PROJET
Accompagnement-Recherch-Formation pour la mise en oeuvre du Programme de formation de l'école québécoise

ACCOMPANIMENT OF THE EVALUATION OF LEARNING

To support learning and to recognize competencies

Booklet 3: The Exercise and Development of Professional Judgment

Louise Lafortune, author
Direction de l'accompagnement-recherche
Département des sciences de l'éducation
Université du Québec à Trois-Rivières

Sylvie Turcotte[1]
Ministerial Coordination
Direction de la formation et
de la titularisation du personnel scolaire (DFTPS)

2008

Translated by
Avril Aitken, Jean Fillatre and Nathalie Girardin

http://www.uqtr.ca/accompagnement-recherche

---

[1] Sylvie Turcotte was the director of the Direction de la formation et de la titularisation du personnel scolaire when this publication was being produced (2002-2008).

Acknowledgements

The Accompaniment-Research-Training Project for the Implementation of the Quebec Education Program is a large-scale undertaking spread over six years (2002-2008) that recognizes a major change in education. This project required significant financial support and the collaboration of many people. I would like to thank the Ministère de l'Éducation, du Loisir et du Sport for its financial support and for allowing several people from the education sector to act as accompanists to groups across the province. My thanks to Robert Bisaillon, Assistant Deputy Minister at the outset of this project, and Pierre Bergevin, his successor, for allowing it to be put into practice. My thanks also to Sylvie Turcotte and Margaret Rioux-Dolan, Ministerial Representatives, for their support and unfailing encouragement. Special thanks to the staff of *la Direction de la formation et de la titularisation des personnels scolaires* and to its director, Sylvie Turcotte, for making essential resources available to the project team, for her consistent involvement at meetings and for her invariably relevant remarks. I would also like to thank the *Université du Québec à Trois-Rivières* for having encouraged this partnership and for having put at our disposal human and material resources necessary for the smooth completion of the project.

Accompanying Evaluation of Learning in Quebec Schools (in six booklets), as part of the Accompaniment-Research-Training Project for the Implementation of the Quebec Education Program, was made possible by the participation of many people. I would like to thank the members of my accompaniment team: Avril Aitken, Nicole Boisvert, Grant Hawley, Carrole Lebel, Franca Persechino, France Plouffe, and Gilbert Smith who saw this project through to completion and who provided constructive criticism and comments about certain versions of the content. Their contributions proved to be essential to the execution of the project. Thanks go also to Simone Bettinger, Bernard Cotnoir, Ginette Dubé, Jean-Marc Jean, Reinelde Landry, and Doris Simard, the other accompanists who contributed to our reflections.

Thanks are also due to the professionals, research assistants and auxiliaries who contributed regularly to the Accompaniment-Research-Training project: Kathleen Bélanger, Karine Boisvert-Grenier, Bérénice Fiset, Sylvie Fréchette, Carine Lachapelle, Nathalie Lafranchise, and Chantale Lepage; or occasionally: Karine Benoît, Lysane Blanchette-Lamothe, Marie-Pier Boucher, Marie-Ève Cotton, Élise Girard, Lysanne Grimard-Léveillé, Marie-Claude Héroux, David Lafortune, Bernard Massé, Vicki Massicotte, Geneviève Milot, Jean Paul Ndoreraho, Andrée Robertson, and Caroline Turgeon.

Many more people participated in the production of these booklets. Their contributions have furthered the concept of accompaniment of evaluation and have helped to clarify certain ideas, select information, add and reorganise content and, finally, they have led to a new layout for the document that makes it a better tool for the education community. Our sincere thanks to:

- the team of professionals and specialists in Education Science from the Ministère de l'Éducation, du Loisir et du Sport who participated in a discussion meeting:
  - Jacqueline Charbonneau, Lorraine Desmarais, Donald Guertin, Lise Ouellet, Blozaire Paul, Christian Rousseau, and Denis Watters from the *Direction générale de formation des jeunes*;
  - Camille Marchand from *Vie pédagogique*;

- the accompaniment team from the *Commission scolaire des Portages-de-l'Outaouais*: Isabelle Asselin, Paule Bellehumeur, Marc Gauvreau, Francine Hausselman, Kim Mellor, Richard Painchaud, and Violette Routhier who used and discussed an earlier version of this document;

- the team of Professor Linda Allal, from the University of Geneva: Céline Buchs, Katia Lehraus, Lucie Mottier Lopez, Edith Wegmuller, and Walther Tessaro as well as the teacher training team (*SEDEV*) in Geneva: Filippo Cattafi, Véronique Claret, Ariene Favre Darmev, Jean-Marc Hohl, Christiane Jeame, and Bernard Riedweg who reviewed an earlier version of this document.

Special thanks to Carine Lachapelle for organising the launch of the *Accompanying Evaluation of Learning* booklets in September 2006 in Montreal and in October 2006 in Quebec City and for making those events a success in every way.

Throughout this project I took great pleasure in working with those people from the education community (administrators, consultants, teachers...) who were involved in the process of co-construction which, among other things, allowed us to create these booklets. In sharing their expertise, all of these people prompted me to reflect and to clarify my thoughts and contributed to the advancement of the provincial accompaniment team. This project would not have been possible without their participation and commitment and I thank them warmly.

Louise Lafortune

List of Booklets

Booklet 1
Relevance and Need for Accompaniment for the Evaluation of Learning

Booklet 2
Reflective-Interactive Methods for the Accompaniment of Evaluation and of Elaboration of Learning and Evaluation Situations

Booklet 3
The Exercise and Development of Professional Judgement **(in this document)**

Booklet 4
A Perspective of Socio-pedagogical Equity for the Accompaniment of Evaluation

Booklet 5
Accompaniment of Cycle-teams for the Evaluation of Development of Competencies

Booklet 6
Reflective Practice for the Evaluation of Competencies

The series of six booklets that make up the document *Accompaniment of the Evaluation of Learning: To Support Learning and to Recognize Competencies* is part of the Accompaniment-Research-Training Project for the Implementation of the Quebec Education Program. This series of booklets is meant as a tool for reflection and intervention for the education community. It serves to further the understanding of certain concepts relating to the Quebec Education Program, to the evaluation of competencies, and to the development of coherent practices to accompany evaluation as a support for learning and recognition of competencies.

Note : We welcome your comments at the following address:
accompagnement@uqtr.ca

Table of Contents

Booklet 3

The exercise and development of professional judgment

This booklet addresses the general context which has prompted our concern with the exercise and development of professional judgment in connection with evaluation of competencies. The concept of professional judgment has already been addressed in different ways in a number of ministerial documents that concern evaluation (Policy on the Evaluation of Learning, Reference Framework, and Levels of Competency Scales, and so on). For the sake of coherence, this booklet begins by establishing links with elements of the content of these ministerial documents. A relationship is then made between professional judgment and critical and ethical judgments; this helps to clarify the exercise and development of professional judgment for the evaluation of competency in a socioconstructivist perspective. Finally, accompaniment of the development of professional judgment is presented in relation to reflective practice and cycle-team work. Methods are suggested to initiate and facilitate this accompaniment throughout this document; these include questions for reflection which can be used to increase one's bank of strategies for provoking reflection in those being accompanied.

