

**SCHOOL DISTRICT #33  
(CHILLIWACK)**



*Partners In Learning*

***TEACHER PROFESSIONAL  
GROWTH PLANS***

**JUNE, 2000**

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## ***PREAMBLE***

The Chilliwack School District is committed to teacher development through a Professional Growth Plan program which promotes self-analysis, encourages a collaborative approach to professional development and recognizes the responsibility on individuals for their own growth.

A committee consisting of teacher and administrator representatives from the teachers and administrators in the district was formed to develop a professional growth model for the Chilliwack School District.

The growth plan model is based on an assumption of teacher competence. This model is intended to recognize the professionalism of teachers through maximizing their autonomy and sense of efficacy. This model may also facilitate an effective planning option for groups of teachers sharing common priorities.

*A professional growth plan is based on the following beliefs and assumptions:*

- (1) Participation in a Growth Plan is voluntary.
- (2) The purpose of any professional growth plan is to focus on teacher growth with respect to improving student learning.
- (3) That individual teachers want to be the best they can be professionally, and that they have a desire to learn and grow.
- (4) That through a combination of research, experimentation, collaboration and reflection, each teacher will take an active role in the process of growth and development which will ultimately enhance the quality of services to students in the classroom.
- (5) The terms of the collective agreement would prevail regarding evaluation of teachers. While an established professional growth plan is in place it supercedes a formal report on a teacher by an administrator. A formal report process would only occur when:
  - first year teachers are evaluated
  - requested by a teacher
  - concerns arise regarding a teacher's performance apart from the growth plan
  - a teacher chooses to continue with the current reporting cycle of 5 years.
- (6) The Professional Growth Plan will not result in an evaluation nor can it lead to any discipline of a teacher.

## *PRINCIPLES*

1. Growth plans are not assessment by others.
2. Teachers shall determine:
  - ▶ the format of the growth plan, consistent with the process
  - ▶ the content and focus of the plan
  - ▶ selection of collaborator(s)
  - ▶ selection of the indicators of success
3. Growth plans recognize:
  - ▶ that change is both individual and organizational
  - ▶ that some plans may take longer periods of time to accomplish
4. The Professional Growth plan should be reviewed and revised annually in discussion between the teacher and the supervising administrator.

## *PROCESS*

1. The process shall include:
  - ▶ identification of a realistic, measurable goal
  - ▶ a rationale for working on the goal
  - ▶ a plan/strategy for achieving the goal
  - ▶ the option of a collaborative component; a Growth Plan Group
  - ▶ clarification of roles
  - ▶ identification of indicators of success
  - ▶ a time line for implementation and completion, including an annual review and/or revision
  - ▶ feedback and/or reflection
  - ▶ provision for follow up and support if requested by teacher
2. The process may consist of:
  - ▶ mentoring and/or peer supervision of a teaching colleague
  - ▶ supervision of a student teacher
  - ▶ continuing studies by the teacher in an area related to the teaching profession
  - ▶ an action plan research project
  - ▶ collaboration with a colleague

# ***DESIGNING A PLAN***

## **A. SAMPLE REFLECTION**

1. Where am I? (my strengths, interests, concerns)
2. What will be my area of focus? (major goal or goals)
3. What do I wish to accomplish? (objectives)
4. What will I do to get there? (activities, collaboration, time lines)
5. How will I know when I get there? (indicators of success)

## **B. IDENTIFICATION OF FOCUS**

Teachers may choose to use a variety of approaches in developing an action plan for their professional growth. The following are some questions which you may find helpful in developing and refining your plan:

### **Developing A Vision** (*reflecting on what could be*)

- What do I know about myself as a teacher?
- What are my current strengths, interests and concerns?
- What images come to mind when I picture an ideal teacher?
- What changes would I like to consider in order to move closer to the ideal?

### **Setting a Focus** (*deciding on a goal*)

- Is my goal meaningful and related to my vision?
- Is my goal challenging, yet attainable?
- Is my goal clear and succinct?

### **Determining the Objectives** (*specifying statement of purpose*)

- Are my objectives realistic and measurable?
- Are they specific?
- Do they relate to my major goal or focus?

