1. The teacher will develop a process of formative evaluation each year.
2. Early in the school year the teacher will communicate the process to the school administrator.
3. At the end of each school year the principal will submit to the superintendent written verification that each teacher developed and implemented a formative evaluation process.
4. Any written reports generated by this evaluation process will not be used in the summative evaluation process.

GUIDELINES FOR THE FORMATIVE EVALUATION PROCESS

1. In determining the formative evaluation process, a variety of alternatives should be considered by teachers. Individuals and staffs are encouraged to generate strategies and approaches which may be used as specific examples of formative evaluation. The five performance areas of planning and preparation, classroom organization and management, techniques of instruction, evaluating students, and personal/professional attributes (refer to "Criteria for the Evaluation of Teaching Performance") may become the focus of formative processes.
2. Formative evaluation should include frequent communication between the teacher and school administrator(s).

TABER SCHOOL DIVISION NO. 6	Policy Code:	GCN
	Policy Title:	Summative Evaluation of Professional Staff
POLICY HANDBOOK	Cross Reference:	GCM
	Legal Reference:	Alberta Education Policy 040201
	Adoption Date:	May 23, 1991
	Amendment or Re-affirmation Date:	

PREAMBLE

~~Summative evaluation is a judgmental process designed to facilitate decision making 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 TABER SCHOOL DIVISION NO. 6 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 and kept in the teacher's personnel file secured in the principal's office and/or Divisional 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.
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 her/his evaluation.
6. The following regulations will apply to teachers who hold a continuous contract:

GCN - SUMMATIVE EVALUATION (Cont'd)

- (a) Prior to a summative evaluation being performed, the teacher to be evaluated must receive or submit written notification, a copy of which 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 procedure, 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 area 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 2 (f)
- (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.

TABER SCHOOL DIVISION NO. 6

GCN - SUMMATIVE EVALUATION (Cont'd)

- (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 she/he believes is required.

7. The following will apply to teachers on Temporary Contract:

- (a) At the time that a teacher enters into a temporary contract with the Taber School Division, he/she will receive written notification that Summative Evaluation will take place during the term of the temporary contract and shall receive a copy of the evaluation criteria, policy and regulations of the Taber School Division pertaining to Teacher Evaluation.
- (b) The principal 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. a minimum of 3 classroom observations based upon established criteria, two of which are to be conducted by January 31st, one of which is to be completed by the superintendent and/or designate and the other by a school based administrator. At least one other observation to be performed by central office or school based administrator by April 15th.
 - 2. frequent conferences where observations and assessments are communicated.
 - 3. a formal written report based on the established criteria containing descriptive assessments in the major performance area 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 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,

GCN - SUMMATIVE EVALUATION (Cont'd)

following which a report containing the assessment, and possible recommendations, will be written and forwarded to the school principal.

- (e) Following the completion of this process the teacher may appeal the contents of the evaluation report to the superintendent.

g. 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.
- (b) The following shall be included by in-school administrators as part of phase one of the evaluation process:
 - 1. a minimum of 2 observations, one by the Superintendent's designate and the other by a school administrator;
 - 2. frequent conferencing;
 - 3. a formal written report based on the established criteria containing descriptive assessments in the major performance area 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.
- (c) Following the completion of this process the teacher may appeal the contents of the evaluation report to the superintendent.

WALK-THROUGH OBJECTIVES - SUMMATIVE EVALUATION

(Emphasis on Professional Development of Staff)

EVALUATIVE COMPONENT

1. Does the lesson have focus- is it going somewhere?
2. Student engagement- are the students involved and learning?
3. Is there a variety of activities to accommodate learning styles (kinesthetic, oral, visual)?
4. Is the teacher directing the process?
Is the teacher controlling learning?
5. Are there warm but business-like relationships between the teacher and the students?
6. Are the classroom routines managed adequately?
7. Is the room attractive? Are there appropriate motivational displays?
8. Physical neatness- vitality of the surroundings.
9. What is the atmosphere/climate, in the classroom?
10. Is the work and deportment of the teacher a good model for the students to follow?
11. Do students maintain and value their note and exercise books?
12. What evaluation procedures are in use?
13. What motivational techniques are being used?

SUPPORT COMPONENT

1. Discipline problems and procedures
2. Classroom management (seating plans, attendance procedures etc.)
3. Lesson preparation and objectives.
4. Professional development (teaching strategies)
5. Promote student-administrator interaction
6. Enhance communications

All teachers shall submit their detailed lessons plans to the deputy superintendent at least two weeks prior to the date the lesson will be taught.

A teacher may appeal a summative evaluation to a panel of three parents selected by the Board of Trustees. The decision of the panel shall be final and binding.

QUALITIES OF SUMMATIVE EVALUATION

- **the evaluator is in charge**
- **conducted on a regular basis for all teachers**
- **procedures and expectations are determined by the evaluator**
- **report is written and filed**
- **always leads to a decision about competence**

TEACHER EVALUATION POLICY IMPACT STUDY

(awaiting release by the Minister of Education)

Most jurisdictions should retain but continue to refine their current teacher evaluation policies for teachers who are in their first year in the profession or in the jurisdiction and for teachers requiring particular assistance. However, the routine evaluation of competent teachers using prevalent teacher evaluation practices should be discontinued. Instead, jurisdictions should adopt policies and practices that involve teachers as partners in the development of reflective school cultures that support and encourage teachers to improve their instructional practices and students' learning. Because no single set of evaluation procedures is appropriate for all contexts or for all teachers, jurisdictions and Alberta Education should attempt to develop policies that meet teachers' needs for professional growth and the public's need to be assured of quality education.

Appendix J

▲ Peer Observation Checklists

Alternate Methods of Formative Evaluation

Peer Evaluation/Mentorship/Peer Coaching

There are several sources of information available to teachers about their own effectiveness. These include: student gains on standardized tests, student gains on teacher made tests, administrative feedback, systematic observations, peer observation, and self-assessment (Freiberg, 1987).

Peer feedback, according to Singh, is the most desirable and it is apparent that teachers desire more collaboration with their colleagues. Peer teaching, where one teacher participates in class with another teacher, provides an ample structure for collegial feedback and appraisal. It however requires time, training, and trust (Singh, 1984). Peer collaboration is often the most unattainable for many reasons, the main one being that teachers do not have the time to be away from their own classroom to spend with a colleague. Evaluation instruments that teachers can use individually appear in Appendix x. Also included are four Observation Checklists designed for use by peers in classroom observation (Smith, 1987, Christen & Murphy, 1987, and Johnson, 1992).

Video Taping

By using various sources at various times teachers can more effectively improve their teaching and document its quality. Reviewing videotapes is an alternate form of self-assessment that can give immediate feedback. The teacher should view the video without the sound so that he/she can detect and correct such body language such as a timid stance, a bored expression, or belligerent-seeming gestures (Gastel, 1991). Teachers can use a specific subject area checklist to help ensure that their assessment is thorough. (Appendix N)

Audio Taping

Audio taping is one assessment tool that looks promising. It has potential when based on data analysis from the teacher's own classroom, rather than a simple self-report. Audio taping seems to be more convenient and less obtrusive than videotaping. It also allows the teacher greater flexibility in listening and analyzing a lesson. (Appendix K contains procedure and checklist for analyzing audio tapes)

Student Feedback

Other means of self-assessment include analyzing students' performance in your courses, keeping familiar with current teaching methods, and feedback from your students. Feedback from students can be of great value. Students can give feedback as to whether they found an instructor's teaching clear and interesting (Gastel, 1991). Students, when given well-constructed questionnaires can document instructional behaviors associated with good teaching (i.e. defining course requirements explicitly, showing enthusiasm, giving clear explanations and instructions, identifying important points to learn, correcting tests and assignments promptly).

Teachers should collect information both formally and informally from their students. Informal feedback allows a teacher to address problems promptly. It is also important to demonstrate to students that the teacher has read and accepted student feedback by demonstrating through use their suggestions. (Appendix L)

Professional Portfolio

The goal of a professional teaching portfolio is to describe through concrete documentation and collection of artifacts over a lengthy period of time, the full range of abilities, pedagogical experience, subject matter knowledge and professional and personal attributes of the teacher (Urback, 1992, Winsor, 1993). A professional portfolio might be perceived as an elaborate resume, but it is not. The portfolio is the product of an extensive evaluation and reflective process undertaken by the teacher which incorporates not only reflection, but decision making and goal setting. The product cannot be disassociated from the process, one is as important and meaningful as the other.

A complete "Guide to the Development of Professional Portfolios" prepared by Pamela J.T. Winsor for the Faculty of Education (U. of L.) can be found in Appendix M.

