

A Model for Teacher Growth and Evaluation

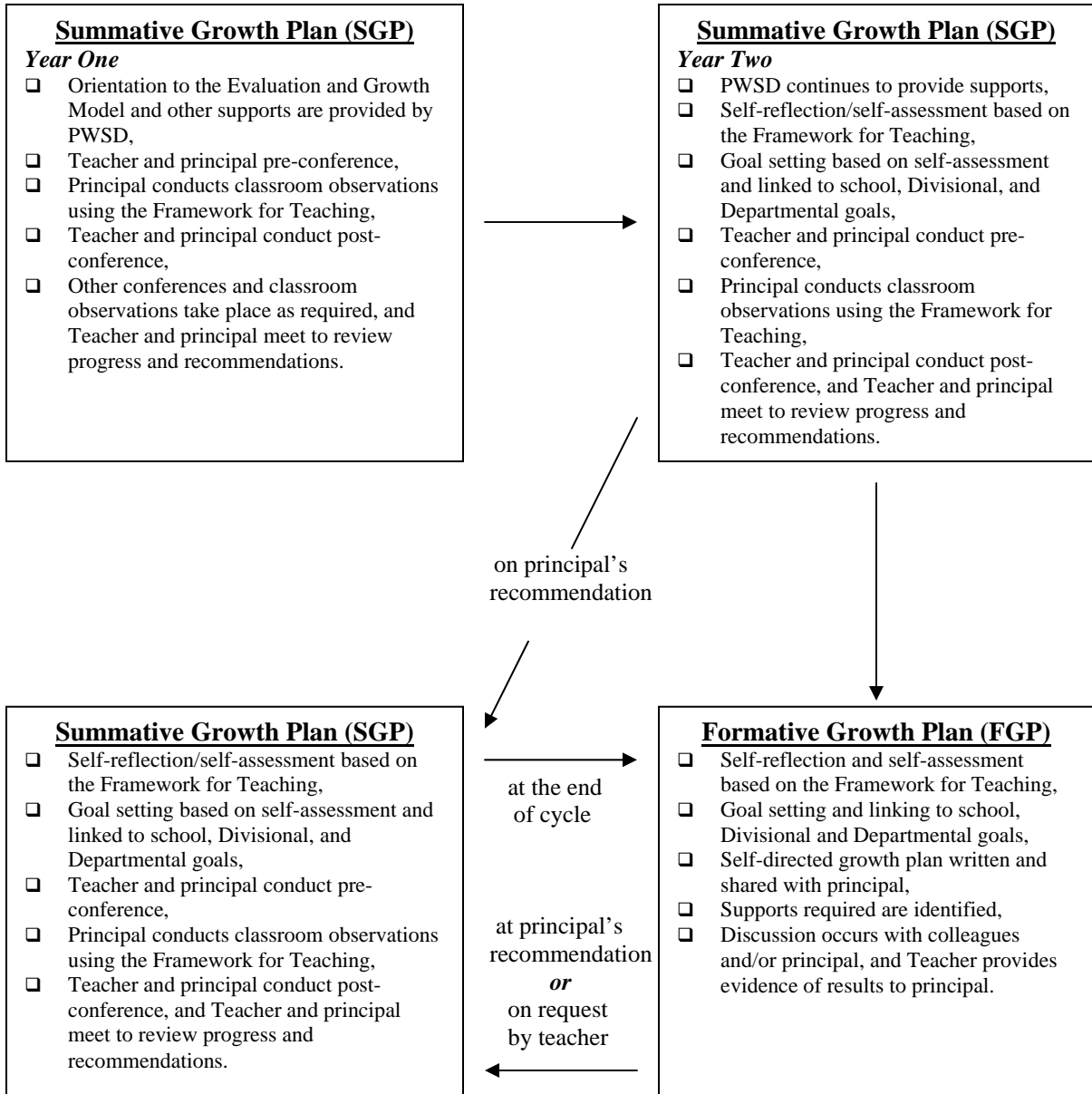


Table of Contents

Policy GCN - Supervision and Evaluation of Educators	2
Parkwest School Division Growth and Evaluation Model	3
Summative Growth Plan (SGP)	4
Guidelines for the Summative Growth Plan	5
Summative Growth Plan Model	6
Formative Growth Plan (FGP)	7
Guidelines for the Formative Growth Plan	8
Formative Growth Plan Model	9
Appendix A - <i>Framework for Effective Teaching</i>	10
Appendix B - <i>Self Assessment Tool</i>	12
Appendix C - <i>Summative Evaluation Recording Sheet</i>	13
Appendix D - <i>Levels of Performance</i>	14
Appendix E - <i>Summative Growth Plan Sources of Information</i>	16
Appendix F - <i>Summative Growth Plan Pre-conference Planner</i>	17
Appendix G - <i>Summative Growth Plan Pre-Conference Principal's Record</i>	18
Appendix H - <i>Summative Growth Plan Post-Conference Reflection Guide</i>	19
Appendix I - <i>Formative Growth Plan Report</i>	20
Appendix J - <i>Formative Growth Plan Sample Report</i>	21
Appendix K - <i>Developing The Formative Growth Plan</i>	22
Appendix L - <i>Writing The Formative Growth Plan</i>	22
Appendix M - <i>Implementing The Formative Growth Plan</i>	22
Appendix N - <i>Guidelines for Conferencing</i>	23
Appendix O - <i>Sample FGP Activities</i>	24
Appendix P - <i>Sample FGP Success Indicators</i>	24
Appendix Q - <i>Sample Conference Sheets</i>	25
Appendix R - <i>The Education Agenda: Priorities for K - Sr. 4</i>	31

Park West School Division Growth and Evaluation Model

The following model will be used to implement Park West School Division **Policy GCN Supervision and Evaluation of Educators**. It shows teacher growth and evaluation as a continuous process with two methods of data collection, summative and formative. Both methods are used to inform and direct teacher growth; the summative method is also used to provide data for teacher evaluation.