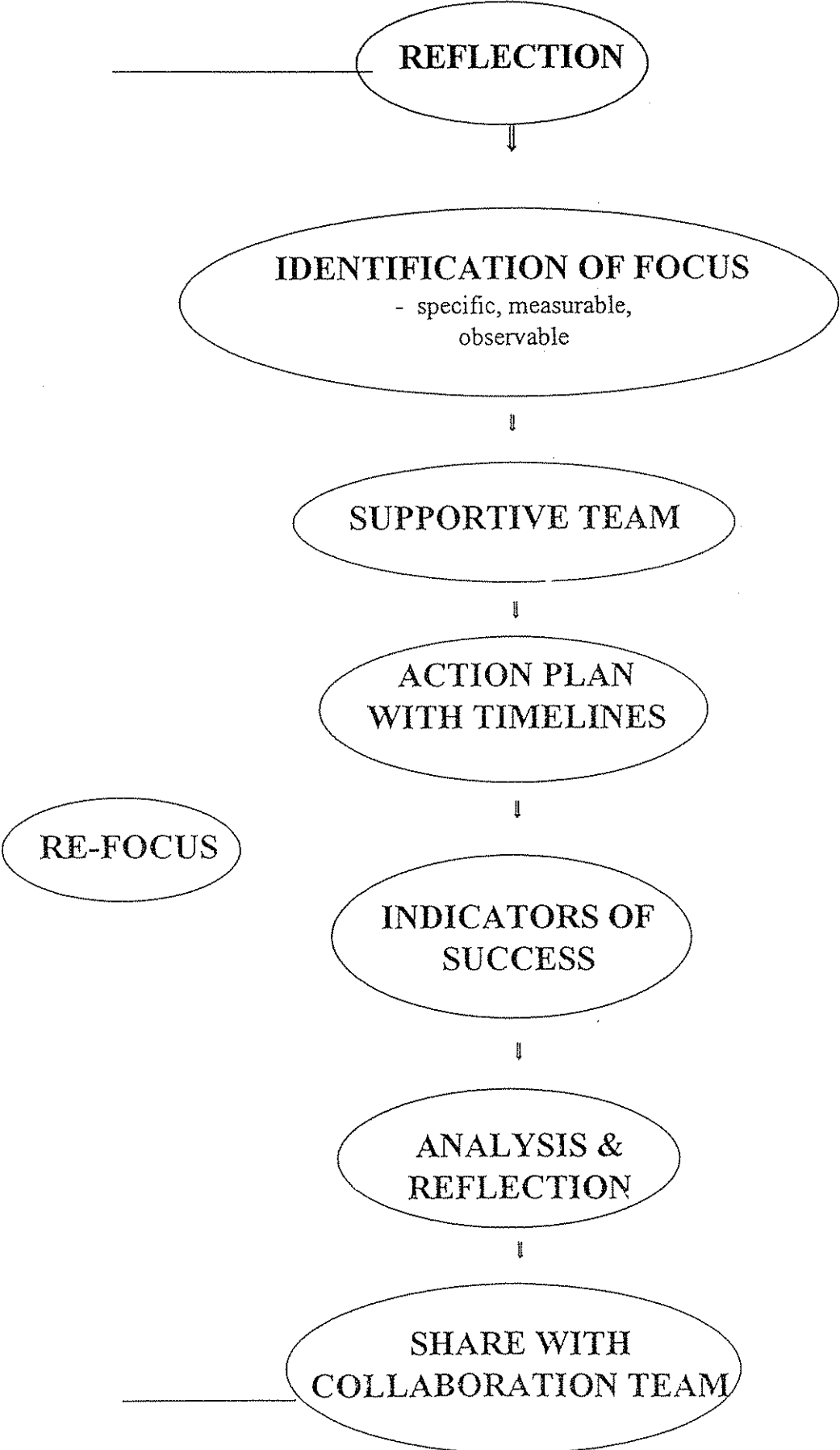
## **C. ACTION PLAN**

- ▶ What are the things I need to do in order to achieve my goal?
- ▶ What kind of activities would be useful in this process?
  - ▶ professional literature?
  - ▶ workshops?
  - ▶ dialogue?
- ▶ Who would be most helpful to me in following through on my action plan?
- ▶ What is reasonable time line for the activities?
- ▶ What difficulties might I encounter?

**F. ANALYSIS AND REFLECTION**

**G. SHARING**

# PROFESSIONAL GROWTH PLAN



# APPENDICES

## A. Samples of Professional Growth Plans

A(1) Model (blue)

A(2) Model (green)

A(3) Model (yellow)

A(4) Model (buff)

A(5) Model (pink)

A(6) Model (white)

## B. Domains for Growth/Reflection

## C. Action Research

## D. Conditions for Powerful Learning

## E. Sample Forms



APPENDIX A (1)

*Chilliwack School District*

*Professional Growth Plan*

Name: \_\_\_\_\_

Year: \_\_\_\_\_

1. *Goal -*

2. *Rationale -*

3. *Mentor -*

4. *Action plan -*

5. *Time lines -*

6. *Signs of Success -*

7. *Comments - (Reserved for the review meeting.)*

*Goal Meeting*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Principal's Signature*

\_\_\_\_\_  
*Date*

*Review Meeting*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Principal's Signature*

\_\_\_\_\_  
*Date*

APPENDIX A(2)

