

TEACHER CONTRACT AND BENEFITS

PRE-OBSERVATION MEETING PRIOR TO COMPLETION OF A TEACHER'S PERFORMANCE OBJECTIVES

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SECTION 1: GENERAL

1.1 The teacher and the principal must have a pre-observation meeting to prepare for a classroom observation and to review the teacher's current Annual Learning Plan prior to completion of a teacher's performance objective. The meeting should be used to ensure that the expectations for the observation are clearly understood. An important task during this meeting is for the principal to identify the expectations and for the teacher to describe the teaching plan for the classroom observation. Other purposes of the pre-observation meeting are the following:

- (a) Develop a collegial atmosphere in advance of the classroom observation;
- (b) Learn about the unique qualities of the teacher's class of students;
- (c) Identify the student outcomes that are expected;
- (d) Review planning, daily instruction, Instructional strategies, Classroom management, learning environment, special needs and out of class responsibilities objectives; and
- (e) Set the date and time for the classroom observation.

SECTION 2: DIRECTIONS TO THE TEACHER

2.1 The teacher should bring any relevant support materials to the pre-observation meeting. In preparation for the pre-observation meeting, the teacher may want to reflect on how he or she is addressing the following competencies:

- (a) Demonstrates commitment to the well-being and development of all pupils;
- (b) Is dedicated in his or her efforts to teach and support pupil learning and achievement;
- (c) Treats all pupils equitably and with respect;
- (d) Provides an environment for learning that encourages pupils to be problem-solvers;
- (e) Decision-makers, life-long learners and contributing members of a changing society;
- (f) Knows his or her subject matter, the curriculum and education-related legislation;
- (g) Knows a variety of effective teaching and assessment practices;
- (h) Knows a variety of effective classroom management strategies;
- (i) Knows how pupils learn and factors that influence pupil learning and achievement;
- (j) Uses professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils;
- (k) Communicates effectively with pupils, parents and colleagues;
- (l) Conducts ongoing assessment of pupils' progress, evaluates achievement and reports results to pupils and parents regularly;
- (m) Adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources;
- (n) Uses appropriate technology in his or her teaching practices and related professional responsibilities;

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- (o) Collaborates with other teachers and school colleagues to create and sustain learning communities in the classrooms and in the school;
- (p) Works with other professionals, parents and members of the community to enhance pupil;
- (q) Learning, pupil achievement, and school programs; and
- (r) Engages in ongoing professional learning and applies it to improve his or her teaching practice.