Self-assessment

Teachers often monitor their own performance as teachers. They try to make sense out of what is working well or what is not working and why. They then adjust their teaching accordingly. This approach can be formalized and documented (Gastel, 1991). This documentation may take the form of a journal or of regular reflection based on specific questions. (Appendix N)

April 1987

2.0 Management of Student Conduct				
Category	Effective Indicators	Frequency	Frequency	Ineffective Indicators
2.1 Rule Explication and Monitoring	Specifies a rule			Does not specify when rule needed
	Clarifies a rule			Does not clarify rule
	Practices rule			
	Reprimands rule infraction			Does not correct rule infraction
2.2-2.4 With-itness: Desist, Quality, Overlapping	Stops deviant behavior			Does not stop deviancy/deviancy spreads
	Corrects worse deviancy			Corrects lesser deviancy
	Desists student causing disruption			Desists onlooker or wrong student
	Suggests alternative behavior			Uses rough, angry, punitive desists
				Uses approval-focused desist
	Attends task and deviancy simultaneously			Ignores deviancy, continues task/ ignores task, engrosses in deviancy
	Attends to two instructional tasks simultaneously			Ignores other students needing help/drops task, engrosses in intrusion
2.5 Group Alert	Poses question—selects reciter			Selects reciter—poses question
	Alerts class/calls on one reciter			Alerts group—unison response
	Alerts nonperformers			Ignores nonperformer
2.6-2.7 Movement Smoothness/Slowdown	Ignores irrelevancies/ continues on task			Reacts to or interjects irrelevancies/flip-flops/dangles
	Gives short, clear nonacademic directions			Overdwells or fragments nonacademic directions
	Moves whole/ subgroup			Fragments group movement
2.8 Praise	Praises specific conduct			Uses general conduct praise
	Praises non-deviant, on-task behavior			
	Gives low-key, quiet praise			Uses loud praise
	Uses contingency praise			
	Uses authentic, varied, warm praise			
	Controls class reaction to misconduct			Allows class to reinforce misconduct

Fig. 2. Formative Classroom Observation Instrument

Teacher Evaluation System

Teacher _____ Date _____ Evaluator _____ Probationary ()
 Continuing ()
 Grade or Subject Taught _____
 Supervising Administrator _____ School _____

Job Description Reference	DESCRIPTOR	Unable to Observe	Outstanding	Exceeds Standards	Meets Standards	Needs Improvement
I. A.	The teacher consistently plans lessons and activities which incorporate the district's scope and sequence or other approved curriculum.					
B.	The teacher develops a plan and method for evaluating the student's work.					
II. A.	The teacher clearly communicates the objectives of the lesson.					
B.	The teacher shares with the student the importance of what they are learning.					
C.	The teacher describes for the students how the lesson is going to be taught.					
D.	The teacher provides for discovery or acquisition of the information of the lesson.					
E.	The teacher provides for appropriate activities and practice.					
F.	The teacher monitors student progress.					
G.	The teacher provides for a summary of key points of the lesson.					
H.	The teacher demonstrates command of the subject matter.					
I.	The teacher uses effective questioning techniques.					
J.	The teacher recognizes different learning styles and employs materials and techniques accordingly.					
K.	The teacher makes reference to and use of other disciplines in order to expand and enrich the learning process.					
L.	The teacher provides enrichment of the curriculum through the use of a variety of appropriate materials and media.					
M.	Other mutually identified responsibilities: 1. 2. 3.					

Christen, Carl R. &
 Murphy, Thomas J. Sept. 1987

Job Description Reference	DESCRIPTOR	Unable to Observe	Outstanding	Exceeds Standards	Meets Standards	Needs Improvement
III. A.	The teacher uses effective classroom and instructional management techniques.					
B.	The teacher establishes effective student-teacher and student-student relationships.					
C.	The teacher arranges the physical environment to complement the learning atmosphere.					
D.	The teacher recognizes the value of time-on-task and demonstrates overall good use of the instructional period.					
IV. A.	The teacher maintains accurate student records.					
B.	The teacher maintains effective communications with the parents.					
C.	The teacher upholds and enforces school rules, administrative regulations, and Board policies.					
D.	The teacher participates in school activities.					
E.	The teacher maintains a professional attitude in relations with other persons and programs.					
F.	The teacher keeps up-to-date in areas of specialization.					
G.	The teacher supports the goals and objectives of the district and school.					
H.	The teacher provides individual counseling and guidance to students.					
I.	Other mutually identified responsibilities: 1. 2. 3.					
	Progress toward meeting goals set at Fall Conference					
	Final assessment of work accomplished on goals					

*From Self Assessment form. Circle Job Description Targets.
 Comments:

Figure 1
Classroom Observation Checklist

SETTING THE STAGE	Yes	No	Comments
Reveals objective (what)			
Gives purpose (why)			
Shares plan (how)			
Has attention of students			
Reviews previous concepts			
REVIEWS			
Previous day's work			
Asks questions about past days' lessons			
Shows relationship of lesson to date by using structured overview			
PRE-TEACHING			
Main idea(s) of lesson			
Content vocabulary			
General vocabulary			
Difficult concepts			
TEACHING THE LESSON			
Relevant to objective(s)			
Examples given			
Vocabulary at students' level			
Checks for comprehension			
Summarizes lesson			
Student notetaking evident			

ACTIVITIES/PRACTICE	Yes	No	Comments
Provides guided practice			
Gives clear directions			
Gives independent practice appropriate to lesson			
Reinforces lesson relevant to objective(s)			
Appropriate level of difficulty			
Materials and equipment ready			
QUESTIONING			
Avoids group responses			
Avoids volunteers			
Random pattern selection of students (high-low)			
Questions, pauses, calls name			
Questions require thoughtful answers			
Gives students time to think			
Uses follow-up questioning when appropriate			
Asks students to come up with questions about the lesson			
MONITORING			
Moves around class during guided practice			
Goes to student to keep on task			
Gives feedback to students			
Goes to student needing help			
Avoids interrupting students on task			

OVERALL COMMENTS:

RECOMMENDATIONS:

Teacher's Name _____ Observer's Name _____

Date _____ Class Observed _____

TEACHER _____ SUPERVISOR _____

VISITATION #1 _____ DATE _____ CLASS _____

OBSERVATIONS: _____

VISITATION #2 _____ DATE _____ CLASS _____

OBSERVATIONS: _____

VISITATION #3 _____ DATE _____ CLASS _____

OBSERVATIONS: _____

VISITATION #4 _____ DATE _____ CLASS _____

OBSERVATIONS _____

SUMMARY:

COMMENTS:

a. CLASSROOM CONTROL _____

b. OPPORTUNITY FOR PARTICIPATION _____

c. STUDENT / TEACHER RELATIONSHIP _____

d. TEACHING / LEARNING ACTIVITIES _____

e. INSTRUCTIONAL RESOURCES _____

f. ASSESSMENT OF ACHIEVEMENT _____

g. TEACHER RESPONSE TO LEARNING DIFFICULTIES _____

Appendix K

▲ Audio Taping Procedures

Freiberg, H. Jerome: Teacher Self-Evaluation and Principal Supervision,
NASSP Bulletin, V71 N498, pp 85-92, April 1987

PROCEDURE FOR AUDIOTAPING:

A teacher can listen to a tape of the class and analyze specific instructional behaviour using the "Low Inference Self-Assessment Measure (LISAM) developed by H. Jerome Freiberg. LISAM has been used by both elementary and secondary level teachers. The instrument has six areas that provide teachers with clear indicators of their behaviour. LISAM does not have the teacher the whole picture but rather only a slice of the instructional supervision process which provides the teacher the opportunity for reflective inquiry. While listening to the tape, the spoken words are transferred into frequency counts recorded on a LISAM sheet. Following are the six elements of the LISAM:

1. **Questioning Skills:** Many teachers, who before listening to themselves were sure they were asking higher order questions and were truly amazed to find such a void of these type of questions.
2. **Teacher Talk/Student Talk:** Is there a balance between the two? Teacher/Student talk is an important element in understanding the level of classroom interaction.
3. **Identification of Motivating Set and Closure:** Both have been found to be highly effective in creating student gains when compared to formalized instructional beginning or closure.
4. **Wait Time:** Research supports waiting five to ten seconds for students to respond is very important.
5. **Identify the number of positive statements made by the teacher:** Remember the quality of praise is as important as the quantity.
6. **Identify the number of times the teacher uses student ideas:** The uses of students' ideas is very important and as students grow older they also become sensitive to whether teachers treat their ideas with interest and respect.

Figure 1
Audiotape Analysis

1. Questioning Skills

Short Answer:

TOTAL = _____ = _____ %

Comparison:

TOTAL = _____ = _____ %

Opinions:

TOTAL = _____ = _____ %

Yes-No:

TOTAL = _____ = _____ %

2. Teacher Talk/Student Talk

Teacher:

Student:

Total (T) = _____

Total (S) = _____

Teacher = _____ %

Student = _____ %

3. Identification of Motivating Set and Closure

Describe each from the tape:

Set-Induction:

Closure:

4. Wait-Time

Time between teacher question and next teacher statement:

Average Time = _____ Seconds

5. Identify Number of Positive Statement Made by Teacher

Praise or encouragement

Total = _____

6. Identify the Number of Times the Teacher Uses Student Ideas

Including referring by name to other student's idea:

Total = _____

Figure 2
Audiotape Analysis
Example

1. Questioning Skills

Short Answer: THU THU THU

Comparison: 11

Opinions: 0

Yes-No: THU THU THU THU 1TOTAL = 15 = 39.5 %TOTAL = 2 = 5.3 %TOTAL = 0 = 0 %TOTAL = 21 = 55.3 %

2. Teacher Talk/Student Talk

Teacher:

Student:

Total (T) = 355Total (S) = 58(T) + (S) = 393Teacher = 85%Student = 15%393 \div 58 = 14.7%

3. Identification of Motivating Set and Closure

Describe each from the tape:

Set-Induction: I used an Incan painting to develop descriptions from the students that would lead to a discussion of literary devices.

