

INDIVIDUAL PROFESSIONAL GROWTH PLAN MANUAL



**PRSD
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Preamble

The PRSD Individual Professional Growth Plan Manual provides guidance in working with teaching staff in creating Individual Growth Plans.

Teacher Growth, Supervision and Evaluation Policy

The process for teacher growth, supervision and evaluation in Alberta is in accordance with Alberta Education Policy.

Growth Plans

Principals need to be aware that all teachers employed under probationary or continuous contracts are required to complete an annual growth plan and that the plan is to be submitted to the principal for review and approval.

The growth plan must be based on an assessment of learning needs by the individual teacher. It must also show a demonstrable relationship to the Teacher Quality Standard (TQS) (see page 3 of this document) and may take into consideration the education plans for the school, the school board and Alberta Education.

Administration Procedure 430 – Role of Principals allows principals to delegate the responsibility for receiving and reviewing growth plans to a body of teachers. This opens the door to collaboration and mentorship opportunities.

Guiding the professional growth of each individual teacher is contextual and is based on a number of factors such as the teacher's experience level, the newness of the assignment and so on. This means that the principal and teacher must decide, using a collaborative process, whether or not delegation to a group of teachers is in the best interest of the individual teacher's professional growth.

It is important to know that unless a teacher agrees the content of an annual growth plan shall not be a part of the evaluation process of a teacher. Despite this, a principal or superintendent may identify behaviours or practices that require an evaluation, provided that the information is based on a source other than the teacher's growth plan.

A teacher who does not complete a growth plan may be subject to discipline.

Growth Plan Procedures

Typically submission and review of the growth plan occurs by Oct 15 of any given school year; however depending on the circumstances, this practice may be modified. It is recommended that a year-end review occur prior to June 15. June tends to be a very busy month, so it may be advisable for a principal to meet with teachers in April or May.

Often growth plans are multiyear plans, and the dates for review and timelines of the plan are unique to the teacher, depending on learning needs.

It is the principal's role to establish conditions that maximize the potential for teachers to target areas for professional improvement by playing a supportive role in the process.

TEACHING QUALITY STANDARD APPLICABLE TO THE PROVISION OF BASIC EDUCATION IN ALBERTA

1. Pursuant to Section 57 of the Education Act the Minister may do the following: by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Metis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the Teaching

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province

Teaching Quality Standard

1. In the context of this document:

- a) “**competency**” means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*.
- b) “**inclusive learning environment**” means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;

- c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d) **“local community”** means community members who have an interest in education and the school, including neighbouring Metis settlements, First Nations and other members of the public;
- e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operation;
- f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- g) **“school council”** means a school council established under the *Education Act*, or a parent advisory council established under the *Private Schools Regulation*;
- h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The Teaching Quality Standard:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.
4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. **A teacher builds positive and productive relationships with students, parent/guardians, peers and others in the school and local community to support student learning.**

Achievement of this competency is demonstrated by indicators such as:

- a) acting consistently with fairness, respect and integrity;
- b) demonstrating empathy and a genuine caring for others;

- c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- d) inviting First Nations, Metis and Inuit parents/guardian, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- b) actively seeking out feedback to enhance teaching practice;
- c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d) seeking, critically reviewing and applying educational research to improve practice
- e) enhancing understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values; and
- f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- a) planning and designing learning activities that;
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;

- communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for;
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking, and
 - accessing, interpreting and evaluating information from diverse sources;
 - consider student variables, including;
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- b) using instructional strategies to engage students in meaningful learning activities, based on:
- specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- c) applying student assessment and evaluation practices that:
- accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experience;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgement about the evidence used to determine and

report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- c) communicating a philosophy of education affirming that every student can learn and be successful;
- d) being aware of and facilitating responses to the emotional and mental health needs of students;
- e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- f) employing classroom management strategies that promote positive, engaging learning environments;
- g) incorporating students' personal and cultural strengths into teaching and learning; and
- h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Metis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Metis; and
 - residential schools and their legacy;
- b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations; Metis and Inuit education;
- c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages,

- contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit; and
- d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.

Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* and other relevant legislation;
- b) engaging in practices consistent with policies and procedures established by the school authority; and
- c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Adopted/Revised: JUN 2016, SEPT 2017/SEP 2019/NOV 2019/MAY 2022

Reference: Section 18, 52, 53, 55, 196, 197, 213, 214, 215, 218, 222 Education Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2