

DESCRIPTORS OF EFFECTIVE TEACHING PRACTICE

The descriptors of effective teaching practice were developed to clarify and update the broad range of roles that teachers play in schools today. The descriptors are intended to represent what we strive to do as educators.

The list enables us to look at our own practice as educators and examine where we may want to grow as professionals. Teachers and administrators can collaboratively use the descriptors to select areas for further observation, assessment, and professional growth.

In year one and two of the evaluative cycle, anecdotal comments will be written with reference to the descriptors that apply to the given individual. Administrators are expected to make professional decisions about which descriptors may apply to people at varying stages of their careers, and with varying positions in the system.

CLASSROOM LEARNING ENVIRONMENT

A. AN EFFECTIVE TEACHER WILL SHOW EVIDENCE OF:

1. Providing learning materials appealing to a wide range of individual needs, learning styles and abilities.
2. Providing an atmosphere which represents racial, religious, ethno-cultural and gender diversity and is free from negative bias and stereotyping.
3. Ensuring that classroom displays are relevant, representative of students' learning, appropriately arranged and current.
4. Organizing a learning environment to facilitate individual, small-group and large-group learning.
5. Developing and maintaining a safe learning environment for students.
6. Encouraging student responsibility for developing and maintaining an environment conducive to learning.
7. Extending the learning environment beyond the classroom.
8. Encouraging and assisting students in developing positive relationships with others within and beyond the classroom.
9. Providing opportunities for students to share in decision making.

B. CLASSROOM MANAGEMENT

An effective teacher will show evidence of:

1. Developing and communicating classroom rules with students early in the school year.
2. Supporting the implementation of policies on student behaviour.
3. Establishing routines for classroom operation.
4. Modelling behaviours which reinforce positive student conduct.
5. Promoting courtesy and respect.
6. Practising and encouraging effective use of classroom time.
7. Dealing fairly, consistently and sensitively with behaviour.
8. Listening to students and responding constructively.
9. Valuing and responding to students as individuals.
10. Expecting students to accept responsibility for their own behaviour.

INSTRUCTIONAL PROCESS

A. CURRICULUM KNOWLEDGE:

An effective teacher will show evidence of:

1. Implementing curriculum and policies in accordance with the philosophy and policies of Manitoba Education and the Western School Division.
2. Knowing the principles of cross-curricular integration.
3. Knowing subject matter.
4. Linking curriculum and assessment.

B. TEACHING PRACTICE

An effective teacher will show evidence of:

1. Planning and organization based on curriculum.
2. Implementing the progression of curriculum content.
3. Integrating subject areas.
4. Using technology to enhance instruction and learning.
5. Using adaptations and modifications to meet student needs.
6. Exhibiting adaptability and flexibility of instructional practice.
7. Documenting student progress.
8. Balancing guided and independent learning activities.
9. Implementing programming for gifted students.
10. Using effective questioning techniques.
11. Developing student skills in critical thinking, decision-making, time management and problem solving.
12. Incorporating activity-based instruction.
13. Providing clear expectations regarding goals, assignments and evaluation.
14. Encouraging student reflection, analysis and self-evaluation of learning.
15. Demonstrating understanding of developmental stages at each level (early, middle and senior years).

C. ASSESSMENT AND EVALUATION

An effective teacher will show evidence of:

1. Implementing divisional policy on student assessment.
2. Developing and sharing with students an appropriate variety of assessment tools to measure outcomes from the curriculum.
3. Documenting student progress through record keeping and reporting.
4. Involving students in the assessment, evaluation and reporting process.
5. Reporting student progress accurately to parents on an ongoing basis.
6. Adapting assessment to meet the outcomes expected of individual students.
7. Assessing the process as well as the product.

PROFESSIONALISM

An effective teacher will show evidence of:

1. Applying the learning process and current developments in the area of learning.
2. Applying knowledge of subject area and curriculum.
3. Participating in ongoing professional development (teacher as a learner).
4. Sharing materials and experience with colleagues.
5. Engaging in reflective practice.
6. Taking responsibility for leadership in the school/division.
7. Understanding and complying with the policies of the school and the division.
8. Understanding current educational issues and practices.
9. Setting and working toward the attainment of professional growth goals.
10. Dealing appropriately with confidential information.
11. Participating in program and instructional planning with colleagues.
12. Welcoming and helping colleagues new to the school.
13. Modelling professional practice as outlined in the MTS Code of Conduct 1995.
14. Communicating appropriately with students, parents, colleagues and other community organizations using a variety of ways.
15. Supporting school-wide activities.
16. Sharing in school decision-making.
17. Contributing to creating a collaborative school culture.