Closure: The bell rang before I had time to bring closure to the lesson.

4. Wait-Time

Time between teacher question and next teacher statement:

1	3	2	2	2	4	3
4	2	*2	2	3	*2	
1	3	4	2	*4	1	

Average Time = 2.47 Seconds

*Higher Order Question

5. Identify Number of Positive Statements Made by Teacher

Praise or encouragement

1 to the class

5 to individuals (used students' names twice)

Total = 6

Identify the Number of Times the Teacher Uses Student Ideas

Total = 6

Appendix L

▲ Student Course Evaluation

STUDENT DESCRIPTION OF TEACHER

Teacher _____ Subject _____ Date _____

The teacher of this course is anxious to give you the best possible instruction. By giving your opinion on the questions below, you may suggest ways of improving the course.

Rating Scale

- A - If you strongly agree with the statement
- B - If you generally agree with the statement
- C - If uncertain about the statement
- D - If you generally disagree with the statement
- E - If you strongly disagree with the statement

	A	B	C	D	E
1. The teacher is easy to communicate with.					
2. The teacher has a sense of humour.					
3. The teacher admits to his/her mistakes and tries to correct them.					
4. The teacher seems happy in the job of teaching.					
5. The teacher treats students as individuals.					
6. The teacher treats students fairly.					
7. The teacher seems willing to help.					
8. The teacher has respect for the students.					
9. The teacher encourages students to respect each other.					
10. The teacher tries to know each class member as a person.					
11. The teacher is patient and understanding.					
12. The teacher uses a variety of teaching techniques.					
13. Class time is well spent.					
14. The teacher makes clear the purpose of classroom activity.					
15. The assignments given help one to learn.					
16. The teacher gives prompt, thorough attention to assignments turned in.					

Comments:

Some teachers have expressed an interest in using student feedback as part of their formative evaluation. Below are just some possible questions which could be modified to suit your own purposes. They can be used in conjunction with a rating scale which might range from strongly agree to strongly disagree. Gauging student perceptions can often provided some enlightening data.

Sample Questions

1. The teacher appears to be well-prepared and organized.
2. The teacher is willing to help students who require assistance.
3. The teacher makes clear the purpose of classroom learning activities.
4. The teacher treats students with courtesy and respect.
5. The teacher is cheerful and optimistic.
6. Praise and recognition is given for work well-done.
7. The teacher is open to others' ideas and viewpoints.
8. The teacher makes an effort to get to know each student.
9. The teacher is willing to listen and understand.
10. The teacher possesses a sense of humor.
11. The teacher is willing to admit mistakes and attempts to correct them.
12. The teacher encourages students to respect each other.
13. The teacher possesses knowledge and skill in his/her subject area.
14. The teacher gives prompt and thorough attention to assignments handed in.
15. The teacher makes effective use of class time.
16. The teacher uses a variety of appropriate teaching techniques.

Appendix M

▲ Professional Portfolio Guidelines

**A Guide to the Development of
Professional Portfolios**

**Prepared for the Faculty of Education by
Pamela J. T. Winsor**

**University of Lethbridge
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Faculty of Education
University of Lethbridge

Professional Portfolios

What is a professional portfolio?

A professional portfolio might be perceived as an elaborate resume, with one clear distinction: a portfolio illustrates development and goals over time, and not simply achievement and experience as is the usual case of a resume. For teachers (including interns and student teachers), a professional portfolio is a thoughtfully organized array or collection of artifacts that illustrates pedagogical expertise, subject matter knowledge, and professional and personal attributes that contribute to professional competence.

The professional portfolio itself is the product of, and cannot be separated from, the valuation and reflection processes engaged in to produce it. Portfolio development requires self and collaborative evaluation together with the inter-related decision-making and analysis necessary for the selection of artifacts to be included. In addition, professional portfolio development involves reflection upon growth and achievement, and goal-setting in respect to future directions.

Throughout this guide, the term Professional Portfolio is intended to connote a fusion of process and product.

What is the purpose of a professional portfolio?

The purposes of a professional portfolio are:

- (a) to record and display teaching-related growth and achievement,
- (b) to be a framework for self and collaborative evaluation, and
- (c) to lay a foundation for career-long self-directed professional development.

What is the value of a professional portfolio?

To consider the value of a professional portfolio, it is necessary to clearly perceive a portfolio as more than a collection of artifacts: It is both a process and a product. For emphasis however, a temporary, artificial separation will be made in which consideration is given to first the process, then the product.

Developing a professional portfolio is a complex, thought-provoking process of self evaluation, reflection, decision-making, and goal-setting that takes place over time. If begun as a student teacher, it has potential to be a vehicle for life-long professional development and a source of unrivaled personal satisfaction. Undertaken later in a career, it has tremendous power as a vehicle of reflection on past achievements and teacher beliefs, and as an instrument to help chart future directions.

Recent research regarding professional development points out that the responsibility for continued growth rests on the shoulders of individual teachers. Although others including colleagues, supervisors, and administrators may offer valuable stimulation and assistance, teachers must engage in self-evaluation if meaningful professional growth is to take place. For teachers, self-evaluation begins with reflection. Reflection helps teachers to learn who they are as teachers and to be aware of how they teach. Over time, reflection significantly affects and directs professional choices and directions. The portfolio process can prompt teachers to reflect on themselves and their practice on a regular and continuing basis.

Attention 1993-94 Interns and Student Teachers

The Fall semester of 1993 marks the introduction of professional portfolios in Faculty of Education. Previous efforts have been limited to particular courses and supervisors, and while only somewhat similar to the professional portfolio, they have provided students and faculty with valuable experience and insights. Faculty are continuing to experiment with the process of professional portfolios. Your comments and questions throughout the process of developing your portfolio are invited. Please complete and return the appended questionnaire to provide improved direction for future students and faculty.

When building their portfolios, Fall 1993 intern teachers and Spring 1994 intern student teachers should attempt to include in their portfolio the items suggested for Professional Semesters I and II. While it is obviously not possible to go back in time, students should attempt to represent their initial thinking, competency, and experiences in order to illustrate their growth and development throughout their teacher education.

Portfolios have value not only as vehicles of self evaluation, but also as facilitators of **shared or collaborative evaluation**. In the case of student teachers and interns, university faculty, teacher associates, mentor teachers, and peers are all involved in the portfolio process. Practicing teachers are most likely to share with colleagues and immediate supervisors.

By means of their portfolios, it is possible for teachers to demonstrate not only their pedagogical competence, but the knowledge, skills, talents, and interests that contribute to their unique teaching qualifications. Conscientiously prepared portfolios that illustrate teachers' competencies enable assessment that is fair, meaningful, and grounded in authentic teaching activity. In addition, both self and collaborative evaluation ideally lead to improvement in teaching and generally increased professional development. Over time, the creation and sharing of portfolios encourages recognition of development by self and others as well as collaborative goal-setting for continued professional development. The combination of engagement in self-reflection and shared evaluation facilitated by portfolios is a cornerstone of life-long professional development.

Additional value is attributed to the portfolio itself, the product. As Seldin (1991) observes, "Portfolios can give teachers a purpose and framework for preserving and sharing their work, provide occasions for mentoring and collegial interactions, and stimulate teachers to reflect on their own work and the act of teaching" (p.136). Each teacher's portfolio (collection) is a record of individual professional growth and achievement, as well as a testimony to acquired knowledge, and professional and personal attributes. As such, it is a unique and valuable means of communication between the teacher and others.

One of the most practical uses for this means of communication is its presentation during employment interviews. During this and other times, portfolios cultivate thoughtful discussion about teaching, leading teachers to engage in compelling discourse regarding many aspects of their professional development. There is a growing demand for portfolio presentation at post-secondary levels and, while not the current norm at the school level, there is reason to believe that the trend will spread. (See Appendix D).

Finally, a portfolio has value as a source of **self-satisfaction and pride**. Like all symbols of success, portfolios help stir feelings of accomplishment. They are a reminder to the owners of their many and diversified accomplishments. For observers, they are signposts that mark the teachers' admirable professional development and achievement. Unlike awards given strictly by others, portfolios are a celebration of self and collaborative evaluation.

In summary, the value of professional portfolios is both actual and potential. They are credible vehicles of evaluation and reflection and a yet under-utilized means of communication. As their development in the educational community becomes more widespread and the forms of evaluation they facilitate better understood, their value is certain to escalate. Student teachers engaging in portfolio development at this time are making a promising investment in themselves and their careers.

How does a professional portfolio work as means of evaluation?

