

KEY TEACHER RESPONSIBILITIES
Guidelines for Self Reflection, Supervision and Evaluation
Performance

CURRICULUM AND INSTRUCTION

A. PLANNING

1. Possesses current curriculum guides (AP 203) and uses the core curriculum outcomes/indicators as the basis for planning; create year/unit/day plans based on curriculum and use of key recommended resources.
2. Year plans include timelines for units of each curricula subject and submitted to the school administrator by September 30 and by February 28 for teachers who have a change in courses for the second semester. The year plan
3. Unit plans are detailed through backward design with information on outcomes, instruction, assessment and resources that are curriculum based, align with the year plan and are created prior to the unit of instruction.
4. Day plans are created prior to the school day and are kept in a day book including descriptive details on lesson outcomes, instructional strategies, resources and assessment procedures.
5. Create Individual Teacher Timetable (Form 200-1) to include required minutes of instruction per area of study.

B. INSTRUCTION

1. Instruction is in alignment with curriculum outcomes and as outlined in the NLSD Core Curriculum Reference Guide for the teachers respective assignment.
2. The Adaptive Dimension is applied to differentiate instruction, assessment and the classroom environment to address student needs. A record of adaptations (Form 201-1) is kept for students who require extensive and continuing adaptations.
3. Lessons include reviews of prior learning, an overview of the lesson, instruction and activities that are sequenced to maximize student learning and concluded with a review of the lesson.
4. Instructional time per subject reflects Ministry expectations.
5. Communicates with students in a manner that models oral language and is appropriate to student level of understanding.

C. LEARNING ENVIRONMENT

1. Maintains a classroom that displays student work and teacher materials that reflect curricula.
2. Resource materials such as library books that reflect curricula and First Nations and Metis content are on display and available for students.
3. Seating plan is arranged in a way that maximizes student learning.
4. Uses Ministry of Education recommended textbooks / resources when they are provided by either the school division or school.

D. ASSESSMENT

1. Assessment practices are compatible with curriculum outcomes and requirements.
2. Marks are kept in a gradebook.
3. Use division report cards for students in grades 1-6.
4. Enter marks on MAT for students in middle years or high at the end of each reporting period.

E. POSITIVE BEHAVIOUR SUPPORT:

1. Has posted three to six positive behavioural expectations.
2. Teaches, practices and reinforces routines.
3. Has at least 3 times as much Positive Feedback as Negative.
4. Provides strategies for redirecting student behaviour.
5. Has provision of classroom Reward Systems.

F. FIRST NATIONS AND METIS EDUCATION

1. Treaties in the Classroom is integrated into Social Studies, English Language Arts, Science and Art.
2. Welcome and provide opportunities for Elders to work with students in the classroom.
3. Encourage local First Nations and Metis language usage by students and teachers.
4. Resources permitting, ensure that students have access to First Nations and Metis language materials.

G. CAREER DEVELOPMENT/EDUCATION:

ALL:

1. Incorporate career education into all subject areas by integrating career (life/work) understanding and student life/work competencies skill development into the various Sask. Education Curricula
2. Participate in annual, schools CD Program delivery planning and fulfill their commitments within the plan.

GR: 6 to 12:

3. Ensure that portfolios are kept in secure areas to maintain confidentiality.
4. Submit PAA module information to C/T Teacher at the end of each semester and as Required by student exits.
5. Grade 8 teachers implement Young Worker Readiness Course as part of PAA Survey 8
6. Collaborate with C/T teachers to schedule small group and individual student conferences for students in grades 7 to 12.

H. COMMUNITY OF LEARNERS: (Grades 1-9)

Literacy Tier 1

1. Ensure that all students that are at independent reading levels for their respective grade receive (differentiated instruction) guided reading on a regularly scheduled basis at the recommended frequency.
2. Maintain student records (Form 222-1) and records of completed assessment, grouping/ tracking, data collection.
3. Enter literacy data on NLSD database

Tier 2

4. In collaboration with the LNC teacher ensure that all students that are at instructional reading levels receive selective interventions with fidelity.

Numeracy Tier 1

1. Implement the mathematics program as per the division timeline.
2. Common assessments are administered after each unit and the results are entered on the data base.

Tier 2

3. Provide selective intervention for students on the basis of collaboratively developed plans made by Professional Learning Communities following common assessment.

Professional Learning Community (Transition to Tier 2)

1. Participate in PLC (Form 222-2) meetings to 1) discuss content, instructional strategies, 2) review assessment data and 3) plan interventions for students who did not learn.

Teacher Assistance Teams (Transition to Tier 3)

2. Work collaboratively with the LNC teacher and Resource teacher when students do not respond to intensive intervention as a pre referral to Tier 3.

I. SPECIAL EDUCATION:

1. Provide supporting data / referrals to resource teacher.
2. Read all assessment reports generated as a result of referrals to Central Office and complete the Children's Services Follow-Up Report.
3. Implement the recommendations of the assessment report.
4. Work with the Resource teacher, the tutor and the parent/guardian of designated students to complete the Impact Assessments and development of Personal Program Plans.
5. Implement the Personal Program Plan SMART goals.
6. On a daily basis, guide the work of tutors in implementing PPP.