

PROBATIONARY PERIOD

*Evaluation of professional competencies
expected of teachers
in preschool, elementary and secondary
education*

*Direction de la formation et de la titularisation
du personnel scolaire
Ministère de l'Éducation, du Loisir et du Sport*

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Production of this document was made possible by a team of collaborators, to whom we extend our warmest thanks.

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This document is intended for school principals, centre directors and people working in human resources and educational services who are responsible for evaluating teachers on probation in their school or centre. It is also meant for teachers holding a temporary teaching licence, who must successfully complete their probationary period to obtain a permanent teaching licence.

It contains information about the regulations respecting teaching licences and the probationary evaluation process. I hope that it will enable those involved in supervising or evaluating the probationary period to discharge their respective responsibilities, and that it will help teachers to successfully complete this important step in their careers.

Pierre Bergevin
Assistant deputy minister for preschool,
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Chapter I

REGULATION RESPECTING TEACHING LICENCES

Sections 14 to 26 of the Regulation respecting teaching licences (2006) stipulate the terms and conditions of the probationary period.



Regulation is available at Publications du Québec stores or on the Internet at <http://www.mels.gouv.qc.ca/dftps/> (click on Autorisation d'enseigner).

1. TEACHING LICENCES

A teaching licence, whether a permit or a diploma, confers the entitlement to teach. It provides access to the teaching profession on either a temporary (permit) or permanent (diploma) basis.

Teachers can get training in additional subject areas and thus improve their mobility through a professional development program. Such programs do not usually lead to the issue of a new teaching licence;¹ however, they may be taken into consideration by an employer who wishes to place staff on the basis of the newly acquired skills. Consequently, school principals and centre directors are responsible for ensuring that the teachers they hire are qualified to teach the subject in question.

2. VALIDITY OF THE TEACHING PERMIT

A teaching permit is valid for five years. The period of validity and conditions for renewal are indicated on the permit. Generally speaking, the Minister renews teaching permits upon request for a period of five years. Permits held by teachers undergoing a second probationary period are valid for one year only.

3. WHO MUST COMPLETE A PROBATIONARY PERIOD?

Most professionals are required to complete a supervised professional training period. This training period is known by various names: internship, residence, probation, etc. All of these refer to the professional integration period prospective applicants undergo in order to demonstrate their ability to practise the profession. For teachers who were not trained in a 120-credit bachelor's program at a Québec university, the probationary period is part of the process of having their ability to teach officially recognized.

According to the Regulation respecting teaching licences, holders of a teaching permit for preschool, elementary or secondary education, including adult education and vocational training, are required to undergo a probationary period.

Like the practicums that are included in the new teacher training programs, the probationary period constitutes a supervised period of professional practice that makes it possible to recognize the competencies of applicants for a teaching diploma.

1. A second teaching licence may be issued if a person successfully completes two teacher-training programs, one qualifying him or her to teach general education and another, to teach vocational training.

For holders of a temporary teaching licence, the probationary period coincides with a period of professional integration, which allows novice teachers to benefit from support as they begin to teach. It is important that teachers on probation have access to the appropriate assistance to facilitate their integration into the professional community, in this case, the teaching profession.

It is up to the school principal or centre director to provide support and evaluation measures (e.g. establish a committee, where applicable; set up individual or group statutory meetings; assign mentors) that will allow applicants to meet the objectives of the probationary period. Assistance may also be sought from other resource persons (e.g. vice-principals, teachers, education consultants).

4. OBJECTIVE

The Regulation respecting teaching licences stipulates the professional competencies on which the probationary period is to focus in particular. These competencies² provide school principals and centre directors with benchmarks for the evaluation of teachers on probation.

The objective of the probationary period is to **recognize the professional competencies** required to teach. In particular, the probationary period focuses on applicants' ability:

- to communicate effectively orally and in writing and to develop, adapt, test and evaluate teaching/learning situations intended to help students develop the competencies described in the programs approved by the Minister, using information and communications technologies
- to establish contact with students individually or in groups, to maintain an atmosphere and environment conducive to the development of competencies and to consider individual differences of all kinds
- to establish interpersonal relationships with parents, other staff members and partners as needed in order to provide the appropriate services
- to act ethically and responsibly in the exercise of their various duties and to commit to an individual and collective professional development process

5. DURATION

2. Québec, Ministère de l'Éducation, *Teacher Training, Orientations, Professional Competencies* (Québec: Gouvernement du Québec, 2001).

According to the Regulation respecting teaching licences, the probationary period is a period of professional practice by the end of which the applicant's competencies will have been evaluated. The evaluation is based, in particular, on the competencies expected of teachers. A probationary period consists of a maximum of 900 hours of teaching in a recognized educational institution; it may, however, be reduced to a minimum of 600 hours if the applicant has achieved all the objectives of the probationary period. Teaching hours are counted toward the probationary period if the applicant has taught at least 200 hours over a period of 12 consecutive months for a single employer. The educational institution cannot fail applicants who have completed 600 hours on probation.

All hours of teaching completed as part of a contract and under the Basic school regulation for preschool, elementary and secondary education in public educational institutions established under the Education Act (R.S.Q., c. I-13.3) or the Education Act for Cree, Inuit and Naskapi Native Persons (R.S.Q., c. 1-14), or in private educational institutions governed by the Act respecting private education (R.S.Q., c. E-9.1) or in special status institutions listed in Schedule VII of the Regulation respecting teaching licences are recognized for the purposes of the probationary period. These hours must be completed while the licence is still valid.

After the applicant has taught 200 to 300 hours under contract, the person responsible for the organization and supervision of probationary periods at the school board or private or special status institution must give the applicant an evaluation of his or her performance.

Teachers are responsible for keeping track of their hours of teaching. Upon arrival at a new institution, they must inform the principal or director of the number of hours they have already completed in their probationary period.

While applicants must be under contract, they must be aware that an accurate evaluation of their teaching ability requires a minimum of background information. For this reason, teachers are encouraged to complete their probationary period in no more than two or three educational institutions.

Applicants who began their probationary period before the current provisions came into effect may continue in accordance with the former provisions, which stipulated that the duration of the probationary period could consist of up to 1200 hours of teaching.

6. RESPONSIBILITIES

The authorities responsible for the administration of probationary periods are the Ministère de l'Éducation, du Loisir et du Sport, the school board, and the public, private or special status institution. The teacher on probation is also responsible for the process.

- The Ministère de l'Éducation, du Loisir et du Sport

The MEELS is responsible for developing and applying the regulations respecting teaching licences, permits and diplomas. Upon receipt of the appropriate documents, the Minister issues teaching licences, informs applicants of their right to undergo a second probationary period or confirms the nonrenewal of the teaching licence.