Questions for reflection
- **Why is it necessary to concern oneself with the exercise of professional judgment in the context of the current changes in education?**
- **With which professional actions can the exercise of professional judgment be associated?**

---

1.   Professional Judgment: General Situation

Within the context of the development of professional competencies for teaching and the evaluation of student competency, professionals in education face complex and unusual problems, some of which have never before been encountered. These problems cannot be solved using procedures, recipes or techniques that have been tried out before and that can be reused as originally conceived. The current context forces professionals to call on their expertise (experience and training), and to search for solutions which need to be discussed, approved, questioned, validated, improved upon, and so on. This serves to develop a feeling of competency regarding the actions taken, and contributes to the process of making adjustments, given the comments of colleagues.

While the idea of professional judgment was already viewed as a part of educational practices, furthering the concept of "professional judgment" now appears essential within the context of competency evaluation. Although it was never explicitly stated, it seems it was not absolutely necessary to speak about professional judgment when in a context of systematized exams, marks given to completed work or evaluation methods that could be examined in a largely quantitative way. The framework for evaluation in secondary schools, however, states: "Teachers observe students and use various tools to gather precious information (grids, interviews, portfolios, etc.) and record it (logbooks, anecdotal records, etc.) in order to make professional judgments" (MELS, 2006, p.32).

It must also be said that the exercise of professional judgment is not limited to evaluation of student work, but also refers to a number of professional acts that require making decisions regarding, among others: ways of approaching parents to report information concerning their children; justification of approaches chosen to foster the development of competencies; ways of making the most of teaching and learning experiences; choices of different pedagogical approaches and their relationship and coherence with specific intentions and overall aims, and so on. In the context of evaluation of competencies, teachers make judgments; in other words they make decisions regarding the evaluation process, which includes to equal degrees, decisions for the support of learning, and decisions for the recognition of competencies. Therefore "a judgment concerning the level of competency attained by a student at the end of a learning process cannot be based on the sum of interim judgments made on the status of the development of the competency during the learning process" (MELS, 2006, p.56). Professional judgment is broader and encompasses all the professional acts of school staff.

> *Questions for reflection*
> - **Which elements in the ministerial documents refer to the exercise of professional judgment (see the QEP, the Reference Framework in Evaluation, the Policy on the Evaluation of Learning, Renewing the Local Framework on Evaluation of Learning, Standards and Procedures for the Evaluation of Learning)?**
> - **What links can be made between the various references to the exercise of professional judgment?**

2. Professional Judgment: Ministerial Documents

The Policy on the Evaluation of Learning (MEQ, 2003) suggests ten orientations, one of which deals specifically with professional judgment. It reads as follows: "Evaluation of learning must rest on the teacher's professional judgment" (MEQ, 2003, p. 13). According to this orientation, evaluation is considered a professional act. It cannot be limited to the application of rules and procedures, nor disregard other educators or organizations that work with the students. Even if evaluation remains the responsibility of teachers, professional judgment is based on the choice of evaluative practices and on

explanations regarding the foundations of the Education Program and frameworks defined by the Ministère de l'Éducation, du Loisir et du Sport (MEQ, 2003).

This orientation suggests that in the evaluation process, information gathered should be analyzed by comparing the students' results or processes with the outcomes of the Quebec Education Program. Following frequent gathering of information, the teachers analyze the work and interpret the information recorded, that is, " having gathered and interpreted information using various points of reference (evaluation criteria, the student's results at different points during the cycle, outcomes for the end of preschool and the end of a cycle, etc.)" (MEQ, 2002, p.18). In addition, "the gathering and interpretation of information, as well as the making of judgments, rely on the use of a range of tools (grids, scales, etc.)" (MELS, 2006, p.57). Teachers also make judgments when making decisions regarding how to support the development of student competencies or to recognize the competencies developed. "Since the judgment is made on the status of the development of the competency it must be based mainly on tasks targeting the mobilization of the resources" (MELS, 2006, p.57). Finally, a conclusion must be drawn that takes into account different considerations that stem from various meetings to gather information.

Questions for reflection
- **What does it mean to be "neutral" in the evaluation of learning?**
- **What does it mean to be "objective" in the evaluation of competencies?**
- **How does the exercise of professional judgment ensure a certain degree of objectivity?**

Teachers sometimes exercise their judgment by themselves; more often, however, it is with students and with other partners that play a role with students, since learning and evaluation situations are complex and call for a diversity of content, processes, and products. Because of the different contextual elements linked to the process of competency development (complexity, support needed, continuity to be respected, planned time *versus* real time, student difficulty or ease …), teachers would do well to plan together for learning and evaluation, although it is not always easy with today's organization in schools. It is necessary, however, to have a shared perspective of learning and evaluation situations. This collaboration and dialogue fosters the development of professional judgment and professional competencies linked to problem-solving, ethics, cooperation, and reflective practice, among other.

The exercise of professional judgment is rooted in multiple situations and tasks, carried out in different contexts that allow students to develop their competencies. It is important to remember that this judgment is temporary, carried out at points during learning; it reflects progress in the students' learning (and the status of the development of the competencies). These acts of professional judgment are therefore part of a learning continuum, which differs from the collection and juxtaposition of pieces of information.

Measurement cannot replace the exercise of the teaching staff's professional judgment, and judgment cannot rest exclusively upon facts perceived as purely objective. Moreover, according to Weiss (1994), resistance to change in the field of evaluation

appears to be associated with the belief that evaluation with quantitative measures is most just and equitable even though studies have questioned the validity of results obtained (Cardinet, 1990; Hadji, 1997-1999; Weiss, 1994). Along the same lines, Hadji (1999, p.29) adds that "professorial judgment is usually unaware that it is based in part on a constructed representation of the student, and on personal convictions that are anything but scientific." The evaluator uses his own subjectivity to evaluate. However, expertise (experience and training) supports the exercise of informed judgment, based on information gathered with rigor, transparency, and coherency (see the values of the Policy on the Evaluation of Learning, MEQ, 2003). In choosing a grade for a written work, it is difficult to be completely neutral. The same applies when using exams that are said to be "objective"; drawing up questions and possible answers is a matter of some subjectivity. The current situation in the evaluation of competencies allows us to question the subjectivity of evaluation and the apparent objectivity, regardless of the evaluation methods chosen.

Several approaches are advocated to support the evaluation of learning and the assessment of student work. From the different ministerial documents, we note that it is necessary to:

- Respect the indications of the program and the different documents on the evaluation of learning (MEQ, 2003, 2004; MELS, 2006).
- Refer to the regulations and the standards and procedures for evaluation established by the education community (MEQ, 2003; MELS, 2005).
- Engage the support of other partners involved in the students' education to construct one's judgment, in light of their roles and responsibilities (MEQ, 2002, 2003, 2004; MELS, 2006).
- Show concern for the perception of evaluative acts in the classroom, knowing that evaluation can be a source of tension, stress, control or intimidation for some students, given previous experiences in school or elsewhere (Jorro, 2000).
- Clarify the function of recognition of competencies when preparing end of cycle reports or certification
- Avoid being trapped into using marks or rankings, gathered during learning, in a summative way at the end of a term, a year or a cycle.
- Show concern for the fairness of decisions so judgments show rigor, coherency and transparency; this requires (MEQ, 2004):
  ➢ Planning evaluation situations;
  ➢ Using adequate tools;
  ➢ Recording a sufficient amount of relevant information;
  ➢ Making interpretations that are coherent with the Quebec Education Program and the evaluation of competencies;
  ➢ Taking into consideration: competencies and their components, end of cycle outcomes, and disciplinary content as basic references for evaluation.
- Use different forms of feedback and keep track of them to use them effectively (MELS, 2006).