A professional portfolio is a vehicle for both self and collaborative evaluation. The first step in the evaluation process is the determination of what competencies, knowledge, talents, attributes, and interests are to be represented in the professional portfolio. To some extent, that decision has been made for interns and student teachers in that this guide outlines the criteria for which evidence is to be presented. The criteria that follow in the next section, however, are intended as guidelines, not limitations.

The second step in the process requires self evaluation through reflection and selection of artifacts to be included as evidence of the criteria. The reflection, decision-making, and determination of rationale for inclusion of each artifact, leads teachers through a meaningful process of self evaluation. This reflective evaluation of growth and achievement represented by the artifacts leads to a sense of accomplishment and in turn, to recognition of areas in need of further attention. Teachers are thus lead to setting new goals for their continued professional development.

The opportunity for collaborative assessment is created when portfolios are shared with others, largely during portfolio review conferences. (See Appendix B). Through discussion of the artifacts and the rationale for each, teachers invite response from reviewers. The reviewers' response assists teachers to further evaluate their competencies and their development as professional educators. As part of, or subsequent to portfolio review, goals for further development are collaboratively developed by reviewers and teachers.

Student teachers will be given opportunities to share their portfolios with teacher associates and university faculty during each professional semester. Interns should arrange for collaborative reviews with mentor teachers. In addition, student teachers and interns may choose to extend collaborative assessment by sharing portfolios with peers. Peer review will not only be immediately valuable, but sharing as student teachers and interns will lay the foundation for career-long collaborative evaluation with teaching colleagues and supervisors.

Throughout the teacher education program, portfolios will be cumulative. As student teachers advance through their professional semesters, they may choose to replace early entries, or may choose to leave original entries to demonstrate growth. Upon leaving the teacher education program, interns will be expected to streamline portfolio entries to assemble a portfolio that could be presented during an employment interview. It is anticipated that this employment portfolio will be largely, but not exclusively, a showcase portfolio of best professional achievement and goals.

Finally, professional portfolios will continue to work as a means of both self and collaborative evaluation throughout teachers' careers. That is, they are both a flexible framework that can guide reflection and goal-setting over time, and a showcase of professional development that can be used to communicate growth, achievement, and goals with others, particularly those in position to judge.

What is to be included in Professional Portfolio?

No two portfolios will be exactly the same. The selections made for inclusion in a professional portfolio are its very essence as a representation of an individual teacher. Each entry made should be purposefully selected to represent characteristics or skills significant to professional growth and achievement of the teacher. Items chosen should be representative of professional and personal self; they may or may not be the same as those selected by others.

It is strongly recommended that the following criteria are represented in professional portfolios. The basic criteria are the same for all student teachers and interns, but for each professional semester, some specific documents are required. For the basic criteria, the examples given are intended to be suggestive, but not exhaustive. Student teachers and interns should make entries to provide reviewers with a personalized portrait.

Many teachers who engage in portfolio development include a video tape of teaching episodes recorded over time. The inclusion of such a video tape is optional. (See Appendix C). If a video is included, it should be accompanied by a written description and analysis that points to a portfolio reviewer the context and intentions of the teaching and the teacher's reflection

upon the teaching. It is the responsibility of student teachers and interns to consult school administrators regarding school policy governing making and distributing film.

Criteria for Professional Portfolios in all Professional Semesters

It is recommended that professional portfolios show evidence of the following criteria to the extent appropriate for each semester:

1. Professional development (Examples: log entries, analysis of teaching video, portfolio review records)
 - 1.1 statement of teaching philosophy
 - 1.2 ability to self evaluate and reflect
 - 1.3 ability to collaboratively evaluate self
 - 1.4 ability to collaborate with other teachers
 - 1.5 ability to set and achieve goals
2. Teaching competencies
 - 2.1 Ability to communicate (Examples: sample of classroom discourse, tape of conference with student, written report to parents, notes to or from students)
 - 2.2 Knowledge of pedagogy (Examples: lesson plans for a variety of types of lessons, overview of unit plans, evaluation plans, teacher associate/faculty comments, peer observations of your teaching, video of teaching)
 - 2.2.1 instructional strategies
 - 2.2.2 evaluation strategies
 - 2.2.3 classroom management abilities
 - 2.2.4 organizational and planning skills
3. Knowledge of child development and learning processes (Examples: summaries of case studies, observations of students, log entries)
4. Content knowledge of one or more subject areas (Examples: Essay, lab report, materials developed that reflect content)
5. Professional attributes and experiences (Examples: concert program with name as performer, picture as team coach, letter acknowledging executive position in professional association, outline of workshop given)
 - 5.1 leadership skills
 - 5.2 organizational skills
 - 5.3 fine arts performance
 - 5.4 co-curricular participation
6. Personal attributes and experiences that contribute to teaching: (Examples: Certificates of achievement, letters from previous employers, membership in organizations or teams)
 - 6.1 related work experience
 - 6.2 community involvement
 - 6.3 hobbies or sport participation

Specific Documents for Professional Semester I

Portfolios developed in Professional Semester I are the foundation of student teachers' career-long record of development and achievement. Student teachers should be cognizant that portfolios are dynamic collections and they will change over time with increased knowledge and experiences. The following documents are considered minimal upon completion of Professional Semester I.

Professional Development

- statement of teaching philosophy
- records of portfolio review conferences
- final practicum report
- goals for next practicum/semester

Teaching Competencies:

- two best lesson plans from practicum
- two representative log entries
- evidence of classroom management abilities

Knowledge of child development and learning processes
one piece of evidence

Personal Attributes

- two pieces of evidence

Specific Documents for Professional Semester II

Portfolio building in Professional Semester II will continue the self and collaborative evaluation begun in Professional Semester I as well as extend the portfolios themselves. Student teachers will be able to make comparisons with initial portfolio artifacts and goal statements as well as to engage in on-going self and collaborative evaluation. Student teachers may choose to replace some of their original artifacts or to simply add to their portfolios for the purpose of demonstrating growth. As in Professional Semester I, the rationale for each entry must be clearly indicated. The following documents are considered minimal upon completion of Professional Semester II.

Professional Development

- statement of teaching philosophy
- records of portfolio review conferences
- final practicum report
- goals for Professional Semester III

Teaching competencies:

- two best lesson plans from practicum
- evidence of long-term planning
- evidence of student evaluation
- two representative log entries

Knowledge of child development and learning processes
one piece of evidence indicating knowledge of atypical learners

Content knowledge:
evidence of subject knowledge in major area

Personal Attributes
two pieces of evidence

Professional Attributes
at least one piece of evidence if applicable

Specific Documents for Professional Semester III

Portfolio building in Professional Semester III will continue the processes of self and collaborative evaluation begun in Professional Semesters I and II as well as further extend the portfolios themselves. In this semester, interns should focus on demonstrating their highest level of achievement and what they believe to be their greatest teaching attributes. They should also begin to consider which artifacts will remain in the portfolio for presentation at the time of employment interview.

Evidence of meeting all basic criteria as described above should be presented. The following specific documents should be included in the Professional Development section of portfolio:

- (1) statement of career goals. Goals should be succinctly stated and include both short and long term career expectations.
- (2) resume including personal identification, educational history, and relevant work experience (if any). This resume should be a brief factual account only.
- (3) report of collaborative Professional Development Project. Reports should the purpose of the project, the procedures undertaken, and the project outcomes.
- (4) evaluation report prepared by supervising principal.

How is a professional portfolio organized?

In assembling professional portfolios the purpose of the portfolio must always be kept in mind: to guide and demonstrate professional growth and achievement and to display personal attributes that contribute to teaching. Portfolios must, therefore, be clearly organized to facilitate accurate self evaluation and to ensure that reviewers are given valid impressions.

Each portfolio should begin with an identification page that includes the name and address of the teacher followed by a Table of Contents and Statement of Rationale for its inclusion. (See Appendix A). The remainder of the portfolio should include the evidence of each basic criteria in the order presented in this guide. Specific documents required in each Professional Semester should be included in the appropriate categories. One way to organize is to consider each criteria as a section, and arrange evidence with clearly labelled section dividers. Within sections, evidence should be arranged logically to create the overall impression intended. Keep in mind that in reference to portfolios, the whole is greater than the sum of the parts. As you develop your portfolio, bear in mind that each entry contributes to a reviewer's overall impression.

Portfolios may take many shapes, but because they are documents that are to be shared, they should be assembled in such a way that they are secure as one package, with no loose or bulky items that might be lost. A three-ring binder containing a combination of pages, plastic

covered leaves for photo albums, and clear plastic envelopes that fit into the rings is recommended.

Bulky artifacts should not be included. A picture may be substituted for real items. Video and/or audio tapes (if included) should be securely attached in a pocket. The tapes should be clearly labelled with name and telephone number. (See Appendix C).

Finally, remember that portfolios are representative, not comprehensive. Additional and duplicate artifacts not included in the portfolio should be kept available to support portfolio documentation should a reviewer request to see further documentation.

What is the role of Teacher Associates in Professional Portfolios?

The role of teacher associates is one of collaborative evaluator. Together with student teachers they are to help assess professional development and to assist in making plans for continued professional development. Teacher associates have responsibility to (a) review portfolios and while doing so to enter into discussion that will lead student teachers to recognize their professional growth and achievements; and (b) to assist student teachers in setting goals for continued progress.

