

EVALUATION REPORT

- ❖ Evaluation rubrics and observation sheet
- ❖ Competency checklist
- ❖ Decision

Teacher: _____

School or centre: _____

Class taught (subject or occupation): _____

Principal or Director: _____

Evaluation rubric

_____	_____
Date of evaluation	Signature of principal or director
<i>I have read Evaluation Report number 1</i>	
_____	_____
Date	Teacher's signature

_____	_____
Date of evaluation	Signature of principal or director
<i>I have read Evaluation Report number 2</i>	
_____	_____
Date	Teacher's signature

_____	_____
Date of evaluation	Signature of principal or director
<i>I have read Evaluation Report number 1</i>	
_____	_____
Date	Teacher's signature

_____	_____
Date of evaluation	Signature of principal or director
<i>I have read Evaluation Report number 2</i>	
_____	_____
Date	Teacher's signature

Note: If the teacher refuses to sign as proof that he or she has read the evaluation, have a witness sign in his or her place.

Evaluation rubric for Competency 1

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students

INDICATORS	O 1	O 2	M 1	M 2	P 1	P 2
1. Is aware of new technologies and laws and regulations, as well as current cultural events (e.g. exhibitions, theatre, movies, fairs) and takes students to such events when appropriate						
2. Is aware of current events and makes connections with aspects of the subject or occupation that he or she teaches						
3. Makes connections between subject- or occupation-related knowledge addressed in the classroom or workshop and the students' knowledge.						
4. In the classroom or workshop, fosters discussion and encourages students to ask questions and express their opinions, while respecting those of others						
5. Draws the students into discussions and learning situations that interest them and that enable them to acquire subject- or occupation-related knowledge						
6. Makes connections between the history of the subject or occupation that he or she teaches and current practices						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 2

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Uses varied and appropriate oral language when teaching and addressing students						
2. Uses varied and appropriate oral language in different contexts (e.g. with colleagues, parents, the principal or director, partners, businesses)						
3. Respects the rules of written language in communications with students, parents, colleagues, etc.						
4. Corrects errors made by students in oral and written communications						
5. Expresses himself or herself correctly in discussions with colleagues, gives coherent arguments (a coherent argument contains no contradictions) and respects others' ideas						
6. Expresses his or her ideas clearly and in detail in different contexts						
7. Correctly uses subject- or occupation-related technical vocabulary						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 3

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 3: To develop teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study

INDICATORS		O	M	P	O	M	P
		1	1	1	2	2	2
1.	Plans learning and evaluation situations consistent with the current program or programs (content, skills, attitudes, competencies) and taking hygiene, health and safety into account						
2.	Plans learning situations and teaching strategies conducive to the active participation of students and the development of the targeted competencies, taking safety into account						
3.	Plans learning situations (projects, problem situations) that pose realistic challenges, are consistent with students' interests and cognitive, affective and social characteristics and are appropriate in a work context						
4.	Reviews learning with the students in order to foster the application of competencies in other contexts						
5.	Uses a variety of strategies that take students' individual differences into account (e.g. learning styles and paces)						
6.	Ensures the availability of the resources needed to carry out tasks and estimates the approximate amount of time needed for each task						
7.	Specifies the context and the evaluation criteria						
8.	Establishes the timing of formal evaluations and determines which tools to use						
9.	Foresees difficulties students might have in acquiring certain concepts or developing a given competency						
10.	Foresees possible questions about the content covered, as well as the appropriate answers						
11.	Plans enrichment activities, additional consolidation exercises and so on						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 4

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 4 : To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Questions students about the methods (learning strategies) they use to carry out the task and ensures that these are relevant, effective and safe						
2. Re-explains the task using visual aids or has a student re-explain the task						
3. Has students participate in learning situations requiring cooperation						
4. Tells students what resources are available to them and ensures that they are varied and safe						
5. Makes sure students are adequately organized and that they manage resources effectively and safely, by walking around the classroom or workshop and observing them attentively						
6. Encourages students using words or discreet gestures						
7. Helps students find ways of carrying out the task, providing guidance and stimulation						
8. Helps students organize the knowledge and skills they acquired or has them do so by providing a diagram or a table to be filled out or having them create a table						
9. Makes students aware of the learning acquired by discussing discoveries, strategies, feelings, competencies, etc.						
10. Proposes, or helps students find, strategies for working, using their time effectively, finding information, developing safe work methods, etc.						
11. Respects the selected aims in his or her planning and adapts them to the students' needs or reactions						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 5

