A Handbook for the Evaluation of School-based Teachers

Revised on November, 2010
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INTRODUCTION
The purpose of this handbook is to provide guidance for evaluators and to assist in developing an understanding of the nature and extent of their obligation in evaluating teacher performance.

1. Purpose and Objectives of Teacher Evaluation
The purpose of teacher evaluation is:
- to improve the teaching/learning environment - i.e. to improve instruction (Formative Evaluation).
- to facilitate administrative decision-making in the fairest possible manner (Summative Evaluation).
- to comply with provisions of the Teacher Evaluation Policy.

The primary objectives of teacher evaluation are:
- to develop and maintain a school environment designed to maximize learning/teaching potential.
- to reinforce strengths and overcome areas of weakness.
- to ensure system-wide efficiency and effectiveness through teamwork and collegiality.

2. Authority
2.1 Education Staff Relations Act
Section 106(5) An employee who is on probation shall be evaluated during the first year of probation and shall be evaluated in the second year of probation on or before March 31 of that year.
Section 106(6) When the probationary period is extended for a period of one year, the employee who is on probation shall be evaluated in the third year of probation on or before March 31 of that year.
Section 109(3) Any employee who is employed on a temporary basis shall be evaluated at least once in each school year by either the principal or the superintendent.

2.2 Education Act
Section 113(2) School Councils may
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(g) direct the superintendent to evaluate a teacher, principal or other staff member and to provide a report to the Council of the evaluation....
(h) direct the principal to evaluate a teacher and to provide a report to it of the evaluation....

Section 114(1) The Minister is responsible for the operation and management of any school in an attendance area in which there is a school committee or Council.

Section 193 Immunity for evaluators. No director, superintendent or other person whose duties under this Act require that person to evaluate the work of teachers, principals, or other employees appointed under this Act shall be personally liable for any loss or damage suffered by any person as a consequence if the comments, reports, and actions or omissions are authorized by this Act and are done in good faith and without negligence.

Section 199(1)(b) The Minister may authorize any person with appropriate qualifications to evaluate teachers......

2.3 Grievances
The teacher may grieve the process of the evaluation under the procedures outlined in Section 63 of the Education Staff Relations Act.

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Policy 6400 – Evaluation of Teachers

I PURPOSE OF THE POLICY

The purpose of the evaluation of teachers is to increase the overall effectiveness of the individual teacher within the school system. The goals of this evaluation are to encourage the professional growth of the individual teacher, to improve the quality of teaching and to enhance the learning of students.

These goals include:

1. Providing opportunities for the teacher to improve the quality of his/her instructional skills and teaching practices;
2. Fostering the teacher’s growth and professional development;
3. Providing a basis for career planning.

II GUIDELINES AND PROCEDURES

All probationary teachers must receive a written standard evaluation in each of their probationary years, on or before March 31 of that year.

All school-based permanent teachers must receive an evaluation or participate in an alternative evaluation process at least once every three years.

All temporary teachers in one teaching position for an entire school year shall be evaluated within that school year using the standard evaluation process.

The evaluator shall be the principal, the vice-principal or any other person deemed qualified by the Superintendent.

The standard evaluation must contain assessment of the five major areas of the instructional process and should include commentary and/or recommendations made to the teacher for continuance of good practice or the improvement of teaching competence. The evaluation may also contain commentary and observations pertaining to the duties of teachers as listed in Section 168 of the Education Act.

The written evaluation must conclude with the statement that the performance of the teacher is either “satisfactory” or “less than satisfactory”.

At completion, the evaluation shall be discussed with, read, and signed by the teacher; a copy given to the teacher; and the original evaluation shall be placed on the teacher’s file in the Public Service Commission. The teacher’s signature will indicate receipt of the document and not necessarily agreement with the contents of the evaluation.

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Pursuant to Section 119(3) of the Education Staff Relations Act, a “less than satisfactory” evaluation of a probationary teacher may lead to termination of employment during or at the end of the probationary period.