These responsibilities will be most easily met through portfolio review conferences. Although conferences may take many shapes and occur on various schedules, it is recommended that three conferences be held each practicum: an initial conference near the beginning of the practicum, a second conference in mid-practicum, and a final conference at the end of practicum.

Conferences should be led by student teachers. During conferences teacher associate should listen carefully as the portfolio is presented. After hearing the student teacher's self evaluation, the teacher associate should (a) ask for clarification of any unclear points, offer praise in respect to specific aspects of growth and achievement, and (c) progressively lead the student teacher to set attainable goals for continued growth. In recognizing achievement and setting goals, all persons concerned should not lose sight to the fact that at the heart of all portfolio reviews is the individual professional development of the student teacher.

It is also the responsibility of teacher associates to assist student teachers in recording portfolio review conferences. The intention of conference records is to provide evidence of professional growth and to accurately record goals and plans for further development. See Appendix B for further guidelines.

Finally, it is the responsibility of teacher associates to model continuous professional development. Although they may not choose to engage in development of personal professional portfolios, it is expected they will portray a positive attitude toward and provide encouragement for career-long learning and professional growth.

What is the role of mentor teachers in Professional Portfolios?

The role of mentor teachers is that of a peer collaborator in evaluating and goal-setting. While supervision and evaluation of interns differs markedly from that of student teachers, the focus of the role of mentor teachers is that of being experienced, knowledgeable peers who are willing to engage in discourse regarding many aspects of professional development, both in general and in regard to the interns with whom they work in particular. It is however, the mentor teachers' responsibility to invite, direct, and record specific portfolio review which may involve discussion.

Some mentor teachers may also choose to personally engage in development of professional portfolios. If that is the case, it is hoped that portfolios will be shared with interns. With or without portfolios, it is expected that mentor teachers will provide encouragement and support for interns' career-long learning and professional growth.

What is the role of University Consultants in Professional Portfolios?

The role of University Consultants in professional portfolios is similar to that of Teacher Associates and Mentor Teachers as collaborative evaluators. In addition, however, university consultants should be available to all concerned as knowledgeable resources concerning the philosophy and procedures associated with development of professional portfolios.

University Consultants are expected to review professional portfolios, but need not be present at all portfolio conferences. The particular role taken by University Consultants will vary with the level of professional semester concerned and the familiarity of the students and Teacher Associates and Mentor Teachers with portfolio development. It is expected that what have traditionally been evaluation conferences during practica will largely become student led portfolio review conferences.

How will Professional Portfolios be linked to university course and practicum grades?

It is expected that portfolio development and review will contribute significantly to summative appraisals. Portfolios do not replace the Field Experience Report Form completed by Teacher Associates and University Consultants upon completion of Professional Semester I and Professional Semester II. Student teachers should be provided with copies of final reports (with permission and marked COPY) to be included in their portfolios.

Selected Bibliography

Please note: An annotated bibliography of portfolio resources and copies of research literature specifically related to professional portfolios is held on reserve at the University of Lethbridge Library. It can be located under the title Portfolio Resource for Education (PSI, II, and III).

Barton, J., & Collins, A. (1993). Portfolios in teacher education. Journal of Teacher Education, 44, 200-210.

Bird, T. (1990). The schoolteacher's portfolio: An essay on possibilities. In J. Millman and L. Darling-Hammond (Eds.) The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers. Newbury Park, CA: Sage (p.241-255).

Graves, D., & Sunstein, B. (1992). Portfolio Portraits. Toronto: Irwin Publishing.

Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). What makes a portfolio a portfolio? Educational Leadership, 48(5), 60-63.

Seldin, P. (1991). The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions. Bolton, MA: Anker. (Not held in U of L library, available from through inter-library loan.)

Shore, B., Foster, S., Knapper, C., Nadeau, G., Neill, N., and Sim, V. (1991). The CAUT guide to The Teaching Dossier: Its preparation and use. (Not held in U of L library, available from through inter-library loan.)

Shulman, L. S. (1988). A union of insufficiencies: Strategies for teacher assessment in a period of educational reform. Educational Leadership, November, 36-41.

Urbach, F. (1992). Developing a teaching portfolio. College Teaching, 40(2), 71-74.

Wolf, K. (1991). The schoolteacher's portfolio: Issues in design, implementation, and evaluation. Phi Delta Kappan, October, 129-136.

Appendix A

Guidelines for Table of Contents and Statement of Rationale

In professional portfolios, the Table of Contents is more than a simple listing of the artifacts included in the portfolio. The table, together with the rationale for inclusion of each artifact, is a representation of the evaluation processes the teacher has engaged in over time. They represent the decision-making, reflection, and analysis that lie behind the collection of artifacts. **The rationale for inclusion, therefore, cannot be stated until after the teacher has engaged in reflection and self-evaluation of growth and development.**

The explicit purpose of the Table of Contents and Statement of Rationale is to guide the portfolio reviewer to interpret the evidence of teaching and learning in such a way as to create a valid impression of the teacher's professional development. As such, it is important that the tables be well organized and contain necessary, but not extraneous information.

The following guidelines should be followed in preparing a portfolio Table of Contents and Statement of Rationale.

It is suggested that a two facing-page format be used to avoid lengthy, narrow columns of text. For example:

Table of Contents		Statement of Rationale
<u>Criteria/Category: Teaching Competencies</u>		<u>Reason</u>
<u>Date</u>	<u>Name and Context</u>	
Sept. 2	Science Lesson Plan and lesson evaluation for grade 8 within a unit of study of forces of gravity. Class took place on the soccer field and in the classroom.	<p><i>This plan represents ability to organize cooperative experimental problem-solving in small groups followed by collaborative report writing to record discoveries and problem-solutions.</i></p> <p><i>The success of this lesson, as indicated in the lesson evaluation, suggests progress toward my goal of moving away from teacher-controlled classroom activities. I took a risk and won, giving me reassurance that with careful planning I can facilitate learning rather than explicitly direct it.</i></p>
-1-		-2-

The Table of Contents and Statement of Rationale should include:

1. Date the artifact was generated and/or the date it was included in the portfolio.
2. Name of the artifact and a brief description or other significant information including the context of the entry. See Example.
3. Reason for inclusion, that is, why the artifact is there and what it represents. Explain the link between the artifact and your goals. See Example.

When selecting artifacts to be included and composing the rationale for inclusion of each, teachers should bear in mind that each piece is part of a much larger whole. Together they make a powerful statement about a teacher's professional development. Asking the right questions while developing a professional portfolio may help.

On the basis of my reflections, what do I want my portfolio to show about me as a teacher?

On the basis of my reflections, what do I want my portfolio to demonstrate about me as a learner?

What directions for my future growth and development does my self-evaluation suggest? How can I show them in my portfolio?

What points have been made in my portfolio review conferences? How can they be shown in my portfolio?

What does my portfolio show a reviewer about me as a learner and as a teacher?

Appendix B

Guidelines for Portfolio Conferences

The portfolio review conference is an opportunity for student teachers and interns to share their reflections upon their professional development with their peers, teacher associates, mentor teachers, university consultants or supervisors. The purpose of the conference is to extend the teachers' self-evaluation into collaborative evaluation. The conference should be a time when growth and achievements are acknowledged and goals are set for continued development.

Student Teachers' and Interns' Responsibilities for Portfolio Conferences

- Prepare for the conference by reflecting upon teaching practice and professional development. Reflection and self-evaluation should focus on higher levels of reflection as follows:

Analytical Level - Answers such questions as, What did students actually do and learn? and What might explain the differences in student responses and behaviour?

Affective Level - Answers such questions as, How and why did I feel about this lesson? and What might explain the differences in student feelings, attitudes, and reactions?

Inquiry Level - Answers such questions as What are the assumptions or paradigms upon which this was based? How else might this situation be perceived? What are the long range effects of this? How does this compare with previous interactions or situations? and How does this fit into the larger perspective of professional development?

- Prepare for the conference by selecting artifacts to be included in the portfolio that represent observations made and conclusions drawn from self-evaluation.
- Begin the conference by verbally walking the other participants through the portfolio, noting growth and concerns.
- Participate in conference by engaging in reflective discussion, attempting to synthesize observations of others and asking for clarification and direction as appropriate.
- Engage in goal-setting to help shape the direction and actions of continued professional development and learning.
- Write a record of the conference, including the date the conference was held, names of persons who attended, the purpose for the conference, a report of insights gained into personal and professional growth, a notation of progress made toward previously identified goals, and a delineation of the goals set for future development.
- After the conference, share the written conference report with at least one other person who attended the conference and include the report in the portfolio.

Sample of Portfolio Conference Record: Professional Semester II

Date: February 20, 1993

Persons Present and Position:

*Susan - student teacher
J. Furth - TA
P. Smith - UC*

Purpose of Conference:

Mid-practicum review particularly to evaluate unit planning and to set goals for remainder of practicum.

Topics discussed:

We began by looking at my social studies unit plan to see how much of what was planned was now complete. We moved from this to considering how individual units have to fit together to make a year plan and ultimately the curriculum. We talked at length about plans versus reality and learning versus activity.

