Classroom Management

What strategies have I found to be most successful in getting to know my students and building respectful relationships with them? Are there other strategies I would like to try?

In what ways am I encouraging the development of respectful peer relationships among students? (such as role play, group discussion)

What evidence do I have that my classroom environment is safe, inclusive and learning-focused?

In what way does my classroom environment reflect the theme of diversity as a strength?

What have I noticed about how each student responds to my classroom management strategies?

What strategies have I used when faced with challenging behaviours? Were these effective? How do I know?

What time management strategies am I using to maximize uninterrupted learning time?

How do I collaborate with my students in setting classroom norms, rules and procedures?

Can all of my students identify and explain the routines and expectations in the classroom? If not, how am I addressing this?

How have I established norms of collaboration in the classroom?

What have I noticed about my students' ability to apply norms of collaboration to their classroom activities?

What strategies am I using to handle transitions in my classroom?

How are my students responding to the strategies I am choosing?

In what way(s) have I intentionally designed my classroom space to facilitate whole group, small group, paired and individual work?

To whom am I turning when I have a question about classroom management?

What kind of support or new learning do I feel I need next in order to manage my classroom learning environment even more effectively?

Planning ,Assessment and Evaluation

How would I describe my long- and short-term planning process?

How do I identify the learning goals and criteria for success for each lesson? Do I share and/or clarify the learning goals and criteria at the beginning of each lesson?

What strategies am I using to identify the learning needs of all students?

Are my assessment and evaluation strategies appropriate to the needs of my students, the curriculum expectations being assessed and the learning activities being used?

What assessment strategies do I most commonly use? What one other strategy would I like to try?

How do I provide my students with multiple opportunities for practice and feedback?

In what ways do I give my students feedback for improvement? How do I provide class time for students to implement the suggestions for improvement? How can I monitor the student's use of feedback? What types of feedback has proven most successful?

How can I use ongoing assessment strategies during a lesson (e.g., thumbs up, observation) to determine if students are learning what is being taught?

How do I establish the criteria for an evaluation task? Could I develop criteria together with my students? How would I do this?

How do I use the provincial achievement chart(s) to assess and evaluate student work?

Do my assessments reflect a balance of the achievement chart categories? If not, how can I achieve this balance?

How can I work with colleagues to become a more effective/consistent assessor/evaluator?

How can I use exemplars/anchors in: my lessons? my assessment of student work? my communication with students and parents?

What strategies am I using to develop students' self-monitoring, self-assessment and goal-setting skills? How will I know if students are internalizing these skills?

Do I understand the provincial report card policies and school board guidelines for reporting student achievement? If not, what clarification do I need?

How am I using assessment data to develop class profiles in order to look for patterns and trends?

Do I understand the different uses of assessment for learning, assessment as learning and assessment of learning? Am I putting too much attention on "of" learning?

How would I explain the difference between "modification" and "accommodation" to a parent of a child with Special Education Needs? A parent of an English Language Learner? Do I understand the application of "differentiation" for all students?

How do I teach, assess and report on Learning Skills?

What kind of support or new learning do I need in order to plan, assess and evaluate even more effectively?

Communication with Parents

How am I making it easier for parents to participate in their children's education?
 How do I promote the role of parents in supporting student achievement and well being for their child at home and at school?
Have I planned my first meeting with the parents/ families of my students to promote a positive, collaborative relationship? Have I planned for ongoing communication with my students, parents and families?
 In what ways have I created an opportunity to connect with my students and parents to establish open lines of communication and positive rapport?
How do I attempt to understand and integrate parents' perspectives in my communications with parents?
How do I make my class a welcoming environment for parents? How do I involve parents who wish to volunteer?
Do I have parents who find involvement more challenging due to language, recent immigration, poverty or newness to the system? How am I attempting to reach them?
What strategies do I use to communicate and meet with parents? How am I helping parents to get involved to support their children's learning at home and at school?
What type of help would I need in such areas as the use of mediation to resolve disputes? Dealing with parent issues? Effective practices in working with parents?

Have I discussed and/or would I feel ready to discuss the following with parents:
their child's special talents and hobbies to help focus the child's learning?
what is being taught?
helping their child with homework?
ongoing communication?
fostering high expectations and ongoing support?
assessment and evaluation?
my classroom expectations and positive behaviour/progressive discipline strategies?
how parents can support improved student achievement and well being at home and at school (generally, for all students and individually, for their child?