An essential element in evaluation, related to the Quebec Education Program and based on the development of competencies, consists in examining the tasks, situations, and the evaluation methods used, and questioning whether they support the development and the evaluation of competencies.

Questions for reflection
- **How do the methods used support the development and the evaluation of competencies?**
- **What is needed to ensure the development and the evaluation of competencies?**
- **How is the development and the evaluation of competencies related to the Broad Areas of Learning?**

According to the elementary framework for evaluation (MEQ, 2002), judgment is a process that consists in expressing an opinion on the development of competencies. To express this opinion on the development of competencies and make a judgment using this reference framework, it is important to consider: 1) that it is necessary to base one's judgment on more than one piece of information and to gather information in complex situations; 2) that it is impossible to reach an opinion in a completely objective manner; 3) that it is necessary to involve the cycle-team and to understand the documents which inform the context in which professional judgments are made (Quebec Education Program, Policy on the Evaluation of Learning, Reference Framework, Levels of Competency Scales, Standards and Procedures…). It can be deduced from the above requirements that collaboration is generally needed to render an opinion and to exercise professional judgment, but also to develop the skill to do so. The secondary school reference framework specifies that "The principal and the teachers responsible for the student cohort in a cycle must work together to increase the effectiveness of the approaches they apply, following guidelines set by the school" (MELS, 2006, p.27). The concept of judgment is specific to the context of the evaluation of student learning (see the secondary school framework, MELS, 2006). The concept of professional judgment is broader and implies that it can be exercised in different situations where it is important to make decisions as an education professional.

Questions for reflection
- **How can the cycle-team ensure an evaluation of competencies that is rigorous, coherent and transparent?**
- **How can the official frameworks be appropriated to develop an informed professional judgment based on these frameworks?**

The exercise and the development of professional judgment are also linked to the fifth professional competency in teaching: "To evaluate student progress in learning the subject content and mastering the related competencies" (MEQ, 2001a, p.83). The of document on the professional competencies in teaching states that "In a program of study focused on competency development and based on socio-constructivist vision, learning evaluation is characterized by its relationship with the learning process, by the means used to interpret the results […], by the methods used and by the underlying values. These characteristics serve as a basis for the definition and functions of learning evaluation proposed in the evaluation policy […], and also for preparing the meaning of

the related teaching competency" (MEQ, 2001a, p.83). In this sense, "evaluation is part of the learning process, and is carried out daily in the many interactions between students and teachers, students and other students, and students and situations. The learning support function overrides the certification function, which is reserved for key times at the end of a set of processes (D'Amour 1996; Aylwin 1995)" (MEQ, 2001a, p.83). It presupposes that students actively engage in the evaluation process to increase their autonomy so they can actively participate, aided by their teacher and their peers, in the processes that will allow them to judge the level of competency they have reached (MEQ, 2001a).

Interpretation of evaluation for the recognition of competencies is based on criteria that specify the characteristics of the expected level of competency. Progress in each students' learning need not be compared to the progress of other students, but rather to results that are expected, known, specified and were illustrated during learning (see the Competency Level Scales). A cycle-team or a team of colleagues specifies the situations and the contexts of evaluation as well as the dimensions of the students' progress and the evaluation criteria that will be used for the recognition of competencies. Evaluation of the level of competency also includes methods and tools that, during learning, decrease the importance of the role of measurement while increasing the role of observation and judgment. When the students are placed in situations that mobilize various resources needed to use a competency, it is necessary to observe the processes and the products, to identify and record progress for feedback, to make adaptations and to support motivation and efforts (MEQ, 2001a). In a learning situation, observing students implies making use of tools that contribute to describing the characteristics of the students' level of competency, but also implies providing feedback that fosters questioning, reflection, and student adjustments during learning. As such, professional judgment is to be developed in situations of learning, as well as, evaluation.

Finally, when exercised, the competency associated with evaluation includes an important ethical component. A teaching staff is often placed in a position to make a judgment, to decide between what is just or equitable, both with regard to their expectations and with regard to their understanding of the competency in question (Hadji 1997, quoted in MEQ, 2001). Teachers attempt to become aware of their own representations of the competencies they wish to develop in their students and become aware of the source of differences between their representations and those of students or their background. "Rather than confirming the teacher in a position [superior, over the one evaluated] (Hadji 1997), such differences provide an opportunity for teachers to think about the value of the progress they want the students to make, and the ways in which to achieve it. In measuring the students' capacities, teachers must associate those capacities with their own reflections, negotiating the meaning of the criteria used and illustrating their importance in social or classroom practices of significance to the students" (MEQ, 2001a, p.84).

Questions for reflection
- **What essential elements concerning the students' learning and evaluation process can be extracted from the different ministerial documents?**
- **How can one integrate the essential aspects that need to be considered in the evaluation of student competencies?**

Various statements drawn from ministerial documents (Policy for the Evaluation of Learning, elementary and secondary school evaluation Framework, Quebec Education Programs, etc.) (MEQ, 2001, 2002, 2003; MELS, 2006), underline that:

- In a program based on the development of competencies, tasks and learning and evaluation situations must be constructed with the purpose of developing and evaluating competencies.
- The pursuit of rigor, coherence and transparency is necessary even though objectivity is not easily attained.
- Collaboration and dialogue in a cycle-team are necessary to create, validate, discuss, adjust, experiment, and call into question learning and evaluation situations – all within a perspective of competency development.

3.   Professional Judgment: Links with Critical and Ethical Judgments

The concept of professional judgment has rarely been used up to this point in written works regarding education (see Desaulniers, Jutras and Legault, 2005); it is mainly a part of the vocabulary in the domains of health and law (Fish and Coles, 1998-2002). The reading of various documents, ministerial or other, helps to link professional judgment with concepts of critical judgment, critical thinking, and ethical judgment. Additionally, as the question of ethics in education has been growing for the last few years (Bouchard, 2004; Desaulniers, Jutras, Lebuis and Legault, 1998; Gohier and Jeffrey, 2005; Yurén, 2000), it too, can be linked to professional judgment.

To better establish connections between critical judgment and ethical judgment, we will address them separately. Subsequently, we will present ethics in education and suggest ties between these concepts.

3.1.   Critical Judgment and Critical Thinking[2]

The Quebec Education Program includes nine cross-curricular competencies to be developed in students (MEQ, 2001, 2004). One of these competencies is the exercise of critical judgment. The components of this competency read as follows: forms an opinion, expressing his/her judgment, and qualifies his/her judgment. These components can be linked to professional judgment, since it consists, among other things, in exploring different points of view, justifying one's point of view, comparing it to those of others

---

[2] Several elements of content in this section are part of a text submitted for publication (Lafortune, to be published in 2006).

and questioning it, if necessary. It also consists in recognizing (awareness) one's attitudes and beliefs (convictions and conceptions) in order to understand the role of logical and emotional aspects when making these decisions. No matter how the concept of cross-curricular competencies (Rey, 1996) may be criticized, the development of critical judgment, of critical thinking and of critical sense is part of current concerns in education (Daniel, 2005; Lafortune and Robertson, 2004, 2005; Lipman, 1995). The concept of judgment associated with the qualifier "critical" seems to emerge from the Quebec Education Program (QEP). The meaning given to critical judgment, according to the Ministère de l'Éducation, du Loisir et du Sport (MELS, new designation for MEQ), is akin to that given to the concept of judgment by different authors (Reboul, 1991; Schleifer, 1992). Associating the concept of "judgment" with the qualifier "critical" helps to avoid any confusion with certain common meanings associated with this concept such as "value judgment", which can be perceived as ill-founded or lacking in rigor.