Summative Growth Plan (SGP)

The primary purpose of the Summative Growth Plan is to facilitate professional growth to improve teaching and learning. The SGP also provides evidence of high professional and legal quality about teacher competency.

The Summative Growth Process (SGP) is governed by the principles of clinical supervision, which are based upon the legal responsibility and authority held by the Board of Trustees of Parkwest School Division, and delegated to the Superintendent / CEO, the Superintendent of Programs, and the school administrators.

The principles of clinical supervision are as follows:

- The responsibility for the summative evaluation process and reports rest with the principal.
- The responsibility of implementing and monitoring the SGP rests with the Superintendent of Programs.

The Summative Growth Plan must be based upon the following criteria:

- A common understanding of the purpose of education
- An awareness of the generalizable principles of teaching as provided by the Framework of Teaching (Appendix A)
- Demonstration of subject specific competence
- Sensitivity to particular teacher contexts and teaching situations
- Dialogical (noncoercive) communication
- Periodic evaluation and renewal of the SGP

Format for summative evaluation:

Teachers will be evaluated using the Framework for Teaching. Within this Framework, the following four domains will be evaluated and recommendations will be made by the principal with respect to them.

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

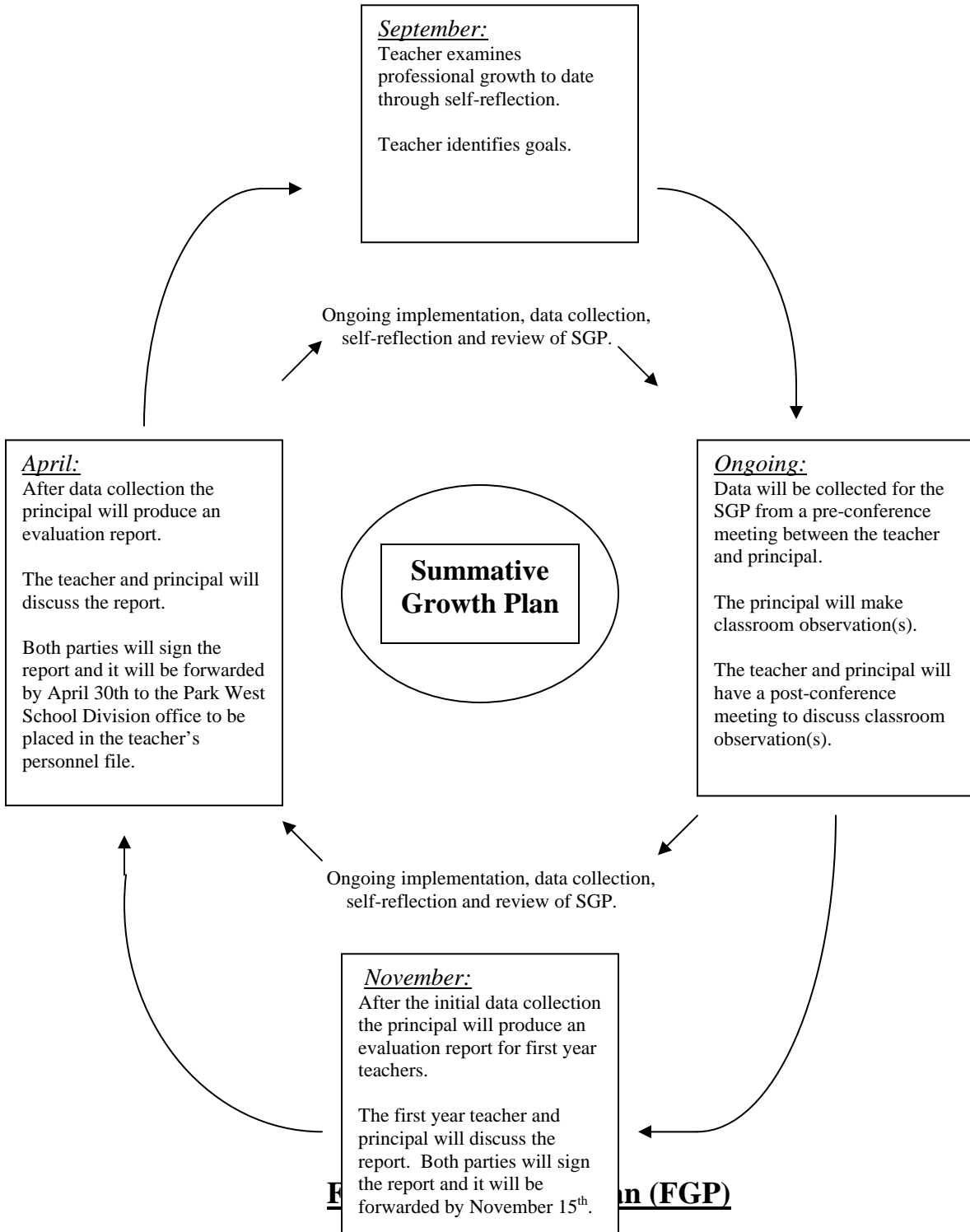
The evaluations will utilize a common format (Appendix D).

