

Appendix D

Annual Learning Plan (ALP)

(Sample Completed Form for a Secondary Teacher)**

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.
- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

*This sample form is intended for learning purposes only and is not intended to be replicated for performance appraisals taking place in schools. The name used in this sample is not intended to reflect the performance appraisal of any practicing teacher either now or in the future.

Teacher's Last Name

Wong

Teacher's First Name

Jerome

Principal's Last Name

Principal

Principal's First Name

A.

Name of School

Secondary School

Name of Board

An Ontario Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

My assignment this year includes intermediate and senior English to grade 9 (academic) grade 10 (applied) grade 11 (university) and grade12 (college).

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Continue to explore communication strategies between home and school.

Continue to work with colleagues in the English department to share and align assessment, instruction and evaluation practices. For topics related to literacy, suggestions include the ministry *Think Literacy* documents, *Many Roots Many Voices – A guide for supporting ELL students*, and the board document on assessment and evaluation in secondary schools.

Continue to look at ways to incorporate technology in the classroom. Consider the integration of media and literacy and employing media strategies for enhancing literature.

Professional learning and growth that I have experienced over the past year(s):

- Establish a communication process for student and parent use where assignments are posted along with timelines, criteria for evaluation (rubrics etc.) and future topics outlined
- Chair of School Council sub committee exploring ways to encourage communication between home and school
- Attended board in-service around the new literacy documents

Reflections on parental and student input to inform my professional learning and teaching practice:

- Parents want a clear understanding of the expectations for assignments
- Parents want on-going and timely communication in regard to any areas of concern