Judgment is associated with the concept of critical thinking and is perceived as the result of this thinking (Daniel, 2005). Lipman (1995) characterizes critical thinking as being self-corrective, sensitive to context and based on criteria, but also resting on judgments. Daniel (2005) puts forward the concept of dialogical critical thinking which presupposes an interaction between people, for example students, or students and their teacher.

> [This] dialogical critical thinking is the process of evaluation of a subject of thought, in cooperation with peers, with the intent of eliminating non-relevant criteria to contribute to the improvement of the experience. Dialogical critical thinking is a common research process that is manifested in cognitive skills and attitudes linked to conceptualization, transformation, categorization, and correction. It therefore requires the contribution of four cognitive modalities, namely logical, creative, rational and metacognitive thinking, which are interwoven with a complex epistemological perspective, inter-subjectivity oriented towards the search for meaning – thus surpassing both egocentricity and relativism. The manifestation of such thinking, in a dialogical critical type of exchange, generates a new comprehension of the subject. Thus, a modification of the initial idea is manifested (Daniel, 2005, p.137-138).

Questions for reflection
- **How does the development of critical judgment and critical thinking help to make a judgment in connection with evaluation?**
- **How does the development of critical judgment and critical thinking support the exercise of professional judgment?**

If one was to specify what professional judgment is, one could presume that it includes a critical dimension which allows a distancing, in other words a search for rigor and coherence which can be explained. This distancing signifies calling into question what influences one's judgment. One may wonder whether it is possible to do so without resorting to others to clarify one's thoughts and actions, one's beliefs and practices (Thagard, 2000). Reflection, analysis and regulation in interaction with others seem to be key elements needed to support rigor, coherence and transparency. It therefore appears that the development of critical judgment and critical thinking is essential to the exercise of professional judgment, since it enables one to "examine the issues, consider the facts, evaluate their accuracy and put them in perspective. This requires exploring and

comparing various viewpoints, to finding arguments and using well-defined criteria to develop a position that takes all factors into account" (MEQ, 2004, p.40).

3.2. Ethical Judgment

The search for documents that deal with the question of professional judgment in education provides few sources that deal with the subject in depth. Hostetler (1997) addresses the concept of ethical judgment; in fact, linking this concept with professional judgment would prove to be interesting. This author addresses ethical judgment in teaching and suggests that exercising such a judgment is contrary to the idea of acting blindly according to certain prescriptions. Acting as an ethical and responsible person presupposes thinking critically while balancing various tensions: tolerance and respect within a prescribed context, discipline and freedom in teamwork with colleagues. For example, within the context of changes in education, answering needs and respecting paces may seem praiseworthy, but it is hard to accomplish while implementing the change. It can become necessary to bring needs to light and to compare the needs with the requirements of the change. Alternately, one can find out what the educators already do in order to create awareness of beliefs and practices; this awareness can be used to provoke (socio)cognitive dissonance (within comfortable emotional limits) which would contribute to the process of change. How is it possible to produce changes connected to a program defined according to the logic of competency, while accepting differences in beliefs and practices? How can one exercise ethical judgment in relation to pedagogical actions that are contrary to the desired or prescribed changes? Another possibility would be to try to find a balance between wanting discipline or structure while showing flexibility, and at the same time showing interest in the freedom that is possible when change is discussed and implemented with colleagues (see booklet 5 regarding cycle-team work). It would appear necessary for the group to discuss the gap between discipline and structure in relation to flexibility and freedom according to the individual's different perceptions, and to do so for the purpose of making an ethical judgment. This may involve loosely guided conversations that take implicit aspects and innuendo into consideration (also see Bourgeault, 2004); it may also take the form of rigorous debate that includes valid reasons and sound arguments. How is it possible to give oneself an organized structure for discussion, debate and exchange of ideas while respecting professional freedom, as well as the requirements of the change in question? These questions are linked to the exercise of ethical judgment, which implies a desire to question the meaning of the pedagogical action and to recognize the foundation of one's actions (COFPE, 2004).

Questions for reflection
- **How is it possible to provoke awareness regarding pedagogical, didactic and evaluative choices that respect, to varying degrees, the foundations of the desired or prescribed changes in a program focused on the development of competencies?**
- **How is it possible to exercise ethical judgment on pedagogical actions that are contrary to the desired or prescribed changes?**
- **How is it possible to give oneself an organized structure for discussion, debate**

> **and exchange of ideas while respecting professional freedom, as well as the requirements of the change in question?**

3.3. Ethics in Education

Today, it would be difficult to consider professional, critical and ethical judgments without establishing a relationship with ethics, certainly if the latter is considered a space for reflection and a practice, rather than a prescriptive lens, even if "ethical reflection includes a part of uncertainty that is sometimes difficult to tolerate" (Desaulniers, Jutras and Legault (2005, p.144). The recent proliferation of works on ethics in field of Education shows the need for reflection regarding the concept as well as the links that exist between ethics and the domain of education (Bouchard, 2004; Campbell, 2003; Carr, 2000; Desaulniers, Jutras, Lebuis and Legault, 1998; Gohier and Jeffrey, 2005; Yurén, 2000).

In the field of education, Gohier (2005) considers ethics as a space for reflection regarding one's behavior towards others. According to this author, moral choice is more prescriptive whereas ethics is more reflective. She adds that ethics is seen as an art, a combination of knowledge, abilities and attitudes: knowledge of rules and learning, ability to create and reflect, and the implementation of attitudes marked with attention to context and sensitivity to others in a person's behavior or actions. According to Desaulniers, Jutras and Legault (2005), ethics is as much a reflection as it is a practice. Ottavi (2004, p.54) defines ethics as "a distancing and a theoretical capacity to analyze practice, an attitude that opens the way to criticism of moral and personal choice." Gohier (2005), inspired by Jeffrey and Gauthier (2002), the French-Speaking Swiss Pedagogical Society (1997) and UNESCO (1966), suggests five ethics principles in education: 1) respecting the student's fundamental rights; 2) acting as a professional; 3) contributing to create a spirit of collegiality in one's institution; 4) collaborating as closely as possible with parents; and 5) defending the public school system as a democratic institution. These principles are associated with five duties: solidarity, professional distance, reserve, confidentiality and vigilance. An ethical perspective therefore appears to be essential in the exercise of professional judgment.

This ethical perspective develops in the form of an ethical competency, which, according to Desaulniers, Jutras and Legault (2005), is manifested in professional judgment. According to the *Ministère de l'Éducation* (2001a, p.131-132-134), ethical competency involves "[a]cting ethically and responsibly in the exercise of one's duties" and consists of the following components:

> (1) understand[ing] the values underlying his or her teaching; (2) manag[ing] his or her class in a democratic way; (3) provid[ing] students with appropriate attention and support; (4) justify[ing] his or her decisions concerning the learning and education of students to the parties concerned; (5) respect[ing] the confidential nature of his or her work; (6) avoid[ing] any form of discrimination towards students, parents or colleagues; (7) situate[ing] the moral conflicts arising in class with reference to the major schools of thought; (8)

demonstrating] sound judgment in using the legal and regulatory framework governing the teaching profession.