- School boards and private and special status institutions

Each of these bodies must appoint a coordinator to coordinate and oversee the application of the procedure governing the organization and supervision of probationary periods. The coordinator is also responsible for ensuring that there is effective communication between the MELS regional office and the principals or directors concerned.

- The principal or director

Within a private, public or special status institution, the principal or director is the person primarily responsible for the organization and supervision of probationary periods. He or she must ensure that all teachers are aware of and comply with the institution's policies regarding the organization, supervision and evaluation of probationary periods. It is important, after each 300-hour period, that the principal or director of the educational institution in which the probationary period is taking place evaluate the development of the applicant's competencies. It is necessary to evaluate a teacher's professional competencies at least twice during the probationary period in order to be able to recognize them at the end of the period.

- The teacher on probation

Teachers on probation are responsible for informing the principal or director of the institution at which they are teaching that they are on probation. They must actively collaborate with the principal or director, their colleagues and their mentor. They are responsible for their actions in the classroom or workshop and for reflecting on these actions.

7. DECISION

The principal or director is responsible for evaluating the educational and professional practices of teachers on probation. However, the MELS favours an approach that fosters the active participation of the teacher in question. In this approach, tools for gathering and recording information make it possible to identify, develop and evaluate the different competencies. The teacher concerned, as well as the coordinator for the school board or private or special status institution, must be informed of the results of the evaluation.

At the end of the probationary period, the last employer is responsible for issuing an attestation of success or a notice of failure to each applicant for a teaching diploma, using the form entitled *Probation Period (Attestation of Success, Notice of Failure)*.³ This decision is based on the employer's own evaluation and on previous evaluations of the applicant by other educational institutions. Whether it attests to a success or failure, the form is sent to the applicant and to the

3. This form is available on the Web site of the Direction de la formation et de la titularisation du personnel scolaire: <<http://www.meq.gouv.qc.ca/dftps/>> (click on *autorisations d'enseigner, formulaires, à l'usage des employeurs and période probatoire*). It can also be obtained from the person responsible for teaching licences at the regional offices of the MELS.

regional office of the MELS. The form can also be used to request the issue of a teaching diploma or authorization to undergo a second probationary period.

Where an applicant for a teaching diploma has not attained the objectives of the probationary period, the employer forwards the notice of failure and the evaluations to the regional office of the MELS and sends a copy to the teacher concerned. The MELS suggests using the evaluation report in Appendix 1.

8. ENTITLEMENT TO A SECOND PROBATIONARY PERIOD

An applicant who fails a probationary period may send a written application for a second probationary period to the Minister within 60 days of receiving the notice of failure. The application must contain the applicant's name, address, social insurance number and date of birth. The applicant may apply for a second probationary period directly on the form entitled *Probation Period (Attestation of Success, Notice of Failure)* or by sending a letter containing the information requested on the form. The letter must be sent to the Direction de la formation et de la titularisation du personnel scolaire. If the application is not made within the specified time limit or does not contain the specified information, the applicant's teaching permit will no longer be valid.

The same terms and conditions apply to the second probationary period as the first, except that it is limited to 600 hours.

Regional offices

Region	Regional office	Telephone	Region	Regional office	Telephone
01	BAS-SAINT-LAURENT— GASPÉSIE— ÎLES-DE-LA-MADELEINE 355, boulevard Saint-Germain Ouest, 2 ^e étage RIMOUSKI (QC) G5L 3N2	(418) 727-3600	06.2	MONTÉRÉGIE Édifice Montval 201, place Charles-Le Moyne, 6 ^e étage LONGUEUIL (QC) J4K 2T5	(450) 928-7438
02	SAGUENAY—LAC-SAINT-JEAN Édifice Marguerite-Belley 3950, boulevard Harvey, 2 ^e étage JONQUIÈRE (QC) G7X 8L6	(418) 695-7982	06.3	MONTREAL 600, rue Fullum, 10 ^e étage MONTREAL (QC) H2K 4L1	(514) 873-3210
03	CAPITALE-NATIONALE— CHAUDIÈRE-APPALACHES 1020, route de l'Église, 3 ^e étage SAINTE-FOY (QC) G1V 3V9	(418) 643-7934	07	OUTAOUAIS 170, rue de l'Hôtel-de-Ville, 4 ^e étage GATINEAU (QC) J8X 4C2	(819) 772-3382
04	MAURICIE—CENTRE-DU- QUÉBEC Édifice Capitanal 100, rue Laviolette, 2 ^e étage, bur. 213 TROIS-RIVIÈRES (QC) G9A 5S9	(819) 371-6711	08	ABITIBI-TÉMISCAMINGUE— NORD-DU-QUÉBEC 215, boulevard Rideau ROUYN-NORANDA (QC) J9X 5Y6	(819) 763-3001
05	ESTRIE 200, rue Belvédère Nord 3 ^e étage, bureau 3.05 SHERBROOKE (QC) J1H 4A9	(819) 820-3382	09	CÔTE-NORD Édifice Paul-Provencher 625, boulevard Laflèche, bureau 1.812 BAIE-COMEAU (QC) G5C 1C5	(418) 295-4400
06.1	LAVAL-LAURENTIDES- LANAUDIÈRE 300, rue Sicard, 2 ^e étage, bureau 200 SAINTE-THÉRÈSE (QC) J7E 3X5	(450) 430-3611	09	CÔTE-NORD 106, rue Napoléon, 2 ^e étage SEPT-ÎLES (QC) G4R 3L7	(418) 964-8420

