



Student Support Teachers

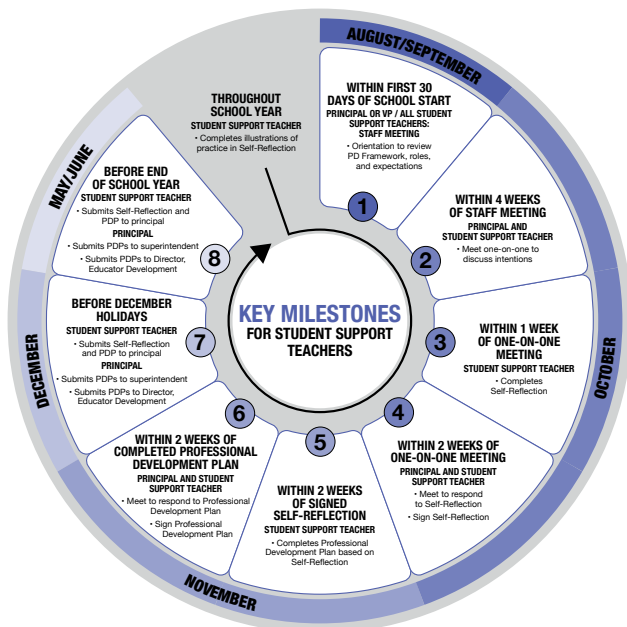
SELF-REFLECTION

STUDENT SUPPORT TEACHER SELF-REFLECTION

This Self-Reflection must be signed by both the student support teacher 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 Student Support Teachers*.

STUDENT SUPPORT TEACHER NAME: _____ SCHOOL YEAR: _____

SCHOOL LEADER NAME: _____ SCHOOL: _____



STEP 4

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 7

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 8

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STUDENT SUPPORT TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 1 Support others to know students and how they learn	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL KNOWLEDGE

STANDARD 2 Know the content and support others to teach it	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL KNOWLEDGE

STANDARD 3 Know the Nunavut context and support others to implement Inuit Qaujimajatuqangit and Inuit Societal Values	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 4 Support others to plan and implement effective teaching and learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
4.1 Support teachers to establish student-centred learning goals.				
4.2 Support teachers to plan, structure, and sequence learning programs.				
4.3 Support teachers to use teaching strategies.				
4.4 Support teachers to select and use Nunavut-appropriate resources.				
4.5 Support teachers to select effective classroom communication with specific attention paid to students learning in their second language.				
4.6 Support teachers to evaluate and improve planning and delivery.				
4.7 Support teachers to engage parents/guardians/Elders in the education process.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 5 Support others to create and ensure supportive and safe learning environments	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
5.1 Support teachers to support student participation.				
5.2 Support teachers to manage classroom activities.				
5.3 Support teachers to promote positive behaviour strategies that enhance students' emotional and social well-being.				
5.4 Support teachers to maintain students' physical, emotional, social, and cultural well-being and safety.				
5.5 Support teachers to use Information and Communication Technology (ICT) safely, responsibly, and ethically.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 6 Support others to assess, provide feedback, and report on student learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
6.1 Support teachers to assess student learning while taking into account student learning needs, including learning in a second language.				
6.2 Support teachers to provide feedback to students on their learning.				
6.3 Support teachers to make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.				
6.4 Support teachers to interpret student data while taking into account student learning needs, including learning in a second language.				
6.5 Support teachers to report on student achievement.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 7 Engage in professional coaching practice on inclusive education	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
7.1 Understand coaching theory.				
7.2 Use effective coaching strategies.				
7.3 Select and use effective coaching techniques.				
7.4 Build teachers' capacity to reflect on practice.				
7.5 Use targeted measures and tools to determine coaching success in order to inform coaching practice for continuous improvement.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 8 Lead professional learning sessions on inclusive education	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
8.1 Understand professional learning theory.				Provide illustrations of practice as evidence of progress against goals.
8.2 Use effective facilitation strategies, activities, and tools.				
8.3 Use presentation skills for effective delivery of professional learning sessions.				
8.4 Use targeted measures and tools to determine success of professional learning sessions for continuous learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 9 Maintain resources to support student and teacher learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
9.1 Contribute to the bookroom of information and resources to meet the varied needs of students.				Provide illustrations of practice as evidence of progress against goals.
9.2 Contribute to the collection of professional resources for teachers.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL ENGAGEMENT

STANDARD 10 Engage in professional learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
10.1 Identify and plan for professional learning needs.					
10.2 Engage in professional learning to improve practice.					
10.3 Engage with school staff to improve practice.					
10.4 Apply professional learning for mutual growth and development of school staff to improve student learning.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
STUDENT SUPPORT TEACHER COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 11 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.
11.1 Meet professional ethics and responsibilities.					
11.2 Comply with legislative, administrative, and organizational requirements.					
11.3 Engage with parents/guardians in a sensitive manner based on their language and culture.					
11.4 Engage with professional networks and broader communities.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
STUDENT SUPPORT TEACHER COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 12 Engage in inter-professional collaboration	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
12.1 Role clarification.					
12.2 Team functioning.					
12.3 Collaborative leadership.					
12.4 Inter-professional communication.					
12.5 Inter-professional conflict resolution.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
STUDENT SUPPORT TEACHER COMMENTS					
SCHOOL LEADER COMMENTS					

STUDENT SUPPORT TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 2 Know the content and support others to teach it	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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.		X		<ul style="list-style-type: none"> <i>Simplified the language used in lesson plans and classroom activities, so that the students I worked with who are learning in a second language are better able to understand the content</i>
2.3 Curriculum, assessment, and reporting.				
2.4 Literacy, numeracy, and problem-solving strategies.				
2.5 Information and Communication Technology (ICT).	X			<ul style="list-style-type: none"> <i>Researched about the most recent best practices for incorporating technology and the Internet into the classroom, and used it with my work with students</i> <i>There have been no incidents of students using ICT inappropriately during Term 1 or Term 2</i>
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE				
STANDARD 8 Lead professional learning sessions on inclusive education	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
8.1 Understand professional learning theory.	X			<ul style="list-style-type: none"> • Took an online course on adult education to better understand how adults learn
8.2 Use effective facilitation strategies, activities, and tools.				
8.3 Use presentation skills for effective delivery of professional learning sessions.	X			<ul style="list-style-type: none"> • Asked a learning coach to observe my presentation skills during a workshop and give me feedback on areas that I can improve
8.4 Use targeted measures and tools to determine success of professional learning sessions for continuous learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL ENGAGEMENT				
STANDARD 10 Engage in professional learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
10.1 Identify and plan for professional learning needs.				
10.2 Engage in professional learning and improve practice.		X		<ul style="list-style-type: none"> • Read research articles on current theory and practice for teaching in elementary school settings • Consulted with more experienced student support teachers to identify teaching strategies and techniques that I can apply in my own work
10.3 Engage with school staff and improve practice.	X			<ul style="list-style-type: none"> • Regularly seek feedback from the vice-principal, classroom teachers, and language specialists about the quality of support that I provide to students and what I can do to improve • Attempt to incorporate feedback into my practice
10.4 Apply professional learning for mutual growth and development of school staff to improve student learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				