

## Fact Sheet #6

### Additional Tips for the Annual Learning Plan (ALP) – A vehicle for supporting teacher growth and development (Related to Fact Sheet #5 The Annual Learning Plan)

*“The Working Table on Teacher Performance Appraisal agreed that parent engagement in student learning and partnerships between teachers and parents are essential in achieving student success. ... The Working Table recommends that teachers be encouraged to invite parent and student input to inform their practice in a manner that is non-evaluative and growth-focused.”*

Ministry of Education, *Report to the Partnership Table on a Revised Teacher Performance Appraisal System for Experienced Teachers*, October 23, 2006, p. 4.

## Parental Input to Inform Professional Learning and Teaching Practice

Seeking parent input can be an important vehicle for fostering positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. Teachers are encouraged to consider parent input to inform their professional learning and teaching practice in the Annual Learning Plan. While this is not a mandatory component, it is recommended as effective practice.

### Effective Practice

#### Gathering Parent Input

Teachers may consider a variety of effective practices to gather, record, and reflect on parent and student input, in order to support the learning needs of students and inform professional practice. Some common practices for gathering parent input include:

- initial contact with parent to establish rapport and a process of communication
- conversations and informal meetings in the school
- telephone conversations with parents
- notes, responses in student agendas, etc.
- conferences
- invitation to help identify student interests and concerns
- newsletters
- the response form of the Provincial Report Card
- parent/teacher interviews
- the response form of the Individualized Education Plan (IEP)
- information nights

#### Reflecting on Parent Input

- consider the ways in which parental input is encouraged and invited
- consider parental input on student learning styles and special needs
- consider the input of parents of English language learners and their specific communication needs
- consider language, community, culture, and socio-economic factors
- consider processes to communicate ongoing student progress in relation to programming, assessment, and evaluation
- consider parents' understanding of the pedagogical approach and the evaluation process
- consider ways to strengthen relations and communication between school and home

#### Using Parental Input to Inform Professional Learning and Teaching Practice

Once a teacher has identified some of the ways in which parent input is gathered, reflecting on input can help inform professional learning and teaching practice. In reviewing and updating the ALP, a teacher may wish to select a professional growth goal that is related to his or her reflection on parent and student input.

## Fact Sheet #7

### Additional Tips for the Annual Learning Plan (ALP) – A vehicle for supporting teacher growth and development (Related to Fact Sheet #5 The Annual Learning Plan)

*“It’s the ability to look back and make sense of what happened and what you learned. But it’s also the ability to look forward, to anticipate what’s coming up and what you need to do to prepare for that.”*

Bill Sommers, *Reflective Practice to Improve Schools: An Action Guide for Educators* (Corwin Press, 2001)

## Student Input to Inform Professional Learning and Teaching Practice

Seeking student input can be an important vehicle for fostering positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. Teachers are encouraged to consider student input to inform their professional learning and teaching practice in the Annual Learning Plan. While this is not a mandatory component, it is recommended as effective practice.

### Effective Practice

#### Gathering Student Input

Teachers may consider a variety of effective practices to gather, record, and reflect on student input, in order to support the learning needs of students and inform professional practice. Some common practices for gathering student input include:

- student’s self assessment
- diagnostic assessment
- conversations and anecdotal observation
- profiles of student interests and concerns
- student teacher conferences
- responses to teacher feedback
- goal setting and reflective journals
- meetings involving student, parent, and teacher
- response form of the Provincial Report Card
- response form of the Individualized Education Plan (IEP)
- case conferences
- information sessions

#### Reflecting on Student Input

Students might provide teachers with input about:

- their own progress, learning styles, and needs throughout the learning process
- their own understanding of criteria for assessment and evaluation
- teacher feedback and communication on learning
- factors related to language, community, culture, and socio-economics
- processes to strengthen programs and extra-curricular activities
- processes for self advocacy

#### Using Student Input to Inform Professional Learning and Teaching Practice

Once a teacher has identified some of the ways in which student input is gathered, reflecting on input can help inform professional and learning practice. In reviewing and updating the ALP, a teacher may wish to select a professional growth goal that is related to his or her reflection on student input.

For more information, please visit [www.edu.gov.on.ca/eng/teacher/teachers.html](http://www.edu.gov.on.ca/eng/teacher/teachers.html)