What would I need to help me prepare for these discussions?
Do I feel prepared for:
prior to or beginning of year introduction to parents?
beginning of the year meeting with parents?
ongoing communication such as phone calls and notes to parents?
parent-teacher meetings?
writing report card comments?
recognizing and addressing indications of communication difficulties?
If not, what would I need to help me prepare for these?
How do I become aware of what is happening in my students' home life and how it might affect their performance in class?
How do I record my communications with parents? What do I record?
How do I decide when to write, when to call and when to meet parents?

Equity and Inclusive Education

How do I foster a commitment to equity of outcomes and to closing the achievement gap among students?

Am I aware that equity and inclusive education principles apply to every student and not just to certain groups of students?

Do I use inclusive and respectful language and approaches in all my interactions with my students and parents?

Do I check on accessibility of all off-site locations before going on a field trip?

Do I have high expectations for all students and expect all of them to perform well and achieve success in my class?

In what ways do my classroom materials and activities represent the diversity, values, backgrounds, and expectations of my students?

Am I willing to seek new ways to teach, adapt materials and learn about how human rights, discrimination and bias affect my students' learning?

What strategies do I employ to reach out, communicate and work effectively with my diverse range of parents?

In what ways do I model the values and principles of equity and inclusive education in my classroom?

Do I feel free to share my own cultural identity with my students?

What are my attitudes towards students who are different than me with respect to sexual orientation, ability/disability, race, culture, religion and other prohibited grounds of discrimination?

Do I monitor my own interactions with students and parents who are racially, culturally or spiritually different than me? i.e., respond differently, over-help, over-protect.

What steps am I taking to modify personal beliefs and biases that are inconsistent with equity and inclusive education principles?

In what instances have I used "teachable moments" to address non-inclusive, disrespectful, or discriminatory behaviours?

How have I worked with my students to develop a process through which concerns and issues about discrimination can be identified and resolved?

Do I encourage student leadership by involving my students in establishing and monitoring inclusive education practices to embed equity in my classroom?

Literacy

Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?

How have I scheduled large uninterrupted blocks of learning time? Do my students engage in research and inquiry and apply learning in meaningful contexts?

To what extent am I using wait time to allow all students time to organize their thoughts and construct responses?

How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?

How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?

Do I have student work displayed? How do I use this for ongoing learning?

How do I use paired, small-group and whole-class oral language activities to support student learning?

How do I help my students to monitor and adjust their thinking?

What strategies to I use to help students develop metacognitive skills?

What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?

Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?

In what ways are my classroom resources organized for self-directed, independent use?

How am I including the explicit teaching of reading, writing, speaking, listening and representing skills in my lessons?

To what extent am I providing my students with shared access to a variety of text materials, including levelled texts, for guided and independent reading?

In what ways do my classroom and learning resources reflect a variety of languages, themes and formats to support the varied interests and abilities of all students?

Are there particular strategies that I am using to engage boys in reading and writing? What have I noticed about student response to these strategies?

Numeracy

Do my classroom resources and instructional strategies support and reflect ethno and cultural diversity in a positive and balanced way? How are my students responding to these resources and strategies?

How have I scheduled large uninterrupted blocks of learning time in which my students engage in problem-solving based learning?

To what extent am I using wait times to allow all students time to organize their thoughts and construct responses?

How do I use participation prompts (such as advance questioning, Think-Alouds, Think-Pair-Share) to support student engagement and learning?

How do I use my classroom walls for teaching (e.g., word walls, student work, anchor charts that clarify thinking processes or procedures)?

Do I have student work displayed? How do I use this for ongoing learning?

How do I use paired, small-group and whole-class discussions to support student learning?

What strategies do I use to assess the range of student understanding and prior knowledge in my classroom?

Do I see my students discussing with others the processes by which they solve problems and develop solutions? What have I observed?

In what ways are my classroom resources organized to allow for self-selection of tools and strategies?

How am I teaching problem-solving skills in my lessons?

How does my classroom show the mathematics that students are learning?

How are my lessons designed for student learning of mathematical concepts, procedures, algorithms and mental math strategies through problem solving?

Do my students have easy access to learning tools such as calculators, computer software, Internet access and manipulatives to support their thinking? If not, what would I like to change?

Safe and Healthy Schools

SAFE SCHOOLS

Have I acquainted myself with the school/board code of conduct and discipline protocols and procedures? Do I have any questions?

In what ways do I use this information to establish classroom rules and routines?

What evidence do I have that all students understand the classroom rules and routines?

