



## 413-2 Teacher Supervision Formative Observations

We believe all students can achieve personal excellence given sufficient time and the right supports.

We believe high expectations and early and ongoing interventions are essential.

We believe all staff can perform to high standards given the right assistance.

We believe all staff can articulate what they do and why they perform the way they do.

Teacher Name:

School:

School Year:

### Observations:

Date	Grade	# of Students	Lesson	Name of Supervisor	Role of Supervisor



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1 INSTRUCTIONAL COMPETENCIES				
<b>1A: PLANNING</b>		<i>Not Meeting</i>	<i>Developing</i>	<i>Meeting</i>
The teacher applies a current and comprehensive repertoire of effective planning to meet the learning needs of every student.		×	×	×
Teachers demonstrating competency in this area:	Additional Information	Evidence to support		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop daily, unit, and year plans that reflect curricular alignment and formative and summative assessment plans.</li> <li><input type="checkbox"/> Plan technologies appropriately and in alignment with the ISTE standards.</li> <li><input type="checkbox"/> Incorporate a wide variety of responsive instructional strategies to accommodate learning needs of individual learners.</li> <li><input type="checkbox"/> Infuse FNMI knowledge, content, and perspectives in meaningful ways</li> </ul>	<ul style="list-style-type: none"> <li>● Year plans consist of minute allocations, curricular alignment, assessment overview, and timelines.</li> <li>● Course outlines state curricular outcomes, assessment breakdown, classroom routines and procedures, and parent communication plan.</li> <li>● Unit plans incorporate components of curriculum alignment, assessment plans, and sequence of delivery.</li> <li>● Lesson plans incorporate curricular outcome/indicators, learning targets, lesson core, assessment, and additional materials.</li> <li>● FNMI practices and resources are incorporated into planning. Example include: Utilizing FNMI resource people, story-telling, land-based learning, sharing circles, and current LPSD programs and initiatives)</li> </ul>	<b>Formative:</b>		

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<b>1B: INSTRUCTION</b>		<i>Not Meeting</i>	<i>Developing</i>	<i>Meeting</i>
<b>The teacher applies a current and comprehensive repertoire of effective instruction to meet the learning needs of every student.</b>		<b>×</b>	<b>×</b>	<b>×</b>
<b>Teachers demonstrating competency in this area:</b>	<b>Additional Information</b>	<b>Evidence to support</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use data-based, responsive, instructional strategies to accommodate the learning needs of individual learners.</li> <li><input type="checkbox"/> Infuse the use of learning targets into lessons so that students can speak to what they are learning.</li> <li><input type="checkbox"/> Effectively incorporate the gradual release of responsibility into lesson delivery.</li> <li><input type="checkbox"/> Demonstrate a deep and accurate understanding of content</li> <li><input type="checkbox"/> Clearly explain content that is without error.</li> <li><input type="checkbox"/> Productively engage students during small group or independent work.</li> <li><input type="checkbox"/> Facilitate learning tasks and classroom discussions so students are engaged and thinking critically.</li> <li><input type="checkbox"/> Use questioning techniques that are artful and strategic</li> <li><input type="checkbox"/> Provide opportunities for students to share their thinking with the teacher and with each other</li> <li><input type="checkbox"/> Pace the lesson so students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Strategies such as ....are used               <ul style="list-style-type: none"> <li>○ Cooperative learning</li> <li>○ Differentiated instruction</li> <li>○ Mind mapping and brainstorming</li> <li>○ Questioning techniques</li> <li>○ Visualization</li> <li>○ Inquiry</li> <li>○ Think-pair-share</li> <li>○ Learning centers</li> <li>○ Lecture</li> <li>○ Project based learning</li> <li>○ Jigsaws</li> <li>○ <a href="#">STF Instructional Strategies</a></li> <li>○ <a href="#">Instructional Strategy List</a></li> </ul> </li> <li>• Learning targets are clearly communicated verbally and visually at the beginning, middle, and end of the lesson</li> <li>• Questions are varied</li> <li>• Different levels of student thinking are promoted</li> <li>• Effective wait time is used</li> <li>• Questions are evenly distributed to maximize student engagement</li> <li>• Student responses are used to build deeper student understanding</li> </ul>	<b>Formative:</b>		

