

Administrative Procedure 421

Administrative Procedure - Teacher Growth, Supervision and Evaluation

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PART 1 - BACKGROUND

The purpose of this AP is to provide a process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

Teacher growth, supervision and evaluation will also provide meaningful feedback and assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to effect positive growth in student learning.

1.1 Definitions

In this Administrative Procedure

- 1.1.1 **"principal"** means a principal as defined in the **Education Act** or a Superintendent or designate (associate superintendent, principal or associate principal) in respect to fulfilling obligations under section 197 of the **Education Act**, or for purposes of making recommendations under the Certification of Teachers Administrative Procedure.
- 1.1.2 **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- 1.1.3 **"notice of remediation"** means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

- 1.1.3.1 the teaching quality standard that is expected,
 - 1.1.3.2 the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - 1.1.3.3 the remediation strategies the teacher is advised to pursue, and
 - 1.1.3.4 how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- 1.1.4 **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 197 of the *Education Act*, and exercises educational leadership;
- 1.1.5 **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 196 of the Education Act, or an individual whose qualifications are approved by the Minister and is employed to teach according to the Education Act and who is employed by the Golden Hills School division
- 1.1.6 **"Teacher Professional Growth Plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of Part 2 of this Administrative Procedure;
- 1.1.7 **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard. Attached Appendix A.

1.2 Responsibility to Teachers

At the commencement of each school year the Principal shall review this administrative procedure with all teaching staff.

1.3 Application

- 1.3.1 Part 1, Part 2 and Part 3 of this Administrative Procedure applies to all teachers employed by Golden Hills School Division unless otherwise stipulated in [provincial regulation 2.1.5](#) (mentorship plans)
- 1.3.2 Any action undertaken in good faith under this AP does not constitute personal harassment under [AP 161 – Harassment](#).

PART 2- TEACHER PROFESSIONAL GROWTH PLAN - Role of the Teacher

2.1 Responsibilities

Each school year a teacher is responsible for developing, implementing and completing a Teacher Professional Growth Plan that

- 2.1.1 is teacher authored, growth-directed and continuous,
- 2.1.2 reflects an assessment of professional learning needs by the individual teacher,
- 2.1.3 shows a demonstrable relationship to the teaching quality standard, and
- 2.1.4 takes into consideration the education plans of the school and the Golden Hills School Division

2.2 Components of a Plan

A Teacher Professional Growth Plan must include

- 2.2.1 goal(s)/objective(s)
- 2.2.2 expected outcomes and desired results,
- 2.2.3 action plans/strategies,
- 2.2.4 assistance/support,
- 2.2.5 timelines, and
- 2.2.6 descriptors of completion/indicators of success.

2.3 Implementation of a Plan

A teacher must work towards the attainment of their Teacher Professional Growth Plan through ongoing action and personal review.

2.4 Additional Consideration of a Plan

Subject to the approval of the principal, a Teacher Professional Growth Plan (a) may be a component of a long-term, multi-year plan or (b) may include a component of supervising a student teacher or mentoring a teacher.

2.5 Submission of Annual Plan

The teacher must submit a copy of their Teacher Professional Growth Plan to the principal or associate principal for review and approval by October 30

2.6 Retention of Teacher Professional Growth Plan

The teacher must retain a copy of their Teacher Professional Growth Plan and a copy is retained for the school year by the principal.

2.7 Teacher Professional Growth Plan Review

- 2.7.1 The principal or associate principal must arrange for and complete a review of the Teacher Professional Growth Plan within the last 60 days of the school year.
- 2.7.2 The principal or associate principal, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure.

2.8 Disciplinary Action

If the principal or associate principal finds that a teacher has not completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure, the teacher may be subject to disciplinary action.

2.9 Use of the Teacher Professional Growth Plan in Evaluation

- 2.9.1 Unless a teacher agrees, the content of a Teacher Professional Growth Plan must not be part of the evaluation process of a teacher
- 2.9.2 Notwithstanding section 2.9.1 a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 3 - TEACHER PROFESSIONAL GROWTH PLAN – Role of the Principal

3.1 Information on Plans

A principal must ensure that teachers receive information and understand Teacher Professional Growth Plans by reviewing information and process and inform at the commencement of school year.

3.2 Review Meetings

A principal must make provision to meet with each teacher by October 30th

- 3.2.1 to receive the Teacher Professional Growth Plan,
- 3.2.2 to orally review the Teacher Professional Growth Plan, and
- 3.2.3 to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 3.2.4 make provision for a review of the completed Teacher Professional Growth Plan within the last 60 days of the school year.

3.3 *Expectations for Development of Plans*

A principal must ensure each teacher's Teacher Professional Growth Plan

- 3.3.1 reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- 3.3.2 shows a demonstrable relationship to the teaching quality standard, and
- 3.3.3 takes into consideration the education plans of the school and the Golden Hills School Division

3.4 *Implementation Status*

A principal must maintain an awareness of the implementation status of each Teacher's Professional Growth Plan.