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Chapter II

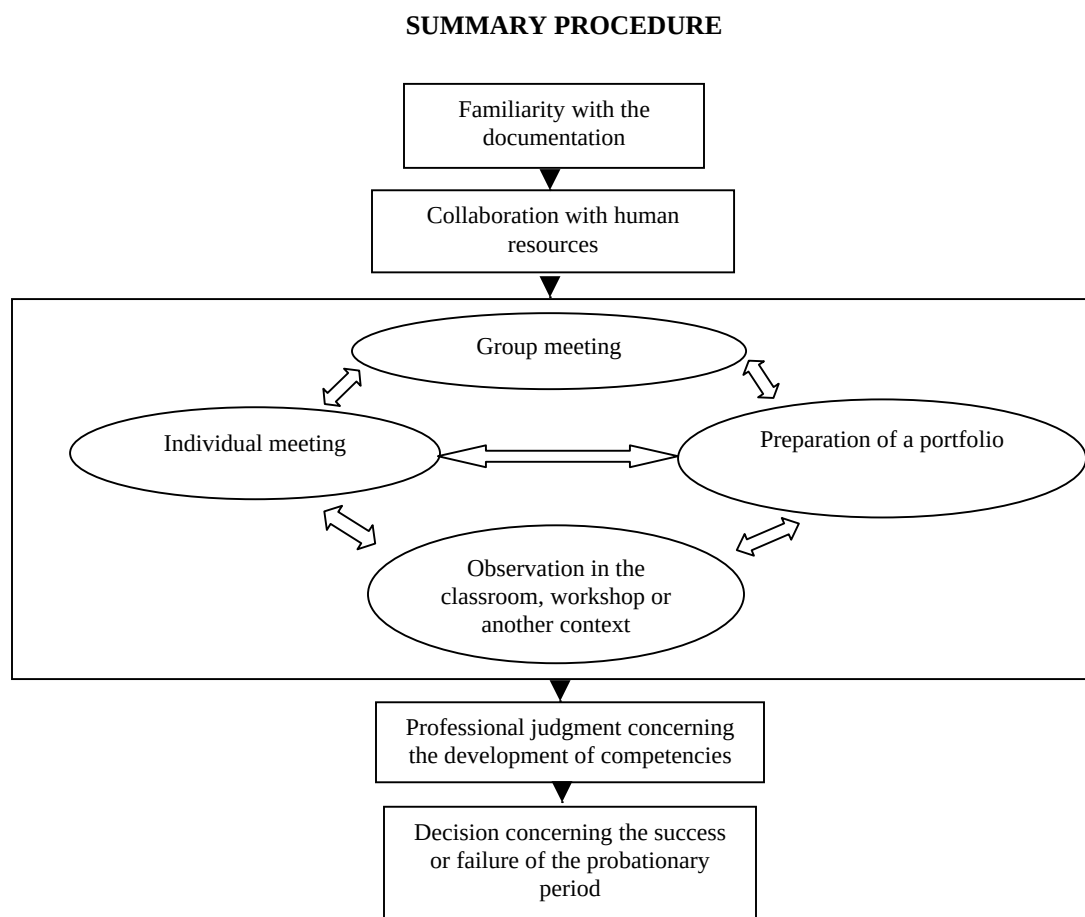
THE PROCESS

1. INTRODUCTION

Chapter II is devoted to the proposed procedure and tools for evaluating the competencies of teachers on probation. Although complex, this process is coherent. Based on the professional judgment of the school principal or centre director, it also involves the active participation of the teacher on probation, and must be solidly supported by the appropriate instruments.

2. SUMMARY PROCEDURE

In brief, the proposed procedure guides the principal or director and the teacher on probation through a common process in which each participates in his or her own way. The goal of this process is to arrive at a fair and well-founded decision regarding the teacher's professional competencies. The following table illustrates the different steps in the procedure.



2.1 *Familiarity with the documentation*

The school principal or centre director is responsible for organizing probationary periods in his or her educational institution and, at the end of this period, for submitting an evaluation report to human resources attesting to each applicant's level of development of the professional competencies. This aspect of the process requires a clear and transparent procedure that will ensure fair and equitable

treatment for all teachers on probation. The first—crucial—step is to become familiar with the documentation on the probationary period as well as the different instruments and to make sure that the staff members concerned are aware of and understand the documentation in question.

2.2 Collaboration with human resources⁴

Throughout the school year, the principal or director should maintain a list of teachers on probation in his or her establishment along with their profiles. There should be regular contact with human resources in order to obtain and validate the information needed to plan the teachers' accompaniment and evaluation. The principal or director and those responsible for human resources will then be able to decide whether or not to request the assistance of one of the selected mentors in the organization and supervision of the probationary period.

2.3 Group meeting

A first group interview may take place at the beginning of the school year. The principal or director of the institution or, depending on the context, the representative of the school board meets with all applicants for a teaching licence. This is an ideal opportunity to make introductions, specify the role of each participant and provide those concerned with the documentation on the terms and conditions of the probationary period. This meeting helps create a friendly atmosphere and establish relationships between teachers.

2.4 Individual meeting

The individual meeting enables the principal or director and the teachers on probation to discuss and spell out their respective expectations. It is also an opportunity to prepare and review each observation. It helps create an atmosphere of trust and a collaborative relationship throughout the process.

2.5 Observation in the classroom, the workshop or another context

Observation is a means of gathering, at times determined in advance by the teacher and the principal or director, information about different aspects such as behaviours, attitudes, skills or actions taken in the classroom, the workshop or another context in which teachers can demonstrate their professional competencies. The MELS suggests competency evaluation rubrics based on the reference framework for competencies.⁵ The evaluation rubrics contain a selection of indicators related to observable behaviours to be assessed, depending on the method used (observation, meeting or portfolio).

2.6 Professional judgment on the level of development of each competency

The school principal or centre director is responsible for judging competency development. After a period of 200 to 300 hours and at the end of the probationary period (900 hours), a competency checklist makes it possible to evaluate the level of development of each competency using a four-level descriptive scale.

4. This suggestion applies in particular to the public sector.

5. *Teacher Training, Orientations, Professional Competencies.*

2.7 Success/failure decision

Once the principal or director has evaluated the level of development of each competency, he or she must make an overall professional judgment based on the evaluation. This is a final decision on the success or failure of the probationary period and, therefore, on whether the applicant will be recommended for a permanent teaching licence (teaching diploma). A decision rule at the end of the process helps support the decision and ensure its fairness.

3. SHARED RESPONSIBILITY

Within the context of the probationary period, the implementation of a process for evaluating expected professional competencies involves the participation of several partners. The following table illustrates, for information purposes and for the three methods of gathering information, one way of sharing responsibility. The third column gives a suggested time frame for the selected methods.

SHARED RESPONSIBILITY

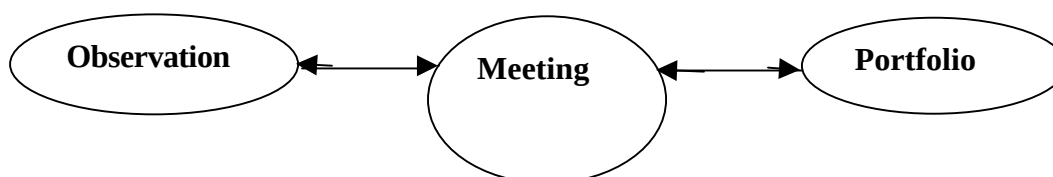
PARTNERS	RESPONSIBILITIES	TIME FRAME
Human resources or Educational services or The school principal or centre director (in certain private educational institutions)	- Becomes familiar with the documentation on the probationary period - Provides principals and directors with a list of teachers on probation in their institution and all other relevant information - Ensures that conditions are conducive to the evaluation of the probationary period - Offers principals and directors support or training as needed - Participates in the development of clear criteria for the selection of mentors, if applicable - Participates in the evaluation of applicants' competencies - Sends an attestation of success or a notice of failure to the MELS	- At the beginning of the probationary period - Throughout - Throughout - Throughout - At the beginning of the probationary period - At the end of the probationary period - At the end of the probationary period
The school principal or centre director	- Becomes familiar with the documentation on the probationary period - Finds out the number of teachers on probation in his or her institution - Selects a mentor on the basis of clear criteria, if applicable - Meets with applicants and introduces the mentor, if applicable (group meeting) - Meets with the teacher and mentor, if applicable (individual meeting) - Observes the teacher in the classroom, the workshop or another context - Studies the teacher's portfolio with the mentor, if applicable (individual meeting)	- At the beginning of the probationary period - Throughout - Throughout - At the beginning and over the course of the probationary period - At the beginning and over the course of the probationary period - During the probationary period - During and at the end of the probationary period