A “less than satisfactory” evaluation may lead to the dismissal of a permanent teacher. Normally the evaluation of the permanent teacher shall be completed and presented to the teacher within the year being evaluated unless reasons such as illness or other circumstances beyond the teacher’s control, deemed reasonable by the Superintendent, have prevented the teacher from being in the classroom for sufficient observation or from being available for discussion of the evaluation.

Where a School Council has requested the evaluation of a teacher pursuant to Sections 113(2) of the Education Act, the Superintendent shall take the necessary steps to initiate the evaluation and, when the evaluation has been completed, advise the School Council of the results of the evaluation with regard to who conducted the evaluation, the date of completion of the evaluation, the conclusion reached by the evaluator as to whether the teacher’s performance was “satisfactory” or “less than satisfactory”, and whether or not any further action will be taken by the administration.

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SECTION ONE: Standard Teacher Performance Evaluation

4. THE STANDARD TEACHER EVALUATION MODEL

All probationary teachers, all temporary teachers who are employed in one position for an entire school year and indeterminate teachers with fewer than four consecutive satisfactory evaluations will be evaluated according to the teacher evaluation policy using the standard evaluation model.

4.1 The Evaluation Process using the Standard Teacher Evaluation Model

4.1.1 Pre-Conference:

- An initial meeting in which the teacher being evaluated and the evaluator discuss the organization of the teacher’s program including goals and objectives, the nature and educational needs of the students in the class(es), and any other information which will allow the teacher and evaluator to come to an understanding of the evaluator’s expectations for the school year.
- The evaluator and teacher shall discuss the criteria and define the process to be used in the subsequent evaluation.
- There need not be a pre-conference before each visit, but the teacher shall be informed prior to a formal visit.

4.1.2 Classroom Visitations:

- A minimum of three visits to the teacher’s classroom and/or teaching station is recommended.
- Meetings with the teacher to discuss planning, student assessment, involvement in the total school program, and other aspects of the evaluation not covered by in-class observation also constitute an important component of the evaluation process.

4.1.3 Note Taking:

- Anecdotal style note-taking is preferable to other styles where possible. Notes should be descriptive of what the teacher and the students are doing in the classroom.

4.1.4 Choosing Classes to be Observed:

- The evaluator should observe the teacher in a variety of the subject areas which form part of the assignment.

4.1.5 Orientation to Lesson Plan:

- In addition to checking the plan-book at the beginning of the observation, the evaluator may want to have a brief meeting with the teacher prior to the lesson to discuss its purpose and relationship to future lessons.
- The evaluator should understand what it is the teacher is trying to accomplish.

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It is significant to note if the teacher has not planned for the students. Copies of relevant segments of the plan-book should be made if there is any issue regarding the adequacy of daily planning.

4.1.6 Related Observations:
In order to understand the learning situation in a teacher’s class(es), it is important not only to observe what is going on in the class but to review other documentation which is related to the teacher’s performance (e.g. long and short-term planning, records of student assessment, report cards, student notebooks, student assignments and IEPs).

If the evaluator is not the supervising principal, then the principal should be consulted to determine other information relevant to performance such as participation in school activities, involvement in staff activities, and communication with parents.

While the focus of the report will normally be based on classroom observations, the evaluator is not limited to personal observation. Concerns should be raised with the teacher before the report is filed in order to hear and consider the teacher’s explanation.

The evaluator should also review the educational resource material being used by the teacher to determine appropriateness both in terms of student achievement and ability levels as well as in relationship to the goals and objectives of the curriculum.

The evaluator should consider the learning environment of the classroom.

4.1.7 Post Conference:
As soon as is practicable following each classroom visit (preferably the same day as the observation), a meeting between the teacher and the evaluator should take place.

The evaluator will share a summary of the notes taken during the observation for discussion with and feedback from the teacher.

The discussion should focus on strengths, concerns if any, and recommendations which are being made for improvement and growth.

If any deficiencies have been noted, the evaluator should ask the teacher if there are explanations. These explanations should be kept as part of the notes of the meeting and should be considered by the evaluator in making suggestions for improvement.