Insights gained:

I came to appreciate that there is so much more to teaching than simply planning what to do everyday. I think I now can see how teachers have to teach in response to students rather than just presenting the material for students to take or leave.

I also learned something about how curriculum develops. Even though I have the Alberta Ed documents, what students really learn is what happens in my classroom.

I now understand how units are only a framework for teaching concepts that carry over throughout the year and sometimes across grades.

Growth and Achievement noted:

Both Jim and Peter noted that I had been much more flexible in my plans for the last two or three days. I have learned how to make at least some decisions on the fly and not to be upset when things don't go as planned.

Jim said he appreciated how I have organized the unit with some options. This is so much better than my last unit. I can now see how everyone doesn't have to do everything in order to accomplish my objectives.

I said I feel I have learned how to manage larger blocks of time. I can now handle having projects carry over from one period to the next. I think this helps me see how units should develop concepts rather than be a series of activities.

Now that I am more comfortable to have different things happening at one time and not everything finished at the same time, my class endings have improved. I watch the clock and finish for the day before the bell rather than the mad scramble I used to have when the bell rang.

Goals for Further Development:

1. *To gain greater understanding how to connect concepts across curriculum. I am going to talk to the language arts teachers and read from Social Studies: A Whole Curriculum.*

2. *To reorganize the remainder of my South America unit to include more choices for students. This is to help me move away from my seeming need to always be in control of students' learning. I want them to take more responsibility.*

Comments or Special Notes:

[Comments may be made here by anyone attending the conference]

These are worthy goals, Susan. Let me know how I can help you. It is quite natural as a beginner to want to keep tight control. Now that you are comfortable with routines and know some of the students individually, I believe you will be able to shift responsibility.

Sample Portfolio Conference Record: Professional Semester III

Date: *December 18, 1993*

Persons Present:

T. Jones - Mentor

Purpose of Conference:

To help me clarify my greatest strengths and weaknesses as a teacher and to give me some practice in presenting my portfolio.

Insights Gained:

I now see myself as having creative thinking ability, especially in respect to problem-solving—something I had not previously noted.

My career goals are much clearer after explaining them. I really am determined to succeed with difficult adolescent students. My church work has contributed to this.

It is justified for me to feel that I can plan and deliver effective instruction, especially in language arts and science. My math instruction is relatively less child-centered.

My natural inclination to take a leadership role will continue to be an asset.

Reflecting on and talking about teaching theory and practices is helpful to my motivation. I don't always need someone else's opinion to feel good about my teaching.

Evaluating student learning is my greatest weakness. I can write good tests, but my observations in class are not sufficiently astute.

Growth and Achievement Noted:

Planning is now thorough, but far less time-consuming than three months ago. I am able to make logical connections across curriculum.

I am willing to share responsibility for learning with other teachers and the students. I have learned to let go of some of my control.

I see value in modeling risk-taking as a learner for my students. I used to think I had to always know the answers as a beginning teacher.

My communication with parents is much better. I seem to have overcome any nervous defensiveness.

Goals for Further Development:

1. *To do some reading in the area of reflective practice and observation with the goal of learning how to learn from what I see in the classroom.*
2. *To continue my church work with adolescents to gain greater insights into their culture and niche in our society.*
3. *To take a course in math methods to refocus my instruction.*
4. *To continue to write my reflective journal and perhaps find a buddy with whom I can share it in the next few months. I sometimes have questions with no answers.*

Appendix C

Guidelines for Including a Videotape in Professional Portfolios

At this time, the inclusion of a videotape in professional portfolios is optional. Fine arts students are especially encouraged to include a tape demonstrating their growth and achievement in such areas as conducting music. If a videotape is included, it must be accompanied by a written description and analysis. It is the responsibility of student teachers and interns to consult school administrators regarding policy governing making and using film that includes school children.

Benefits of Videotapes

- allow teachers and portfolio reviewers to see teaching in context
- allow viewers to see changes in teaching in response to environment and student needs
- reveal information regarding student participation, responses, and interactions
- reveal information regarding teacher rapport with students
- show style of classroom management
- allow reviewers to compare an actual teaching episode with both the plans made for and the teacher's impressions of the instruction
- can constitute a record of teaching over time and in a variety of contexts

Disadvantages of Videotapes

- production can be intrusive to classroom functioning
- view of classroom portrayed may distort actual interaction
- equipment required may not be readily available
- evaluation can be time-consuming
- can be bulky

Videotape Viewers' Guide

A viewers' guide must accompany videotapes and should include the following:

1. A description of the context(s) of the teaching episodes. This description should include the dates, grades, and subject area of the lessons and any other pertinent information such as directly related previous lessons or experiences.
2. A brief statement of the intent of the instruction.
3. A summary of the teacher's reflections on the teaching episode that includes evaluation of the instructional strategies used and the learning that took place.
4. A statement of how this teaching episode fits into the larger picture of the teacher's professional development.
5. If more than one teaching episode is included on a videotape, the viewer's guide should include the above information for each episode.

Appendix D

Guidelines for Using Portfolios to Enhance Employment Opportunities

The development of professional portfolios as described in this Guide is presently somewhat novel among teachers. The concept and practice however, are gaining increasing popularity. Interns seeking employment are advised to maximize the value of their portfolios as a vehicle of communication when applying for positions. Experience and inquiry made as part of recent research suggests the following as guidelines for making the most of your portfolio.

First, do not send your portfolio to anyone. In making application to a school district, include in your cover letter a statement concerning your portfolio.

Example: Throughout my teacher education program at the University of Lethbridge I developed a professional portfolio which clearly and concisely exhibits my attributes as a teacher. I would be pleased to share this portfolio with you during an interview.

Second, if granted an interview, take your portfolio with you. Offer to briefly share it with the interviewer. If the interviewer(s) is particularly interested and would like to examine your portfolio more closely (and perhaps view your video), offer to leave it saying that you will pick it up at a later time (maybe the next day). You should make the arrangements for collecting it explicit and of course, follow through as planned. It is most likely that the interviewer(s) will be choosing among candidates and it could be that your portfolio will create the impression that tips the scales in your favour.

Third, remember it is likely that some people in position to hire are not familiar with professional portfolios as you know them. Don't push yours on them, but if given opportunity, take time to concisely explain that developing your portfolio has been a process of reflection and evaluation that has helped you to establish a foundation for life-long professional development. To some extent, presenting your portfolio will inform the interviewer about both you and the portfolio concept and process.

Finally, keep your portfolio up to date. As you continue to gain teaching experience and to grow professionally your portfolio can be altered to reflect your development. Remember, it is not only your first job application that may be enhanced by a well prepared and presented portfolio.

This Guide to Professional Portfolios has been prepared by the Faculty of Education to assist student teachers, interns, teacher associates, mentor teachers, and faculty in their engagement in the processes and products of professional portfolios. The development of professional portfolios, although not new in the field of teacher education, is new within our Faculty. Comments, questions, and suggestions for revision are invited from all users of this guide. Your assistance in helping to develop an informative and useful document is sincerely appreciated.

Please complete the appended questionnaire and return it along with your questions or comments to:

Dr. Pamela J. T. Winsor
Faculty of Education
4401 University Dr. W.
Lethbridge, Alberta
T1J 3M4
(403) 329-2465
(403) 329-2252 FAX

Professional Portfolio

A professional portfolio is both a process and a product. The process is one of self and collaborative assessment. The product is a thoughtfully organized array or collection of artifacts that illustrates: (a) pedagogical expertise, (b) subject matter knowledge, (c) personal attributes that contribute to professional competence, and (d) professional attributes that contribute to professional competence.

Self Evaluation
Share or Collaborative Evaluation
Communication
Self Study for Learning and Practice

Purpose
to record and display teaching activities and achievement
to be a framework for self and collaborative evaluation

Key as foundation for career long p.d.

What should you do?

- P.D.
- 1. Statement of teaching philosophy
 - 2. Ability to self-evaluate, reflect and set goals
 - 3. Ability to collaborate (plan, teach, evaluate)
- Examples: log entries, portfolios, research, assessment, evaluation, peer comment.

- 1) Teaching Competency
 - Ability to communicate
 - Knowledge of pedagogy

- 2) Knowledge of child development and learning processes
obs. of student, peer working

reflection to reflection
learning, repeatedly & learning together
collaboration to
collaboration

Notes

- 1) Content knowledge of one or more subject areas
ex: Math, science, language
- 2) Professional attributes and experience
leadership, organizational skills, peer performance, co-curricular
- 3) Personal attributes and experience
what contributed to teaching
community involvement, hobbies, sport

Teacher Portfolios:

Who's Directing Your

Professional Growth?

SWATCA
February 25, 1994

too plan
- objectives

Professional development is _____

the responsibility of the teacher

Professional development is like _____

a long journey with a glimpse of light at the end

My professional development is _____

University course, Mark's Program

LLAC

Table of Content
what's there - and why → rationale

Teacher Attributes

• range of responses

- based on
division with a
part table of
content

1.