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 5 : To evaluate student progress in learning the subject content and mastering the related competencies

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Uses unofficial means (e.g. questions, analysis of students' answers, observation, feedback) of quickly detecting difficulties						
2. Uses official tools (e.g. observation rubrics, checklists, descriptive evaluation rubrics) to support students and evaluate the progress of their learning						
3. Gives students feedback that enables them to identify their strengths, weaknesses and attitudes (hygiene, health and safety)						
4. Ascertains the learning acquired by the students in order to judge their level of competency development, taking hygiene, health and safety standards into account						
5. Provides parents with clear information about their child's competency development						
6. Observes and records the behaviour of students (or teams) with respect to the criteria set at the planning stage						
7. Supports students in their efforts to reflect on procedures, learning strategies and competencies, using a self-evaluation rubric, logbook or any other relevant tool						
8. Has students explain their achievements or difficulties and the personal factors involved (e.g. effort, method, attention, attitude)						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 6

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 6 : To plan, organize and supervise a class in such a way as to promote students' learning and social development

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Sets effective and safe rules for everyday classroom activities and is flexible enough to adjust to students' behaviour						
2. Manages the behaviour of students or teams using discreet gestures or measures previously agreed upon with the students						
3. Keeps an eye on all students as they carry out different tasks to ensure that they are focused on their work						
4. Uses management strategies that could prevent undesirable behaviour						
5. Has students participate in establishing operating standards in the classroom						
6. Discusses with students the rules to be followed in a specific learning situation						
7. Maintains an atmosphere conducive to learning by fostering cooperation rather than competition among students						
8. Has students share in responsibilities associated with the smooth functioning of the class						
9. Is consistent in words and actions						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 7

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Provides special support for students with special needs by asking questions, giving more regular feedback, etc.						
2. Adopts a positive attitude toward errors and fosters peer assistance in order to help students progress						
3. Discusses the appropriateness of his or her actions with colleagues						
4. Participates in the development and application of an individualized education plan						
5. In the classroom or the workshop, regularly gives workshops involving learning activities based on students' needs and personal characteristics						
6. Seeks information about students' needs or their previous record						
7. Has students cooperate in activities in which individual differences are described as positive aspects fostering intellectual, emotional and social development						
8. Adopts a teaching style that focuses on students' progress and enables them to learn by trial and error						
9. Requests special services from the school or centre when needed						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 8

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 8: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Has students use ICT to do research on the Internet or other meaningful activities						
2. Uses technological tools to perform his or her professional tasks (e.g. record marks, prepare transparencies, communicate with colleagues or experts)						
3. Discusses with students the importance of respecting intellectual property and teaches them how to cite sources						
4. Uses on-line instructional resources with discernment in order to develop learning situations						
5. Helps students learn to use ICT (e.g. software, peripherals)						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 9

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 9: To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school or centre

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Performs the assigned support and supervision tasks						
2. Writes the necessary reports within the specified time limits, if applicable						
3. Makes himself or herself available when necessary to discuss issues with parents or partners in the community and makes an effort to develop positive relations with them						
4. Participates with students in various school or centre activities						
5. Shows an interest in joining different school or centre committees						
6. Encourages students to participate in school or centre activities and projects						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 10

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned

INDICATORS		O	M	P	O	M	P
		1	1	1	2	2	2
1.	Collaborates regularly with the teaching team in planning or improving teaching/learning situations						
2.	Observes procedures, rules and so on respecting members of the teaching team in order to foster teamwork						
3.	In collaboration with colleagues, develops or adjusts evaluation instruments aimed at supporting students in the development of competencies						
4.	Makes suggestions to colleagues for improving different educational aspects (e.g. behaviour management, meaningful and motivating learning situations, evaluation instruments fostering students' reflection)						
5.	Continues to contribute to the teaching team's efforts despite differences of opinion						
6.	Proposes projects related to the targeted objectives to the teaching team						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed.