4.1.8 Documentation:
It is beneficial to provide the teacher with notes of observations throughout the evaluation process. A brief written summary of each observation emphasizing the strengths and/or weaknesses provides reinforcement for the teacher or sets the stage for implementation of necessary changes.

If there are concerns, it is critical that these concerns are identified early in the process, communicated in discussion with the teacher, and documented in a written memorandum. The memorandum should identify the concerns.

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regarding the teacher’s performance, suggest strategies for improvement and support resources available, and propose a timeline for improvement.

1. The teacher must have the opportunity to implement the suggestions for improvement which have been made before the end of the evaluation period. Several such memoranda can be provided to the teacher over the course of the review period.
2. Each memorandum may include a summary of whatever assistance has been provided, whether the teacher has made use of such assistance, and additional suggestions for further assistance.
3. Other situations during the review period which support the identification, communication and remediation of concerns should also be documented.

4.2 Evaluation Criteria

Criteria specific to the type of teaching assignment have been identified and should be used as the basis for the evaluation. The five major areas of the instructional process which provide the basis for reporting teacher evaluation are:

1. Organization for Instruction
2. Instructional Skills
3. Assessment and Reporting
4. Classroom Management and Atmosphere
5. Professional Conduct

4.2.1 Organization for Instruction: The teacher’s planning and preparation, as evidenced by an inspection and assessment of long-range plans, unit plans and daily plans, should reflect knowledge of curricular requirements and teaching strategies and materials necessary to match those requirements to the needs of the students. The organization of the learning materials as well as the setting should be conducive to meeting instructional goals.

4.2.2 Instructional Skills: At least three classroom visitations should be conducted to determine whether or not the teacher is able to organize the learning opportunities to meet the range of student needs. Presentation, use of materials, interaction with students, questioning techniques, and teacher-directed and student-directed activities should be noted.

To achieve intended objectives, the students should be actively engaged in learning.

4.2.3 Assessment and Reporting: An analysis of assessment instruments/techniques (teacher-made tests, checklists, anecdotal information) used by the teacher should be done. This should include the frequency of the use of these instruments; and the format of record keeping used to document student progress. The method of sharing this information with parents should be included (report card writing, parent conferencing).

4.2.4 Classroom Management and Atmosphere: A description of the general atmosphere and tone of the classroom could include reference to the level of confidence and degree of engagement by all members of the class. Evidence of positive rapport amongst students and between students and teacher should be identified.

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The organization of the classroom and the management of student behaviour should be observed. Strategies for dealing with disruptive students should be documented.

4.2.5 Professional Conduct: Comment upon the ethical relationship of the teacher with students, colleagues, parents, and the administration of the school. Note other contributions of a professional nature which enrich the lives of other staff members and/or students.

**NOTE: For some teaching assignments, the prescribed criteria may not be appropriate (i.e. counsellor). In this circumstance, the evaluator and the teacher should begin the evaluation process by reaching a common understanding of the criteria to be used as the basis for the evaluation.**

4.3 The Summative Evaluation Report in the Standard Teacher Evaluation Process

4.3.1 Writing the Final Evaluation Report:

- Evaluators may use one of the prepared short forms or an anecdotal (long) form whichever will more accurately reflect the evaluation findings.

- Directors of Learning may wish to assist report writers by reviewing the criteria, examining the resources which are available inside and outside the school to improve performance or analyzing past reports.

- The following report templates are available:
  - Teacher Evaluation (short form)
  - Learning Assistance Teacher
  - Teacher-Librarian
  - Anecdotal Form
  - Guidance Counsellor (to be developed)

4.3.2 Recommendations: (final section of the Summative Report)

- Recommendations contained in this section may be grouped under three general categories depending upon the findings of the evaluator.
  - Demonstrated areas of strength.
  - Recommendations for minor changes to improve the teaching situation.
  - Aspects of significant concern which must be addressed. The nature of the concern must be clearly stated including the expected levels of performance and a timeline for implementing change.

