North Okanagan Shuswap

School District 83

A Framework for Learning Resource Teachers:

FORMS for Formative Growth and Summative Evaluation of Learning Resource Teachers

2012-13

Note: These forms may be reproduced and altered to suit individual needs as required for either the formative or summative application of the "Framework for Learning Resource Teaching."

FORM 1 - **Formative Application: Growth Planning Summary**

Domain	Summary of Evidence	Growth Plan Ideas
Planning & Preparation (For small groups, pull in, IEP development/implementation, coordination of services and supports, use of resources)		
Learning Environment (1:1 or larger, organization, use of space in school, provides to best of ability the space an identified student requires to be successful)		
Teaching and Teaming Methods (diverse skill set, creativity, flexibility)		
Professional Responsibilities (Communication, self reflection, Growth)		

FORM 2 - **Formative Application: Personal Professional Growth Plan**

Name:_____   School:_____

Date:_____

Reflective Questions: What components of my practice do I want to work on?	
Areas for Growth	*Strategies to be implemented*
Resource Plan: What resources will I use? Who will support me in this plan?	

FORM 3 - **Summative Teaching Report for Evaluation Purposes (sample only):**

Name:_____   School:_____

Date:_____   Grades &/or subjects taught:_____

Years of Service: ___ in BC   ___ Outside of BC

Summary of Process:

Record dates of pre-meeting, number and nature of observations, post conferences:

☐ *Hold a meeting to plan the process re. E.17.2   Date:_____*

☐ *Criteria shared and reviewed with Learning Resource Teacher*

☐ *Pre-Meeting prior to each observation*

☐ *Observation notes recorded with reference to criteria.*

☐ *Post conference after each observation. Be sure to document these discussions. A written anecdotal statement may be shared after each observation within a reasonable period of time.*

☐ *Prepare draft report and provide to teacher at least 48 hours prior to preparation of the final copy.*

☐ *Final copy delivered to teacher with opportunity provided to meet in the presence of a third person.*

Summary: *(Record dates of Pre-meetings, observations and post-conferences)*

3.2 SUMMATIVE REPORT – Domain Summary Sheet
Domain 1 - Planning & Preparation:

Components: (List evidence for each)
1. *Designing and use of Assessment*
2. *Content Knowledge & Setting Outcome*
3. *Knowledge of Students*
4. *Pedagogy & Program Design*

3.3 SUMMATIVE REPORT – Domain Summary Sheet

Domain 2 – Learning Environment:

Components: (List evidence for each)
1. Learning Culture- *"all students can achieve their best"*
2. *Student Behavior & Engagement*
3. *LRT Program Demands*
4. *Physical Space & Safety*

3.4 SUMMATIVE REPORT – Domain Summary Sheet

Domain 3 – Teaching and Teaming Methods:

Components: (List evidence for each)
1. Communicating with Students, Staff and Parents
2. Questioning & Discussion Techniques
3. Engaging and Supporting Students in Learning
4. Use of Assessment
5. Flexibility, Responsiveness and Problem Solving

3.5 SUMMATIVE REPORT – Domain Summary Sheet
Domain 4 - Professional Responsibilities:

Components: (List evidence for each)
1. *Communication and Confidentiality*
2. *Self Reflection & Growth*
3. *Record Keeping*
4. *Demonstrating Professionalism*

3.6 Summative Statement:

"In accordance with SD #83 criteria, in my professional opinion the teaching and learning situation being provided by (__this teacher__) is considered to be either Satisfactory OR Less than Satisfactory."

Learning Resource Teacher Comments: (Optional)

Signatures of Issuance and Receipt:

_____   _____
Evaluator   Teacher

Date:_____

Form 4 - PRE-OBSERVATION CONFERENCE FORM

(Used to guide discussion)

Learning
Resource
Teacher:

Administrator:

Conference Date/Period:

Observation Date/Period:

1. Describe a high incidence student, their program and their level of success. Describe a low incidence student, their program and their level of success.
   High Incidence-

   Low Incidence-

2. What key learning activities have the students been engaged in that support the IEP goals? What other learning activities are planned for each of these students?
   High Incidence-

   Low Incidence-

3. Describe the program of the students in the class that will be observed (may or may not be directed by LRT). How do you facilitate student and staff interactions with one another? What learning activities will the student engage in and what form of instruction works best for them?
   High Incidence-

   Low Incidence-

4. How do you facilitate appropriate inclusion for the high incidence and low incidence student you selected in #1?
   High Incidence-

   Low Incidence-

5. How will you assess the effectiveness of each of these students programs?
   High Incidence-

   Low Incidence-

6. What possible challenges might students face during the observation and how might you address these?
   High Incidence-

