



## AP 5-221 Descriptors of Effective Teaching Practice

### BACKGROUND

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Western School Division is committed to enhancing student learning and, as such, views professional growth as essential to furthering continuous development and success within our community of learners. In order to support teachers in achieving their full potential, the process within the Supervision for Growth framework is designed to assist teacher development through dialogue, collaboration, and evaluation. This framework facilitates the opportunity for direct and meaningful communication; enabling constructive feedback that supports professional staff.

This framework utilizes a five year rotational track system that compliments a teacher's professional growth planning, participation within a professional learning community, and other initiatives such as partners in practice programming. The following descriptors provide insight for teaching staff and administrators to develop a common understanding about the expectations, while providing a common language for discussing performance during the evaluative process.

#### Learning Environment

##### **An effective teacher will show evidence of:**

- providing an environment that is consistent with Administrative Procedure (AP)-1-300: Respect for Human Diversity and Equity Education  
<https://www.westernsd.mb.ca/Division/AdminProcedures/Pages/default.aspx#/=>
- organizing a safe and effective learning environment to facilitate individual, small group, and large group learning
- creating an environment where all individuals feel heard, valued, and accepted as part of the classroom community
- reinforcing with students a shared responsibility for maintaining an environment conducive to learning
- teaching, modelling, and promoting a culture of courtesy and integrity
- encouraging and assisting students in developing positive relationships with others within and beyond the classroom
- creating a culture and environment where all individuals learn to be responsible for their actions
- modelling behaviours which develop and reinforce positive student conduct
- establishing appropriate routines for classroom operation
- developing and clarifying classroom expectations with students



- providing opportunities for students to share in decision making
- planning for, and responding fairly, consistently, and sensitively to student needs and behaviours
- ensuring that classroom displays are relevant, representative of students' learning, appropriately arranged, and current
- supporting the implementation of policies, procedures, and expectations of the province, division, and school with respect to student behaviour

### **Curriculum, Planning & Instruction, Assessment**

#### **Curriculum**

##### **An effective teacher will show evidence of:**

- implementing the philosophy, curriculum, policies, and procedures in accordance with Manitoba Education <https://www.edu.gov.mb.ca/k12/index.html> and Western School Division [https://www.westernsd.mb.ca/Governance/BoardPolicyManual/Pages/default.aspx#/="](https://www.westernsd.mb.ca/Governance/BoardPolicyManual/Pages/default.aspx#/=)
- knowing, understanding, and applying a deep knowledge of the content, as well as the big ideas and processes within it
- use of appropriate support documents and resources
- integrating subject/content areas and implementing the progression of curricula
- demonstrating an understanding of the developmental stages at each level (early, middle, and senior years)

#### **Planning**

##### **An effective teacher will show evidence of:**

- effective planning
- planning and organizing based on curriculum
- planning connected to the priorities of school, division, and province
- linking curriculum, instruction, and assessment
- intentionally selecting a variety of guided and independent learning experiences
- knowing, and planning for, the needs of individual students



- exhibiting adaptability and flexibility of appropriate educational programming based on the diverse needs of students
- participating in dynamic instructional planning with colleagues

### **Instruction**

#### **An effective teacher will show evidence of:**

- understanding current educational issues and practices
- applying the learning process and best practices in the area of learning
- providing learning materials appropriate for a wide range of individual needs and abilities
- planning for and ensuring the effective use of classroom time
- using effective questioning techniques and checking for understanding
- integrating technology in a purposeful way to enhance instruction and learning
- extending the learning environment beyond the classroom
- encouraging student reflection, analysis, and self-evaluation of learning throughout the instructional sequence

### **Assessment**

#### **An effective teacher will show evidence of:**

- using assessment practices that are in line with the policies, procedures, and expectations of the province, division, and school
- providing clear expectations regarding goals, learning activities, and evaluation
- involving students in the assessment, evaluation, and reporting process
- co-developing assessment criteria with students and/or colleagues, when appropriate
- developing and sharing with students an appropriate variety of assessment tools to measure outcomes from the curriculum
- using appropriate assessment to meet the learning and programming needs of individual students
- documenting student progress through record keeping and reporting



- providing ongoing, relevant, and timely feedback to students
- reporting student progress accurately to parents/guardians on an ongoing basis
- providing summative assessment which reflects the most recent, relevant, and consistent student performance

### **Professionalism**

#### **An effective teacher will show evidence of:**

- participating in ongoing professional development and growth
- establishing, and working toward, the attainment of professional growth goals
- participating, supporting, and contributing to creating a collaborative school culture
- engaging in reflective practice
- supporting school wide activities, initiatives, and school culture
- participating in program and instructional planning with colleagues
- welcoming and helping colleagues that are new to the school
- sharing “in school” decision-making
- sharing the responsibility for leadership within the school/division
- managing confidential information in an appropriate and effective manner
- communicating effectively and appropriately with students, parents, colleagues, other professionals and community organizations
- modelling professional practices as outlined in the Manitoba Teachers’ Society Code of Professional Practice <http://www.mbteach.org/mtscms/2016/05/06/code-of-professional-practice-english/>
- understanding and following the policies, procedures, and expectations of the school, division, and province

Old Policy Reference: GCN-R1  
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