Evaluation rubric for Competency 11

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 11: To engage in professional development individually and with others

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Participates in group continuing education activities organized by the school, centre or school board						
2. Participates in teaching seminars or conventions						
3. Adopts a personal continuing education plan and adjusts it as needed						
4. Produces a portfolio containing various examples of the competencies he or she is developing						
5. Participates in official training activities (credit courses)						
6. Keeps up to date with respect to the technological aspects related to the subject or occupation he or she teaches						
7. Shares ideas with colleagues about the appropriateness of his or her pedagogical and didactic choices						
8. Identifies the strengths of his or her actions and explains his or her achievements, identifying professional competencies, personal qualities, etc.						
9. Recognizes points that require improvement in his or her actions and analyzes his or her difficulties, giving relevant explanations						
10. Finds solutions to problems experienced and proposes adjustments to be made in the future						
11. Specifies adjustments that had to be made to certain actions in the classroom or workshop and explains his or her reasons for these adjustments						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

Evaluation rubric for Competency 12

Legend

O: Observation M: Meeting P: Portfolio

COMPETENCY 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties

INDICATORS	O	M	P	O	M	P
	1	1	1	2	2	2
1. Adopts a democratic approach in the classroom or workshop						
2. Respects the confidential aspects of his or her profession						
3. Fosters inclusion at every level						
4. Avoids any form of discrimination (racial, sexual or other) against students, parents or colleagues						
5. Maintains a positive attitude toward all students						
6. Maintains a positive attitude toward colleagues						
7. Maintains a positive attitude toward the principal or director						
8. Justifies his or her decisions to fail a student with solid, well-founded arguments (various evaluation instruments) (related to Competency 5)						
9. Proposes rich and diversified resources for selection by students						
10. Respects the rules and regulations governing his or her profession or occupation						
11. Anticipates, develops and implements practices to ensure that students are treated with respect and that their health, safety and well-being are secure						
12. Uses constructive criticism						
13. Respects, in words and actions, the educational project or action plan of the school, centre or school board						

Evaluation scale

- A** Slight improvements could be made.
- B** Some aspects should be adjusted.
- C** Several aspects need to be corrected.
- D** Major corrections are necessary.
- N/O** Not observed

OBSERVATION SHEET

(make copies as needed)

<i>Date:</i>	<i>Date:</i>

Evaluation rubric

COMPETENCY CHECKLIST

Place an X in the appropriate box

COMPETENCY 1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 3: To develop teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							

Evaluation scale:

- Level 1:** The teacher has developed a high level of competency.
- Level 2:** The teacher has developed the competency to an acceptable degree.
- Level 3:** The teacher demonstrates serious weaknesses in the development of the competency.
- Level 4:** The teacher has not developed the competency.

Evaluation rubric

Place an X in the appropriate box

COMPETENCY 5: To evaluate student progress in learning the subject content and mastering the related competencies	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							
COMPETENCY 8: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>Remarks:</i>							

Evaluation scale:

- Level 1:** The teacher has developed a high level of competency.
- Level 2:** The teacher has developed the competency to an acceptable degree.
- Level 3:** The teacher demonstrates serious weaknesses in the development of the competency.
- Level 4:** The teacher has not developed the competency.

Evaluation rubric

Place an X in the appropriate box

COMPETENCY 9: To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school or centre	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	Remarks:							
COMPETENCY 10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	Remarks:							
COMPETENCY 11: To engage in professional development individually and with others	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	Remarks:							
COMPETENCY 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	Remarks:							

Evaluation scale:

- Level 1:** The teacher has developed a high level of competency.
- Level 2:** The teacher has developed the competency to an acceptable degree.
- Level 3:** The teacher demonstrates serious weaknesses in the development of the competency.
- Level 4:** The teacher has not developed the competency.

Evaluation rubric

DECISION

Successful completion of probationary period

The individual demonstrated a **Level 1** or a **Level 2** of development in each of the 12 competencies.

Failure of probationary period

The individual did not demonstrate a **Level 1** or **Level 2** of development in each of the 12 competencies.

Date

Signature of the principal or director

I have read this Evaluation Report.

Date

Teacher's signature

Note: If the teacher refuses to sign that he or she has read the evaluation, have a witness sign in his or her place.
The attestation of success/notice of failure form must be filled out regardless of the decision.
In the event of a failure, the teacher must fill out a form requesting a second probationary period. This Evaluation Report and the professional development plan must accompany the form.