
HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

Policy Code:	GCM
Policy Title:	Teacher Professional Growth Planning
Cross Reference:	GCN
Legal Reference:	Alberta Education Policy - 040201
Adoption Date:	February 26, 1997
Amendment or Re-affirmation Date:	April 20, 1999 January 20, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT ALL TEACHERS HAVE A PROFESSIONAL RESPONSIBILITY TO BE COMPETENT, CURRENT, ACCOUNTABLE, AND INVOLVED IN ONGOING PROFESSIONAL GROWTH PLANNING DESIGNED TO FOSTER PROFESSIONAL GROWTH, IMPROVE PROFESSIONAL PRACTICE, IMPROVE THE TEACHER'S EFFECTIVENESS TO MEET THE TEACHING QUALITY STANDARD, AND ENHANCE STUDENT OPTIMUM LEARNING.

DEFINITION

Teacher professional growth means a career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard.

REGULATIONS

1. The teacher is responsible for completing during each school year an annual teacher professional growth plan that:
 - 1.1. reflects goals and objectives based on an assessment of learning needs by the individual teacher;
 - 1.2. shows a demonstrable relationship to the teacher quality standard; and
 - 1.3. takes into consideration the education plans of the school, the school Division, and Alberta Learning; and
 - 1.4. demonstrate professional growth, currency and competency.
2. Early in the school year, the teacher will submit a written professional growth plan for review with a school administrator or designate(s). Each Professional Growth Plan should specify:
 - 2.1. goal/objective statement(s), and
 - 2.2. strategies for goal/objective achievement, and
 - 2.3. indicators and measures of goal/objective achievement, and
 - 2.4. an estimated plan completion timeline, and
 - 2.5. person(s) the teacher will work with (if any).
3. Later in the school year, the teacher will review a completed professional growth plan, which details the progress towards achievement of goals, with a school administrator.
 - 3.1. The Report should also provide reflections on:
 - 3.1.1. how student learning has been improved, and
 - 3.1.2. how the teacher's professional practice has improved.

Policy GCM – Teacher Professional Growth Planning, Cont’d.

- 3.2. If a principal finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action.
4. At the end of each school year, the principal will submit to the superintendent written verification that each teacher developed and implemented a process of teacher professional growth planning. The name(s) of those failing to complete a growth plan will also be communicated to the Superintendent.
5. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the summative evaluation process.
 - 5.1. Despite regulation 5, a principal may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

GUIDELINES FOR THE TEACHER PROFESSIONAL GROWTH PLANNING

1. Teachers should consider a variety of alternatives in developing professional growth planning. Individual teachers and staffs are encouraged to generate strategies and approaches which may be used as specific examples of teacher professional growth planning. Teachers may use the following as references: the provincial *Quality Teaching Standard* and the five performance areas of the Horizon School Division’s Policy GCN “*Criteria for the Evaluation of Teaching Performance*” (planning and preparation, classroom organization and management, techniques of instruction, evaluating students, and personal/professional attributes).
2. Teacher professional growth planning should include ongoing communication between the teacher and school administrator(s).