

K-12 LEARNING SUPPORT TEACHER

GROWTH AND EVALUATION TOOL



LEARNING SUPPORT TEACHER:

CAMPUS:

GRADE(S):

OTHER ROLES AND RESPONSIBILITIES:

The purpose of the Learning Support Teacher growth tool is to encourage both formative and summative aspects of Learning Support Teacher formation and development. Learning Support Teacher evaluations at LCS aim to develop the best possible instruction for students and to collaboratively work toward improvement in teaching practice. An effective system of Learning Support Teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning. Therefore, the system developed for Learning Support Teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research based and accepted definition of good teaching (C. Danielson, 2010).

The LCS Learning Support Teacher evaluation & growth tool is designed to provide clear standards for Learning Support Teachers, which describe the common expectation for growth and capacity building. The standards are based on [LCS Policy ED100.002 Instructional Guidelines](#) and [LCS Assessment Policy](#) which describe research-based, proven-effective, common practices expected to be evident in all K-12 arenas. Formal Learning Support Teacher evaluations will occur in the first year of a contract and every 36 months after that, or as required.

PROFESSIONAL GROWTH/RESEARCH GOAL(S)

- During the year of a formal Learning Support Teacher evaluation, in the pre-evaluation phase, the administrative team and Learning Support Teacher will agree on 1-2 learning or growth goals that are linked to and develop competency in the [LCS Instructional Guidelines \(ED100.002\)](#).
- The LCS campus administrative team will provide necessary materials or resources for learning. Working toward the goal will form the basis of observations, feedback and dialogue during the evaluation process.
- Learning Support Teachers should reflect on their own practice and/or seek input from colleagues in formulating goals. Prior to the formal evaluation process, the campus administrative team will collaborate with the Learning Support Teacher to establish the focus of the evaluation and feedback.

GOAL(S):

Please download and complete the [LCS LST Evaluation Growth Goal Hierarchy](#). This is used as part of the initial conversation with your campus admin team to direct the observation focus and feedback.

RESOURCES REQUIRED:

SCHEDULE AND EXPECTATIONS FOR FORMAL TEACHING OBSERVATIONS

- During the pre-evaluation phase, the administrative team and Learning Support Teacher should agree on when the administrator will observe, and what the observations will focus on. One of the four observations may be filmed for self-reflection and discussion.
- Learning Support Teachers will provide Individual Education Plans, intervention groups and schedules as required for their assignment. Principals may use additional documents as evidence of professional growth.
- Learning Support Teacher lesson plans will include the following elements: (Linked core and curricular competencies, content, lesson progression, outline of differentiated activities, assessment components, accommodations/adaptations, and resources). UDL tier 1 supports will be observed.
- Where applicable, Learning Support Teachers may work with their own lesson plan templates or use the [LCS lesson planning template](#) to assist with preparation. Three formal lesson plans should be submitted.

OBSERVATION #1

Date	Lesson Topic/Focus	Goal/Focus	
			Observation Coaching Documentation Other:
SUMMARY/DEBRIEF NOTES			
Observations: -			
Areas of Strength: -			
Areas for Growth / Wonders: -			

OBSERVATION #2

Date	Lesson Topic/Focus	Goal/Focus	
			Observation Coaching Documentation Other:

SUMMARY/DEBRIEF NOTES

Observations:  
-

Areas of Strength:  
-

Areas for Growth / Wonders:  
-

OBSERVATION #3 \*observation #4 as necessary

Date	Lesson Topic/Focus	Goal/Focus	
			Observation Coaching Documentation Other:

SUMMARY/DEBRIEF NOTES

Observations:  
-

Areas of Strength:  
-

Areas for Growth / Wonders:  
-

LCS Teacher Growth & Evaluation Cumulative Self-Reflection (June)

1. Professional Goals			
a. List your professional goals this year.	b. What progress did you make with your goals?		

<b>2. Reflections on the Four Growth Domains</b> What are 1-2 specific examples or artifacts from your work that characterize your growth in each of these domains this year? (can share links or examples and a brief statement about growth)	
i. Evidence of Planning	ii. Service Delivery
iii. Social/Emotional Learning	iv. Assessment of Student Progress
v. Working with Parents, Families, EAs	vi. Professional Growth

DOMAINS

- 1. Building a community of faith, teaching, and professional learning
- 2. Assessment for learning
- 3. Curricular expertise
- 4. Pedagogical expertise

PROFICIENCY SCALE

NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
Teacher does not yet demonstrate a clear understanding of the domain or standard and requires additional coaching, mentorship and support.	Teacher demonstrates some evidence of a growing capacity in the domain or standard. Teacher may require additional growth or consistency to meet the standard at a proficient level.	Teacher articulates and demonstrates capacity in the domain or standard with reasonable consistency and intentionality. There is an impact on improving student learning.	Teacher consistently articulates and demonstrates expertise, models highly effective practices for students and colleagues. There is evidence of high impact on student learning.