Academic Achievement
• diploma ; master
• B.Ed. then maturity

2.

Course Outline
options
nature of student project.
• ongoing, and stable
• flexibility, consistency, fairness
committed

3.

ELAC involvement
SWAC Res
certificate for a new offer

reproducible
not comparable
Peter Sellen.

Demonstration

1.

Diploma
B.Ed
M.Ed secondary
Reading day

2.

Course Outline's
Plan Out to
Diploma
Video → analysis → explanation

3.

Letter of Reference
• Certificate
• Bill Sennels


Appendix N

▲ Self Assessment Questions

Self-Evaluation for Teachers:

Self-evaluation is the process whereby teachers re-examine their teaching in terms of effective behaviours, attitudes and feelings. The expressed purpose of this process is professional growth. It is viewed by teachers to be an effective method of examining one's teaching.

The following check-lists have been designed to be used by teachers as a guide to their own self-evaluation. Having done the assessment, teachers should proceed to work on plans for improvement.



A Self-Evaluation Guide for Teachers



**The Alberta
Teachers' Association**

[illegible]

Classroom Organization

a) Planning

As a teacher, the extent to which I

- 1.1 Establish and implement long-range plans is
- 1.2 Establish and implement short-range plans is
- 1.3 Plan for each day's program is
- 1.4 Correlate instruction with other subject areas (where appropriate) is
- 1.5 Plan classroom activities and materials to meet individual needs is
- 1.6 Plan for the efficient use of facilities, equipment and resources is
- 1.7 Plan for the efficient use of time is
- 1.8 Plan, in cooperation with others, the curriculum materials to be covered is
- 1.9 Provide for overviews or reviews of each unit is
- 1.10 Adapt to new and changing conditions is
- 1.11 Use community resources as an aid in my teaching is
- 1.12 Use student ideas in lesson planning is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Classroom Organization, continued

Managing, continued

- 1.24 Am attentive to the physical conditions in my classroom is
- 1.25 Control my use of emotional outbursts to maintain discipline is
- 1.26 Complete required forms accurately and on time is
- 1.27 Ensure that students receive the total instructional time to which they are entitled by
- a) starting classes on time is
 - b) maintaining close supervision is
 - c) avoiding early dismissals is
- 1.28 Safeguard the health and safety of my students is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Classroom Organization, continued

d) Evaluating

- 1.44 The extent to which my evaluation program is:
- a) in keeping with the stated objectives of the school is
 - b) in keeping with the stated objective of the course is
 - c) consistent with that of my colleagues is
 - d) consistent with community expectations is
- 1.45 My use of a variety of standardized achievement and diagnostic tests and teacher-made objective and subjective tests is
- 1.46 The appropriateness of the instruments used in my evaluation program is
- 1.47 The extent to which my evaluation program makes provision for testing:
- a) skills is
 - b) knowledge of content is
 - c) concepts is
 - d) generalizations is
 - e) applications is
 - f) reasoning is
- 1.48 The extent to which I use evaluation results to:
- a) analyze effectiveness of teaching is
 - b) plan instruction and reviews is
 - c) diagnose strengths and weaknesses of the individual student is
 - d) implement strategies to meet the needs as diagnosed is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Teacher/Pupil Relationships

- 2.1 With respect to my relationships with students, the extent to which I am:
- a) courteous is
 - b) tactful is
 - c) flexible is
 - d) empathetic is
 - e) sympathetic is
 - f) frank and honest is
 - g) open-minded is
 - h) cheerful and optimistic is
 - i) fair is
 - j) a reasonable person is
 - k) a good human being is
 - l) a good role model for my students is
 - m) relaxed and at ease is
 - n) enthusiastic is
 - o) consistent is
- 2.2 The degree to which I am concerned with the welfare of my students is
- 2.3 The encouragement of harmony and goodwill in my classroom is
- 2.4 My alertness and responsiveness to the needs and concerns of students is
- 2.5 The warmth I show to my students is
- 2.6 My fairness and compassion regarding student mistakes is
- 2.7 My willingness to admit that I have made an error is
- 2.8 The number of occasions I commend effort and give praise for work well done is

Strengths

Area for Improvement

EVALUATING YOUR PROFESSIONAL ATTITUDE

Excellent	Satisfactory	Unsatisfactory	Not Applicable

4. Professional Attributes

a) Knowledge

As a teacher, the extent to which I am:

- 4.1 Academically competent in the area of my teaching assignment is
- 4.2 Knowledgeable of learning theories is
- 4.3 Knowledgeable of child and adolescent psychology is
- 4.4 Familiar with techniques of curriculum developments
- 4.5 Knowledgeable about current research findings in my area of teaching is
- 4.6 Aware of new methodology is
- 4.7 Familiar with school board policies and regulations is
- 4.8 Aware of teachers' rights, duties and legal responsibilities is
- 4.9 Familiar with the various statutes that govern my role as a teacher is
- 4.10 Knowledgeable about the terms and conditions of my collective agreement is
- 4.11 Informed of the content of the current programs of studies and curriculum guides provided by the Department of Education is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Professional Attributes, continued

b) Professional Growth

As a teacher, the extent to which I am involved in

4.12 Participating in conferences and workshops to improve instruction is

4.13 Reading professional materials is

4.14 Working with colleagues to improve curriculum and instructional techniques is

4.15 Working with colleagues to enhance the status of the profession is

4.16 Participating in educational organizations is

4.17 Periodic self-evaluation of instruction and instructional programs is

4.18 Acquiring appropriate skills and information to improve instruction is

4.19 Enhancing my academic development through continued formal education activities is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Professional Attributes, continued

c) Professional Involvement

As a teacher, the extent to which I

4.20 Maintain the dignity of the profession is

4.21 Studiously adhere to the Code of Professional Conduct is

4.22 Take an active leadership role in my profession is

4.23 Am interested and involved in the activities of my professional association is

4.24 Support the work of local professional development committees, conventions and specialist councils is

4.25 Am familiar with Association policy and seek, through proper channels, to change it when necessary is

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Professional Attributes, continued

d) Personal Attributes

As a person, the extent to which I

4.26 Show interest in each individual is

4.27 Demonstrate warmth, friendliness and a sense of humor and understanding is

4.28 Demonstrate enthusiasm for the profession is

4.29 Possess a positive self-concept is

4.30 Demonstrate poise, self-control and self-confidence is

4.31 Demonstrate tact, courtesy and a willingness to listen to and understand the viewpoints of others is

4.32 Possess a well-modulated voice and clear and distinct speech habits is

4.33 Demonstrate good grooming and habits of dress is

4.34 Model good work habits which reflect punctuality, dependability, efficiency and accuracy is

4.35 Demonstrate good health habits and physical fitness is

Strengths

Areas for Improvement

EVALUATING THE LANGUAGE LEARNING CLASSROOM

**Nancy Adams
Language Arts Consultant
Lethbridge Regional Office
of Alberta Education**

A LANGUAGE LEARNING CLASSROOM

I. Room Environment:

There is evidence and easy access to:

- a. Children's own language in print and/or on tape
- b. Language that is very familiar to these children even memorized in print and/or on tape
- c. Functional language appropriate to this age level and interests
- d. Language written in student's own handwriting
- e. A wide variety and number of printed materials
- f. A variety of media other than print (tapes, records, filmstrips, photos)
- g. Comfortable, pleasant setting in which to select and enjoy print materials
- h. (Where nonreaders or beginning readers are present) Stories to read written in language predictable to learners, on topics interesting and familiar
- i. A "community of learners" environment where teacher and students work and learn together

None	Some	High Degree

II. Teacher Behaviors:

Classroom adults:

- a. Listen attentively to children, informally and in instructional situations
- b. Converse informally with children
- c. Maintain a focus on meaning and enjoyment in all language instruction
- d. Utilize whole meaningful language in activities
- e. Practice minimal intervention in students' reading, writing to not disrupt flow and to promote student independence
- f. Promote confidence, includes own problem-solving abilities in language activities, (many opportunities to self-correct)

Never	Occasionally	Frequently	Daily

	Never	Occasional	Frequently	Daily
g. Model competent, positive uses of language processes (reading, writing, listening, speaking)				
h. Recommend books of interest to students				
i. Provide a variety of literary genres				
j. Enable all students to make choices about what they read and write				
k. Read aloud to students on a regular basis				
l. Provides skills instruction for those needing it in context rather than in isolation				
m. Utilize a variety of grouping strategies for instruction (whole class, small groups, partners, co-operative learning groups)				
n. Provide opportunities for students to work independently on some tasks				
o. Encourage a variety of responses to literature (written, art, drama)				
p. Collect portfolio assessment data that is authentic in nature				
q. Model and teach the stages of the writing process (prewriting, drafting, sharing, revising, editing, publishing)				
r. Encourage writing for a variety of purposes to a variety of audiences				
s. Confers regularly with each student about his/her writing				
t. Respond to student writing with helpful suggestions instead of "red-marking"				
u. Promote student self-assessment and peer conferences				
v. Displays and publishes student work				
w. Provide a variety of listening experiences for differing purposes (e.g. sharing time, Readers' Theatre, rehearsed oral reading)				
x. Provide discussion opportunities for students to co-operate, collaborate, compromise				
y. Celebrate literacy and learning on a daily basis (e.g., Author's chair, publication)				