3.5 *Plan Retention*

The principal and, if applicable, the review body, must

- 3.5.1 hold a copy of the Teacher Professional Growth Plan for the school year,

3.6 *Use of the Plan in Evaluation*

The principal may not use the teacher growth plan to identify behaviors or practices of a teacher that may require evaluation. The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 4 - SUPERVISION OF TEACHERS

4.1 *Purpose of Supervision*

- 4.1.1 The purpose of supervision by the principal is
 - 4.1.1.1 to provide support, guidance for the teacher,
 - 4.1.1.2 to observe and receive information from any source about the quality of teaching a teacher provides to students, and
 - 4.1.1.3 to identify the behaviors or practices of a teacher that for any reason may require an evaluation.
- 4.1.2 It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.

4.2 *Ongoing Supervision*

A principal must

- 4.2.1 Provide ongoing supervision for all teachers in the school, and

- 4.2.2. Seek to be satisfied that a teacher's teaching meets the requirements of the Appropriate Section of the TQS (Appendix A)

4.3 Relevant Information

In the normal course of duties, a principal

- 4.3.1 may receive information from any source and make observations about the quality of teaching a teacher provides to students, and,
- 4.3.2 Will share relevant information and observations with the teacher on an on-going basis

4.4 Educational Leadership

- 4.4.1 In exercising educational leadership, a principal may provide assistance, support and guidance, to a teacher to improve the teacher's quality of instruction.
- 4.4.2 The assistance provided may vary in nature depending upon the teacher's learning needs and professional circumstances

4.5 Results of Supervision

When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the TQS (Appendix A), the principal

- 4.5.1 May work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- 4.5.2 May initiate an evaluation.

PART 5 - EVALUATION OF TEACHERS

5.1 Reasons to Conduct an Evaluation

A principal may conduct an evaluation of a teacher

- 5.1.1 Upon a written request by a teacher
- 5.1.2 for the purposes of gathering information related to a specific employment decision of a teacher
- 5.1.3 for purposes of assessing the growth of the teacher in specific areas of practice, or
- 5.1.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 5.1.5 For a recommendation by an authorized individual that a teacher be issued a **permanent professional teaching certificate** or be offered employment under a **continuing contract**. Such a recommendation must be supported by the findings **of two or more** evaluations of the teacher.

5.2 *Initiating an Evaluation*

When the principal initiates an evaluation, the principal must communicate all of the following in writing to the teacher:

- 5.2.1 the reasons for and purposes of the evaluation,
- 5.2.2 the process, criteria and standards to be used,
- 5.2.3 the timelines to be applied, and
- 5.2.4 the possible outcomes of the evaluation.

5.3 *Evaluation Observations*

When conducting an evaluation a principal must

- 5.3.1 include observations of the teacher's teaching and other activities relating to the teacher's assignment; within the framework of the appropriate section of the TQS. (Appendix A)
- 5.3.2 collect data in accordance with the Teachers' Code of Professional Conduct; and
- 5.3.3 provide the teacher with on-going feedback over the course of the evaluation.
- 5.3.4 complete an evaluation report, and based on the TQS framework.
- 5.3.5 include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.

5.4 *Discussion of the Evaluation Report*

- 5.4.1 A principal must meet with the teacher to discuss the evaluation report.
- 5.4.2 The teacher may add written comments to the evaluation report.

5.5 *Distribution of Evaluation Report*

- 5.5.1 A principal must:
 - 5.5.1.1 give the original evaluation report together with the teacher's comments, to the teacher.
 - 5.5.1.2 a principal may keep a copy of the evaluation report together with supporting documents
 - 5.5.1.3 forward a copy of the evaluation report with teacher's comments to the teacher's personnel file.

5.6 *Notice of Remediation*

- 5.6.1 When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
 - 5.6.1.1 issue a notice of remediation to the teacher,
 - 5.6.1.2 offer a program of assistance (Appendix B) , consistent with the notice of remediation, to the teacher, and

- 5.6.1.3 undertake a subsequent evaluation
- 5.6.2 The subsequent evaluation at the end of the remediation process may result in:
 - 5.6.2.1 a return to the supervision process (if the teacher has met the expectations of the Teaching Quality Standard) or
 - 5.6.2.2 An extension of the remediation plan or
 - 5.6.2.3 A change of assignment or
 - 5.6.2.4 A recommendation for termination of the teacher's contract of employment.
- 5.6.3 A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual Teacher Professional Growth Plan and the teacher must comply with the notice of remediation.
- 5.6.4 After notice of remediation, a second evaluation may be completed by another Principal or designate.

5.7 Appeal Process

- 5.7.1 A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this Administrative Procedure.
- 5.7.2 A request for a review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 5.7.3 Upon receiving a request for a review of a teacher's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 21 calendar days.
- 5.7.4 The appeal process will occur before a suspension or notice of termination.