4.3.3 Conclusion:

- The conclusion must include a summative statement that assesses the overall performance to be SATISFACTORY or LESS THAN SATISFACTORY.
4.3.4 Summative Conference:

After the evaluator has completed an initial draft of the summative report, a meeting should be held between the teacher and evaluator. This conference will allow the teacher direct input into the final draft of the report.

The teacher may make recommendations concerning items the evaluator may consider changing.

The final content of the Summative Report are the conclusions of the evaluator. If the teacher disagrees with the content of the summative report, these objections can be written as an addendum which may be attached to the final report.

Before the report is filed, the report should be signed off by both the evaluator and teacher. The teacher’s signature indicates receipt of the report, not agreement with the content.

5. RESOURCES FOR STANDARD TEACHER EVALUATION

5.1 An Outline of a Typical Lesson Structure

In the common practice of excellent teachers, a typical lesson structure should transition from an introductory phase to an instructional or content phase and conclude with a culminating phase.

In each phase the teacher should demonstrate the following behaviours.

5.1.1 Introductory Phase

Review: Usually a review of last day’s work; however, the entire lesson is designed to review a larger body of work.

Examples:

- alternate approach, re-demonstrating, restating
- questioning (low level rapid)
- student paraphrasing and restating
- checking for understanding

Check of previously assigned homework
- accountability
- checking for understanding
- routine
- minimum time allotted

Objectives of the lesson
- appropriate level

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fits the goal and usually links with previous work
stated – written – student paraphrased
purpose of the objective
teacher tells students how they will know when they are successful
teacher tells students how the lesson will be taught

Motivation (on-going throughout lesson)
teacher sets the level of interest
teacher sets appropriate level of concern
students enjoy high level of success
the teacher recognizes the difference between extrinsic and intrinsic motivation
knowledge of results

5.1.2 Instructional or Content Phase

Delivery (Teacher talks – students participate)
knowledge of content
organization
teacher enthusiasm
teaching to the objective
demonstration(s) (if applicable)
questioning techniques
student participation
use of appropriate materials
sufficient examples for understanding
checking for understanding
branching

Initial guided practice or preparatory activity to independent practice (transition between delivery and independent practice)
checking for understanding
high success rate
uninterrupted
teacher checks for mastery

5.1.3 Culminating Phase

Closure
. restatement of objective
. summary of lesson
. demonstration of success

Homework assigned/distributive practice (occurs sometime after the lesson)
based upon lesson – some review
high success rate

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appropriate amount of time
materials are available
students know what is expected of them

5.2 Criteria Checklist for the Standard Summative Report

5.2.1 Organization for instruction:
Long-range plans are consistent with curriculum requirements, school goals, and Department of Education goals, and are submitted on time.

- Long-range plans should include:
  - references to the prescribed Intended Learning Outcomes as identified in the Integrated Resource Package for each subject area taught.
  - general timelines for the delivery of the prescribed curriculum.
  - an overview of student assessment to establish term marks and a final mark.
  - core and additional reference and resource materials to be used for the delivery of the curriculum.

- Unit plans are derived from long-range plans and include more specific learning objectives in relation to the specific content of that unit.
  - Unit plans should include an outline and timeline of the topics to be covered in that unit.
  - Major project, assignment or special activities to be undertaken in that unit.
  - A description of the assessment activities to be undertaken to monitor student learning.

- Daily plans are derived from long-range plans and unit plans and include learning objectives, resources and teaching methods for the specific lessons to be taught.
  - Daily plans should include materials required, a description of the instructional strategies to be used, the information to be presented, and handouts or resources to be distributed and the student work to be assigned.

Adequate knowledge of the subject matter is demonstrated.

- Students’ individual differences are taken into account.
- Collaborates with the IEP (Individual Education Plan) team to develop and implement IEP’s.
- Appropriate teaching materials are prepared.
- Appropriate student resource materials are prepared.

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Continuity in the development and delivery of lessons is observed.

Classroom is physically organized to maximize effectiveness of instruction.