1.	<i>Area(s) of teaching that I intend to emphasize this year. (reflection)</i>
2.	<i>Specific objectives within each year:</i>
3.	<i>Planned activities for collaboration and feedback.</i>
4.	<i>Indicators of success of the plan. (reflection)</i>

APPENDIX A(3)

***REFLECTION***

***GOAL SETTING***

realistic

***OBJECTIVES***

specific, measurable/observable

***ACTION PLAN***

research, materials/resources, timeline - implementation/review date, who is involved, responsibility, evaluation process

***REVISION***

feedback, review, reflection, redesign, re"vision"

**APPENDIX A (4)**

***GOAL***

What I want to do

***RATIONALE***

Why I want to work on it

***MODEL***

With whom will I work

***ACTION PLAN***

How I will achieve my goal

***TIME LINE***

When I will accomplish my plan

***SIGNS OF SUCCESS***

How will I know if my goal has been achieved

# ***LEARNING IMPROVEMENT PLAN***



1. What aspects of student learning do you wish to improve? (Skills, Knowledge, Attitudes)

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2. What evidence have you gathered or observed that indicates improvement in this area of student learning is needed?

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3. What will the ideal look like?

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4. Is there an area in which you intend to conduct more research, some reading, some observing, some discussing, some reflecting?

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**Dimension 2: Acquiring, Integrating, and Internalizing New Knowledge.**

a) Is there a challenge here? Yes  No

b) If yes, what is the challenge?

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c) If yes, what strategies do you intend?

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**Dimension 3: Extending and Refining Knowledge.**

a) Is there a challenge here? Yes  No

b) If yes, what is the challenge?

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c) If yes, what strategies do you intend?

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What data will you analyze to determine the extent of student learning? (tests, demonstrations, compositions, video of class in action, etc.)

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How will you know improvement in this aspect of student learning has been achieved?

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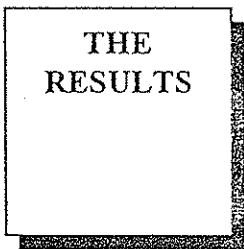
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When do you expect to see these results?

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So, what are the results?

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APPENDIX A(6)

**PROFESSIONAL GROWTH PLAN**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Briefly describe the area of Professional Growth you have chosen.

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2. Why have you chosen this area for growth?

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3. What do you hope to gain professionally from focusing on this growth area?

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4. How will student learning be affected through your professional growth?

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5. What strategies will you employ in your professional growth plan?

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6. Results and Reflection.

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## APPENDIX B

### SUGGESTED DOMAINS FOR GROWTH/REFLECTION

*(It is recommended that the teacher choose one domain.)*

#### ***CURRICULUM***

- |                   |                  |
|-------------------|------------------|
| ◆ I.R.P.'s        | ◆ Science        |
| ◆ Math/Arithmetic | ◆ Social Studies |
| ◆ Language Arts   | ◆ Fine Arts      |
|                   | ◆ Others _____   |

#### ***INSTRUCTIONAL STRATEGIES***

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ◆ Cooperative Learning          | ◆ Computer Assisted Instruction |
| ◆ Teacher/Librarian Partnership | ◆ Multi-Media Approach          |
| ◆ Small Group Instruction       | ◆ Others _____                  |
| ◆ LAC/Teacher Partnership       |                                 |

#### ***CLASSROOM ORGANIZATION/CLIMATE***

- |                       |                        |
|-----------------------|------------------------|
| ◆ Grouping            | ◆ Student Partnerships |
| ◆ Seating Arrangement | ◆ Classroom Management |
| ◆ Others _____        |                        |

#### ***TECHNOLOGY***

- |                |                |
|----------------|----------------|
| ◆ Math         | ◆ Keyboarding  |
| ◆ Specific     | ◆ Computer Use |
| ◆ Others _____ |                |

#### ***EDUCATIONAL PHILOSOPHY***

- |                         |                        |
|-------------------------|------------------------|
| ◆ Team Teaching         | ◆ Reporting            |
| ◆ Assessment/Evaluation | ◆ Teaching Perspective |
| ◆ Others _____          |                        |

#### ***PARENTAL INVOLVEMENT/COMMUNICATION***

- |                       |                |
|-----------------------|----------------|
| ◆ Involving Parents   | ◆ Others _____ |
| ◆ Home Study Programs |                |

#### ***COMMUNICATION***

- |                                     |                           |
|-------------------------------------|---------------------------|
| ◆ Enhancing teacher/student rapport | ◆ Motivational strategies |
| ◆ Teacher                           | ◆ Incentive programs      |
| ◆ Others _____                      |                           |

#### ***EVALUATION/ASSESSMENT***

## APPENDIX C

# AN OVERVIEW OF ACTION RESEARCH

*Presented to: District Professional Growth Plan Committee*

**A. *Five Types of Research Methods***

1. Historical
2. Descriptive
3. Correlational
4. Casual-Comparative
5. Experimental

**B: *Action Research and Applicability to the Chilliwack Professional Growth Plan Study***

Action research is not a research method but a type of research that falls under the research purpose category. The purpose of action research to address/solve classroom and instructional enquiries through the application of the scientific method.