This ethical competency is linked to the 7th orientation of the Policy for the Evaluation of Learning, which reads as follows: "evaluation of learning must reflect ethical standards shared by the various stakeholders" (MEQ, 2003, p.19).

The 5th professional teaching competency, namely "[t]o evaluate student progress in learning the subject content and mastering the related competencies" (MEQ, 2001a, p.83), addresses evaluation of learning. This competency includes an ethical dimension since teachers are placed in a position to exercise their judgment, that is, they are called upon to make decisions regarding the actions they must take, the methods they use, and their expectations; but perhaps most importantly, they are called on to make decisions regarding aspects that must be considered following the gathering of information (observations, products, reports…) which permit the evaluation of progress in competency development for future recognition. For this evaluation to be equitable and just, one must be able to perceive the source of discrepancies between one's conclusions and those of the students or those of other partners that know these students. Looking into the representations of various people involved may challenge the position of authority too often exercised over the person being evaluated (Hadji 1997, quoted in MEQ, 2001a). Becoming aware of the discrepancies is an opportunity to reflect upon the way one develops and evaluates competencies. This can lead to reflection upon and negotiation of the meaning of the criteria used, taking into account the school or social practices that are relevant to students (MEQ, 2001a).

Questions for reflection
- **What links can be made between professional judgment, critical judgment and ethical judgment?**
- **In what way is the ethical dimension important in the exercise and development of professional judgment?**

Ethical reflection includes some uncertainty that can be associated with the degree of subjectivity that exists in the exercise of professional judgment. Nevertheless, this subjectivity can be exercised with rigor, transparency and coherence if it is well understood, if it includes limits, if it is challenged with colleagues, and if it based on expertise (experience and training) that enables comparisons with similar cases.

In sum, this reflection on the ethical dimension of evaluation includes aspects that must be taken into account, namely: respect, the search for collegiality, and coherence. The latter are part of a reflective position that implies a consideration for complexity and a critical look at increasing autonomy in the change process. All these aspects are summed up in fact that the development of professional judgment requires a critical viewpoint that can be nourished through discussions with others and with colleagues. In contrast to making decisions alone, these interactions ensure greater coherence and more equitable decisions.

All of these elements, linked to critical, professional and ethical judgments, can be interwoven. On one hand, the critical dimension in professional judgment requires rigor, distance and an ethical dimension to demonstrate transparency and accountability. On the other hand, exercising professional judgment implies a reflection and coherence between beliefs and practices, thoughts and actions, as well as tolerance for uncertainty. Finally, professional judgment develops through interactions with others and a reflective practice process, as well as through experience and the exercise of this judgment.

> *Questions for reflection*
> - **When do teachers exercise their professional judgment?**
> - **What situations require the exercise of professional judgment?**
> - **What influences the exercise of judgment?**
> - **What influences the exercise of professional judgment?**

4. Exercise and Development of Professional Judgment: Meaning and Perspectives

Why use the expression "exercise and development of professional judgment"? In a decision-making position, education professionals exercise their professional judgment when they make a decision they can justify if need be, with regard to the intentions and aims pursued, and when they can specify which elements of their expertise (experience and training) are called upon when making this decision. They develop their professional judgment when they are in a position to review their decisions, validate them, confirm them, and question them, and so on. Therefore, others necessarily contribute to the development of their professional judgment, and this judgment becomes more rigorous, and is based on policies, frameworks, programs, norms, rules, and so on, that correspond to the limits in which it is exercised. It can therefore be said that professional judgment is exercised alone or with others, but that it develops mainly when there are interactions with others who validate, confirm, and confront, and so on. New judgments, over time and with new experiences, can be compared to previously experienced situations.

Measurement does not replace the teaching staff's exercise of professional judgment, and judgment cannot just rest on purely objective facts. In addition, carrying out the evaluation process means frequently gathering information. The content of this information is analyzed by teachers who interpret it "having gathered and interpreted information using various points of reference (evaluation criteria, the student's results at different points during the cycle, outcomes for the end of preschool and the end of a cycle, etc.)" (MEQ, 2002, p.18). This process brings the teaching staff to make judgments when deciding on their actions regarding the development of student competencies or reporting recognition of the competencies developed. It is a question of drawing conclusions based on a number of considerations (MEQ, 2002).

Evaluation then becomes a professional action; it can neither be reduced to the simple application of rules and procedures, nor ignore other educators or organizations that work with students. Since the development of competencies is a complex process that requires time, teachers should plan situations in cycle-teams to create contexts that

encourage the development of competencies. Bringing together different concepts of teaching, learning and evaluation; sharing views of the concept of competency; and most significantly, bringing together expertise and experience, encourages the development of multiple situations and tasks related to diverse contexts, which allow students to develop their competencies. It is important to consider that this judgment is temporary, during the course of learning, and conveys the students' progress. The Policy for the Evaluation of Learning specifies that teachers are responsible for evaluation. It is also important to remember that professional judgment rests on specific references regarding evaluative practices advocated by the Quebec Education Program and the frameworks defined by the MELS (MEQ, 2003). To do so, it is important to analyze evaluative practices and to make adjustments according to the collective synthesis.

Questions for reflection
- **How can evaluation be a context for the use of quantitative or qualitative information?**
- **How can the result of the exercise of professional judgment be valid, credible, trustworthy or reliable?**
- **In what way are the information gathering tools relevant and sufficient?**

Quantitative or Qualitative Data[3]

In research, the use of quantitative data and quantitative analyses generally lead to a relatively specific answer to a question, to a specific image of a situation, to a summary report, and so on. The use of qualitative data and qualitative analyses generally provide explanations, offer nuances, or clarify processes. One can therefore presume that these two types of information and analyses are complementary. The secondary school framework for evaluation sheds light on the subject. Since the development of competencies is a process that requires time and that evolves, "evaluation must be considered in qualitative rather than quantitative terms. In other words, the evaluation of competencies must get away from simply adding up marks.[…] a judgment concerning the level of competency attained by a student at the end of a learning process cannot be based on the sum of interim judgments made on the status of the development of the competency during the learning process" (MELS, 2006, p.56). In all probability, when teachers judge a student's work, various procedures are used. Some teachers, without "dissecting" the work into small parts, probably give themselves quantitative guidelines. For example, they may consider that "three quarters of the work is valid" or that "more than half of what was required is missing". Others use different guidelines; they may consider that "the work is satisfactory overall" or that "the work truly corresponds to the level of competency required". What is important is to be able to share this metacognitive dimension of evaluation and to question whether it takes into account the complexity of the development and the evaluation of competencies. Evaluation of competencies is a complex process for which it is necessary to gather information in a range of different

---

[3] For a divergent point of view and additional information, see Séguin, Lancup and Parent (2001). This document helped to provide elements of reflection and nuances to the section regarding quantitative and qualitative information, to the section on validity, credibility, accuracy and reliability, and to the section on relevance and sufficiency.

situations. Although it may appear that setting up guidelines and creating observation grids with somewhat quantitative references could be valuable, it is insufficient. In addition, no matter the nature of the information gathered, putting it together cannot amount to a simple sum to calculate an average. Several elements should be taken into consideration, such as: an overview of all the student work in connection with the expected level of competency; the students' contribution to a reflection on the learning assessment; an exchange with colleagues and partners for the purpose of verifying, validating, and regulating; as well as the conviction that the resulting evaluation can be discussed and questioned. However, the context in which the evaluation is made must take into account the complexity of the evaluation of competencies.

