



STANDARD 5

Educators have effective practices in classroom management, planning, instruction, assessment, evaluation, and reporting

Evidence: Assessment Mindmap

Reflection: This mindmap demonstrates my understanding of diagnostic, formative and summative feedback, as well as the important strategies used to engage students in the planning, evaluation and reporting of their work. This ties in to classroom management where high expectations are clearly delineated.

Strategies for management, planning, instruction, assessment, evaluation and reporting

COMMUNICATION student achievement:

- Peer assessment
- Self assessment
- 3 way conference
- student portfolios
- student-teacher meetings
- summative report cards

PROFESSIONALISM lifelong process:

- writing lesson reflections
- reflective practice

- attending workshops
- growth mindset
- collaboration
- team meetings
- team teaching

STUDENT CENTERED – respect of individuals/build on prior knowledge:

- acknowledging traditional territory
- Personalized education plans
- Teaching to students strengths

PERFORMANCE STANDARDS assessment tools:

- Diagnostic – DART
- Elbow to elbow
- Teacher observation
- Comprehension
- Whiteboard/chalkboard individual
- Thumbs up/middle/down
- Coloured cups
- rubrics

PLANNING learning activities:

- setting learning intentions

STRATEGIES formative feedback:

- see performance standards

CONTEXT current educational climate:

- shift toward formative assessment
- 21st C learning

METACOGNITION engaged and active learners:

- RTI
- Think-pair-share
- Inquiry
- Community of learners
- Infusing Aboriginal content into curriculum