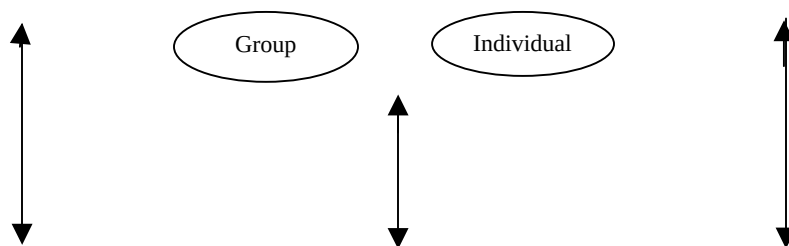
	• Produces an evaluation report for each teacher on probation, signed by the parties concerned • Sends the evaluation to human resources • In the case of a private institution, sends an attestation of success or a notice of failure to the MELS	• During and at the end of the probationary period • During and at the end of the probationary period • At the end of the probationary period
The teacher	• Becomes familiar with the documentation on the probationary period • Prepares for the meetings by identifying competencies • Makes suggestions • Discusses the process with colleagues on staff • Collaborates with the principal or director, colleagues and the mentor, if applicable • Produces, organizes and presents his or her portfolio, if applicable • Analyzes his or her teaching practices • Takes measures to incorporate suggestions into his or her practices	• At the beginning of the probationary period • During the probationary period • Throughout • Throughout • Throughout • Throughout • Throughout • Throughout
The mentor (if applicable)	• Becomes familiar with the documentation on the probationary period • Provides teachers on probation with accompaniment and support (e.g. observations, meetings, discussions about the portfolio) • Organizes or leads and participates in meetings with all teachers on probation in the institution	• At the beginning of the probationary period • Throughout • Throughout
Teachers on staff	• Become familiar with the documentation on the probationary period • Discuss the process with colleagues on probation • Upon the applicant's request, observe his or her behaviour in the classroom or the workshop • Upon the applicant's request, help him or her organize his or her portfolio	• At the beginning of the probationary period • Throughout • During the probationary period • Throughout

4. A DETAILED LOOK AT THE PROBATIONARY PERIOD

A single means of gathering information is not sufficient for the evaluation of all teaching competencies. That is why three methods are proposed for obtaining information about competency development: the meeting, observation and the portfolio. At the end of the probationary period, the information should be recorded in a single instrument in order to provide a detailed portrait of the applicant's professional activities and to make it possible to evaluate the level of development of his or her professional competencies.

Tools for gathering and recording information





4.1 Familiarity with the documentation

In order to accurately and fairly evaluate the level of development of an applicant’s professional competencies, it is necessary to understand the process and the concept of “competency.”

Competency is the ability to *act effectively or respond appropriately*⁶ and involves a variety of elements to be evaluated: knowledge, experience, attitudes, skills, resources, etc.⁷ It is demonstrated in complex situations involving these different elements, and implies familiarity with and the use (construction) of these elements to achieve an aim or carry out a decision or action that *goes beyond the mere addition or juxtaposition of elements*.⁸ Because it is complex, it takes a certain amount of time to develop.

The evaluation of a competency requires a professional judgment. According to the Policy on the Evaluation of Learning (2003), *judgment is a factor throughout the evaluation process*.⁹ Therefore, it must be *based on relevant, valid and sufficient information*¹⁰ and on all of the elements of the competency.

That is why the principal or director and the teacher on probation should have a clear understanding of the process and of the tools used to gather evidence of competency development. This will help them to understand their respective responsibilities in the process. The information gathered will be recorded in the evaluation report (see Appendix 1).

The evaluation report contains three distinct sections:

- *Evaluation rubrics and observation sheets for each of the 12 professional competencies*

6. Québec, Ministère de l’Éducation, Direction de la formation générale des jeunes, *Québec Education Program, Secondary School Education, Cycle One* (Québec: Gouvernement du Québec, 2004), p. 9.

7. For a more detailed explanation of the concept of “competency,” see *Teacher Training, Orientations, Professional Competencies*, p. 47.

8. *Teacher Training, Orientations, Professional Competencies*.

9. Québec, Ministère de l’Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), p. 29.

10. *Policy on the Evaluation of Learning*, p. 13.

- *A competency checklist for indicating the level of development of each competency*
- *A decision rule, which leads to a verdict of success or failure of the probationary period*

The competency evaluation rubrics contain indicators describing different aspects of each competency. Should another indicator appear to be more appropriate in a specific situation, it can be added. The rubrics also contain suggestions for preparing the portfolio. Each rubric can be used twice.

The most practical way of proceeding is to copy the observation sheet and record on it information gathered in real-life situations and meetings or during observation periods. The facts and comments recorded are then used to fill out the evaluation rubric for each of the competencies observed, using the proposed rating scale.

4.2 Collaboration with human resources

Traditionally, the role played by human resources is to transmit administrative and information documents on the probationary period and the teaching licences. This collaboration between the school principal, centre director or educational services and human resources should continue throughout the process. It will make it possible to establish criteria for selecting mentors to help teachers on probation and to determine the role they will play in the process. Human resources can help train, support and evaluate teachers on probation or train new principals or directors or those already in place.

The mentor

The mentor must have certain characteristics determined by the principal or director in collaboration with human resources and educational services (e.g. recognized teaching competencies, an interest in his or her own professional development and that of his or her colleagues, analytical and problem-solving skills, an aptitude for teamwork, the ability to communicate, interpersonal skills, credibility, discretion, empathy, enthusiasm). In addition, he or she must accompany teachers on probation, earn their trust and provide support as needed. In order to maintain this relationship of mutual trust, it is essential that the mentor not be involved in the evaluation process, so that his or her role remains unequivocal. For more information, consult the Web site of the Carrefour national de l'insertion professionnelle en enseignement (CNIPE) (<<http://www.insertion.qc.ca>>), which is a forum for discussion and support for novice teachers and mentors. It also provides on-line mentoring and other information.