Validity, Credibility, Accuracy and Reliability

The tools used in an evaluation process must correspond to what is being evaluated. This is referred to as validity (usually in quantitative research) or credibility (usually in qualitative research). Moreover, in quantitative research, accuracy aims at precision. This means that when there is repetition in an identical context, when using the same tools, results should be approximately the same. A certain degree of stability can also be expected. In qualitative research, accuracy aims to show that results are not the fruit of circumstances; they are justified and are not a matter of simple intuition, that they are trustworthy. These concepts, linked to research, can be transposed to the context of evaluating competencies and using professional judgment.

Based on these explanations derived from research, it can be said that the tool, no matter its choice, is not valid or useful in itself. The tool is useful or valid when it is aligned with what is being evaluated. It is therefore important to question whether or not the tools can be used to evaluate the competencies one wishes to develop with this situation in question. In addition, an evaluation tool is credible if it is in keeping with the policies, frameworks, norms, and so on, that are in place. A tool that results from reflection and an individual and collective analysis and that is coherent (intention-instrument relationship) becomes valid and credible. Otherwise, one might contemplate what the result of an evaluation (a ranking) given to a student would be if the teacher evaluated the content of his portfolio one or two years later. This type of questioning might put a number of people in an awkward position. If this portfolio or this learning file contains enough work to show progress in learning or enough comments, evidence or explanations to justify an evaluation decision, the decision would probably be the same. However, if there is a discussion among colleagues, the evaluation judgment would be most likely the same from one year to another, since it resulted from a collective reflection.

Questions for reflection
- **How can you be sure that the information gathered is relevant for the evaluation of the targeted competencies?**
- **How can you ensure that the information gathered is sufficient to evaluate the targeted competencies?**

Relevance and Sufficiency

The elementary school evaluation framework defines gathering information as a "stage in the evaluation process that involves the rigorous gathering of a sufficient amount of relevant information, to support the decisions to be made or actions to be taken" (MEQ, 2002, p.42). How is it possible to ensure that the information gathered is relevant and sufficient to evaluate the targeted competencies? Relevance is linked to coherence between the means used to evaluate and what is to be evaluated. The pursuit of this coherence is not simple; it requires understanding of the competency to be developed, knowledge of the methods needed for its development, awareness of what can be used to evaluate it, and the application of these means. Sufficiency is connected with recognition of the moment when it is no longer necessary to gather information. This sufficiency may differ from one student to another. It may be necessary to make more than one observation, to ask more questions, or to have a discussion with students for whom it is difficult to make evaluation decisions. When students become a party to evaluation decisions, they contribute to gathering information and can help to define the limits of, or determine the moment when there is enough.

Questions for reflection
- **How could professional judgment be defined in relationship to evaluation of competencies?**
- **What methods could be used to exercise and develop one's professional judgment?**

Rigor in the process requires using more than one tool to evaluate an aspect of learning, or that two different people (teacher and students) evaluate a same aspect of learning. In a concern for rigor, strategies that help make evaluation decisions valid, credible, accurate and reliable can be conceived, keeping in mind that these instruments must be relevant and sufficient. The following strategies can be discussed and nourished in cycle-teams:

- Reflecting upon the value of records to be kept.
- Keeping records and developing ways to do so that are relevant and useful.
- Using different tools by gradually integrating them into one's practice.
- Explaining and justifying evaluation decisions even if it is not required, and even if they are made in the action.
- Encouraging the scrutiny and critique of others (colleagues, students and even parents) regarding one's tools and evaluation decisions.
- Accepting adjustments of methods or of evaluation decisions.
- Observing in an organized, relevant and sufficient manner.
- Researching and analyzing the coherence of the process.
- Analyzing the process individually and collectively.

Definition

Professional judgment is a process that leads to decision-making and takes into account various considerations derived from one's professional expertise (experience and training). This process requires rigor, coherence and transparency. It presupposes gathering information with the help of different methods, justifying the choice of these methods in relation to aims or intentions, and sharing the results of the process for the purpose of adjustment.

From this definition, it can be concluded that professional judgment aims at the development and the evaluation of competencies. It is exercised and developed in interaction with peers to ensure the greatest objectivity possible or a subjectivity that is well-founded and knowledgeable, which implies justifying one's choices.

Exercising and developing professional judgment presupposes accepting subjectivity, being aware of one's beliefs and practices, shedding light on decision-making with relevant and sufficient tools, and discussing decision-making. This view of professional judgment requires a form of accompaniment or at least some exchanges with a team of colleagues or in a cycle-team. Accompaniment allows the emergence of socio-cognitive dissonance that lead to an in-depth reflection regarding beliefs and practices in evaluation. Additionally, it may be necessary to organize a team of colleagues to foster discussions about evaluation decisions and to question evaluative practices.

5. Accompanying the Development of Professional Judgment: Reflective Practice and Cycle-team Work

Throughout this document, the questions for reflection underline that reflection is a requirement for the exercise and development of professional judgment. Additionally, the kind of exchanges, sharing, dialogue, and comparison with others that ensures greater rigor in the evaluation process, can be connected with several statements found in this booklet. Accompanying the development of professional judgment is addressed through reflective practice (seen in-depth in booklet 7) and work in cycle-teams (seen in-depth in booklet 5) in relationship to evaluation.

Questions for reflection
- **How can committing to a process of reflective practice foster the exercise and the development of professional judgment?**
- **How is it possible to initiate a process of reflective practice concerning professional judgment?**
- **How is it possible to initiate a process of reflective practice concerning the evaluation of competencies?**

5.1.   Reflective Practice[4]

Through their work, authors who address ethics in education consider it important to develop a certain type of reflection to initiate an ethical process, which is necessary to exercise professional judgment. Along these lines, Gohier (2005) considers that an ethical process rests upon the implementation of reflective analysis (a. reflecting on principles, orientations and values; b. being able to hold a well-argued discussion). This idea is closely akin to that of Desaulniers, Jutras and Legault (2005) who claim that ethical reflection and ethical training must be carried out. This represents an ethical challenge and presupposes: 1) an important change in the way of considering teaching, in the relationship with others, with regard to ethnic and cultural diversity, and also with the teaching staff's responsibility (Chené, 2005); 2) the development of an ethical competency (tied to professional autonomy) and an ethical attitude (tied to responsibility) (Desaulniers, Jutras and Legault, 2005); and 3) professional intervention that requires autonomy, responsibility and professional judgment (Desaulniers, Jutras and Legault, 2005). Other authors add that the development of ethical sense requires a process of reflective practice to: 1) integrate this sense into action (Bourgeault, 2005); 2) exercise judgment and keep a critical distance (Jeffrey, 2005); 3) take into account the fact that ethical competency requires reflection and questioning (Desaulniers, Jutras et Legault, 2005).

Even if the exercise of professional judgment was already a part of practices, exercising it in order to clarify, justify and argue certain decisions requires reflection regarding evaluation practices and decision-making processes. This reflection is more likely to foster change if it is part of a reflective practice process. This reflective practice process would involve taking a critical look at one's own way of working, which leads to an individual and collective analysis of actions. Consequently, these actions can be adjusted and modified to help educators develop awareness of their professional practices, which are constantly evolving. A reflective practice process is conducive to questioning judgments, improving strategies that lead to judgments, becoming aware of the influence of prejudices or preconceived ideas, and so on. Accordingly, it may be said that the participation of colleagues would greatly benefit the exercise, development, improvement, rigor, validity, and so on, of professional judgment.

