

**TENURED TEACHER'S PROGRESS REPORT**

TEACHER: \_\_\_\_\_

TEACHING ASSIGNMENT: \_\_\_\_\_

Teacher effectiveness is measured in terms of how well the teacher engages in the teaching and learning process to achieve desired outcomes on the part of the student. The teaching and learning process involves more than the teacher - student interaction that occurs in the classroom setting. It also involves effective planning, knowledge of the curriculum, creating a positive and socially just learning environment, applying multiple teaching strategies, and acting as a member of a professional collaborative team.

The following instrument may be used to complete the tenured teacher progress report. This instrument may be completed by the teacher and discussed with the school principal and should form the foundation for a written report.

**A) Planning and Preparation**

1. Awareness of curriculum content for course/grade level.
2. Long term plans for curriculum areas.
3. Subject matter/grade level competency.
4. Classroom organization and management.
5. Tracking student progress.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B) Knowledge of the Curriculum**

1. Awareness of Intended Learning Outcomes
2. Use of appropriate resources
3. Evaluation

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- C) Learning Environment
4. Organized and pleasant classroom.
  5. Relaxed and secure classroom environment.
  6. Student engagement in learning activities.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- C) Teaching Strategies
7. Effective student-teacher rapport.
  8. Uses various teaching strategies and resources.
  9. Sensitive to student needs.
  10. Meets needs of student with exceptionalities.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- C) Professional Profile
11. Co-operative attitude.
  12. Friendly and sociable attitude.
  13. Involvement in co-curricular program.
  14. Sensitivity to professional ethics.
  15. Positive contribution for the school.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Comments:

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Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Copy to be forwarded to Assistant Director, Personnel*

Avalon West School District

## **DIRECTED GROWTH PLAN**

### **Policy Statement 4**

**The Avalon West School Board supports a Directed Growth Plan as a means of addressing teacher performance.**

### **Rationale**

The Tenured Teacher Progress Report process will identify individuals who would benefit from a more directed and supported approach to professional growth. The school administrator will be responsible for making the recommendation to the Assistant Director of Personnel that a teacher be required to participate in this growth process.

### **Procedures**

In the Directed Growth Plan process, a closely monitored approach to the Professional and Personal Growth Plan shall be conducted. The improvement component in this phase will stress specific activities and procedures that will occur between the Assistant Director of Personnel or designate, program specialist, school administrator, and the teacher. The process should conform to the following steps:

#### **1. Notification**

The principal notifies the teacher, in writing, of the concerns and weaknesses that have been identified in the Tenured Teacher Progress Report. The principal will also advise the Assistant Director of Personnel of these concerns in writing.

#### **2. Professional and Personal Growth Plan**

In consultation with the Assistant Director of Personnel, program specialists, and the school principal, a growth plan with sufficient detail and specific time lines shall be prepared in writing by the teacher. The plan designed through critical reflection and self-evaluation and rooted in the district's vision for teaching and learning, should detail:

- P** areas to be addressed and competencies to be improved as outlined in the Tenured Teacher Progress Report;
- P** the professional role of the teacher within the school community;
- P** identification of SMART goals; *S-specific, M-measurable, A-achievable, R-realistic, T-time focussed*
- P** required resources;
- P** the time frame;
- P** the process for monitoring and providing feedback; and
- P** frequency of classroom observations.

**3. Implementation of the Plan**

The teacher shall undertake to implement the growth plan within the time frame outlined and the resources agreed to. The teacher may elect to have a mentor during the implementation of the plan. During this period, the Assistant Director of Personnel, principal, or program specialist shall meet as scheduled with the teacher and engage in classroom visitations, and profile the contribution of the teacher as a member of the professional school community.(Form 5)

**4. Evaluation of Progress**

Based on classroom observations, the teacher's role in the professional community, and teacher-evaluator conferences, the Assistant Director of Personnel, principal, and program specialist will make an assessment of the individuals progress with the growth plan. The assessment shall be recorded and communicated to the teacher in writing. The Assistant Director of Personnel in consultation with the principal, and the appropriate program specialists, will decide on the next step in the process.

**5. Decision**

A successful implementation of the growth plan, as determined by the Assistant Director of Personnel, principal, and program specialist will result in the teacher returning to the professional and personal growth process. Performance that is determined to be unacceptable, may require the teacher to continue with the Directed Growth Plan Process or to participate in a summative evaluation process.(Form 6)

**TIMELINES FOR DIRECTED GROWTH PLAN**

<b>Action</b>	<b>Date Desired</b>	<b>Date Completed (Signatures)</b>
<b>First Conference to review Tenured Teacher Progress Report</b>	2 weeks following decision to engage teacher in Directed Growth Plan	
<b>Development of Professional Growth Plan</b>	to be completed 2 weeks following First Conference	
<b>Second Conference (Review of Growth Plan)</b>	as determined by evaluator and teacher	
<b>Implementation of Professional Growth Plan</b>	date determined by evaluator and teacher	
<b>Directed Growth Plan Report and Third Conference</b>	as determined	
<b>Directed Growth Plan Report and Forth Conference</b>	as determined	
<b>Directed Growth Plan Report and Fifth Conference</b>	as determined	
<b>Directed Growth Plan Report and Sixth Conference</b>	as determined	
<b>Directed Growth Plan Report and Seventh Conference</b>	as determined	
<b>Final Recommendation</b>	at the end of the process	