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<b>1C: ASSESSMENT</b>		<i>Not Meeting</i>	<i>Developing</i>	<i>Meeting</i>
<b>The teacher applies a current and comprehensive repertoire of assessment practices that meet the learning needs of every student.</b>		×	×	×
<b>Teachers demonstrating competency in this area:</b>	<b>Additional Information</b>	<b>Evidence to support</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply assessment practices that effectively align to the curricular outcomes.</li> <li><input type="checkbox"/> Align assessment practices to the LPSD AP 360.</li> <li><input type="checkbox"/> Use a variety of formative and summative assessment practices for students to demonstrate their learning.</li> <li><input type="checkbox"/> Use evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.</li> <li><input type="checkbox"/> Provide accurate, constructive and timely feedback on student learning.</li> <li><input type="checkbox"/> Differentiate assessment practice based on student need.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assessments such as ....               <ul style="list-style-type: none"> <li>○ Write-pair-share</li> <li>○ Self-assessment sorting</li> <li>○ Write your own quiz question</li> <li>○ Mini Whiteboards</li> <li>○ Fist to five</li> <li>○ Entry and exit slips</li> <li>○ Venn diagram</li> <li>○ Extension projects</li> <li>○ Thumbs up, middle or down</li> <li>○ <a href="#">56 Examples of Formative Assessment</a></li> </ul> </li> <li>• Summative Assessments such as ...               <ul style="list-style-type: none"> <li>○ Tests</li> <li>○ Quizzes</li> <li>○ Written reports.</li> <li>○ Presentations</li> <li>○ Portfolios</li> <li>○ Journals</li> <li>○ Performance task</li> <li>○ Interviews and conferences, etc</li> <li>○ <a href="#">Types of Summative Assessments</a></li> <li>○ <a href="#">A More Complete Picture of Student Learning</a></li> </ul> </li> <li>• Quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>	<b>Formative:</b>		



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2 PROFESSIONAL COMPETENCIES				
<b>2A: RELATIONSHIPS</b> <b>The teacher demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families, and communities.</b>		<i>Not Meeting</i> ×	<i>Developing</i> ×	<i>Meeting</i> ×
Teachers demonstrating competency in this area:	Additional Information	Evidence to support		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage all students intellectually, physically, emotionally and spiritually.</li> <li><input type="checkbox"/> Interact with students in a respectful, dignified, and professional manner.</li> <li><input type="checkbox"/> Foster relationships that will empower students to contribute their voice.</li> <li><input type="checkbox"/> Build meaningful and supportive relationships with students.</li> <li><input type="checkbox"/> Develop a culture that values and appreciates different perspectives, beliefs and lifestyles.</li> <li><input type="checkbox"/> Partner with FNMI parents/ guardians, Elders/knowledge keepers, cultural advisors, and local community members to promote reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply a strengths-based approach to empower the student in the diverse context of their schools, families, and communities.</li> <li>● Collaborate with community service professionals, including mental health, social services, justice, health, and law enforcement.</li> </ul>	<b>Formative:</b>		



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<b>2B: LEARNER</b> The teacher demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.		<i>Not Meeting</i> ×	<i>Developing</i> ×	<i>Meeting</i> ×
<b>Teachers demonstrating competency in this area:</b>	<b>Additional Information</b>	<b>Evidence to support</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively seek out feedback to enhance teaching practice.</li> <li><input type="checkbox"/> Seek new knowledge</li> <li><input type="checkbox"/> Embrace technology to enhance knowledge and inform practice.</li> <li><input type="checkbox"/> Articulate their personal learning journey regarding Canadian colonial context, especially in reference to Saskatchewan and Western Canada, specifically how it impacts teaching and learning for Indigenous and non-Indigenous peoples.</li> <li><input type="checkbox"/> Convey knowledge of FNMI worldview, culture, history, and contributions as well as their impacts on contemporary experiences and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Critically review and apply educational research to improve practice.</li> <li>● FNMI knowledge (e.g. treaties, scrip, reconciliation and diversity in FNMI cultures)</li> </ul>	<b>Formative:</b>		



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<b>2C: SERVICE</b> <b>The teacher demonstrates professionalism in service both to students and to the profession.</b>		<i>Not Meeting</i>	<i>Developing</i>	<i>Meeting</i>
		×	×	×
<b>Teachers demonstrating competency in this area:</b>	<b>Additional Information</b>	<b>Evidence to support</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively contribute to school events, district events, and community projects.</li> <li><input type="checkbox"/> Maintain positive and productive relationships with colleagues.</li> <li><input type="checkbox"/> Prioritize the school and school division in a team-like manner.</li> <li><input type="checkbox"/> Display high standards of honesty, integrity, and confidentiality with colleagues, students, and the public.</li> <li><input type="checkbox"/> Actively work with students, school teams, and parents to ensure student success.</li> <li><input type="checkbox"/> Effectively collaborate for the good of all learners.</li> <li><input type="checkbox"/> Comply with all division policies and procedures and STF code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate in professional learning teams</li> </ul>	<b>Formative:</b>		