> *Questions for reflection*
> - **How can the cycle-team contribute to the exercise and development of professional judgment?**
> - **How can a cycle-team be brought to engage in a process of reflection concerning professional judgment?**
> - **How can a cycle-team be brought to engage in a process of reflection concerning the evaluation of learning?**
> - **How can a cycle-team be brought to engage in a process of reflection concerning the evaluation of competencies?**

---

[4] See booklet 7 regarding reflective practice.

5.2   Cycle-team Work[5]

Working in cycle-teams implies: collective responsibility, discussions directed towards coordinated or collaborative actions, combination and coordination of efforts, exercise of control and regulation in a spirit of partnership, collective decision-making and concerted actions (Lafortune, 2004). As such, working in cycle-teams fosters the exercise and development of professional judgment; this can be done with discussions and exchanges (not confrontations) concerning beliefs that pertain to evaluation and evaluative practices. It can also be done with exchanges regarding decisions that were made about student progress, the organization of parent meetings, and the choice of data collection tools for evaluation as a support for learning and for the recognition of competencies, and so on, The role of the cycle-team when working on professional judgment consists in:

- Questioning decisions
- Bringing prejudices to light
- Creating uncertainties
- Developing collegiality

This role of the team of colleagues ensures transparency, coherence and rigor for added equity.

Deciding to work in cycle-teams and getting organized accordingly is not a simple thing. Teacher accompaniment encourages interaction and reflection, which in turn facilitates the development or the ability to work in teams with colleagues to exercise and develop professional judgment.

6.   For Accompaniment

Questions for reflection
• **What can be expected from a professional?** • **What characterizes decision-making that shows the exercise of professional judgment?** • **How is it possible to accompany the development of professional judgment?**

In looking at the development of professional judgment, from a perspective of accompaniment, it has proven interesting to get those being accompanied to reflect upon professional judgment in the field of education. In a previous experiment this was done the following way: participants were asked to identify their expectations regarding professionals from any field. Analysis of the answers given shows the explicit emergence of expectations linked with evaluation or with diagnostic aspects. Other types of decision making are hinted at (for example, a decision to take action with students in a particular

---

[5] See booklet 5 on cycle-team work.

situation, to inform a parent, to consult colleagues…); working in teams with colleagues is rarely mentioned. The scrutiny of others on one's work does not appear to be essential or necessary, and consequently specific expectations regarding this aspect do not spontaneously come to mind with reference to professionals. Expectations that emerge are of three types: relational (attitudes, openness, active listening, respect…), intellectual (rigor, ethical sense, criticism…) and professional (reflection, competence, autonomy…). The type of expectation that surfaces the most is in connection with the professional's relationships with others. Some teams even mentioned only this type. When in a process of accompaniment, it is important to seek out a balance between the relational, intellectual and professional aspects. What can one expect from a professional who knows how to listen, who shows open-mindedness (relational), but who obviously does not have all the competencies required? To progress towards the development of professional judgment, it is important to discuss these expectations to understand what is essential, necessary and useful according to each person being accompanied.

Participants in the above mentioned experiment also discussed the characteristics of a person exercising professional judgment. From the discussion, it can be said that a person that exercises professional judgment:

● Communicates and explains his thoughts;
● Receives criticism, accepts the scrutiny of others and takes risks;
● Examines a problem in its entirety and in all its complexity;
● Demonstrates creativity;
● Analyzes and synthesizes;
● Demonstrates autonomy;
● Acts ethically;
● Is committed to a process of reflective practice.

Thus, the development of professional judgment requires elements of training regarding the ability to synthesize, analyze, and criticize as well as experiences in creativity, autonomy and ethics.

Another way of stimulating reflection while accompanying the development of professional judgment would be to use a list of statements such as the following, in different ways:

1. Quantitative data is objective.
2. All judgments are subject to interpretation.
3. It is not really acceptable to discuss an evaluation decision with a colleague.
4. Qualitative data can complement quantitative data.
5. It is easier to exercise professional judgment on open-ended questions than on multiple choice questions.
6. Having to justify an evaluation decision is essential.
7. Exams prepared by experts are reliable measures.
8. Almost all interpretations have equal merit.
9. Using qualitative data can be as valid as using quantitative data.
10. Submitting a professional decision to the criticism of others can only disadvantage student evaluation.
11. Allowing one's decisions to called into question by parents is not very professional.
12. The criticism of others helps to exercise professional judgment.

13. Competencies can be evaluated with objective exams.
14. An evaluation decision cannot be discussed with colleagues.
15. When a colleague questions an evaluation decision this creates a feeling of incompetence.
16. Consulting colleagues (using the scrutiny of others) regarding evaluation decisions ensures adequate reliability.
17. Quantitative data can complement qualitative information.
18. Allowing one's decisions to be called into question by students is not very professional.
19. It is not really necessary to justify an evaluation decision.
20. All evaluation decisions made by colleagues are valid.
21. It is possible to make an evaluation judgment on all student actions.
22. Using a check list or grid lets you know the level of development of competencies.
23. It is easier to exercise one's professional judgment on multiple choice questions that on open-ended questions.
24. It is not really acceptable to change your mind about an evaluation decision.
25. Any criteria you can give yourself to evaluate student accomplishments is valid.
26. Being influenced by others makes the evaluation decision more objective than when you are not influenced.
27. Comparing an evaluation decision to that of a colleague would lead to a more reliable decision than basing it on the decision of a single person.
28. Relying on your judgment, explained and justified comprehensively, ensures a reasonably reliable evaluation of students.
29. Being influenced by others makes the evaluation decision less objective than keeping to one's decision.
30. Others can contribute to enriching your professional judgment.
31. Evaluation is a burden for teachers.
32. Students can contribute to their evaluation.

These statements can be used in a questionnaire, be discussed in sets of statements or discussed according to choices made by those being accompanied. If it is decided to reword the statements, it is important to have a validation process for the changes made: have a purpose that justifies the changes, verify the clarity of the transformed statements, check with colleagues to ensure that the changes correspond to the purpose, and so on.

It can also be interesting to invite the people being accompanied to develop a plan of action to reflect upon evaluation in relation with professional judgment.

Questions for reflection
- **What have you learned by reading this document?**
- **What ideas are in harmony with your own beliefs and practices? Explain.**
- **Which ones merit reflection and discussion prior to being adopted? Explain.**
- **Which ones go against your convictions? Explain.**

Conclusion

In this document, accompaniment of the development of professional judgment fits into a reflective practice process where colleagues are essential to foster discussion of evaluation practices and encourage rigor, coherence and transparency for increased equity. Four main focuses summarize the aspects discussed in this document: exercise and development of professional judgment, accompaniment in a socioconstructivist perspective, team work with colleagues, and a process of reflective practice. These focuses can be linked to a concept: exercising professional judgment can be done alone,

however its development and the exercise of rigorous, transparent and coherent professional judgment requires discussion and consultation among colleagues as well as specific exchanges (questioning which can take place without conflict). This perspective requires the accompaniment of a reflective practice to foster acceptance of the importance of seeking out the expertise of colleagues to make informed decisions which ultimately have important consequences on student progress.