5.2.2 Instructional Skills:

- Instructional time is used effectively.
- Strategies are consistent with student interests and developmental levels.
- A variety of teaching techniques and learning resources is used to enhance learning.
- Students focus on the lesson and are engaged in relevant activities.
- Opportunities for practice are provided.

A conceptual approach to teaching is evident.
- Instructional objective formulated.
- Relevant teacher behaviours.
- Relevant student behaviours.
- Instructional concepts are suitable for the target group.

Appropriate questioning techniques are used.
- Teacher varies level of questioning - e.g. low level rapid questioning requiring recall of information to higher level questioning requiring synthesis and analysis of information.
- Teacher’s questioning technique fosters participation.
- Teacher probes and prompts.
- Teacher allows for sufficient time for student to internalize the question (3 second wait time).
- Teacher distributes questions to all students.
- Teacher redirects inappropriate, incorrect, or partially correct responses.

5.2.3 Assessment and Reporting:

An accurate record of student progress is maintained.
- Student attendance is recorded and maintained.
- Anecdotal comments for individual students are maintained.
- Records of communication with parents are maintained and reflect positive communication as well as communication addressing issues or concerns.
- Assists students in the development of portfolios of work used for assessment and reporting.

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Expectations for student performance are communicated clearly to the students.

- Student progress is assessed on a regular basis.
  - Assessment strategies used reflect a broad spectrum of approaches and data collection techniques.
  - Student assessment is reflected in planning lessons and their learning outcomes.

- Student progress is communicated to students and parents/guardians in a timely and effective manner.
  - Student progress is communicated to parents in a clear, precise, and informative manner.
  - Anecdotal comments reflect student learning and progress in direct relation to specific intended learning outcomes instead of generalized comments that really do not give any insight into the degree of mastery.

5.2.4 Classroom Management and Atmosphere:

- The teacher promotes an atmosphere of mutual respect and involves students in establishing criteria.
  - Clearly outlined expectations for student behaviour are evident.

- Strategies for dealing with disruptive students are implemented.
  - Inappropriate student behaviour is corrected using both verbal and non-verbal communication.
  - The teacher gives directions and handles classroom routines in a manner that reinforces positive student behaviour.
  - Effective classroom routines are in place for roll call, attendance, checking work, student movement, dismissal, fire drills, transitioning from one activity to another and answering procedures.
  - Transition activities/procedures are organized to maximize efficiency of instructional time.

- The learning environment is enhanced by visual displays such as posters, charts, and student work.
  - The teacher moves purposefully about the room.

5.2.5 Professional conduct:

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The teacher demonstrates an ethical relationship with:

- **Students:**
  - can be trusted, is caring and considerate, empathetic, and respects the child as an individual.
  - treats the cause not the symptom of the behaviour.
  - assures that students understand that mistakes are aids or guides and an important part of learning.
  - communicates with students at an appropriate level reflecting professionalism in a manner that the student can understand and relate to.
  - shows interest in student’s activities outside the classroom and school.

- **Parents:**
  - keeps parents fully informed with information that is factually correct, documented and contains positive steps for addressing issues or problems.
  - makes an effort to advise parents of positive attributes on a consistent, regular basis.
  - listens to parents, respects their point of view and tries to help them plan alternatives when necessary.

- **Colleagues and School Administration.**
  - ethically shares information concerning students.
  - provides input and views concerning the operation of the school and directions in a professional manner, and is willing to accept larger system goals or directions if different from personal views.
  - supports group decisions.
  - supports colleagues.

  - The teacher’s professional goals are consistent with school goals and school priorities.

  - The teacher demonstrates concern for student health and safety.

  - The teacher participates in professional growth opportunities.

  - The teacher collaborates to fulfill responsibilities related to the preparation of the School Plan and/or School Growth Plan.

  - The teacher is open to professional advice and recommendations for improvement.

  - The teacher supports ideas which contribute to the excellence of school and department programs.
The teacher accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner.

The teacher follows policies, regulations, and procedures established by the Department of Education and the school administration.