INSTRUCTIONAL GUIDELINES STANDARDS

- A satisfactory evaluation process at LCS will result in evidence of developing or proficiency in all the following domains and standards.
- In domains where there is not clear enough evidence of proficiency, the Learning Support Teacher and administrator will establish clear professional development growth goals and clear timelines of when the Learning Support Teacher is expected to demonstrate proficiency. This step may require a separate letter of expectation and/or performance review or probationary process.
- The Learning Support Teacher may provide portfolios or other documented evidence of proficiency in each category.

Domain #1: BUILDING A COMMUNITY OF FAITH, TEACHING & LEARNING

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
1. Use consistent routines and structures to support learning and wellness; intentionally build rapport and relationships with students, staff, parents/caregivers and any member of the multidisciplinary team.				
<p>(a) Connect with students and reflect genuine care and respect.</p> <p>(b) Students display a high degree of trust and safety in the relationship with the Learning Support Teacher.</p> <p>(c) Develop trusted relationships, strong communication and dedicated support to teachers, EAs and families.</p> <p>(d) Seek healing, repair and restoration in communication and relationships with parents and caregivers.</p> <p>(e) Address conflict and navigate challenging conversations in loving, kind and respectful ways.</p> <p>(f) Understand students’ backgrounds and designations; and demonstrate knowledge of their strengths, stretches, interests and learning profiles.</p> <p>(g) Provide ongoing, sensitive, and timely communication with parents, caregivers, staff and external agencies.</p> <p>(h) Conduct and model (for colleagues, students and families) values according to the school’s mission, vision, policies and professional standard).</p> <p>(i) Demonstrate consistency of schedules, routines, criteria for success, and expectations that clearly support staff and student needs (ie teacher push-in and/or pull-out support, reading and math interventions).</p> <p>(j) Develop IEPs that identify goals, objectives, strategies, accommodations, adaptations and/or modifications that build on student strengths to develop stretch areas.</p> <p>(k) Acknowledge clearly and confidently positive behaviour intervention supports to rules and procedures in the classroom, playground and other areas of the school.</p> <p>(l) Collaborate with external agency providers (ie psychologists, psychiatrists, SLPs, OTs, BehCon) to incorporate wrap-around support to promote student learning and growth.</p> <p>(m) Coach, facilitate, or engage in extra-curricular and other activities that build staff and student relationships and promote student wellness and support student strengths, talents and passions.</p> <p>(n) Establish clearly communicated and visible procedures and practices that create safety and belonging with the goal of fostering peer-to-peer support, student independence, belief in oneself and the students’ ability to learn, grow and achieve.</p> <p>(o) Respond to urgent student needs as directed by administration in accordance with student needs, safety and behaviour plans.</p> <p>(p) Effectively utilize and direct Education Assistants to support learners through mentoring, practice and/or strategies (i.e. dysregulated students, anxiety, lack of student motivation, off-task behaviours, growth mindset).</p>				
EVIDENCE				
REQUIRED GROWTH GOALS				