Guidelines for the Summative Growth Plan (SGP)

1. Teachers in their first year of teaching in Park West School Division will have two evaluation reports, the first to be completed by November 15th, and the second by April 30th.
2. Teachers in their second year of teaching in Park West School Division will have an evaluation report completed by April 30th.
3. All teachers will have an evaluation report completed by April 30th on a three-year cycle.
4. Principals will establish the rotation for experienced teachers.
5. The Framework for Teaching (Appendix A) will provide the focus for the Summative Growth Plan.
6. Self-reflection is a key component of the SGP. The self-assessment tool found in Appendix B will be used by teachers at the beginning of the process.
7. Goal setting is an important part of growth and evaluation plans. Goals based on the self assessment tool and other goals that provide for professional growth may be part of the SGP. Teachers may choose to meet this aspect of the SPG by the same process used in the FGP.
8. Data will be collected for the SGP from a pre-conference meeting between the teacher and principal, from classroom observation(s) by the principal, from a post-conference meeting, and from artifacts provided by the teacher. Appendix E, Summative Growth Plan (SGP) Sources of Information, illustrates this process.
9. Appendices F to H provide tools that can be used by teachers and principals in the pre-conference, observation, post-conference process.
10. After data collection the principal will produce an evaluation report using the Framework for Teaching to provide the focus. The teacher and principal will meet to discuss the report. Both parties will sign the report and will be forwarded to the Park West School Division office to be placed in the teacher's personnel file.

Summative Growth Plan Model (SGP)

The development of the SGP is a cyclical process, beginning with teacher self-reflection on his or her learning needs based upon previous professional growth.



The primary purpose of the Formative Growth Plan is to facilitate professional growth to improve teaching and learning.

Each teacher will develop, implement, and complete an individualized FGP. The plan will be developed in collaboration with the principal or designate.

The following model will be used to implement Park West School Division **Policy GCN Supervision and Evaluation of Educators**.

Professional growth is the active commitment to enhance professional practice through growth in knowledge and understanding of both learning and teaching. Growth plans are designed to facilitate the ongoing, self-directed learning and professional growth of teachers.

The Professional Growth Plan is governed by the following two principles:

- Teachers assume the primary responsibility for their own development.
- Teachers assume a collegial responsibility for the professional growth of their colleagues and the development of the teaching profession.

Other positive outcomes of developing Formative Growth Plans:

- To support teachers in professional growth.
- To act as a catalyst for continual professional growth and development.
- To support the idea that schools are places where stakeholders are actively engaged in life-long learning.
- To create a safe and supportive environment that encourages innovation through risk taking.
- To assist teachers in modification of current programming, instructional strategies and initiatives to improve learning opportunities

The Formative Growth Plan must be based upon the following criteria:

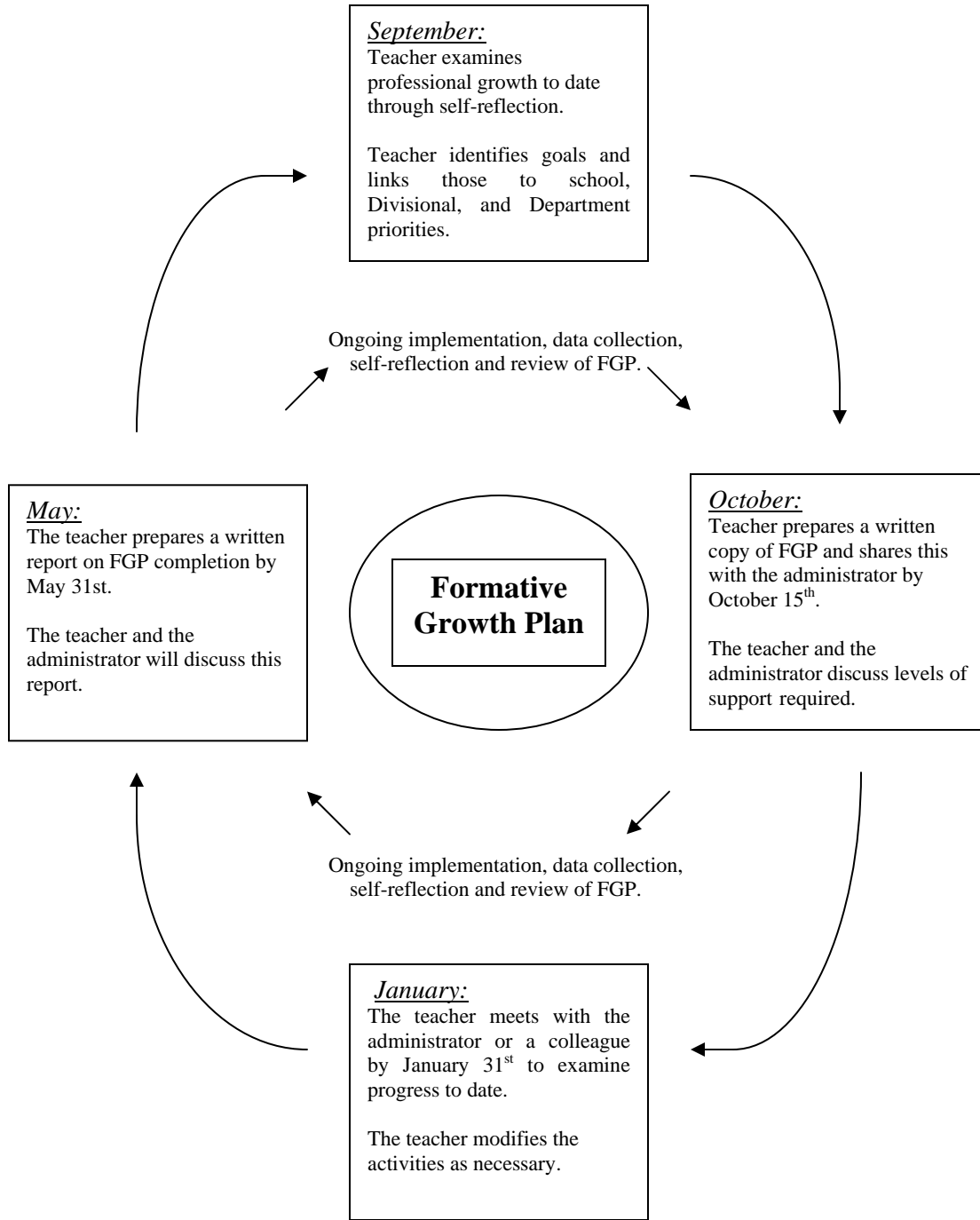
- A common understanding of the purpose of education
- An awareness of the generalizable principles of teaching as provided by the Framework of Teaching (Appendix A).
- Demonstration of subject specific competence
- Sensitivity to particular teacher contexts and teaching situations
- Dialogical (noncoercive) communication
- Periodic evaluation and renewal of the FGP