3. Summative Report Templates
The following templates can be found at: G: PSB Recruitment / Teacher Evaluation
A. Teacher Short Form
B. Learning Assistance Teacher
C. Teacher-Librarian
D. Anecdotal (Long) Form
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SECTION TWO: The Teacher Professional Growth Plan

6. THE TEACHER PROFESSIONAL GROWTH PLAN EVALUATION MODEL

With the recommendation of the principal, an indeterminate teacher with a minimum of three (3) consecutive satisfactory evaluation reports or a minimum of five (5) years successful teaching experience may participate in an alternative evaluation process called the Teacher Professional Growth Plan Model (TPGP Model).

6.1 The Evaluation Process using the Teacher Professional Growth Plan Model

The teacher approved for this evaluation option will take primary responsibility for designing and directing an individual professional growth plan for a given school year. The plan should be designed to meet the goals for professional growth as identified by the teacher, in consultation with the Principal, and should be consistent with the School Plan for the teacher’s school.

6.1.1 Components of the Professional Growth Plan: A Teacher Professional Growth Plan will include the following:

- goal(s)/objective(s)
- expected outcomes/desired results
- action plans/strategies/time frames
- assistance/support
- description of completion/indicators of success

6.1.2 Types of Professional Growth Plans: Teacher Professional Growth Plans may include but are not limited to the following types:

. **Teacher Portfolio**

   A teacher portfolio is a purposeful, self-reflective collection of professionally related items from multiple sources. The portfolio is:

   - created over time,
   - derived from the educational environment,
   - exhibits progress toward and/or achievement of the standards of excellence that are particular to the teacher’s practice.

. **Teacher Action Research Project**

   A teacher action research project is a process in which a teacher investigates a classroom issue of particular concern and reports on the outcome. This is achieved by:

   - formulating a hypothesis,
   - implementing strategies,
   - collecting evidence,
   - evaluating the findings.
. **Teacher Reflective Journal**

A teacher reflective journal is a record of events and the teacher’s professional insights based on:
. classroom experiences,
. collegial discussions,
. professional literature,
. professional development activities.

. **Educational Leadership Initiative**

The educational leadership initiative is a documented account in an area of curriculum leadership. This includes a written synopsis and evaluative response of the teacher’s role in such activities as:
. leadership role on a Department of Education curriculum committee,
. presenting a workshop,
. publishing a paper related to curriculum,
. implementing an innovative curriculum project or strategy within a classroom, school, or wider educational setting.

6.1.3 Stages of the Professional Growth Plan Process (Timeframe – every 3 years or over three years or?)

a) **Stage One: Professional Growth Plan Self Assessment**

**Professional Growth Plan Self-Assessment Rubric**

The teacher is expected to reflect on his or her teaching performance in five domains and complete an assessment using the Professional Growth Plan Self-Assessment Rubric.

b) **Stage Two: Professional Growth Plan Template**

The teacher will prepare a Professional Growth Plan identifying goals and expected outcomes using the Professional Growth Plan Framework.

c) **Stage Three: Professional Growth Plan – Meeting Log**

The teacher and administrator are expected to have a minimum of three meetings throughout the year. This will provide an opportunity for administrative support, feedback, resources and identifying staff development which may be beneficial. The Professional Growth Plan meeting log documents this on-going professional dialogue.

d) **Stage Four: Year-end Professional Growth Plan Summary (by teacher)**

The Professional Growth Plan Summary identifies the activities in which the teacher participated during the school year and the impact of the results of these activities on the teacher’s performance. The summary is submitted to

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the administrator on the form entitled Year-end Professional Growth Plan Summary.

6.1.4 Support for the Professional Growth Plan

In approving the growth plan, the school administrator will consider whether or not the teacher’s growth plan is consistent with the direction of the school and meets the goals for professional growth of the teacher.

The school administration will provide access to supporting documents to facilitate the teacher’s development of a professional growth plan.

Opportunities for professional dialogue between the teacher and the school administration, the Department of Education, or the Yukon Teachers’ Association will be available throughout the professional growth plan process.

The school administration will facilitate opportunities for mentoring, coaching, and support throughout the growth plan process.

The school administrator will monitor the implementation status of each teacher’s professional growth plan.

