

# APPENDIX F

## TEACHER PREPARATION FOR CLASSROOM INSPECTION

**Note to Principal: Please ensure this information is distributed to all teachers prior to the classroom inspection**

A component of a private school inspection is based on evidence gathered through the review of the classroom materials to review the structure of the course, the delivery of the curriculum expectations, the assessment and evaluation strategies and student work.

The review is required to enable the inspector to complete Section 3 of the Inspection Report template, "Classroom Evidence: Instruction of Classroom Expectations, Assessment and Evaluation of Student Achievement".

The inspector will spend an appropriate amount of time to review materials, which may also include discussions with the students and the teacher.

To ensure a successful inspection, it is important that you have the necessary materials available for the inspector. Please be sure to maintain all evaluations of students for at least one year, including multiple samples of classroom assessment and evaluation strategies (such as direct observation, tests, projects, rubrics, anecdotal comments, checklists and self- and peer-assessment), samples of student work, student conferences, and records of student achievement and attendance.

The review of materials is not a teacher evaluation exercise and is unrelated to your employment at the school. It is focused only on the inspector's inspection of the school with regard to its authority to grant credits toward the OSSD.

### **Prior to the review**

You are asked to ensure:

- Your students are aware that the inspector may engage them in discussions;

You must ensure the following materials are easily accessible to the inspector, for the period covering September 1 to August 31 in the current school year:

- Pupil attendance records;
- Outlines of Courses of Study, daily lesson plans and unit plans for all courses taught;
- Multiple pieces of evidence:
  - Student daily work, such as student notebooks, folders, and portfolios;
  - Records of student achievement;
  - Assessment *of* learning recorded through observations, conversations and student products
  - Assessment *for* learning such as information gathered through diagnostic assessment or strategies to monitor student progress
  - Assessment *as* learning such as peer assessment and self-assessment
  - Assessment of overall expectations; and
  - The use of Categories from the Achievement Chart
- Multiple pieces of evidence of assessment and evaluation tasks, such as tests, projects and assignments, including those for the final evaluation; and
- Multiple pieces of evidence of assessment and evaluation tools, including rubrics and checklists.