Guidelines for the Formative Growth Plan (FGP)

1. All teachers, both full-time and part-time, will assume responsibility for completing a formative growth plan report.
2. All staff will submit and share their annual formative growth plan (FGP) by October 15th (see Appendices I & J). The FGP is a written statement describing a teacher's intended professional growth over a period of time, usually a school year. Appendices K-M provide suggestions for developing, writing, and implementing the FGP.
3. An annual FGP may be a component of a long-term multi-year plan.
4. The plan will reflect goals and objectives based on the teacher's self-reflection of professional learning needs. Teachers may use the self-assessment format found in Appendix C, which is based upon the Framework for Teaching (Appendix A).
5. All teachers will develop plans that foster self-assessment, professional growth and/or improved practice. Plans should be meaningful and relevant to the particular current position, assignments(s), or anticipated future positions.
6. The personal professional goals must consider the education plans for the school, the Board, and Manitoba Education (see Appendix R. The teacher, after reflection and self-analysis in relation to Divisional and personal professional goals, determines his / her own growth plan.
7. During the development and implementation of the FGP, teachers will meet with an administrator or designate to share plans and progress (Appendix N).
8. Each Professional Growth Plan will include the following components:
 - a) Goal statements - Areas in which a teacher chooses to grow and develop professionally
 - b) Activities for achieving those goals
 - c) Indicators and measures of achievement through self-evaluation of progress.
9. All teachers will have a midterm conference with an administrator or a colleague to review progress and adapt FGP if necessary.
10. All staff will provide the administrator with their growth plan on or before May 31st.
11. Teachers should retain a copy of their growth plan as well as any related materials or records. The administrator will file a copy of the growth plan (Appendix I) for reference. The teacher may request that the formative growth plan be placed in their personnel file.

Formative Growth Plan Model (FGP)

The development of the FGP is a cyclical process, beginning with teacher self-reflection on his or her learning needs based upon previous professional growth.



(Charlotte Daniellson, *Enhancing Professional Practice*, 1996)

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Assessing Student Learning*

- Congruence with instructional goals
- Criteria and standards

Domain 2: The Classroom Environment

Component 2a: *Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interaction

Component 2b: *Establishing a Culture for Learning*

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: *Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: *Managing Student Behaviour*

- Expectations
- Monitoring of student behaviour
- Response to student misbehaviour

Component 2e: *Organizing Physical Space*

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

Component 3a: *Communicating Clearly and*

Domain 4: Professional Responsibilities

Accurately

- Directions and procedures
- Oral and written language

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Providing Feedback to Students

- Quality: accurate, substantive, constructive, and specific
- Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Contributing to the School and District

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: Showing Professionalism

- Service to students
- Advocacy
- Decision making

Self-Assessment Format

Name _____

Date _____

Rate each of the following categories regarding your performance:

U = Unsatisfactory level

B = Basic level

P = Proficiency level

D = Distinguished level

Appendix D provides an explanation of these levels.

Domain 1: Planning and Preparation

1a: Demonstrates knowledge of content and pedagogy	U	B	P	D
1b: Demonstrates knowledge of students needs	U	B	P	D
1c: Selects appropriate instructional goals	U	B	P	D
1d: Demonstrates knowledge of resources	U	B	P	D
1e: Designs coherent instruction	U	B	P	D
1f: Fairly assesses student learning	U	B	P	D

Domain 2: The Classroom Environment

2a: Creates an environment of respect and rapport	U	B	P	D
2b: Establishes a culture for learning	U	B	P	D
2c: Manages classroom procedures	U	B	P	D
2d: Manages student behaviour	U	B	P	D
2e: Organizes physical space effectively	U	B	P	D

Domain 3: Instruction

3a: Communicates clearly and accurately	U	B	P	D
3b: Uses questioning and discussion techniques	U	B	P	D
3c: Engages students in learning	U	B	P	D
3d: Provides meaningful feedback to students	U	B	P	D
3e: Demonstrates flexibility and responsiveness	U	B	P	D

Domain 4: Professional Responsibilities

4a: Reflects on teaching	U	B	P	D
4b: Maintains accurate records	U	B	P	D
4c: Communicates with parents / guardians	U	B	P	D
4d: Contributes to the school and Division	U	B	P	D
4e: Grows and develops professionally	U	B	P	D
4f: Shows professionalism	U	B	P	D

Levels of Performance

This information may be utilized with the Self Assessment Tool (Appendix B) or the Summative Evaluation Recording Sheet (Appendix D).