4.3 Group meeting

If there is more than one teacher on probation, it is useful to begin with a group meeting for all applicants in the institution or school board. This preliminary meeting, which should take place at the beginning of the school year, enables the different partners to introduce themselves and specify their respective roles in the process. Even in schools or centres with only one teacher on probation, this

meeting is very important, since it is part of the planning stage and provides a number of other advantages.

During this meeting, times are set for each of the activities involved in the process (see Appendix 2, *Planning Activities for the Evaluation of Competencies During the Probationary Period*). This is also an opportunity to introduce teachers to the evaluation report and the tools for gathering information about their professional competencies throughout the process. If a mentor has been selected, he or she is introduced and his or her role explained. The group meeting makes it possible to create a network within which teaching professionals can share their thoughts, achievements and difficulties.

During the school year, group meetings are also a good opportunity to discuss the portfolio with teachers on probation. The portfolio is an organized file of written work, achievements and reflections that illustrate the teacher's progress. The contents, arranged in chronological order and according to different contexts, document aspects related to the teaching profession and to the expected professional competencies (see Appendix 3, *Suggested documents to include in the portfolio of professional competencies*). The portfolio illustrates the applicant's progress (strengths, weaknesses and achievements).

The portfolio

The first step in producing a portfolio is to prepare a working portfolio. At this stage, the applicant gathers documents, for example written work, reflections and annotated readings, on a regular basis. Arranged according to different contexts, these documents are not selected for their appearance, but rather for their ability to provide evidence of the development of professional competencies. They demonstrate the applicant's progress. It is essential to justify the inclusion of each document with respect to the related competencies.

The second step is to prepare the final portfolio based on the working portfolio and organized according to the 12 competencies. The applicant selects documents in the working portfolio that best demonstrate each competency. These documents should be varied and relate to different contexts. The profile should be practical, succinct and well organized. It is also important to remember that a single document is not sufficient to demonstrate the development of a competency. Several documents should be provided as evidence for each one.

Group meetings are conducive to the development of a learning community in which the individual participants become aware of the competencies they wish to improve and contribute by their comments to the improvement of their colleagues' practices. Other group meetings may take place during the process as needed, to give teachers the opportunity to discuss the documents that should be included in the portfolio. These meetings are springboards for discussions about achievements, problems encountered and documents to be included, as well as an opportunity to share suggested reading.

4.4 Individual meeting

The individual meeting is an opportunity for two or more people to interact and establish expectations. According to Perraudau¹¹ (1998) and Vermersch¹² (1994), it is the act of verbalizing the action taking place, and is associated with the pedagogy of exchange. It is therefore essential to establish an atmosphere of trust and mutual respect.

The individual meeting is an opportunity for applicants to share their thoughts about their practices, identify what they would like to change and determine how they could improve certain aspects. They can also talk about their progress. The principal or director should take this opportunity to express his or her expectations, encourage the applicant and provide support and supervision.

The meeting can be used to plan the observation periods and agree on the competencies to be observed, the context, the roles of each participant and the conditions in place. This meeting can also be useful after an observation period in order to adjust professional practices, discuss the portfolio and its contents, find solutions to certain problems or identify behaviours or indicators.

The parties may agree to use the portfolio to demonstrate only a certain number of targeted competencies. If the teacher and the principal or director agree that most of the competencies should be observed in the classroom using the evaluation rubrics provided, or that they should be discussed in group or individual meetings, the portfolio can be used to demonstrate other competencies.

4.5 Observation in the classroom, the workshop or another context

Observation permits a careful verification of facts. It can be informal and unplanned and take place anywhere in the school or centre as long as it relates to a competency. It does not require an instrument and enables the principal or director and the teacher to make quick adjustments. The event can be discussed at the individual meeting and be recorded on the observation sheet. An informal observation could take place as follows: the principal sees a teacher in the hall with students who are not obeying school rules. After class, she spends a few minutes with the teacher to make an adjustment.

Observation can also be formal and systematic, in which case evidence is immediately recorded on the appropriate rubric or sheet. This technique makes it possible to study the characteristics of a particular event and should ideally have no influence on the subject. It is therefore preferable not to ask questions, make comments or give instructions during the observation period. Repeated opportunities for observation are an important source of basic information.

If the information gathered is to be credible, it is necessary to clearly define the observation focuses (competencies), describe the context of the observation, use an accurate and concise instrument that is familiar to both parties and specify the roles of each party. The principal or director and the teacher on probation agree during the meeting on the competencies to be observed based on indicators. However, since the classroom context is often unpredictable, any demonstration of competencies other than those targeted will also be observed and evaluated.

11. Michel Perraudau, *Échanger pour apprendre. L'entretien critique* (Paris: Armand Colin, 1998).

12. Pierre Vermersch, *L'entretien d'explicitation* (Paris: ESF, 1994).

The first observation period should take place after 200 to 300 hours of teaching and participation in school life. If the results of the first evaluation are positive and the teacher does not demonstrate any serious weaknesses in his or her competency development, a second observation should take place after 600 teaching hours. This evaluation may result in a decision on the success or failure of the probationary period. In the meeting that follows, the teacher can then present his or her portfolio, if it was selected as a professional development tool. He or she will have selected those documents that best demonstrate the professional competencies in question as described in the competency evaluation rubrics and provide the most succinct evidence. Examination of the portfolio will help the principal or director justify his or her evaluation.

If the applicant has demonstrated serious weaknesses in the first observations, and if a professional development plan has been proposed and followed up, there should be at least one other observation period scheduled after approximately 900 hours of teaching and participation in school life. The time lapse between the two formal observations enables the teacher to improve teaching practices deemed problematic in the previous observations. This observation period enables the teacher and the principal or director to note any progress and to gather the necessary information for making a final judgment. The meeting that follows will provide an opportunity to review the entire probationary period and substantiate the judgment.

Professional development plan

At certain points in the process, regulation is required when serious weaknesses are observed or when a teacher on probation requests assistance. This regulation can take the form of a professional development plan. Teachers are more likely to accept this plan and use it to improve their professional practices if it is developed by the principal or director in collaboration with them. It might include workshops, university courses, readings followed by discussions, a meeting with the education consultant or teamwork with a colleague. It is necessary to ensure from the outset that the plan presents realistic objectives and that it targets competencies or indicators that need improvement. It is important to verify whether it has been followed and, especially, whether the time allotted for competency development has been sufficient to produce the desired outcomes. Appendix 4 contains a sample professional development plan.