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
2. Model and participate in lifelong faith-formation and professional learning.				
<div><div>(a) Participate in professional learning that builds understanding, skills and expertise in the roles and responsibilities of the Learning Support Teacher job.</div><div>(b) Attend, engage and apply learning from Learning Support Teacher meetings.</div><div>(c) Provide programs and services that are founded on evidence-informed and research-based information on best practices of learning support services.</div><div>(d) Support instructional capacity of school staff in understanding and following the multi-tiered systems of support (MTSS) to prevention and intervention.</div><div>(e) Work alongside the school team to support the learning, growth, spiritual, physical, social-emotional learning, mental health and well-being of students on IEP.</div><div>(f) Model belief in every student’s potential to improve in their learning and holistic development (socially, emotionally, physically, intellectually, spiritually, ethically).</div><div>(g) Model a strong work-ethic, high personal standards and a commitment to ongoing professional growth and life-long learning personally and collaboratively during professional learning times.</div><div>(h) Bring an enthusiasm towards collaboration, curriculum development, professional learning, and positive, growth-mindset while working on school-based action plans and growth portfolios.</div><div>(i) Use professional development opportunities to share with colleagues and further professional growth focused on student learning, building up the Learning Support Services Department and school-wide improvement.</div><div>(j) Engage the Bible and faith as a way to live out our calling as educators.</div><div>(k) Actively invite students to engage with the LCS Learner Attributes in any learning opportunity.</div><div>(l) Support teachers in designing classrooms and learning spaces that encourage calm, alert and regulated students who are ready to learn and develop a community of care.</div><div>(m) Embody a faith lived out in the personal and professional arenas both at the school and in the wider community.</div><div>(n) Establish clear classroom and behavioral norms that are responsive to student needs and rooted in grace and restorative practices.</div></div>				
EVIDENCE				
REQUIRED GROWTH GOALS				

Domain #2: ASSESSMENT FOR LEARNING

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
3. Communicate and establish clear learning goals & criteria for success.				
<div><div>(a) Utilize assessment tools and screeners (F&amp;Ps, Dart, Conner’s, Level B Assessments) that provide data on social-emotional learning, behaviour, core and curricular competencies.</div><div>(b) Design and implement strategies and tools to support learners (visuals, ready, do, done).</div><div>(c) Provide direct support for the implementation of targeted interventions to maximize student achievement and well-being.</div><div>(d) Support teachers in using triangulation of evidence to determine best demonstration of learning by students.</div><div>(e) Consult with staff, students and parents/caregivers on essential support services and programming.</div><div>(f) Plan for diversity and inclusion, and give students tasks that respect their abilities.</div><div>(g) Provide multiple opportunities and alternate ways of demonstrating mastery of the learning standards.</div><div>(h) In conjunction with the students’ teams, develop IEP goals, objectives and strategies that move students towards achievable and measurable learning targets.</div></div>				

<div><div>(i) Assist in student assessments to determine levels and type(s) of support required for students (ie F&amp;Ps, Dart, Level B, Conners).</div><div>(j) Model and explicitly teach the language and skills of peer and self feedback as an integral part of demonstrating the core and curricular competencies.</div><div>(k) Clearly communicate criteria for success and proficiency levels before assignment tasks and/or co-created with students.</div><div>(l) Collaboratively reflect on and assess exemplars of each level of proficiency with colleagues to ensure consistency of the curricular competency standards across grade levels.</div><div>(m) Align core and curricular competencies with the task used for assessment.</div></div>
EVIDENCE
REQUIRED GROWTH GOALS

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
4. Set high standards and expectations of achievement for every student; design quality assessments that inform instruction and provide timely feedback for next steps.				
<div><div>(a) Design assessments that are standards-based using the LCS Assessment and Reporting Guidelines.</div><div>(b) Effectively measure the impact of teaching on student learning to ensure instruction is effective and responsive.</div><div>(c) Ensure there are sufficient regular and ongoing formal and informal formative assessment strategies in place.</div><div>(d) Return student work in a timely manner to inform instructional planning.</div><div>(e) Clarify that students know what is required to improve the quality of thinking and communication as a result of feedback. Ensure that it is clear that students are expected to respond to feedback received with changes to improve their learning.</div><div>(f) Encourage opportunities to revise and improve learning to show mastery of the goal.</div><div>(g) Encourage opportunities for self, peer, and authentic audience feedback Planning is responsive to feedback and data collected on the learner.</div><div>(h) Reflect on common assessment practices and class or school-wide achievement data (i.e. reading assessments, FSAs, all-school write) is used to collaborate with colleagues to develop strategies to address learning gaps</div><div>(i) Engage in collaborative and common assessment practices that provide data on where to support school wide goals and build collective efficacy that improves learning for students.</div></div>				
EVIDENCE				
REQUIRED GROWTH GOALS				