References

Bouchard, N. (dir.) with the collaboration of R. Laprée (2004). *Éduquer le sujet éthique. Par des pratiques novatrices en enseignement et en animation*, Sainte-Foy, Presses de l'Université du Québec.

Bourgeault, G. (2005). "La responsabilité professionnelle et l'acte d'enseigner ou de former", in C. Gohier and D. Jeffrey (dir.), *Enseigner et former à l'éthique*, Quebec, Presses de l'Université Laval, p.61-78.

Bourgeault, G. (2004). *Éthiques Dit et non-dit, contredit, interdit. Essai*, Sainte-Foy, Presses de l'Université du Québec.

Campbell, E. (2003). *The Ethical Teacher*, Philadelphia, Open University Press.

Cardinet, J. (1990). Remettre le quantitatif à sa place dans l'évaluation scolaire, Neuchatel, IRDP.

Carr, D. (2000). *Professionalism and Ethics in Teaching*, New York, Routledge.

Chené, A. (2005). "Les enseignants et le défi éthique du pragmatisme", in C. Gohier and D. Jeffrey (dir.), *Enseigner et former* à l'éthique, Quebec, Presses de l'Université Laval, p.111-130.

Comité d'orientation de la formation du teaching staff (COFPE) (2004). *Pour une éthique partagée dans la profession enseignante. Avis au ministre de l'Éducation*, Quebec, Gouvernement du Québec.

Daniel, M.-F. with the collaboration of M. Darveau, L. Lafortune and R. Pallascio (2005). *Pour l'apprentissage d'une pensée critique au primaire*, Sainte-Foy, Presses de l'Université du Québec.

Desaulniers, M.-P., F. Jutras and G. A. Legault (2005). "Les enjeux de la compétence éthique dans la formation des enseignants" in C. Gohier and D. Jeffrey (dir.), *Enseigner et former à l'éthique*, Quebec, Presses de l'Université Laval, p.131-147.

Desaulniers, M.-P., F. Jutras, P. Lebuis and G.A. Legault (dir.) (1998). *Les défis éthiques en éducation*, Sainte-Foy, Presses de l'Université du Québec.

Fish, D. and C. Coles (1998-2002). *Developing Professional Judgment in Health Care*, Edinburgh, Butterworth Heinemann.

Gohier, C. and D. Jeffrey (dir.) (2005). *Enseigner et former à l'éthique*, *Quebec*, Presses de l'Université Laval.

Gohier, C. (2005). "La formation des maîtres et l'orientation de la conduite humaine, un art entre éthique et déontologie" in C. Gohier and D. Jeffrey (dir.). *Enseigner et former à l'éthique*, Quebec, Presses de l'Université Laval, p.41-60.

Hadji, C. (1997-1999). *L'évaluation démystifiée*, Paris, ESF.

Hostetler, K.D. (1997). *Ethical Judgment in Teaching*, Boston, Allyn and Bacon.

Jeffrey, D. (2005). "Transmission de valeurs et enseignement", in C. Gohier and D. Jeffrey (dir.), *Enseigner et former à l'éthique*, Quebec, Presses de l'Université Laval, p.149-166.

Jorro, A. (2000). *L'enseignant et l'évaluation. Des gestes évaluatifs en question*, Brussels, De Boeck University.

Lafortune, L. (forthcoming). "Jugement professionnel : accompagnement socioconstructiviste dans une démarche de pratique reflexive", in D. Laveault, C. Lebel and L. Bélair (dir.), *Valider une professionnalité : quel(s) rôle(s) pour l'évaluation ? Le cas de la profession enseignante*, Ottawa, University of Ottawa Press.

Lafortune, L. and A. Robertson (2005). "Une réflexion portant sur les liens entre émotions et pensée critique", in L. Lafortune, M.-F. Daniel, P.-A. Doudin, F. Pons and O. Albanese (dir.), *Pédagogie et psychologie des émotions. Vers la compétence émotionnelle*, Sainte-Foy, Presses de l'Université du Québec, p.61-86.

Lafortune, L. and A. Robertson (2004). "Métacognition et pensée critique: une démarche de mise en relation pour l'intervention", in R. Pallascio, M.-F. Daniel and L. Lafortune (dir.), *Pensée et réflexivité. Théories et pratiques*, Quebec, Presses de l'Université du Québec, p.107-128.

Lafortune, L. with the collaboration of S. Cyr and B. Massé and the participation of G. Milot and K. Benoît (2004). *Travailler en équipe-cycle. Entre collègues d'une école*, Sainte-Foy, Presses de l'Université du Québec.

Lipman, M. (1995). *À l'école de la pensée*, Brussels, De Boeck.

Ministère de l'Éducation (2006). *L'évaluation des apprentissages au secondaire. Cadre de référence*, Québec, Gouvernement du Québec.

Ministère de l'Éducation (2005). *Renouveler l'encadrement local en évaluation des apprentissages. Guide à l'intention des écoles et des commissions scolaires. Partie II : Instrumentation, Volet 2 : Normes et modalités d'évaluation des apprentissages*, Quebec, Gouvernement du Québec.

Ministère de l'Éducation (2004). *Quebec Education Program. Enseignement secondaire, 1er cycle*, Quebec, Gouvernement du Québec.

Ministère de l'éducation (2003). *Politique d'évaluation des apprentissages: être évalué pour mieux apprendre*, Quebec, Gouvernement du Québec.

Ministère de l'Éducation (2002). *L'évaluation des apprentissages au préscolaire et au primaire, Cadre de référence*, Quebec, Gouvernement du Québec.

Ministère de l'Éducation (2001a). *Programme de formation de l'école Québécoise: Éducation préscolaire, enseignement primaire*, Quebec, Gouvernement du Québec.

Ministère de l'Éducation (2001b). *La formation à l'enseignement professionnel. Les orientations. Les compétences professionnelles*, Quebec, Gouvernement du Québec.

Ottavi, D. (2004). "La disparition de l'éducation morale : une fatalité ?", *Éthique et éducation. L'école peut-elle donner l'exemple ? Actes de la journée d'étude organisée par la Fondation Ostad Elahi. Éthique et solidarité humaine au ministère de la Jeunesse, de l'éducation nationale et de la recherche*, Paris, L'Harmattan, p.47-56.

Reboul, O. (1991). *Introduction à la rhétorique*, Paris, Presses universitaires de France.

Rey, B. (1996). *Les compétences transversales en question*, Paris, ESF Éditeur.

Roegiers, X. (1999). "Savoirs, capacités et compétences à l'école: une quête de sens", in *Forum-pédagogies*, p.24-31.

Schleifer, M. (1992). *La formation du jugement. Peut-on apprendre le jugement?*, Montreal, Logiques.

Séguin, S., J.-Y. Lancup and C. Parent (2001). *Pour une évaluation des apprentissages scientifiquement fondée, Avis d'experts en mesure et évaluation des apprentissages sur le projet de politique d'évaluation des apprentissages*, Montreal, Laboratoire d'analyse de données et de formation en mesure et évaluation (LABFORM), Faculté d'éducation, Université du Québec à Montréal.

Thagard, P. (2000). *Coherence in Thought and Action*, Cambridge, MIT Press.

Weiss, J. (1994). "Évaluer autrement !", *Mesure et évaluation en éducation*, *17*(1), p.63-73.

Yurén, T. (2000). *Quelle éthique en formation?*, Paris, L'Harmattan.