   Low Incidence-

7. Are there elements of the observation on which you would like particular feedback from the observer?

FORM 5.1 - EVIDENCE GATHERING SHEET: Domain 1 - Planning & Preparation

Name_____   **Date:**_____

Observer Name:_____

Components:	Evidence
1.Designing and Use of Assessment a. student participation in developing assessment criteria b. opportunities for student self-assessment c. evidence of assessment/instruction cycle, Level B use d. assessment linked to IEP outcomes e. assessment not "oversubscribed"	
2. Content Knowledge & Setting Outcome a. knowledge of current programs and outcomes b. clear learning intentions and expectations c. programs reflected in IEPs d. pre-requisite skills (teacher & student (and knowledge)	
3. Knowledge of Students and Staff a. differentiation, meet individual student learning needs b. knowledge of child development, disabilities c. awareness and understanding of student diversity (whole child) d. understands team dynamics and compatibility	
4. Pedagogy & Instructional Design a. opportunities for integration across content areas b. a balance of teaching & learning strategies *c.* evidence of current pedagogical approaches to how students learn d. utilization of resources (Learning materials, colleagues & paraprofessionals)	

5.2 EVIDENCE GATHERING SHEET: Domain 2 - Learning Environment

Name_____ Date:_____

Observer Name:_____

Components:	Evidence
1. Learning Culture a. Teacher interaction with students b. Student and staff interactions with other students c. Expectations for learning and achievement d. Student pride in work	
2. Student Behavior & Engagement a. Student behavior is maintained through regular monitoring b. Approaches are proactive c. Students are engaged meaningfully and productively in learning and activities d. Expectations and standards are clear, communicated and understood by students (by CEA, teacher or LRT)	
3. LRT Program Demands a. Management of materials, supplies and non-instructional duties b. Management of transitions c. Management of instructional groups d. CEA scheduling compliments student success	
4. Physical Space & Safety a. Safety and accessibility b. Arrangement of furniture and use of physical resources	

5.3 EVIDENCE GATHERING SHEET: Domain 3 – Teaching and Teaming Methods

Name_____   **Date:**_____

Observer Name:_____

Components:	Evidence
1. Communicating with Students, Staff and Parents a. Learning Intentions b. Directions and procedures c. Explanation of content d. Use of oral and written language e. Student focused	
2. Questioning & Discussion Techniques a. Quality of questions b. Discussion techniques c. Student participation	
3. Engaging and Supporting Students in Learning a. Activities and assignments b. Grouping of students c. Instructional materials and resources d. Structure and pacing	
4. Using Assessment a. Establish assessment criteria with students b. Monitoring of student learning c. Provides descriptive feedback to students d. Developing ownership of learning through: 　i. student self-assessment and monitoring of progress 　ii. Peer Assessment	
5. Flexibility, Responsiveness and Problem Solving a. Lesson adjustment b. Response to students c. Persistence d. "Out of the box" thinking	

5.4 EVIDENCE GATHERING SHEET: Domain 4 - Professional Responsibilities

Name_____   **Date:_____**

Observer Name:_____

Components:	Evidence

1. Communication and confidentiality
a. Provides information to colleagues, support staff, volunteers, students, and families when needed about:
    ☐ Programs
    ☐ Practices
    ☐ Individual Students	

2. Self Reflection & Growth a. Self reflection b. Learn from others c. Use or do in future teaching d. Willingness to risk and try new ideas	

3. Record Keeping
Keep organized records of:
    a. Program
    b. Practice
    c. Individual Students
    d. Communication with parents	

4. Demonstrating Professionalism. Deals with students, families and colleagues ethically and respectfully: a. Uses appropriate, sensitive language & behavior b. Engages in professional development on an ongoing basis c. Contributes to school culture and improvement.	

Teacher: Administrator:

Conference   Observation
                                            Date/Period:
Date/Period:

Domain 1 and 4:

1. In general, how successful was the observation for these two students? Did the students learn what you intended for them to learn? How do you know?

2. How else could this observation time have been instructionally developed to benefit the high and low incidence students, what could you do differently to meet their needs and compliment their IEP?

Domain 2:

1. Comment on the students' learning process, their behavior, and the use of physical space. To what extent did each of these elements contribute to student learning?

Domain 3:

1.   If you were able to bring samples of student work, what do those samples reveal about the high and low incidence students' levels of engagement and understanding?

2.   Comment on different aspects of instructional delivery for both of these students (e.g., activities, grouping of students, materials, and resources.)   To what extent were/are they effective?