

## **TSU Response To School Effectiveness Framework (SEF)**

### **Introduction**

The Literacy and Numeracy Secretariat (LNS) has provided guidelines for school boards to perform school assessments, review school growth plans and develop plans to address areas of need. It has two main components:

- a school based self-assessment tool that teachers use as part of each school's improvement planning process, and ("*an opportunity to engage staff in deep and purposeful dialogue*") (Min of Ed SEF Letter))
- a district review process for boards to allow schools to assess strengths and needs, and help **them** determine areas for support

### **District Review Summary Report**

The District Review Summary Report includes the following information:

- summary of school strengths
- areas requiring improvement
- recommendations for next steps and "capacity building" needs
- concluding statement about school effectiveness in improving student achievement

### **Literacy and Numeracy Secretariat's Key Principles for Engagement**

The LNS has stated that in order for the district review to be effective, that the process be:

- "open, honest and transparent"
- "collaborative, collegial and respectful"
- "focused on continuous improvement in student achievement"
- "reflective, self-critical and growth promoting ..."
- "a basis for dialogue and inquiry" Reflecting all staff

### **TSU's Position on SEF and the District Review Process**

- the process should be collaborative and involve a dialogue with teachers throughout every step of the SEF process and District Review Staff should
- TSU representatives should be present at all planning and review meetings, and be welcomed as observers during a school's District Review day
- teacher participation on the day of the District Review is voluntary
- teachers should be given advance notice of the time and focus of observational visits
- teachers may request to see a reviewer's notes at the end of the observation period
- the size of the team visiting any classroom should be kept to a minimum of two people
- teachers may not be part of the District Review team (colleagues should not evaluate or "observe" fellow colleagues)
- the team will visit the classrooms of teachers wishing to participate in this process for no more than 10 to 15 minutes
- the District Review Report should reflect the "big picture" or whole school culture rather than any particular classroom or teacher

### **TSU Tips for Members**

- Call TSU if you have any concerns about how this initiative is being implemented in your school
- If you do not wish to participate in the District Review, let your Principal or other member of the School Improvement Team know ahead of time. Participation in the District Review is NOT mandatory. Contact TSU if you have any concerns.
- If any teacher receives feedback in which a teacher is identified and/or evaluated (i.e. District Review and/or SEF process is being used as part of their performance appraisal or generalized comments about their performance in the classroom), contact TSU immediately
- Make sure that throughout the SEF and District Review process that discussion on student achievement is holistic and includes factors specific to a school community such as the school environment and culture, and does not focus only on literacy, numeracy and EQAO scores