What strategies do I use to enforce the classroom rules and routines consistently and fairly?

When I group students, how do I take into account peer dynamics, positive and potentially negative relationships and inclusion, in order to promote mutual respect?

How do I promote mutual respect for ethno-cultural and lifestyle diversity in my classroom?

In what ways am I addressing potential problems in a pro-active manner, authentically integrating bullying prevention into my curriculum program, and taking advantage of teachable moments to teach/reinforce appropriate social behaviours?

Do I approach incidents in a serious and fair manner consistent with the school/board protocols and procedures? Do I use a progressive discipline approach?

Do I need clarification about my reporting and responding obligations?

How do I respond to inappropriate and disrespectful behaviour?

Are all my students aware of the school's policy on bullying and how to report bullying incidents? What evidence do I have of this?

What do I know about the process for connecting students involved in bullying with the appropriate supports in the school?

To whom do I turn when I have a specific question about Safe Schools and Bullying Prevention?

HEALTHY SCHOOLS

To what extent have I acquainted myself with the Foundations for a Healthy School framework?

How do I include students with a range of abilities and needs in my classroom?

Do I provide a range of healthy schools activities throughout the year (e.g., promoting healthy eating choices, sharing DPA activities)?

Have I established effective routines in larger spaces (e.g., outdoors, gymnasium) to maximize participation and manage student learning effectively and safely?

In what ways do I support students in making healthy choices (e.g., healthy food, physical activity, injury prevention)?

To whom do I turn when I have a specific question about the Foundation for a Healthy School framework?

Student Success

STUDENT SUCCESS/LEARNING

Am I familiar with classroom intervention and prevention strategies that help students earn credits?

What further knowledge or support do I need in order to meet the needs of my students who are at risk of not meeting their full potential or failing?

Have I met the student success, special education teacher and/or guidance teacher in my school? How and when can I access their support?

Do I use practical teaching strategies, tools, resources, and opportunities to improve student achievement?

IDENTIFYING STUDENTS AT-RISK OF NOT MEETING THEIR FULL POTENTIAL OR FAILING

What strategies can I use to identify students who are at risk of not meeting their full potential or failing?

How do I identify and provide interventions to students who are at risk of not meeting their full potential or failing?

PROMOTING STUDENT SUCCESS IN THE CLASSROOM AND SUPPORTING STUDENTS AT RISK OF NOT GRADUATING

How do I incorporate the features of Differentiated Instruction in my classroom to engage every student in their learning? (i.e. use of Choice, Flexible Grouping, Respectful Tasks, Shared Responsibility for Learning)

To what extent do I create an inclusive learning environment that reflects the diverse needs of all learners?

What planned interventions do I have for students who may be, or are, at risk?

What have I learned about the interests, learning preferences and career plans of my students?

How have the interests, learning preferences, readiness, and career pathways of my students informed my selection of resources and instructional strategies? How do I support the transition of my students from elementary to secondary, grade to grade, and/or from secondary to post-graduation? How am I fulfilling this role?

How do I actively involve students in classroom processes?

English Language Learners

CLASSROOM ENVIRONMENT
In what ways do my classroom and learning resources reflect a variety of languages, themes and texts?
Do my classroom resources support diversity in a positive and balanced way? How are my students responding to these resources?
In what ways does my classroom climate support English language learners by accepting their errors as a normal part of the language-learning process?
How do I facilitate connections between English language learners and their peers inside and outside the classroom?

INITIAL AND ONGOING ASSESSMENT
How many of the students in my class have a home language other than English or are recent newcomers to Canada?
Are there students in my class who speak a variety of English other than the variety of English used in school?
What strategies do I use to assess the prior knowledge of my English language learners?
What strategies do I use for initially assessing my students' level of proficiency in English?
What strategies do I use for ongoing assessment of the development of English language proficiency?

PROGRAM PLANNING
In what ways do I accommodate the varying levels of proficiency in English in my classroom through: instruction? resources? assessment?
How do I use information about the prior knowledge of my English language learners to inform my: instruction? resources? assessment?
What strategies do I use to respond to errors by English language learners?
Am I giving students who are thinking in two languages sufficient time to process any questions I am asking? If not, how can I incorporate this into my practice?
In what ways am I using images and objects to illustrate content?
What kinds of oral language strategies am I using in the classroom?
What am I noticing about how my English language learners respond when I use these strategies?
What writing scaffolds have I incorporated into my instruction?
To what extent am I able to make effective use of dual-language strategies?
What criteria do I use in order to select the most appropriate resources for the varying levels of English proficiency in my classroom?