III. Student Activities:

Children have opportunities to:

- a. Listen to a story read or told live
- b. Read silently, uninterrupted, a selection of own choice
- c. Interact informally with adults and children in the classroom
- d. Participate in different sized groups: individual, partners, small groups, whole group
- e. (For nonfluent readers, or beginning readers) Listen to reading being modelled correctly while watching the print simultaneously (live or recorded)
- f. Self-select and repeat language activities of own choosing
- g. Assume increasing responsibility for own planning, doing and evaluating language activities
- h. Use reading, spelling, handwriting, etc. as vehicles in communication tasks, not as ends in themselves
- i. Use their own language and experiences in language activities
- j. Participate in activities which integrate the uses of verbal language with other aspects of the curriculum (science, math, social studies, etc.)
- k. Confer regularly with other students about their reading/writing activities
- l. Model/share their own reading/writing
- m. Recommend books to other students
- n. Share their reading and writing and receive feedback on the same
- o. Celebrate literacy and learning on a daily basis

[illegible]

EVALUATING A PHYSICAL EDUCATION LESSON

LETHBRIDGE TEACHERS' CONVENTION

FEBRUARY 21, 1992

DAN COONEY
CALGARY REGIONAL OFFICE
ALBERTA EDUCATION

PHYSICAL EDUCATION

PURPOSE:

**TO TURN STUDENTS ONTO A
PHYSICALLY ACTIVE LIFESTYLE**

HOW:

**BY PARTICIPATING IN A VARIETY OF
ACTIVITIES:**

**GAMES
GYMNASTICS
DANCE
FITNESS
OUTDOOR PURSUITS
INDIVIDUAL ACTIVITIES
TRACK AND FIELD
AQUATICS**

SUCCESSFUL PHYSICAL EDUCATION LESSONS

1. **SENSE OF PURPOSE**
-Objective is clear.
2. **FUN**
-Enjoyment through activity.
3. **THREE PARTS OF A LESSON**
Warm-up, Skills, Game/Activity.
4. **CLOSURE**
5. **FITNESS**
-Heavy breathing, increased heart rate.
6. **SAFETY**
-Avoid walls, footwear, students know routines.
7. **SUCCESS**
-Open-ended challenges, student choice.

SUCCESSFUL PHYSICAL EDUCATION PROGRAM

- 1. BALANCED**
-Activities/time.
- 2. DAILY PHYSICAL EDUCATION**
- 3. SEQUENCED**
-Learning expectations increase as grade increases.
- 4. SPORTSMANSHIP**
-Fairplay.
- 5. RESOURCES**
-Basic Skill Series, CAHPER.
-Planning process, ACCESS/CAHPER.
-Lesson plans: Kirchner, Edmonton Catholic Binders
- 6. CAHPER'S RECOGNITION AWARD PROGRAM**

PHYSICAL EDUCATION LESSON

TEACHER _____

DATE _____

1. Sense of purpose is evident during class. Objectives are clear.

2. Lesson showed 3 parts of a lesson: warm-up, skill development, game/activity.

3. Fitness activities occur during the class.

4. Teaching strategies encourage success, challenge, and enjoyment through open-ended directions and questions with some emphasis on student choice.

5. Closure reviews student learning

6. Safety occurs by avoiding walls as turning points, emphasis on space awareness, and proper footwear.

Principal _____

Cooney/02/92

EVALUATION OF PHYSICAL EDUCATION

Each lesson should usually take the pattern of:

- i) warmup activities.
- ii) teaching phase which attempts to consolidate previous learnings, add refinements, seeks to improve performance and/or introduces new skills.
- iii) concluding activity which is fun but challenging and usually should bear some relationship to the teaching phase.

WARMUP:

- students should know the warmup routines before they enter the gym.
- students begin as soon as they enter the gym either individually or in small groups.
- warmup should be monitored for quality activity.
- it may start gradually but should be relatively continuous and become vigorous.
- should tie in with the teaching phase that follows but sometimes it does not.

SKILL DEVELOPMENT PHASE:

- directions clear - pupils listen - class is prompt in following directions - teacher relates to and reacts to pupils - teacher moves around to observe, suggest, ask questions, encourage, praise where it is merited - activities are modified or changed frequently to meet the needs of the class (change should be prompt when it becomes apparent that a task is too easy, too difficult, class becomes bored, etc.).
- learning tasks are made into game situations where possible.
- pupils are encouraged to think, e.g. What are some things that help in turning quickly and safely when you are running?
- all pupils are active most of the time.
- each student has a piece of equipment when equipment is being used.
- equipment is distributed and collected quickly and efficiently.
- explanations are brief.

- little or no use of whistle.
- mutual respect of teacher for pupil, pupil for teacher, and pupil for pupil.
- lessons move at a good pace - teacher shows good knowledge of techniques.

CONCLUDING ACTIVITY:

- often stems from the preceding part of the lesson and may integrate or apply or give further practice in the skills being learned in the current and/or preceding lessons. Should offer challenge and fun.
- pupils have sufficient skills to perform acceptably and gain satisfaction.

DRESS:

- pupils either wear running shoes or perform in bare feet. NO SOCK FEET.
- teacher should dress appropriately, at least changing to gym shoes.

RESOURCES:

- the prescribed resources should be available for reference.

PLANNING:

- a balanced program including all seven dimensions is developed for the year.

D. Cooney /90

DC/JS

CHARACTERISTICS OF EFFECTIVE LEARNING

- 1. Children are active and interactive.**
- 2. Children work collaboratively.**
- 3. Activities are experience-based.**
- 4. Activities which children engage in are functional and purposeful.**
- 5. Activities are exploratory.**
- 6. Students are reflective.**
- 7. There is negotiation.**
- 8. Learning situations are contextually supportive. (Modelling)**
- 9. Work is conceptually demanding.**

Appendix O

▲ Administrative Evaluation Procedures

EVALUATION OF ADMINISTRATION

- Administrator Evaluation Policy - ATA
- Taber School Div.
- Administrators
- Evaluation of Assistant Principals
- Principal Competencies List

Excellent	Satisfactory	Unsatisfactory	Not Applicable

4. Administrators

a) School Program

As an administrator, my skills, abilities and performance in

4.1 Articulating the school program with stated goals are

4.2 Identifying specific objectives to fulfil school program goals a

4.3 Matching school program with the needs of the community a

4.4 Interpreting the school program to the various publics are

4.5 Securing resources for implementation of school goals are

4.6 Scheduling of the school timetables are

4.7 Ensuring that assistance is provided to teachers in each
program area are

4.8 Communicating with staff members regarding program
implementation and improvement are

4.9 Assessing programs are

Strengths

Areas for Improvement

[illegible]**Administrators, continued**

c) Staff Personnel

As an administrator, my skills, abilities and performance in

- 4.23 Assessing needs of staff are
- 4.24 Planning for staff development are
- 4.25 Selecting staff for designated positions are
- 4.26 Recruiting and selecting staff are
- 4.27 Assigning teaching duties are
- 4.28 Maintaining balance between teaching and non-teaching duties are
- 4.29 Allotting preparation time are
- 4.30 Orienting beginning teachers or teachers new to the school are
- 4.31 Coordinating the related work of teachers are
- 4.32 Communicating with teachers are
- 4.33 Conducting staff meetings are
- 4.34 Encouraging teacher participation in decision-making are
- 4.35 Promoting high staff morale are
- 4.36 Coordinating the work of all staff are
- 4.37 Assisting staff with performance improvement are
- 4.38 Encouraging professional initiative, creativity and experimentation are

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Administrators, continued

e) Physical Facilities

As an administrator, my skills, abilities and performance in

4.51 Planning for new facilities are

4.52 Planning for alterations to improve existing facilities are

4.53 Making decisions about what facilities will be provided are

4.54 Making decisions about how facilities will be used are

4.55 Organizing use of space are

4.56 Organizing use of equipment are

4.57 Arranging for proper care and upkeep of the school are

4.58 Communicating to appropriate authorities the school's needs regarding facilities are

4.59 Communicating with school personnel regarding the use and availability of facilities are

4.60 Evaluating the use of present facilities are

Strengths

Areas for Improvement

Excellent	Satisfactory	Unsatisfactory	Not Applicable

Administrators, continued

f) Management

As an administrator, my skills, abilities and performance in

4.61 Planning how the school is to be managed are

4.62 Involving teachers and other staff in decisions which affect them are

4.63 Assigning administrative duties to staff are

4.64 Identifying and requisitioning resources to meet the needs of the school are

4.65 Allocating resources are

4.66 Acting with authority when the situation demands it are

4.67 Maintaining acceptable operating policies and practices are

4.68 Communicating with staff concerning school needs are

4.69 Scheduling for completion of management tasks are

4.70 Delegating management tasks to appropriate clerical staff or others are

4.71 Communicating with those who carry out management tasks are

4.72 Monitoring management tasks to eliminate unnecessary and wasteful activities are

Strengths

Areas for Improvement