Domain #3: CURRICULAR EXPERTISE

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
5. Uses scaffolded and differentiated planning practices that are inclusive of diverse learners.				
<div><div>(a) Design strength-based IEPs that seek to move students towards growth and achievement in core and curricular competencies.</div><div>(b) Recognize that supporting the unique strengths and needs of a particular student is likely to benefit other students and provide access to learning for all</div><div>(c) Plan and/or co-teach collaboratively with staff and students for differentiated instruction and supplementary and/or replacement goals and objectives (ie extra time, separate setting, learning journal, formulas)</div><div>(d) Identify adaptations, accommodations and modifications that are responsive to the range of learners in the classroom (ie brain breaks, fidgets, life skills program, alternate presentations of learning).</div><div>(e) Utilize a repertoire of graphic organizers, mind maps, thinking strategies and tools to help students organize, analyze and demonstrate their learning and growth.</div><div>(f) Utilize holistic and formational approaches to curricular planning structures (Universal Design for Learning, tiered 1-3 supports, First Peoples Principles of Learning).</div><div>(g) Structure push-in and pull-out interventions based on individual and group needs and dynamics; provide flexible groups for instruction.</div><div>(h) Create inclusive learning communities by co-planning, co-teaching, and co-assessing instructional programs. Support teachers in accessing resources.</div><div>(i) Create learning targets that clearly provide opportunity to engage with core and curricular competencies and content.</div><div>(j) Implement effective and targeted interventions to reinforce students’ concepts and develop stronger skills.</div><div>(k) Provide access to a wide variety of learning opportunities and working arrangements</div><div>(l) Intentional planning, lesson design and organization that is inclusive of all students and ensures they are holistically successful (ie social-emotional, mental health, academics, spiritual, physical)</div><div>(m) Create IEP goals, objectives and strategies; monitor its implementation, and evaluate progress.</div><div>(n) Support teachers and Education Assistants in the implementation of goals and student access to achieve goals.</div></div>				
EVIDENCE				
REQUIRED GROWTH GOALS				

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
6. Curriculum planning is competency-driven, distinctly Christian, engaging, relevant, inspirational, and formational.				
<div><div>(a) Design scaffolded assignments that foster collaboration, creativity, and innovation.</div><div>(b) Create distinctively Christian faith-informed thematic, conceptual, and inquiry-based learning experiences</div><div>(c) Focus intentionally on communal and individual development of faith and the competencies outlined in the LCS Learner Attribute Profile.</div><div>(d) Plan for students to have a voice and choice in co-creating and personalizing their learning to connect to meaningful, relevant and real-world issues.</div><div>(e) Integrate core and curricular competencies in lesson planning.</div><div>(f) Explore texts, literature and other resources that are developmentally appropriate, culturally relevant, show the diversity of a global community and address inclusive practices.</div><div>(g) Create lesson plans, including activities, discussions, assessment and classroom routines that are connected to student understanding about their identity and purpose in God’s world and propel them towards action in service of Christ.</div></div>				



<div><div>(h) Apply First Peoples Principles of Learning and perspectives in instruction and classroom resources where authentic and appropriate.</div><div>(i) Recognize the diversity reflected by learners in the classroom so that students see themselves represented in their learning.</div><div>(j) Create year overviews, course outlines, and lesson plans that show evidence of strong understanding and skillful implementation of the current BC Curriculum and Christian foundations.</div><div>(k) Demonstrate understanding of the BC curriculum and support teachers to increase capacity to support a diverse range of learners.</div></div>
EVIDENCE
REQUIRED GROWTH GOALS