PROFESSIONAL GROWTH

What kind of support or new learning do I feel I need next in order to work even more effectively with the English language learners and newcomers to Canada in my classroom?

First Nations, Inuit and Metis Students

RESPECTING DIVERSITY BETWEEN FIRST NATION, METIS AND INUIT STUDENTS AND THEIR COMMUNITIES

How do I develop my knowledge and students' knowledge of the distinct cultural backgrounds of each of my Aboriginal students (e.g., Anishnaabe, Haudenosaunee, etc.)?
How will I expand my understanding of each student's unique lived experiences as First Nation, Métis and/or Inuit students (e.g., off-reserve, status, Métis citizen, urban, etc.)
How do I actively participate in and develop partnerships with the local Aboriginal communities?

EMPOWERING FIRST NATION, METIS AND INUIT LEARNERS

How do I foster and promote First Nation, Métis and Inuit students' leadership skills with students and in partnership with adults in the school?
How do I foster and include First Nation, Métis and Inuit role models within my teaching activities?
What is the process for connecting a First Nation, Métis and Inuit student with an appropriate source of programming, including the gifted program, student success and/or guidance teacher?
How am I teaching students to deconstruct bias in learning resources?

PLANNING FOR STUDENT ACHIEVEMENT

How do my classroom and learning resources reflect the cultures and perspectives of my First Nation, Métis and Inuit students in order to increase knowledge and awareness among all students?
What do I know of the achievement levels and learning styles of my First Nation, Métis and Inuit students?
What specific instructional strategies am I using to promote First Nation, Métis and Inuit student engagement (framing questions, use of wait time, immediate feedback, etc.)?
What are the support resources available at the school and board level to support teachers with First Nation, Métis and Inuit students (such as Aboriginal education advisors, e-communities, Aboriginal resource directories, etc.)?
How do I initiate communication with First Nation, Métis and Inuit parents so that they more easily support the school as partners in their children's' education?

French as a Second Language

Do I have an experienced French as a Second Language teacher as a mentor, if not, what steps am I taking to access one?

How am I using Differentiated Instruction to ensure success for all students?

In what way do my classroom and learning resources reflect a variety of themes?

What strategies do I use for initial and on-going assessment of my students' level of proficiency in French?

How do I use paired, small group and whole class oral language activities to support student learning?

How am I establishing a safe learning environment to allow for students to see the value of French by accepting their errors as part of the learning process for language acquisition?

What strategies do I use to determine which errors to correct and how to correct them?

What strategies am I using to handle the continuum of learning? (Grade 8-9, classroom to classroom, division to division, split to regular, etc.)?

How might I use the strategy of "wait" time to allow students to organize their thoughts and construct responses?

How do I effectively integrate all strands of the French as a Second Language curriculum in my class?

How do I effectively embed language conventions into all strands?

Do I know which students in my class have an IEP? How do I find out? Do I know how to develop appropriate curriculum or program modification/ accommodation? Where do I need further clarification?

How have I provided opportunities to connect with parents to establish lines of communication and positive rapport?

What kind of support or new learning do I need to remain current in my discipline?

What kind of support do I need to maintain and/or improve my level of French proficiency?

What strategies do I use to communicate and collaborate with all staff?

Students with Special Needs

What evidence do I have that my classroom is a positive learning environment that values diversity?

How am I creating a class profile and individual student profiles?

In what ways have I organized my classroom so that my students can work independently while I directly teach a small number of students with special education needs?

How do I provide tasks that reflect a moderate degree of challenge for my students to allow them to feel a sense of pride, persistence and satisfaction from their personal efforts and abilities?

What do I know about when to use modifications and/or accommodations? What do I need clarified?

Do I know when an IEP needs to be developed for a student? If not, what questions should I be asking?

Do I know how to develop, implement, review and update an IEP for my students with special education needs? If not, how will I get this information?

Do I know how to prepare report cards for my students with special education needs? If not, to whom can I go for this information?

How will I go about/have I gone about conducting a parent-teacher conference with the parent(s) of a student who has special education needs?

Do I know who to contact in the school when I am concerned about the progress of a student in my classroom?

What strategies am I using to work effectively with the teacher assistant in my classroom?

To what extent have I accessed the resources that are available from the Ministry of Education (on website or in print) or used copies of special education resource materials in the school or at the board?

In what ways am I embedding assistive technology into the instructional practices when teaching students with special education needs?