4.6 Professional judgment on the level of development of each competency

Judging the level of development of each competency at the end of the probationary period is a complex task and merits careful examination. First, it is important to bear in mind the fundamental values of justice, equality and equity, which are in constant interaction during the evaluation process.

It is very important, for every competency and its associated indicators, to have gathered relevant and sufficient information in a variety of contexts using at least two tools where necessary (e.g. observation and meeting). Each competency is judged on the basis of an *analysis and synthesis of*

*the information gathered.*¹³ If some aspects of a competency need further development, the judgment should be qualified and include recommendations, which will be recorded on the competency checklist.

The evaluations recorded for various indicators on each evaluation rubric, using the different tools, paint a portrait of the competency and provide an overview of its development during the probationary period. A first judgment should determine the level of development of the competency on the rating scale included in the competency checklist, a descriptive scale of the level of development achieved at the end of the probationary period. These levels take into account the applicant's degree of autonomy, the support needed, the level of comfort and progress demonstrated during the probationary period and the evaluations received on different indicators at the end of the period.

We hope that these levels (see table on following page) will help justify judgments on competency development and ensure that they are consistent from one institution to the next.

13. *Policy on the Evaluation of Learning*, p. 29.

Levels of competency development

Level 1 The teacher has developed a high level of competency	• The applicant has shown considerable autonomy in developing the competency. • He or she has mastered the different aspects of the competency and progressed without difficulty, even if a few adjustments are needed. • According to the indicators of competency, the performance achieved at the end of the probationary period was mostly As and a few Bs.
Level 2 The teacher has developed the competency to an acceptable degree	• The applicant has developed the competency with minimal support. • He or she has mastered several aspects of the competency and has demonstrated open-mindedness. He or she has made the necessary adjustments over time. • According to the indicators of competency, the performance achieved at the end of the probationary period was mostly As and Bs and a few Cs.
Level 3 The teacher demonstrates serious weaknesses in the development of the competency	• The applicant has required constant support in developing the competency. • He or she has had difficulty with several aspects of the competency and has made certain adjustments with support and supervision. There are still several major aspects to be corrected. • According to the indicators of competency, the performance achieved at the end of the probationary period was mostly Cs and Ds and some Bs.
Level 4 The teacher has not developed the competency	• The applicant has not developed the competency, despite the support received. • He or she has serious difficulty with several aspects of the competency and has rarely made the necessary adjustments. • According to the indicators of competency, the performance achieved at the end of the probationary period was mostly Ds and N/Os and some Cs.

4.7 Success/failure decision

Once a judgment has been made on the development of each competency, a second, more general judgment is made on the competencies as a whole. This professional judgment based on the evaluation of the competencies is a final decision on the applicant's success or failure in the probationary period and, consequently, on whether to recommend the applicant for a permanent teaching licence (teaching diploma).

In order to justify the decision made by the principal or director at the end of the process and to ensure that judgments are as consistent as possible from one institution to the next, we recommend the following performance standard:

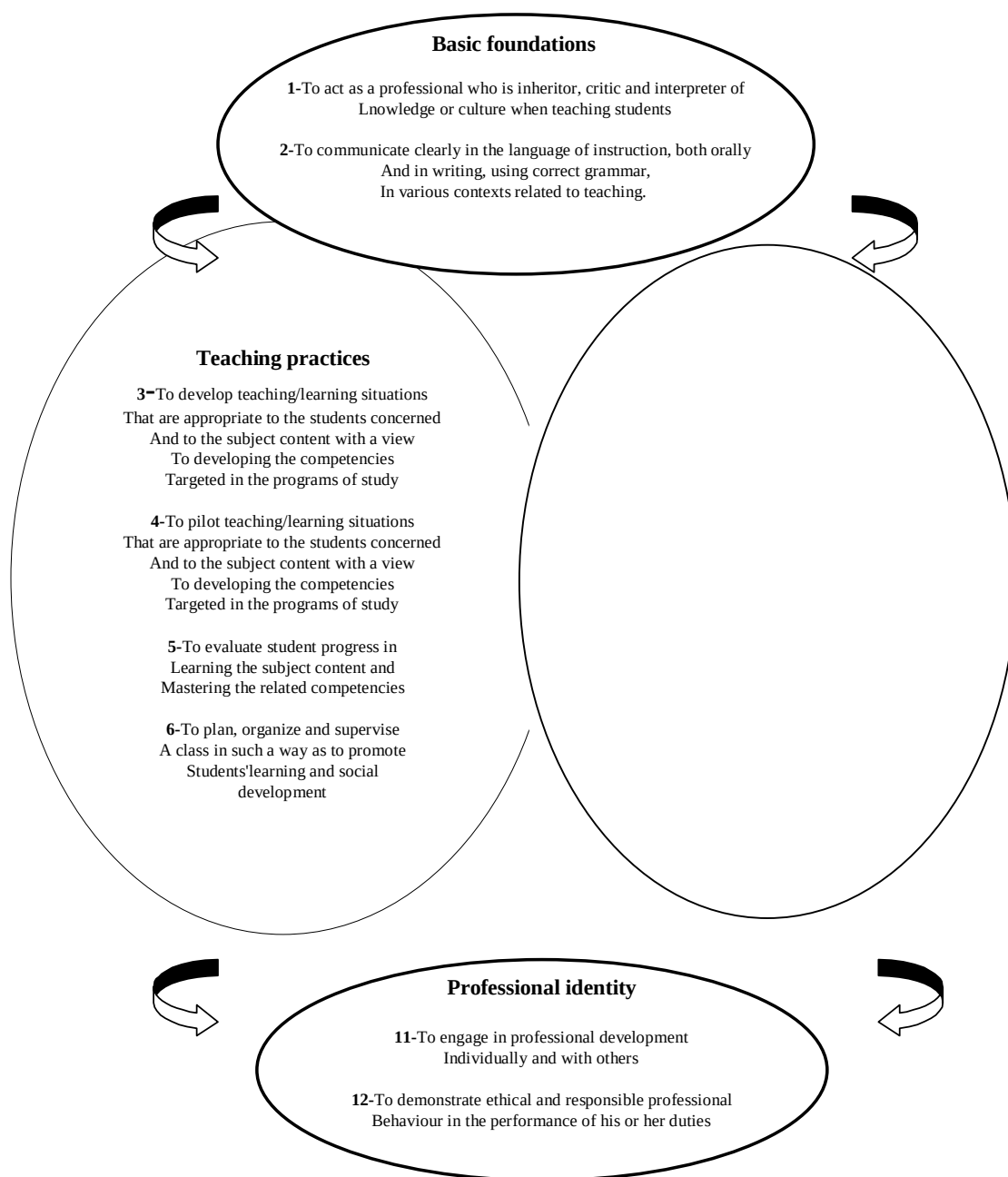
Performance standard for the probationary period

The applicant scored at **Level 1** or **Level 2** on each of the 12 competencies.