Domain #4: PEDAGOGICAL EXPERTISE

STANDARD	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
7. Use proven, effective, high impact instructional strategies and practices.				
<div><div>(a) Facilitate parent and caregiver consultation and meetings for the development of Individual Education Plans, technology and other support needed to ensure student achievement.</div><div>(b) Collaborate with classroom teachers to determine programming goals and teaching strategies to be outlined in the IEP and implemented in the classroom.</div><div>(c) Collaborate with administration and relevant partners in preparing individual student plans (ie safety plans, behaviour plans, support plans, student contracts).</div><div>(d) Collaborate with administration in reviewing overall needs of students in the building and determining potential plans for meeting those needs (SBTs, Admin/LST meetings).</div><div>(e) Facilitate transition planning for students moving between campuses and graduating to post-secondary studies or life beyond Grade 12.</div><div>(f) Provide student recommendations and support classroom placements and Education Assistant schedules based on student needs and Educational Assistant strengths.</div><div>(g) Liaise with Child and Youth Care Worker and counselor to support social-emotional well-being of students.</div><div>(h) Ensure documentation and paperwork to support student ministry designation is up-to-date and complete.</div><div>(i) Provide direct support to staff, students and families on the implementation of the Individual Education Plan.</div><div>(j) Support students with developing executive functioning skills (planning, organization, task initiation, time management, working memory).</div><div>(k) Encourage strategies and tools to assist with anxiety (social anxiety, selective mutism, separation, phobias) and mental health concerns. Refer to the Social-Emotional Team for tier 2 or 3 interventions as required.</div><div>(l) Encourage growth mindset, perseverance, self-control, flexibility, attention, focus, motivation and attendance.</div><div>(m) Create spaces which employ a variety of processes and strategies responsive to student learning styles.</div><div>(n) Use universal design for learning and tier 1 support strategies (ie scaffolding, gradual release).</div><div>(o) Use a sufficient repertoire of strategies and routines that encourage students’ thinking (problem-solving, analysis, synthesis, creativity etc.) and make it visible to the teacher, themselves and others.</div></div>				

<div><div>(p) Develop instructional approaches and discussions that are inquiry-based, not answer (content) driven, and problematized to create opportunities for critical thinking and problem-solving.</div><div>(q) Create collaborative, flexible learning tasks and a range of individual, whole-group and small-group instruction.</div><div>(r) The teacher engages students in intellectual, relational, introspective, and <a href="#">LCS Formational Christian Teaching Practices</a>.</div></div>
EVIDENCE
REQUIRED GROWTH GOALS

## STUDENT/PARENT SURVEYS

Learning Support Teacher evaluations may, from time to time, require feedback from students or parents/caregivers. Results will be shared as part of the evaluation process, and discussed with an administrator to develop growth goals. The following questions may be used. Principals may not use questions that students or parents/caregivers are not equipped to provide, such as questions about the quality of lesson design.

1. Did the Learning Support Teacher understand my strengths, stretches and learner profile?
2. Was my Learning Support Teacher respectful of the diverse types of students?
3. Did the Learning Support Teacher address student needs in an inclusive and equitable manner?
4. Did the Learning Support Teacher create a sense of belonging and safety with a high degree of trust and connection?
5. Did the Learning Support Teacher provide parent/caregiver and student voice and choice when creating goals, objectives and strategies for Individual Education Plans, interventions and supports?
6. Did the Learning Support Teacher offer accommodations, adaptations, modifications as needed; introduce technology to support learning needs, and/or offer extra support for the repetition and reinforcement of concepts, knowledge and skills?
7. Did the Learning Support Teacher respond to parent/caregiver concerns and communication in a timely manner with respect, sensitivity and knowledge of your student and his/her needs?
8. Did the Learning Support Teacher create suitable and "just right" goals, objectives and strategies in Individual Education Plans?
9. Did the Learning Support Teacher offer effective interventions to improve student achievement and address lagging skills?
10. Did Learning Support Teacher interactions, Individual Education Plans and other supports address social-emotional learning, mental health literacy and executive function skills?

The LCS Administrative team conducting the evaluation will work with the Learning Support Teacher to design, survey, and encourage reflection on the data. The purpose of this information is to generate an understanding of areas of strength and areas for growth, then invite next steps with professional growth plan goals.

As part of a formal Learning Support Teacher evaluation, the LCS Administrative team will encourage the Learning Support Teacher to include a short reflection on key insights they learned from the process and immediate goals in their evaluation report.

## Resources

- Stephen L. Benton, Best Practices in the Evaluation of Teaching (2018) <https://files.eric.ed.gov/fulltext/ED588352.pdf>
- Five Areas of Christian Practice (2021), <https://practicing.faith/what-does-practicing-faith-mean/>
- Charlotte Danielson, Evaluations That Help Teachers Learn (2011) [http://www.ascd.org/publications/educational\\_leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers%20Learn.aspx](http://www.ascd.org/publications/educational_leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers%20Learn.aspx)
- Grant Wiggins, How Good Is Good Enough? (2014) [http://www.ascd.org/publications/educational\\_leadership/dec13/vol71/num04/How-Good-Is-Good-Enough.aspx](http://www.ascd.org/publications/educational_leadership/dec13/vol71/num04/How-Good-Is-Good-Enough.aspx)