



Classroom Teachers

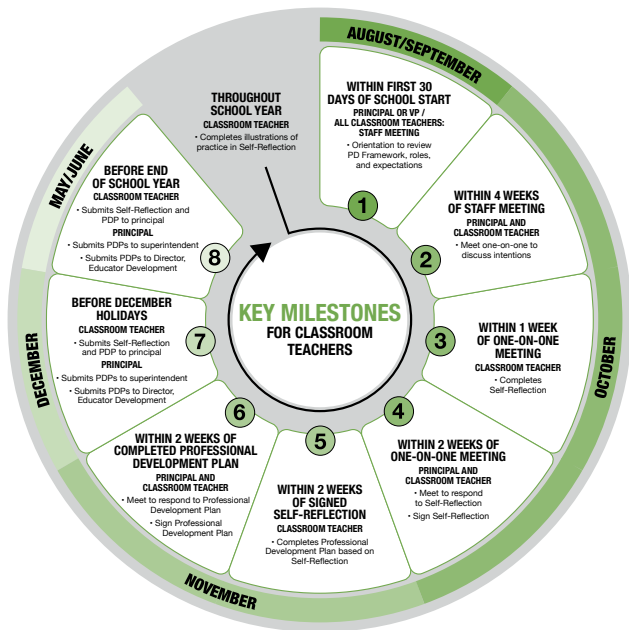
SELF-REFLECTION

CLASSROOM TEACHER SELF-REFLECTION

This Self-Reflection must be signed by both the teacher / language specialist and the school leader three (3) times during the school year. See the Key Milestones graphic below for the steps at which the Self-Reflection must be signed. For further information, consult the *Professional Development Framework Handbook for Classroom Teachers*.

TEACHER / LANGUAGE SPECIALIST NAME: _____ SCHOOL YEAR: _____

SCHOOL LEADER NAME: _____ SCHOOL: _____



STEP 4

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 7

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 8

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

CLASSROOM TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE					
STANDARD 1 Know students and how they learn	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
1.1 Physical, social, cultural, and intellectual development and characteristics of students.					
1.2 Understand how students learn, including learning in a second language.					
1.3 Strategies that are responsive to the learning strengths and needs of students.					
1.4 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).					
1.5 Strategies to support full participation of students with special learning needs.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL KNOWLEDGE

STANDARD 2 Know the content and how to teach it	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
2.1 Content and teaching strategies of the teaching area.					
2.2 Content selection, adaptation, and organization to address the context of students learning in their second language.					
2.3 Curriculum, assessment, and reporting.					
2.4 Literacy, numeracy, and problem-solving strategies.					
2.5 Information and Communication Technology (ICT).					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL KNOWLEDGE

STANDARD 3 Know the Nunavut context and how to implement Inuit Qaujimajatuqangit and Inuit Societal Values	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
3.1 Understand Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.					
3.2 Teaching strategies that take into account the student culture.					
3.3 Understand the concept of bilingualism in a learning environment.					
3.4 Strategies for teaching students who are learning in their second language.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL PRACTICE

STANDARD 4 Plan for and implement effective teaching and learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
4.1 Establish student-centred learning goals.					
4.2 Plan, structure, and sequence learning programs.					
4.3 Use teaching strategies.					
4.4 Select and use Nunavut-appropriate resources.					
4.5 Use effective classroom communication with specific attention paid to students learning in their second language.					
4.6 Evaluate and improve planning and delivery.					
4.7 Engage parents/guardians/Elders in the education process.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL PRACTICE

STANDARD 5 Create and ensure supportive and safe learning environments	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
5.1 Support student participation.					
5.2 Manage classroom activities.					
5.3 Promote positive behaviour strategies that enhance students' emotional and social well-being.					
5.4 Ensure students' physical, emotional, social, and cultural well-being and safety.					
5.5 Use Information and Communication Technology (ICT) safely, responsibly, and ethically.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL PRACTICE