Each element of a component of the Framework of Teaching has four levels of performance: unsatisfactory, basic, proficient, and distinguished.

Unsatisfactory:

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

Basic:

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

For supervision and evaluation, this level is minimally competent- improvement is likely with experience.

Proficient:

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Distinguished:

Teachers at this level are master teachers and make a contribution to the field, both in and outside of the school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuring considerable responsibility for their own learning.

Summative Evaluation Recording Sheet

Name _____

Date _____

Rate each of the following categories regarding your performance:

U = Unsatisfactory level

B = Basic level

P = Proficiency level

D = Distinguished level

Appendix D provides an explanation of these levels.

Domain I: Planning and Preparation

1a: Demonstrates knowledge of content and pedagogy	U	B	P	D
1b: Demonstrates knowledge of students needs	U	B	P	D
1c: Selects appropriate instructional goals	U	B	P	D
1d: Demonstrates knowledge of resources	U	B	P	D
1e: Designs coherent instruction	U	B	P	D
1f: Fairly assesses student learning	U	B	P	D

Comments:

Domain 2: The Classroom Environment

2a: Creates an environment of respect and rapport	U	B	P	D
2b: Establishes a culture for learning	U	B	P	D
2c: Manages classroom procedures	U	B	P	D
2d: Manages student behaviour	U	B	P	D
2e: Organizes physical space effectively	U	B	P	D

Comments:

Domain 3: Instruction

3a: Communicates clearly and accurately	U	B	P	D
3b: Uses questioning and discussion techniques	U	B	P	D
3c: Engages students in learning	U	B	P	D
3d: Provides meaningful feedback to students	U	B	P	D
3e: Demonstrates flexibility and responsiveness	U	B	P	D

Comments:

Domain 4: Professional Responsibilities

4a: Reflects on teaching	U	B	P	D
4b: Maintains accurate records	U	B	P	D
4c: Communicates with parents / guardians	U	B	P	D
4d: Contributes to the school and Division	U	B	P	D
4e: Grows and develops professionally	U	B	P	D
4f: Shows professionalism	U	B	P	D

Comments:

Summary comments:

Signature of Principal

I have discussed this report with the Principal. This signature does not necessarily indicate agreement.

Signature of teacher

Teacher comments and plans for further professional growth:
Appendix E

Summative Growth Plan (SGP) Sources of Information

Component of the Framework for Teaching	Possible Sources of Data
Domain 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Learning	Pre-conference, unit/lesson plan, classroom observation Pre-conference, lesson plan, IEP, classroom observation Pre-conference, unit/lesson plan, artifacts Pre-conference, unit/lesson plan Pre/post-conference, unit/lesson plan, artifacts Pre/post-conference, unit/lesson plan, artifacts
Domain 2: The Classroom Environment 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture of Learning 2c: Managing Classroom Procedures 2d: Managing Student Behaviour 2e: Organizing Physical Space	Classroom observation Classroom observation Classroom observation, artifacts Pre/post-conference, observation, artifacts Pre/post-conference, classroom observation, artifacts
Domain 3: Instruction 3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness	Classroom observation Classroom observation Classroom observation, artifacts, post-conference Classroom observation, artifacts, post-conference Classroom observation, post-conference
Domain 4: Professional Responsibilities 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Contributing to the School and District 4e: Growing and Developing Professionally 4f: Showing Professionalism	Post-conference Classroom observation, post-conference, artifacts Post-conference, artifacts Post-conference, artifacts Post-conference, artifacts Post-conference, artifacts

Examples of Artifacts that Might be Used

- Classroom rules and procedures
- Behaviour management/discipline records
- Seating plans
- Descriptions of activities
- Handouts and worksheets
- Reading lists
- Copies of assessment tools and rubrics
- Assessment data
- Samples of student work
- Web pages
- Samples of written feedback to students
- Logs of parent contacts
- Samples of communication with parents
- Records of inservices and workshops
- Record of professional reading
- Reflection journal entries
- Record of professional courses taken
- Record of professional writing or publications
- Evidence of progress on FGP goals

Appendix F

Suggested Summative Growth Plan (SGP) Pre-conference Planner	
Name: _____ Principal: _____	
Grade/Class/Course: _____ Date of Pre-conference: _____	
Date(s) of Observation(s): _____	
1. Briefly describe the students in the class including a description of any special academic or behavioural needs. (Component 1b)	7. How will students, EAs, and volunteers contribute to the learning environment? (Component 2c)
2. What are the goals of the lesson(s)? What will students learn? (Component 1c)	8. What difficulties might students experience, and how do you plan to deal with them? (Component 1a)
3. Are the goals suitable for these students? (Components 1b and 1c)	9. What are your expectations of students' behaviour? (Component 2d)
4. How do the goals fit into the general learning outcomes of the curriculum? (Component 1c)	10. What instructional materials or other resources will you use? (Component 1d)
5. Do the goals of the lesson(s) relate to broader goals in the discipline or in other disciplines? (Component 1c)	11. How will you assess student learning? What procedures will you use? (Component 1f)
6. How will you engage the students in the content of the lesson(s)? What will you do? What will they do? (Component 1e)	12. How do you plan to use the results of the assessment? (Component 1f)
Are there any items you would like to bring to the attention of the principal?	
Do you have any questions about the format of the classroom observation?	