The school administrator will communicate the nature of the growth plan to the Superintendent.

6.1.5 Review of Professional Growth Plan

The teacher will submit and review his/her professional growth plan with the school principal and/or vice principal (school administration).

The initial review process should be completed within two months of the commencement of the school year.

The review will provide feedback and collegial support concerning the teacher’s intentions for professional growth.

The teacher and school administrator will review the progress of the professional growth plan mid-way through the school year.

*(If the teacher fails to comply with the process the teacher will revert to the standard summative evaluation procedure.)*

A review of the teacher professional growth plan should be conducted by the school administration one month prior to the completion of the school year.

Copies of the teacher’s professional growth plan will be retained by the teacher and the school administration.

6.2 The Summative Evaluation Report in the Teacher Professional Growth Plan Process

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The school administrator, in consultation with the teacher, must make a finding as to whether or not the teacher has completed the requirements of the teacher professional growth plan as determined by this document.

The school administrator will provide written confirmation of satisfactory performance (the Summative Report) to the teacher subsequent to the final review of the teacher’s professional growth plan.

An evaluation of Less than Satisfactory may be related to not following through with the outlined components of the Teacher Professional Growth Plan, or to other factors pertaining to teacher performance, not related to the professional growth plan. If the latter is the reason for the Less than Satisfactory finding, there must be written evidence of the school administration identifying the area(s) in need of improvement and providing the teacher with both support and the opportunity to demonstrate improvement.

A teacher with a Less than Satisfactory Summative Report shall revert to the Standard Evaluation Model.

A copy of the Summative Report will be placed in the teacher’s personnel file with the Public Service Commission.

7. RESOURCES FOR THE TEACHER PROFESSIONAL GROWTH PLAN EVALUATION MODEL

7.1 Teacher Professional Growth Plan Checklist for Teachers (and Administrators)

Stage 1

- The administrative team has approved this type of evaluation.
- The professional growth plan self-assessment has been completed using the Professional Growth Plan Rubric.

Stage 2

- The professional growth plan framework was submitted to and reviewed with the school administration within the first two months of school.
- The following items have been included in the growth plan.
  - Growth goal(s)
  - Expected outcomes(s)
  - An indication of which domains the goal(s) address(es).
  - Activities and/or steps to be taken.
  - Persons/resources needed
  - Documentation
  - Timeline and deadlines

Stage 3

- The meeting log for the initial meeting has been completed.
- The teacher’s Growth Plan is consistent with the direction of the school and meets goals for professional growth.

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Progress of professional growth plan has been reviewed with the administration team part-way through the year.
- Mid-year meeting log completed.
- Professional growth plan reviewed with the administration team within one month of the completion of the school year.
- Final meeting log completed.

**Stage 4**
- The professional growth plan summary has been completed with a copy submitted to the administration team.
- A copy of the professional growth plan has been provided to the administration team.
- A copy of the professional growth plan has been retained for the teacher’s records.
- A copy of the Summative Report of the Professional Growth Plan has been completed by the Principal and given to the teacher.

### 7.2 Samples of Types of Professional Growth Plans

#### 7.2.1 Teacher Portfolio:
The teacher will document throughout the year examples of various professional practices such as:
evidence of long-range curriculum planning, samples of unit and individual lesson plans, a summary or in-depth review of selected teaching strategies and exemplars of student assessment. The teacher may choose to undertake professional development in a given teaching subject or in a specific area of special needs such as academically challenged or gifted students. A teacher may opt to develop a portfolio at the collegial level, documenting their involvement in school committees, Yukon Teachers’ Association or Department of Education curriculum committees.
Documentation for the portfolio may be in a multi-media format which could include sound, graphics, video, text or computer exhibits such as:
- a digital camera display of the classroom environment and bulletin boards
- a video of classroom instruction, small group instruction, or teacher-student conferencing
- text documentation of curriculum planning, or an exam created by the teacher
- a computer exhibit of student assessment tracking, or computer-based curriculum instruction
- evidence of student work in various media forms

The development and presentation of the teacher portfolio is at the teacher’s discretion with feedback provided by the school administration.