STANDARD 6 Assess, provide feedback, and report on student learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
6.1 Assess student learning while taking into account student learning needs, including learning in a second language.					
6.2 Provide feedback to students on their learning.					
6.3 Make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.					
6.4 Interpret student data while taking into account student learning needs, including learning in a second language.					
6.5 Report on student achievement.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 7 Engage in professional learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
7.1. Identify and plan professional learning needs.					
7.2 Engage in professional learning and improve practice.					
7.3 Engage with colleagues and improve practice.					
7.4 Apply professional learning and improve student learning.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 8 Engage professionally with colleagues, parents/guardians, and the community	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
8.1 Meet professional ethics and responsibilities.					
8.2 Comply with legislative, administrative, and organizational requirements.					
8.3 Engage with parents/guardians in a sensitive manner based on their language and culture.					
8.4 Engage with professional teaching networks and broader communities.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 9 Engage in inter-professional collaboration	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
9.1 Role clarification.					
9.2 Team functioning.					
9.3 Collaborative leadership.					
9.4 Inter-professional communication.					
9.5 Inter-professional conflict resolution.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

CLASSROOM TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE					
STANDARD 1 Know students and how they learn	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	
					Provide illustrations of practice as evidence of progress against goals.
1.1 Physical, social, cultural, and intellectual development and characteristics of students.					
1.2 Understand how students learn, including learning in a second language.					
1.3 Strategies that are responsive to the learning strengths and needs of students.	X				<ul style="list-style-type: none"> • Term 1 final exam shows improvement to student outcomes for students at the lower percentile • Term 1 reading rubrics show improved results for students at the higher percentile • Term 1 student survey 3 shows that more students rate my classroom activities as challenging than the previous surveys. However, the higher achievers still report being bored after a short period of time
1.4 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).					
1.5 Strategies to support full participation of students with special learning needs.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL KNOWLEDGE					
STANDARD 2 Know the content and how to teach it	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	
					Provide illustrations of practice as evidence of progress against goals.
2.1 Content and teaching strategies of the teaching area.					
2.2 Content selection, adaptation, and organization to address the context of students learning in their second language.					
2.3 Curriculum, assessment, and reporting.	X				<ul style="list-style-type: none"> • Term 1 exams shows that more students are effectively learning the curriculum through classroom activities • Term 1 student survey 2 shows an increase in the number of students who rate my classroom activities as engaging and useful for learning concepts and/or theories
2.4 Literacy, numeracy, and problem-solving strategies.					
2.5 Information and Communication Technology (ICT).					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL KNOWLEDGE					
STANDARD 3 Know the Nunavut context and how to implement Inuit Qaujimagatuqangit and Inuit Societal Values	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
3.1 Understand Inuit Qaujimagatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.					
3.2 Teaching strategies that take into account the student culture.	X				<ul style="list-style-type: none"> • Term 1 student survey shows improvements to student outcomes at all percentiles • Term 2 student grading assessments show improvement at all percentiles for students learning in their second language • Term 2 student survey shows students performing at higher percentile were more challenged during classroom activities
3.3 Understand the concept of bilingualism in a learning environment.					
3.4 Strategies for teaching students who are learning in their second language.	X				<ul style="list-style-type: none"> • Term 1 interim exams show a grade improvement for 87% of students who are learning in their second language
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL PRACTICE

STANDARD 4 Plan for and implement effective teaching and learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	
					Provide illustrations of practice as evidence of progress against goals.
4.1 Establish student-centred learning goals.					
4.2 Plan, structure, and sequence learning programs.					
4.3 Use teaching strategies.	X				<ul style="list-style-type: none"> • Term 1 student survey show improvements to student outcomes using group discussion prior to independent work • Term 1 student self-assessments showed increased understanding of ecosystems (Unit 5: What is an Ecosystem?) as a result of learning walks
4.4 Select and use Nunavut-appropriate resources.					
4.5 Use effective classroom communication with specific attention paid to students learning in their second language.					
4.6 Evaluate and improve planning and delivery.					
4.7 Engage parents/guardians/Elders in the education process.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					