More specifically, action research is the name given to an increasingly popular movement in educational research. It encourages a teacher to be reflective of his/her own practice in order to enhance the quality of education for her/himself and her/his own practice. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, school improvement schemes, and as such, it actively involves teachers as participants in their own educational process.

Action research approaches education as a unified exercise, seeing the teacher in class as the best judge of his total educational experience. It is a powerful method of bridging the gap between the theory and practice of education. Teachers are encouraged to develop their own personal theories of education from their own practice.

Educational action research may be seen variously as an umbrella term for what goes on in class when a teacher decides to change a taken-for-granted (traditional) situation and opts to become the researcher of her/his own class practice; or it may be viewed as a recipe or blueprint for teacher action or growth.

The main focus of action research in classrooms and schools, however, is to encourage teachers to become involved in their own practice, and to view themselves as researchers. The action of action research, whether on a small or large scale, implies change in people's lives, and therefore in the system in which they live.

Applied to classroom and professional practice, action research is an approach to improving education through change, by encouraging teachers to be aware of their own practice, to be critical of that practice, and to be prepared to change it.

**PROFESSIONAL GROWTH PLAN**

**ACTION RESEARCH OPTION**

*(Suggested Template)*

**PART A**

*Statement of Problem(s)* - Teacher outlines a particular area of inquiry in his/her classroom. The inquiry can be in the form of a question or a statement of focus.

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**PART B**

*Defining/Imaging a Solution* - Teacher outlines an approach or strategies to address or solve the problem.

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**PART C**

*Implementing a Solution* - Teacher implements strategies/research design as outlined in Part B.

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## APPENDIX D

# CONDITIONS FOR POWERFUL LEARNING

The committee looked at many documents that supported Professional Growth Plan models. In his book *Powerful Learning*, Ron Brandt's (1998) addresses the condition necessary for Powerful Learning.

## WHAT THEY LEARN

### *What they learn is personally meaningful.*

Learning is most effective when it is active, goal directed and personally relevant. Those who want to influence the learning of others should try to create as much connection as possible between school goals and learner goals. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty.

Do I explain to students why are we learning this and how is it going to help my students?

Do I provide opportunities outside of school that are likely to be meaningful for my students?

What I teach is personally meaningful to my students.

### *What they learn is challenging and they accept the challenge.*

Do not underestimate what students can do. Effective learning takes place when learners feel challenged to work towards appropriately high goals. Students learn more effectively when teachers demonstrate confidence in their own abilities and provide support strategies to enable them to perform well on complex tasks.

Do I set high standards and are they challenging and achievable?

### *What they learn is appropriate for their developmental level.*

Do my teaching practices take into account the learner stages of cognitive development and also that children differ in their levels of cognitive development?

APPENDIX E

# MEMO

TO: Teachers

FROM: Principal

DATE:

RE: *Learning Improvement Plans for* \_\_\_\_\_

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The following should be planning to initiate and complete a Learning Improvement Plan this year:

All, of course, are encouraged to develop learning improvement plans.

*Target dates are as follows:*

1. Determine your focus, identify collaborating colleagues, and declare intention by \_\_\_\_\_ by submitting to the principal your Preliminary Plan form. (attached)
2. Complete a Learning Improvement Plan and schedule a meeting with supporting administrator to discuss by \_\_\_\_\_.
3. Implement, assess, reflect upon, and discuss with your collaborating colleague(s) and supporting administrator the results and conclusions of your plan by \_\_\_\_\_.

# PRELIMINARY PLAN

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(deadline \_\_\_\_\_)

Collaborating Colleague(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Focus: (Problem/intentions)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed date/time for all team members to get together to discuss details of Learning Improvement Plan prior to implementation.

Proposed date/time for meeting: \_\_\_\_\_.

★ Learning Improvement Plan booklets are available from \_\_\_\_\_

*LEARNING*  
*IMPROVEMENT*  
*PLAN*

Devised by:

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In Cooperation with:

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Supported by:

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Date:

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# MEMORANDUM

TO: Teachers

FROM: Administrative Officer

SUBJECT: *Learning Improvement Plan*

DATE:

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Thank you for sharing with me the results, and reflections of your Learning Improvement Plan. I was pleased with the thoroughness of your planning and the quality of learning revealed in the project work for your students.

Hopefully, there will be an opportunity for you to share your Learning Improvement Plan results with your colleagues.

Sincerely,

Administrative Officer

c: file