Appendix G

Suggested Summative Growth Plan Pre-Conference Principal's Record

Teacher: _____

Principal: _____

Grade/Class/Course: _____

Date of Pre-conference: _____

Date(s) of Observation(s): _____

1. Knowledge of the students in the class including knowledge of special needs. (Component 1b)

2. Selection of the instructional goals of the lesson(s). (Component 1c)

3. Suitability of the goals of the lesson for the students in the class. (Components 1b and 1c)

4. Connection of the lesson goals to the general learning outcomes of the curriculum. (Component 1c)

5. Connection of the goals to broader goals in the discipline or in other disciplines. (Component 1c)

6. Plan to engage the students in the content of the lesson(s). (Component 1e)

7. Plan for students, EAs, and volunteers to contribute to the learning environment. (Component 2c)

8. Knowledge of instructional materials and other resources. (Component 1d)

9. Plan to assess student learning. (Component 1f)

10. Plan to use of the assessment results with students (Component 1f)

Clarification of the focus of the classroom observation:

Appendix H

**Suggested Summative Growth Plan (SGP)
Post-Conference Teacher's Reflection Guide**

Teacher: _____ Principal: _____

Date(s) of Observation(s): _____

1. As I reflect on the lesson to what extent were students productively engaged? (Components 1e, 3c, 4a)

2. Did the students learn what I intended? Were lesson goals met? How do I know? (Components 1f and 4a)

3. Did I alter my goals or plans as I taught the lesson? If so, why? (Components 1e and 3e)

4. Did classroom procedures provide for smooth operation of the classroom and efficient use of time? (Component 2c)

5. Was student behaviour managed in a way that allowed students' learning to be maximized? (Component 2d)

6. If I could teach this lesson again to this same group of students what would I do differently? Why? (Component 4a)

7. Provide samples of student work from this lesson. Try to have the work reflect the full range of student ability in your class. Include feedback that you provided to the students. (Component 3d)

Formative Growth Plan Report

Name _____
 Assignment _____

School _____
 Date _____

<p>Manitoba Education Priorities</p> <ul style="list-style-type: none"> 1.1 Improving outcomes for less successful learners 1.2 Strengthening links among schools, parents, and communities. 1.3 Strengthening school planning and reporting 1.4 Improving learning opportunities for educators 1.5 Strengthening pathways among secondary schools, post-secondary education and work 1.6 Linking policy and practice to research and evidence 	<p>Park West School Division Priorities</p>	<p>School Priorities</p>
---	--	---------------------------------

Priority links	Goals	Activities	Success Indicators	Results
Dept Div School				
Dept Div School				
Dept Div School				

Teacher's signature _____

Principal's signature _____

Notes: The goals for the year should be identified in September.
 The activities should be listed in September and updated in May
 The FGP should be submitted to the Principal by May 31st.

Formative Growth Plan Sample Report

Name Paul Simon
 Assignment Middle Years – Science, Math, ELA

School Oakburn
 Date Sept. 2003

<p>Manitoba Education Priorities</p> <p>1.7 Improving outcomes for less successful learners</p> <p>1.8 Strengthening links among schools, parents, and communities.</p> <p>1.9 Strengthening school planning and reporting</p> <p>1.10 Improving learning opportunities for educators</p> <p>1.11 Strengthening pathways among secondary schools, post-secondary education and work</p> <p>1.12 Linking policy and practice to research and evidence</p>	<p>Park West School Division Priorities</p> <ol style="list-style-type: none"> 1. Provide and maintain quality infrastructure. 2. Enhance program opportunities. 3. Foster safe and respectful schools. 4. Use effective communication to develop positive teams and partnerships. 	<p>School Priorities</p> <ol style="list-style-type: none"> 1. To provide a high quality instructional program for all students. 2. To prepare students for participation in the dynamic global society. 3. To improve public relations and communication among stakeholders. 4. To establish a safe and welcoming environment
---	---	---

Priority links	Goals	Activities	Success Indicators	Results
Dept - 1.1 Div - 2, 3 School - 1, 4	To improve my classroom management skills.	<ul style="list-style-type: none"> - Attend the WEVAS workshop. - Read Ronald Moorish’s book on classroom management. - Have a colleague observe my class and provide feedback. 	<ul style="list-style-type: none"> - Workshop attended and strategies implemented. - Book read and strategies used. - Colleague will observe positive classroom management being used in classroom. 	
Dept - 1.1 Div - 2 School - 1, 2	To integrate technology into all of my course offerings.	<ul style="list-style-type: none"> - Attend a SAG / LIFT session on technology integration. - Begin corresponding using email. - Apply for a Grassroots project. 	<ul style="list-style-type: none"> - Certificate of completion of SAG/LIFT session. - Student work will be created using technology. - Grassroots application completed. 	
Dept - 1.4 Div - 3 School - 4	To improve my personal wellness	<ul style="list-style-type: none"> - Attend a workshop on “Stress Management”. - Increase daily organization skills. 	<ul style="list-style-type: none"> - Workshop attended and strategies implemented. - A personal daybook will be used to organize activities. 	