Education Act Sections & Provincial Regulations: Section 105 to 109
Reference: Education Act s. 196 (1), (2)
Teaching Quality Standard

Alberta Education
Teaching Quality
Standard



Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;
- (c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- (d) seeking, critically reviewing and applying educational research to improve practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.



Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.



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Appendix B - GUIDELINES FOR PLAN OF ASSISTANCE

1. Rationale

Once in a while, summative evaluation will reveal that a teacher's performance is below system expectations. When this happens we have a professional obligation, and an ethical and humanitarian obligation, to initiate reasonable efforts to assist the teacher to improve his or her performance to a satisfactory level. A well designed and carefully implemented plan of assistance will reflect our interest in the welfare of students, our compassion for the teacher and our loyalty to both.

All written documentation regarding the Plan of Assistance must be the property of both the teacher and his/her employer.

2. Purpose

A Plan of Assistance serves three basic purposes:

- 2.1 To provide formal support to the teacher whose performance level is unacceptable in order to assist the teacher in meeting the expectations of the school system. In other words, an assistance plan should create a reasonable opportunity, as well as an expectation, that there will be sufficient improvement.
- 2.2 To reinforce the essential attitude that the primary purpose for evaluating teacher performance is to enhance learning opportunities for students through the increase effectiveness and professional growth of teaching personnel.
- 2.3 to utilize the Plan of Assistance as support for an administrative action, in particular if the teacher appeals the action to a higher authority.

3. Process

3.1 Step 1: Specify Performance Expectations

The teacher must know what the expectations are for his/her performance. These expectations must be consistent with those defined in the school system's procedures and reviewed with the teacher prior to the evaluation process. The expectations must be communicated in written form and also re-stated for the teacher's benefit at the beginning of the Plan of Assistance.

3.2 Step 2: Identify Problem Areas

When evaluation reports suggest that a teacher's performance is unsatisfactory relative to the requirements specified in Step 1 (i.e., the teacher does not meet the expectations of the school

system), then it must be indicated to the teacher exactly what the problem areas are in relation to the performance expectations. The behavior that we expect the teacher to demonstrate at the conclusion of the assistance plan, and an indication of a reasonable timeline within which this satisfactory level of improved performance must be noted, will be made clear to the teacher.

3.3 Step 3: Establish Objectives for Improvement

Once the teacher has understood the performance expectations held for him/her, he/she must take primary responsibility for formulating objectives for improvement

Recommended guidelines:

- 3.3.1 The objectives in the improvement plan must bear a direct relationship to the performance expectations held out to the teacher.
- 3.3.2 The number of objectives included in the improvement plan must be limited to those considered critical to the teacher's ability to reach a satisfactory level of performance.
- 3.3.3 The teacher may seek the assistance of colleagues as Assistance Team members in the formulation of objectives for improvement; where necessary, Assistance Team members will be granted release time from their regular duties.

3.4 Step 4: Develop Interventions

During this step the corrective activities, strategies or interventions that are intended to assist the teacher in reaching the objectives for improvement are to be articulated. Possible types of interventions may include:

- 3.4.1 Help that the Assistance Team will provide (e.g. one-to-on workshop/in-service activities, demonstration teaching, monitoring classroom performance, modifying conditions, conferencing, giving advice).
- 3.4.2 Help from other people (e.g. peer observation, demonstrations, visiting the classrooms of master teachers).
- 3.4.3 Special materials or opportunities (e.g. reference materials, in-service opportunities, instructional materials, etc.).

The interventions shall be directly related to the objectives, designed by the teacher, as s/he attempts to reach the necessary level of teacher performance.

3.5 Step 5: Determine a Time Schedule

A time schedule specifying when corrective activities and interventions will occur, and the date upon which the assistance plan will be terminated, must be made clear. The time frame must be consistent with what the teacher's evaluator has provided as a reasonable timeline for improved performance.

3.6 Step 6: Specify Monitoring Methods

The Plan of Assistance must take place as intended. It is therefore desirable to build in certain

observation and check point activities as a schedule for these as a formal written part of the plan. The teacher may request peer coaching/observation feedback from members of the Assistance Team. This undertaking will require an unfailing commitment from each member of the Assistance Team and from the teacher involved.

3.7 Evaluation

The original evaluator(s) must be involved in the final teacher evaluation, so as to provide as much consistency as possible. At the Superintendent's discretion an additional evaluator may be named to provide a further objective opinion. At the conclusion of the Plan of Assistance, a new summative evaluation of the teacher's performance level shall be undertaken, with a focus on an assessment of the degree to which the teacher has met the performance expectations described to him/her at the outset of the Plan of Assistance. This end-point evaluation shall focus only on data relevant to those areas where the teacher's performance was not first seen as having been at an acceptable level.