In the event of a failure, the principal or director must send the evaluation report, written feedback and the proposed professional development plan to the teacher concerned and to human resources. Human resources then forwards these documents to the MELS regional office.

If the applicant who has failed decides to complete a second probationary period, the professional development plan will be discussed, adjusted if necessary and applied in order to provide the applicant with concrete support.

Professional competencies



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APPENDIXES

APPENDIX 1

Evaluation report

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

APPENDIX 2

Planning activities for the evaluation of competencies during the probationary period

APPENDIX 3

Suggested documents to include in the portfolio of professional competencies

APPENDIX 4

Professional development plan

EVALUATION REPORT

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

Teacher:_____

School or centre:_____

Class taught (subject or trade):_____

Principal or director:_____

Date of evaluation	Signature of principal or director
<i>I have read Evaluation report no. 1.</i>	
Date	Teacher's signature

Date of evaluation	Signature of principal or director
<i>I have read Evaluation report no. 2.</i>	
Date	Teacher's signature

Date of evaluation	Signature of principal or director
<i>I have read Evaluation report no. 1.</i>	
Date	Teacher's signature

Date of evaluation	Signature of principal or director
<i>I have read Evaluation report no. 2.</i>	
Date	Teacher's signature

Note: If the teacher refuses to sign, 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 who is inheritor, critic and interpreter of knowledge or culture when teaching students**

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
1. Is aware of new technologies and laws and regulations, as well as of cultural events (e.g. exhibitions, plays, movies, fairs) and takes students to such events when appropriate						
2. Is aware of current events and makes connections with aspects of his or her subject or trade						
3. Makes connections between subject- or trade-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 trade-related knowledge						
6. Makes connections between the history of his or her subject or trade 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

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
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 and respects others' ideas						
6. Expresses his or her ideas clearly and in detail in different contexts						
7. Correctly uses subject- or trade-related technical vocabulary						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
1. Plans learning and evaluation situations consistent with the program or programs in effect (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 evaluation 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 addressed, as well as the appropriate answers						
11. Plans enrichment activities, consolidation exercises and so on						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
1. Questions students about the methods (learning strategies) they use to carry out the task and ensures that they 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 with 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						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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
--

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
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. Establishes the learning acquired by the students in order to judge their level of mastery of the competencies, 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)						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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	<i>O</i> 1	<i>O</i> 2	<i>M</i> 1	<i>M</i> 2	<i>P</i> 1	<i>P</i> 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 so as 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 the responsibilities associated with the smooth functioning of the class						
9. Is consistent in words and actions						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
1. Provides special support for students with special needs by asking questions, giving more regular feedback, etc.						
2. Adopts a positive attitude toward error 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						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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

<i>INDICATORS</i>	<i>O</i> <i>1</i>	<i>O</i> <i>2</i>	<i>M</i> <i>1</i>	<i>M</i> <i>2</i>	<i>P</i> <i>1</i>	<i>P</i> <i>2</i>
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)						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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 1	O 2	M 1	M 2	P 1	P 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 social partners, 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						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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 1	O 2	M 1	M 2	P 1	P 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						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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
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INDICATORS	<i>O</i> 1	<i>O</i> 2	<i>M</i> 1	<i>M</i> 2	<i>P</i> 1	<i>P</i> 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 his or her subject or trade						
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 future						
11. Specifies adjustments that had to be made to certain actions in the classroom or workshop and explains his or her behaviour						

Rating scale

- A** Slight improvements could be made
- B** Certain aspects should be adjusted
- C** Several aspects need to be corrected
- D** Major corrections are needed
- 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	<i>O</i> 1	<i>O</i> 2	<i>M</i> 1	<i>M</i> 2	<i>P</i> 1	<i>P</i> 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 trade						
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						

Rating scale

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

OBSERVATION SHEET
(Make copies as needed)

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

COMPETENCY CHECKLIST

Check off the appropriate box for each competency.

COMPETENCY 1: To act as a professional who is 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>Comments:</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>Comments:</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>Comments:</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>Comments:</i>								

Rating 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.

COMPETENCY 5: To evaluate student progress in learning the subject content and mastering the related competencies	Level 1		Level 2		Level 3		Level 4	
	Comments:							
COMPETENCY 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development	Level 1		Level 2		Level 3		Level 4	
	Comments:							
COMPETENCY 7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps	Level 1		Level 2		Level 3		Level 4	
	Comments:							
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	Level 1		Level 2		Level 3		Level 4	
	Comments:							

Rating 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.

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>	
	<i>Comments:</i>							
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>	
	<i>Comments:</i>							
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>	
	<i>Comments:</i>							
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>	
	<i>Comments:</i>							

Rating 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.

DECISION RULE

Successful completion of probationary period ☐

The applicant scored at ***Level 1*** or ***Level 2*** on each of the 12 competencies.

Failure of probationary period ☐

The applicant did not score at ***Level 1*** or ***Level 2*** on each of the 12 competencies.

Date

Signature of principal or director

I have read this Evaluation report.

Date

Teacher's signature

Note: If the teacher refuses to sign, 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 will need the form to apply for a second probationary period. This evaluation report and the professional development plan must accompany the form.

PROBATIONARY PERIOD

Reserved to the employer

RESERVED FOR THE MINISTÈRE

File number :

WE, THE UNDERSIGNED, HAVING VERIFIED THE
DURATION OF THE PROBATIONARY PERIOD OF

Duration of the probationary period

Social insurance number

Number of hours: _____

TEACHER INFORMATION

☐ Mr. ☐ Ms.	First name	Last name	Date of birth		
			Year	Month	Day
Mailing address		Apartment	City		
Province		Postal code	Telephone Area code		

INSTITUTION WHERE PROBATIONER DID MOST OF HIS OR HER PROBATIONARY PERIOD

Name of educational institution		Name of school board, if applicable	
Address of educational institution		Postal code	Telephone Area code
Address of school board, if applicable		Postal code	Telephone Area code