Teacher’s signature Paul Simon

Principal’s signature H.J. Simpson

Notes: The goals for the year should be identified in September.
 The activities should be listed in September and updated in May
 The FGP should be submitted to the Principal by May 31st.

Developing The Formative Growth Plan

There are four critical attributes to consider in the development of your Professional Growth Plan:

1. Will this plan improve teaching and learning?
2. Is the focus of the plan the professional growth of the teacher?
3. Are the goals and objectives related to the enterprise of teaching?
4. Is the plan achievable within realistic timelines?

Writing The Formative Growth Plan

A written growth plan must include the following three essential elements:

- a) Goals
- b) Activities
- c) Success indicators

Goals: Broad or generalized outcomes that teachers want to accomplish.

Goals are designed using the SMART format:

- Specific in enhancing student learning
- Measurable by the teacher
- Attainable
- Realistic for the students and the teacher
- Time-bound for the year

Activities: The actions necessary to undertake your formative growth plan and to move toward the achievement of goals.
See Appendix O for suggested activities.

Success Indicators: Specific items of information that track and measure the success of an activity in meeting goals. Indicators should be observable and measurable.
See Appendix P for suggested success indicators.

Implementing The Growth Plan

Steps of FGP implementation:

- Begin reflection.
- Review the process and the information being collected on an ongoing basis.
- Modify the activities as necessary
- Share insights, concerns, and questions through conferencing

Guidelines for Conferencing

The purpose of this reflective practice is to improve the dialogue about teaching and learning in our schools that enable us to have common goals, take collective actions, and study the effects on student learning.

The completion of the Professional Growth Plan requires that the teacher have three meetings per year with the principal and/or colleague:

- i) First meeting in the fall (by October 15th).
 - The teacher shares the personal growth plan with the principal.
 - The teacher and administrator discuss levels of support that are required.

- ii) Second meeting to review midterm progress (by January 31st).
 - The teacher meets with the administrator or a colleague to examine progress to date.

- iii) Discussion to summarize FGP (by May 31st).
 - The teacher and administrator discuss the summative report on growth plan completion.
 - The FGP will include specific indicators that support the degree of FGP completion.
 - The FGP will also provide reflections on professional growth.
 - The teacher will reflect upon future goals and activities.

During each meeting, the teacher may record dialogue using the appropriate conference sheet. Appendix Q provides suggested conference sheet templates and samples.

Conference discussion ideas:

- Is there a clear focus on learning and teaching?

- Is there a timeline?

- Is there a clear purpose for the proposed ideas?

- What changes will this FGP bring about for your students, for yourself, for the school, and for Parkwest School Division?

- Are you clear as to how you will effect the changes to realize your goals?

- How will you know that your goals have been achieved? Are they measurable?

- How will you share and celebrate the work that you are doing?

Appendix O

Sample FGP Activities

Possible activities for attaining professional development goals may include, but are not limited to:

- observing colleagues
 - having colleagues observe teacher
 - interviews / questionnaires
 - attending workshops
 - carrying out action-research
 - self-evaluation
 - piloting new curricula
 - group planning
 - peer coaching or mentorships
 - attending university
 - feedback from coach / students / colleagues / parents
 - collecting work samples – portfolio
 - professional reading
-

Appendix P

Sample FGP Success Indicators

Suggested methods to record your findings and to indicate success:

- anecdotal writings
- tape classes with a video camera or tape recorder
- keep a professional journal or learning log
- certificates of attendance for workshops
- credit from university courses
- letters of recommendation from a committee with which one worked
- student work samples that demonstrates a new practice being used
- research report
- published report for a professional journal
- facilitate an in-service or a workshop

Sample Conference Sheets

Suggested Initial FGP Conference Form

Date: _____

Teacher: _____

Date: _____

Administrator: _____

Support or assistance required:

Teacher's comments:

Administrator's comments:

Suggested Midterm FGP Conference Form

Date: _____

Teacher: _____

Date: _____

Administrator / colleague: _____

Teacher's comments (what indicators show measurable growth and what has to be done to ensure that all goals are met):

Administrator's / colleague's comments resulting from discussion:

Suggested Year-End FGP Conference Form

Date: _____

Teacher: _____

Date: _____

Administrator: _____

Teacher comments (Indicate how your FGP has enabled you to grow as a professional):

Future goals and activities:

Administrator's comments:

Sample Initial FGP Conference Form

Date: September 28, 2003

Teacher: Paul Simon

Date: September 28, 2003

Administrator: H.J. Simpson

Support /assistance required:

I would like some assistance selecting a colleague to observe my classroom. I am looking for someone who is not critical and who might be considered an excellent classroom manager.

I am hoping that my administrator will support my professional development requests. The workshops I have outlined are critical to my growth plan's success.

I also plan on connecting with the technology coordinator, Dwight Brown, to get assistance with my Grassroots Project application.

Teacher's comments:

I will accomplish my goals through professional reading, inservice training, and professional collaboration.

I intend on focusing on Ronald Moorish's book on Classroom Management. I also plan on attending workshops on WEVAS, technology integration, and stress management. I am very excited with the prospect of having a colleague observe my classroom and providing me with feedback.

For a complete overview of my plans for growth plan implementation, please see the attached planning document.

Administrator's comments:

During my meeting with my Principal, we reviewed my professional growth plan. She is supportive of my professional development requests and will help me identify a colleague to with whom I might work.

We also discussed ideas for developing my Grassroots application.

Sample Midterm FGP Conference Form

Date: January 20th, 2004

Teacher: Paul Simon

Date: January 20th, 2004

Administrator/ colleague: H.J. Simpson

Teacher's comments (what indicators show measurable growth and what has to be done to ensure that all goals are met):

Goal One: I have attended the WEVAS session at LIFT. Since this workshop, I have been working on improving my communication skills so that the "anxious" student does not become the "agitated" student. Open communication has replaced defensive communication. I have yet to have my colleague observe my class but I plan to do so in February.

Goal 2: The technology coordinator and I have created a unit plan. My Grassroots application was unsuccessful but I still implemented the project on "Developing a Class Website". I have been using email on a regular basis. I hope to attend a technology related workshop in March, perhaps the "Roundtable Discussion on Technology in Education" in Portage la Prairie on April 18th.

Goal 3: My school colleagues identified wellness as a mid-year priority and we were able to bring a presenter in from Brandon early in December. His suggestions regarding stress management have been very beneficial. The best thing I have done for personal wellness is purchasing and using a PDA for daily planning.

Other: I have been involved in coaching Middle Years' basketball and this has helped me develop better rapport with my students. I am also contributing to my Division in my efforts as a member of the Professional Development committee.

Administrator's / colleague's comments resulting from discussion:

I am impressed with your progress to date. Your Grassroots project was an excellent idea. I would like to discuss how we might support its implementation at a school level.

I have observed students that might be classified as "agitated" be guided back to the "effective student" state. The WEVAS skills are quite evident in your classroom management style. Open communication seems to be working effectively with your students.

Your use of your PDA has been very impressive. I did not realize how much information those machines can hold. I am actually considering purchasing one for myself.

I have enjoyed collaborating with you on your professional growth plan. Together we have thought of a few new ideas to further enhance your professional development.

Sample Year-End FGP Form

Date: May 16th, 2004

Teacher: Paul Simon

Date: May 16th, 2004

Administrator: H.J. Simpson

Teacher comments (Indicate how your FGP has enabled you to grow as a professional):

I know that I have grown in my classroom management abilities. Only on rare occasions am I allowing students to progress to the “agitated” state. This is due to the implementation of the key strategies from both the WEVAS training and Ronal Moorish’s book. My colleague has observed my use of these strategies during his visits.

While I still do not consider myself an expert in technology integration, I know my comfort level has risen. The action research showed me that the students enjoyed the technology integration unit and felt it was a worthwhile endeavor. I will use this unit again in the future.

I believe my personal wellness focus has enabled me to become a better time manager. I also have had a more optimistic perspective when dealing with the little things that come up during the school day. I am no longer sweating the small stuff.

Future goals and activities:

Next year, I hope to integrate technology into my Science IOF course. I would like to apply for an additional Grassroots project and perhaps attend the summer workshop offered by ManACE.

I would also like to add to my assessment strategies by having one class create portfolios. I will need some support from my Principal in accessing resources and possible PD opportunities in this regard. I do have a colleague currently using portfolios to whom I will look for mentorship.

I have enjoyed working as a member of the Divisional Professional Development Committee. Next year, I plan on becoming more involved with this group.

Administrator’s comments:

Your progress over the year has been focused and steady. I have appreciated the focus you placed on improving your classroom management skills. The strategies that you have implemented have made a noticeable improvement.

I am glad we were able to fund your Grassroots project at a school level. Two students involved in developing your class website now want to improve our school website! I am actually going to make a Grassroots application myself to support their plans.

Your contributions both in the classroom and as a coach have been noted. Thanks for all of your hard work on behalf of the students and staff of our school.

The Education Agenda: Priorities for K - Sr. 4

The *Manitoba K–S4 Education Agenda for Student Success* will help teachers to focus their Professional Growth Plans on accountability, openness, responsiveness, partnership, consultation and research. It highlights six priorities to be addressed during the next four years.

- *Improving outcomes especially for less successful learners*—It is important for an education system to seek better outcomes for all students but it is vitally important to focus attention on those who are not succeeding. In the absence of academic success, students lack the skills needed to secure relevant training and employment and to participate fully as citizens. Initiatives are being implemented to address this issue.
- *Strengthening links among schools, families and communities*—Throughout a child’s schooling and life, family involvement has been shown to be an essential component for success. In order to support this priority, Manitoba Education, Training and Youth is working to improve collaboration among families, schools and communities.
- *Strengthening school planning and reporting*—To be effective, schools should have meaningful, clearly stated goals and a process for monitoring and reporting on progress made towards achieving these goals. A collaborative initiative is now underway to support planning and reporting processes for schools and divisions.
- *Improving professional learning opportunities for educators*—As demands on schools and teachers change, educators require opportunities to maintain and improve their skills. The professional development needs are recognized by Manitoba Education, Training and Youth and creative approaches for delivery and information sharing are being explored.
- *Strengthening pathways among secondary schools, post-secondary education and work*—Schools need to be well connected to post-secondary education and labour market options. Manitoba Education, Training and Youth is implementing a number of actions that will improve transitions for students between high school and post-secondary education and employment.
- *Linking policy and practice to research and evidence*—Education policy and practice at all levels should be based on research findings and linked to student learning results. Initiatives are being implemented to help strengthen these links.

Students learn more from teachers who have strong academic skills and classroom teaching experience, are teaching in the field in which they are trained, and who participate in high quality professional development programs. **In Park West School Division, the development of Summative and Formative Growth Plans represent such a program.**