#### 7.2.2 Teacher Action Research
A teacher action research project is a process in which the teacher investigates a classroom issue of particular concern, collects information, and reports on their processes.
and results. It is recognized that the teacher’s primary role is to teach and the method of collecting data should not be too demanding of the teacher’s time. The methodology must be reliable enough to allow the teacher to formulate hypotheses and develop strategies suitable for a classroom situation. A precise hypothesis is not required. A general idea that something should be improved or investigated is sufficient.

The basic elements of a teacher research project can include the following:

1. Decision about project focus. What are the teacher’s broad interests in teaching and learning? What specific interests can be considered from this general area? The teacher should choose something about which they feel passionate and begin to itemize manageable questions.

2. Development of a time-line for gathering evidence or data and a decision regarding what evidence needs collection. This could include questionnaires/surveys, observations (written or video), interviews, tests and records, student work, personal journal, research readings.

3. Analysis of the data by looking for patterns or themes; keeping logs and journals. Periodic review of the evidence.

4. Report on findings. This can be in written form, an oral presentation to colleagues, parents or a professional journal. Were the initial questions or hypotheses answered, changed, or refuted?

7.2.3 Teacher Reflective Journal:
A Teacher Reflective Journal can be a record of events and insights based on classroom experiences, collegial discussions, and educational research and articles. A teacher can record what happened or what was observed and also record tentative hypotheses or the development of new or deeper understanding. Reflective writing can help the professional teacher gain perspective by stepping back from the intensity of everyday classroom teaching and management and analyzing what went well and why, and what did not go so well, and why not. A journal can provide the opportunity to draw out preferences, statements, and positions on a range of professional issues of personal significance. A reflective journal can provide the following:

1. a record of events and results and our reactions to them.
2. data on which to base reflective discussion.
3. an opportunity to challenging ourselves and what we do and to free us to do it differently and better.
4. impetus to take action that is informed and planned.
5. a means to develop or enhance a personal philosophy of teaching.
6. an opportunity to view our own teaching more objectively.
7. provide a reflective framework for increased innovation.
8. raise professional self-esteem through expanded awareness.

The journal could be structured as:

1. a daily or weekly personal learning journal.

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The journal can include reflections based on the teacher’s Agenda or Planbook, such as what lesson plans worked well or what could be done differently next time. The journal could reflect on an article from the teaching literature and how this did or did not impact on an aspect of the teacher’s practice. What teaching and learning principles were involved? What insights did the teacher gain? The journal could devote some reflection on a critical incident that took place in the classroom. The incident should be described as objectively as possible. What assumptions were made and was there another way to see the event? How would the students explain the event, and how do the two explanations compare? What different action could have been taken?

7.2.4 Educational Leadership Initiative:
Demonstrating an effective marshalling of resources, strategies, vision, planning, responsibility, delivery, and leadership style, the teacher will assume a curriculum leadership role to enhance their own professional development while providing insight and learning to their professional peers.
The documentation of this leadership role must include a written summary, synopsis, or an ethnographic journal. In addition, a brief evaluation of the teacher’s leadership role in the initiative is required.
Examples of an Educational Leadership Initiative include, but are not limited to:
- chair of a Department of Education committee or specific research and/or in-service role while serving on the Curriculum Committee.
- preparation and delivery of a curriculum-based workshop for other teachers in a system-wide or group setting.
- research and publishing of a paper on a topic or area of curriculum in a professional journal or teacher’s association journal or bulletin.
- designing and implementing an innovative approach or set of strategies for a teaching unit, theme, or curriculum strand.

7.3 Professional Growth Plan Templates
The following templates are included in this binder and on the enclosed computer disk.
A. Professional Growth Plan Self-Assessment
B. Professional Growth Plan Self-Assessment (Rubric)
C. Professional Growth Plan Framework
D. Professional Growth Plan Meeting Log
E. Professional Growth Plan Summary
F. Summative Report of Teacher’s Professional Growth Plan