ATTEST THAT THIS TEACHER, THE HOLDER OF TEACHING PERMIT N° _____,

☐ HAS ATTAINED the objective of the probationary period as defined in the <i>Regulation respecting teaching licences</i> (section 15)		Name of school principal (Please print)		Signature	Date Year Month Day		
Educational institution seal	Name of person in charge of probationary period at school board, or in private or special status educational institutions (Please print)		Signature		Date Year Month Day		
I have read this attestation of success and, in keeping with the provisions of the <i>Regulation respecting teaching licences</i> , hereby apply for a teaching diploma.				Signature of teacher	Date Year Month Day		
☐ HAS NOT ATTAINED the objective of the probationary period as defined in the <i>Regulation respecting teaching licences</i> (section 15)		Name of school principal (Please print)		Signature	Date Year Month Day		
Educational institution seal	Name of person in charge of probationary period at school board, or in private or special status educational institutions (Please print)		Signature		Date Year Month Day		
I have read this notice of failure and have received a copy of the assessment report, which will be sent to the Ministère. I am aware of the conditions for serving a second probationary period.				Signature of teacher	Date Year Month Day		

APPLICATION TO SERVE A SECOND PROBATIONARY PERIOD (TO BE COMPLETED WITHIN 60 DAYS OF THE NOTICE OF FAILURE)

I hereby request authorization from the Minister of Education, Recreation and Sports to serve a second probationary period, in accordance with section 25 of the <i>Regulation respecting teaching licences</i> .	
Signature	Date

Reserved for the Ministère

**PLANNING ACTIVITIES FOR THE EVALUATION OF COMPETENCIES
DURING THE PROBATIONARY PERIOD**

▪ Group meeting ✓ Give information about the procedure ✓ Propose a schedule of meetings ✓ Present the instruments used ✓ Create a network	At the beginning of the probationary period, at the start of the school year
▪ Individual meeting (preparatory) ✓ Identify competencies and indicators ✓ Implement measures	In the week before the observation period
▪ Observation in the classroom or workshop ✓ Inform the teacher of the visit ✓ Record facts, evaluate targeted indicators	After 200 to 300 hours
▪ Individual meeting (feedback) ✓ Review the observation of facts ✓ Identify strengths and aspects requiring improvement ✓ Agree on measures to be implemented ✓ Identify competencies and indicators for the next observation period	In the week following the observation period
▪ Group meeting ✓ Discuss the portfolio with peers ✓ Discuss problems encountered and possible solutions	During the probationary period
▪ Observation in the classroom or workshop ✓ Inform the teacher of the visit ✓ Record facts, evaluate targeted indicators	After approximately 600 hours (an attestation of success may be signed if every objective has been achieved)
▪ Individual meeting (feedback) ✓ Review the observation of facts ✓ Identify strengths and aspects requiring improvement ✓ Agree on measures to be implemented	In the week following the observation period
▪ Observation in the classroom or workshop (for final evaluation) ✓ Inform the teacher of the visit ✓ Record facts, evaluate targeted indicators	After 900 hours (or 600 hours in the case of a second probationary period)
▪ Individual meeting (for final evaluation) ✓ Present the portfolio ✓ Review the observation of facts ✓ Identify strengths and aspects requiring improvement	After 900 hours (or 600 hours in the case of a second probationary period)
▪ Competency checklist – Decision rule ✓ Make an overall judgment ✓ Present the result of the evaluation to the teacher	After 900 hours (or 600 hours in the case of a second probationary period)

SUGGESTED DOCUMENTS TO INCLUDE IN THE PORTFOLIO OF PROFESSIONAL COMPETENCIES

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

- Annotated résumé
- Diplomas, degrees, certificates
- Demonstration of subject- or trade-related knowledge
- Presentation of values, beliefs and view of teaching and learning
- Reflections on actions taken that made it possible to understand students' cultural reality
- Ways that activities were subsequently adapted to give them meaning
- Examples of projects related to the history of the subject or trade in question and other subjects or trades

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

- Videos of activities accompanied by an analysis of their positive aspects
- List of reference tools used and justification of their relevance in the context of the teaching profession
- Texts intended for students, parents or colleagues
- Examples of correspondence with parents

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

- Plans for meaningful and varied learning situations related to competency development (e.g. lesson plans)
- List of learning styles (or multiple intelligences)
- Examples of learning situations and their impact on learning

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

- Reflections on the applicant's teaching style
- Accounts of proposed learning situations that foster the integration and application of acquired knowledge
- Students' work showing the application of acquired knowledge
- Students' accounts (signed documents) demonstrating their degree of satisfaction with the proposed learning situations and relating the learning acquired

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

- Examples of students' work (evaluation focuses, evaluation criteria and comments)
- Instruments used to evaluate the development of the targeted competencies
- Examples of communications with parents
- Evidence of work or discussion with members of the teaching team
- Evaluation forms
- Self-evaluation
- Tools designed to evaluate the development of competencies

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

- Presentations of methods of implementing rules of conduct
- Organizational models of the classroom or workshop used and justification of their use with respect to the learning to be acquired
- Video of the operation and management of the classroom or workshop, including a connection with the values of the institution
- Example of conflict resolution

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

- Examples of teaching strategies for different types of students
- Analysis of cases involving students with difficulties and examples of how activities were adapted
- Presentation of ways of gathering and using information in order to gain a better understanding of students with learning disabilities, social maladjustments or handicaps, and provide them with the necessary support
- Participation in individualized education plans

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

- Examples of Web sites related to a subject, trade or particular field, critical analysis of the sites and demonstration of their relevance to teaching
- Students' work demonstrating the development of competencies and descriptions of contexts in which students were given the opportunity to apply the competencies
- Examples of different types of productions (e.g. Web pages, electronic transparencies) or participation in discussion forums demonstrating an ability to use computer resources

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

- Letters or documents intended to inform or cooperate with parents, colleagues or others
- School or centre projects demonstrating the applicant's degree of participation

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

- Examples of collaboration with colleagues (cycle, department, school, centre) to plan learning scenarios, develop tools, discuss certain students, etc.
- Copy of the educational project or action plan of the institution and description of the applicant's contribution to it

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

- Photographs or texts of the applicant's teaching practices, connections with his or her beliefs and values, and list of his or her strengths and aspects requiring improvement
- Teaching project carried out with students in the classroom or workshop and explanation of the connection with the targeted objectives
- Various annotated texts from journals, books, newspapers, etc.
- Reports of participation in workshops at conventions or seminars and description of their relevance to the applicant's professional development
- Examples of initiatives taken in the classroom or workshop following readings

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

- Examples of decisions related to the evaluation of student learning, including justifications
- Projects demonstrating the use of a cooperative approach in the classroom or workshop and analysis of the impact of the approach on students and the applicant himself or herself
- Reports of means used to solve conflicts related to racial, sexual or other forms of discrimination

PROFESSIONAL DEVELOPMENT PLAN

(Make a copy for each competency)

Targeted competency:

Aspects to be developed:

Targeted measures:

Follow-up dates: _____

Learning acquired (self-evaluation):

Supervisor's evaluation:
