



A Framework For Teacher Professional Growth

December 14, 2017

With deep gratitude to Judy Halbert, Linda Kaser and Helen Timperley
for their leadership, vision, and generosity to educators everywhere!

A Framework for Teacher Professional Growth in SD 10

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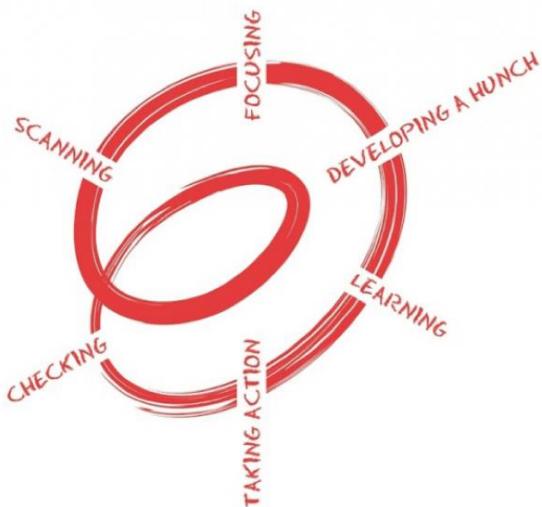
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I. Introduction to our Framework for Teacher Professional Growth

Teachers in SD 10 have a range of ways in which to develop and support their Professional Growth Plan. School-based professional learning, district professional learning teams, and collaborative inquiry teams of teachers collaboratively engaged in improving practice are all ways in which our teachers further their professional growth.

Teachers in the district may choose to engage in a plan for professional growth as outlined in this document in future years, rather than a formal teacher evaluation process. Consultation with the Arrow Lakes Teachers Association and the School Principal is a requirement should a teacher choose this option.

Using the **Spiral of Inquiry** as the overarching framework for **professional inquiry and growth**, **working with other colleagues**, and engaging in **reflective practice** are all key components of the Professional Growth Planning process in our Framework.



Spiral of Inquiry Framework – Judy Halbert, Linda Kaser, Helen Timperley

The Arrow Lakes Board of Education and the Arrow Lakes Teachers' Association are committed to a professional growth framework which promotes self-reflection, is founded on a collaborative inquiry approach to professional learning, and places greater responsibility on individuals for their own growth. The district Professional Growth Framework is based on the assumption that all educators want to be best they can be. It is further assumed that through a



combination of research, informed practices, trying new teaching and learning strategies, and using innovative practices, each teacher will take an active role in a process of growth and development which will ultimately enhance the quality of teaching and of student learning.

The major components of the framework are as follows:

Research: what works?

- ☞ The District will regularly make available current professional resources on effective teaching and learning to each school and will continue to invest in building teacher capacity in professional learning.
- ☞ An extensive bibliography and review of the professional literature in this document helps frame current educational research on professional learning, collaborative inquiry, and leading for learning.
- ☞ A regular review of teaching and learning research will ensure that our practices continue to be informed by strong research evidence which is grounded in impact on student learning.
- ☞ School and district professional learning teams will support teachers with appropriate resources and provide opportunities for collaboration.

Reflection: what works for me?

- ☞ Teachers will reflect on the current professional literature and relate it to their own professional experience.
- ☞ Teachers will develop an annual plan of action for their own professional growth.
- ☞ Each teacher will choose a professional colleague or colleagues interested in collaborative planning, inquiry and learning rounds or focussed observations.
- ☞ A strong component of the Growth Plan is a continuous cycle of reflective practice: I tried this, here's what happened, here's what I will do next...



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II. Assumptions and Beliefs about Teacher Professional Growth

Our Professional Growth Framework is based on some widely-held assumptions and beliefs that are derived from research and the experiences of educators:

- Teachers want to keep current in their field.
- Teachers view learning as a lifelong process and see their own professional growth as a way of enhancing student learning and student success.
- A supportive climate that encourages openness and collegial collaboration is critical for professional growth.
- The Principal or Vice-Principal of the school is vitally involved in ongoing support teacher professional growth.
- An important objective for teachers is to be reflective.
- Colleague and team collaboration, classroom observation and supportive feedback can significantly enhance professional growth.
- The Spiral of Inquiry is a powerful reflective practice framework for action, grounded in starting with what's going on for our learners, and navigating a series of stages of deep inquiry that help us examine how our inquiry and changes in our teaching practice is making an impact on learning for ourselves as teachers, and for our learners.



III. Our Teacher Professional Growth Framework

The following model illustrates the main components of SD10's Professional Growth Framework:



It will be noted from the above model that four major components and actions that contribute towards professional growth:

- ☞ **Working with Other Colleagues** (teachers, Principals or Vice-Principals, Education Assistants, Director of Learning or Superintendent) on teaching and learning
- ☞ **Teacher Collaborative Planning and Inquiry**
(Eg: Spiral of Inquiry - Halbert, Kaser and Timperley)
- ☞ **Learning Rounds and Focussed Observations**
- ☞ **Self-Reflection: Impact on our Teaching and our Students' Learning**

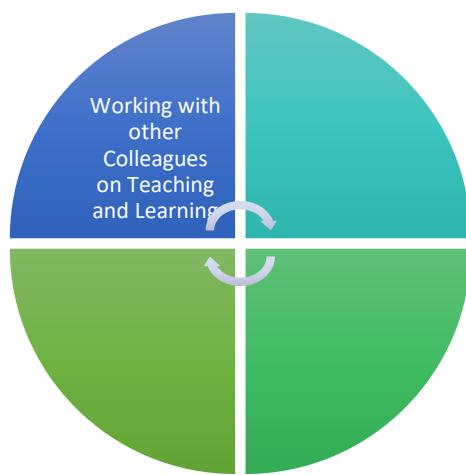
These components are described in greater detail on pages 7 to 18. Examples are provided to illustrate what teachers might be doing when engaged in professional growth described in various component of the Framework.



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A. Working with Other Colleagues on Teaching and Learning

The following illustration highlights the part of the model that is the basic foundation for the Professional Growth Framework. It assumes that teachers will see reflection and dialogue as a professional responsibility and as a means for keeping current. Teacher involvement in dialogue, discussion and the sharing of experiences with colleagues is foundational to the Professional Growth Framework.



Examples of activities that colleagues, the school Principal or the District may engage in to support professional dialogue and reflection include:

- Sharing professional literature in the form of articles, books, links, and current research on teaching and learning with teachers.
- Providing information, data, and resources that focus on student learning and/or teacher professional growth.
- Facilitating the development and support of inquiry network groups and professional learning activities that are designed to enhance professional growth.
- Forming a professional learning team to assist teachers in reviewing and examining research on effective instruction and professional inquiry to improve teaching practice.
- Supporting teachers through professional learning opportunities, in various ways of working together through form of collaborative planning or classroom observation.



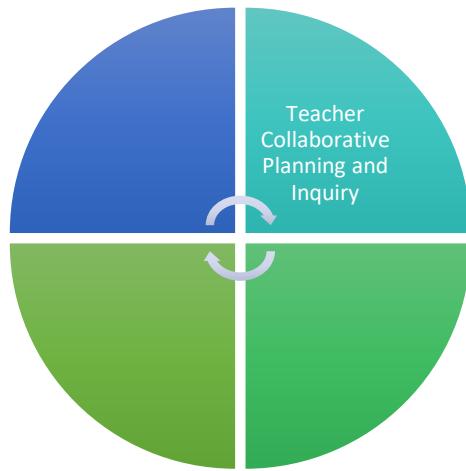
- Meeting with colleagues to share reflections on relevant literature, current pedagogical frameworks, and/or professional practice and the implication that these have for student learning.
- Teachers and Principals or Vice-Principals working together on Class Reviews
- Inquiries through NOII and AESN projects or Professional Learning teams



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B. Teacher Collaborative Planning and Inquiry

It is expected that teachers will choose to develop their professional growth plan by working with colleagues in collaborative planning, co-teaching, and/or action research.



Structures for Collaborative Planning

Collaboration can be achieved in a variety of ways, including but not limited to:

- Two teachers join their classes for a common series of learning experiences over a period of time and co-teach and co-plan
- The school principal adjusts the school schedule to allow for teacher collaboration time in the school day (eg: early dismissal once a month, or timetabling two teachers prep time or scheduling collaboration time at the same time)
- A floating TOC is hired for the day to release teachers to co-plan and collaborate
- The principal or vice-principal takes a couple of classes to the gym, library or otherwise leads learning while the classroom teachers meet to collaborate
- Learning teams are organized to afford reflective practice for teachers to work together in teams expanding their teaching practice and working on their collaborative inquiries



Examples of Collaborative Planning and Inquiry

Here are some examples of ways that teachers engage in collaborative planning and inquiry:

EXAMPLE 1

Two or three primary teachers agree to focus on assessment in science. Their plans include:

- Collaborative planning of a student learning experience embedding big ideas, curricular standards, learning activities, and formative assessment.
- Trying out the plan in their respective learning environment (action research)
- Periodic meetings to discuss progress, evidence of student learning, and adjustments to deepen learning.
- Classroom observations with a focus on assessment processes.

EXAMPLE 2

Two early intermediate teachers decide to focus on the development of evidence-based literacy or numeracy strategies. Their plans include:

- Reading of related materials or literature on the topic.
- Identification of the specific teaching practice or pedagogy they wish to work on during the year. E.g. Daily Five, self-regulated learning, using manipulatives in numeracy
- Attendance at workshops, online learning or reading evidence-based professional literature, which might give them ideas for implementation in their own classroom.
- Classroom observations where these strategies or pedagogies are being used.
- Discussion with colleagues to encourage reflection on what is working and best practices from their experience.

EXAMPLE 3

A secondary teacher is interested in working with a colleague in a different subject area with a focus on developing the core competency of critical thinking. The plan includes:

- Identification of specific strategies for developing critical thinking skills across the two subject areas.



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- Co-teaching and collaboration in each other's classrooms to try out specific critical thinking strategies.
- Discussion and dialogue and reflection as the teachers work out successful strategies for developing thinking skills with their learners.

EXAMPLE 4

A teacher or principal wishes to build their collaborative practice in dealing more effectively with student behaviour. This plan might include:

- Enrolling in a district learning team or workshop on Social-Emotional Learning (SEL) or Inclusion.
- Working with a team who uses effective strategies to support diverse learners in their learning environment.
- Collaborating with the learning resource teacher and school counsellor to build awareness of diverse learning needs and strategies to engage all learners.

EXAMPLE 5

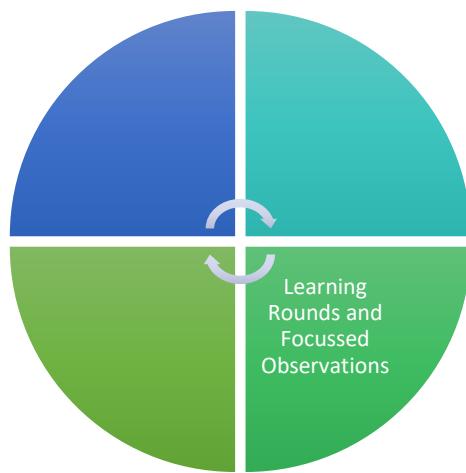
A team of Science, Social Studies and Math secondary teachers commit to working together across disciplines with a focus on the core competency of social responsibility: This plan might include:

- An investigation and development of clear criteria based on evidence-informed research for social responsibility in each curricular area.
- Co-designing hands-on and experiential learning experiences for their students.
- Using the Social Responsibility Core Competency Profiles and the Performance Standards in Social Responsibility to identify strengths and stretches in learners.
- Looking at student work, classroom observation data, and/or their class review as evidence to inform teaching practice.
- Working together to develop strong practices to support student self-assessment in social and personal responsibility.
- Meeting to reflect on their practice and assess their strategies.



C. Learning Rounds and Focussed Observations

Teachers and principals who engage in learning rounds or focussed observations of colleagues' practice with a collaborative inquiry focus around improving teaching and learning, further their own professional growth. Learning by observing others teach, or sharing their own teaching with other colleagues through learning rounds or focussed observations enriches our own teaching repertoire.



Learning rounds and observations may include actions similar to those described in the previous section on collaborative inquiry. However, learning rounds and focussed observations provide a deeper opportunity for teachers to share and receive specific feedback on some aspect of their teaching or of their students' learning.

The process of teacher professional inquiry is comprised of the interrelated phases of the Spiral of Inquiry:

- ❖ **Scanning** through examining student data, engaging in the class review process, and other methods of observing student learning helping to determine a focus
- ❖ Determining the **focus of the inquiry** is determined with your team of colleagues based on scanning and developing a hunch
- ❖ **Developing a hunch** around what the focus is going to be and examining how we as teachers may be contributing to the situation
- ❖ **Learning rounds or observations** are then based on the focus of the professional inquiry



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- 为人师表 Teachers engage in **New Professional Learning** through observations in the learning round, reading relevant research, and dialogue with other educators
- 行动起来 **Taking Action** happens in the Learning Round through examining what we will do differently
- 检查 **Checking** as a team to see if we have made enough of a difference in our teaching and learning for students and examining how we know our teaching is making an impact

It's important to remember that the Spiral is ongoing and iterative. You may have to revisit earlier phases as part of your inquiry and that's okay!

Step 1: Working together as colleagues: The set-up to the Learning Round
 This inquiry process between the teacher and their team provides an opportunity to ensure that:

- 为人师表 There is a relationship of trust and support.
- 为人师表 The inquiry team understands the expected outcomes for the lesson sequence in the learning round or observation, and supports any wonderings the teacher may have about their hunch, their focus and their inquiry.
- 为人师表 This is a dynamic process, and the teacher and team flexibly adjust the inquiry as needs change. The teacher and team understand that inquiry is not a static process.
- 为人师表 There is a planned focus of the observation or learning round shared with the team.
- 为人师表 The teacher guides the team's focus for gathering observations of student learning and on the impact of the inquiry.

Step 2: Learning Round or Teaching and Learning Focussed Observations –
 What it looks like...

- 为人师表 The learning round or focussed observation is formed with a team of at least two, and as many educators as reasonable depending on the host teacher(s) and the class.
- 为人师表 For greatest impact on student learning, the ideal is that focussed observations or learning rounds occur at least three times throughout the year, with timing and frequency decided by the team. The frequency embraces reflective practice.



- The learning round may involve co-teaching, co-planning or team teaching.
- The learning round sequence may also involve time for the teacher to take on the role of observing their students, and to learn by seeing others teaching in their class.
- Learning rounds always include time for the team to debrief the same day, or as soon as possible after the lesson, to reflect on what worked and what next steps can be taken to improve student learning.
- Reflective practice over time is critical. Teaching, reflecting, planning next steps, and then meeting again to determine impact on student learning is key in the Learning Round structure. Teachers inquire and wonder ‘how is it that my teaching is making a difference for my students’ learning and how do I know?’



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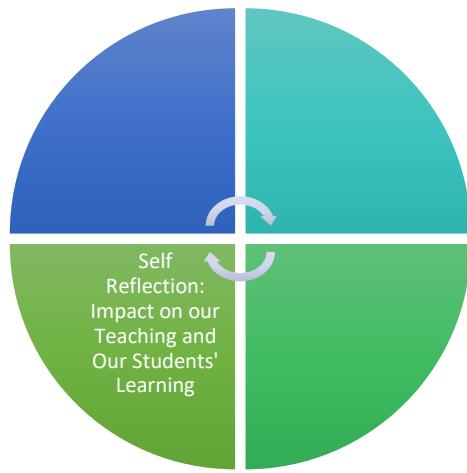
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D. Self-Reflection: Impact on Our Teaching and Our Students' Learning

Step 3: Learning Round or Focussed Observation Debrief

A conversation and collaborative feedback on teaching and learning is a valued part of the Learning Round or Observation process. Unpacking the lesson sequence, the elements of the learning environment, and the impact of teaching on student learning draws on the collective expertise of the team.

Usually the teacher whose inquiry is highlighted in the observation or learning round starts off first during the debrief session and shares how the lesson sequence went, their impressions, questions and connections. It is helpful to have someone on the team record notes for future reflection.



The debrief uses **formative assessment and checking** to help reflect and guide the process, as well as to determine next steps.

The debrief should have the team thinking about questions related to the inquiry:

- ☞ What did we notice about these learners?
- ☞ Reflect on the initial scanning and the hunch – are there any changes/shifts in our thinking?
- ☞ Did the learning round lesson sequence impact my students' learning? How so? How do I know?



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- 👤 What's the evidence from multiple sources that shows learning? Progress? Growth?
- 👤 Where to now?
 - In what ways would it be helpful to change teaching strategies in the future?
 - What might be the next steps to further my inquiry?
 - How does this inquiry connect with your Fall Class Review and inform next steps in revisiting and updating the ongoing Class Review goals as needed?



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E. Examples of Learning Round Inquiries

Some examples of learning rounds or focussed observations that might form part of a teacher's Framework for Professional Growth are as follows:

EXAMPLE 1 - Self – Regulated Learning

A teacher may be interested in developing or deepening Self-Regulated Learning (SRL) in her classroom. She is curious about whether she is enabling her students to truly be self-regulated learners, or if her presence is the glue that holds it together. The teacher and her team are interested in scaffolding students to regulate their own learning. The teacher sets up the learning sequence with her class, while the team circulates and observes students throughout the learning environment to gather feedback for the teacher on how independent students are in self-regulating their learning, what strategies in the sequence and in organizing the learning are helping students to self-regulate. What are the barriers to SRL? The team is committed to helping the teacher ponder this inquiry focus.

EXAMPLE 2 – Growth Mindset

Three primary teachers are working as a team to enhance growth mindset in mathematics. During the Class Review process, they scan, develop a hunch, choose a focus and then collaboratively plan teaching some real world examples in mathematics. They also explicitly plan to teach growth mindset and growth mindset language. They work in the learning round as a team to explicitly coach students in the real world problem and also integrate growth mindset strategies. Teachers on the team ask students "what do you do when you can't figure things out?" and record or remember their responses to feedback to their colleagues later. Teachers use math journals for students to integrate the core competencies of critical thinking and creative thinking and have students reflect on their mindset related to the mathematical problem-solving.



EXAMPLE 3 – Developing Engagement through Real World Connections in Literary and Informational Text

A secondary English teacher wants feedback from a colleague on approaches and resources that he is implementing to increase engagement for his learners. He wants to expand real world connections in text for his students, as he has noticed in scanning and in the Class Review process, that learning through relevancy is an area of strength for his learners. His major focus for professional growth relates to increasing engagement through diverse and relevant text. He is particularly interested in furthering his professional learning on student engagement using relevant real world literature text sets, literature or information circles, and relevant learning sequences.

EXAMPLE 4 – Organizing the Learning Environment

A team of teachers are curious about alternative ways to organize their learning environments and the impact on their students' engagement. They engage in learning rounds which explore both inside and outside learning environments that involve different configurations of furniture, and increase students voice and choice in where they will do their best learning. Yoga mats, stability balls, tipi tents, outdoor classroom gazebo spaces, group tables and individual desks. The team tracks self-regulation, student self-assessment of learning, and their learners' ability to advocate for their own learning needs. The Learning Rounds may focus on how to provide options and choice in the learning environment which promote student engagement and self-regulation in learning.

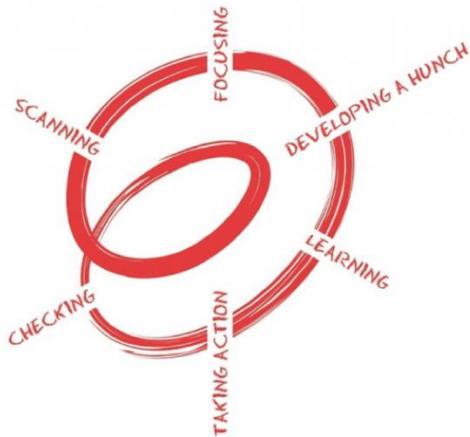
EXAMPLE 5 – Gradual Release of Responsibility in Science

A Science teacher is exploring how certain scientific concepts may best be taught using explicit teaching – “I do it” - followed by the other stages of the Gradual Release model: we do it; you do it together; you do it independently. She has expressed interest in receiving feedback from her team on the manner in which she explicitly teaches in the “I do it” phase, and the success students have in making the gradual release to independent practice. The Learning Round specifically focuses on the team co-teaching models the important transitional stages of “We do it” and “You do it together” to better scaffold students’ learning through the gradual release of responsibility.



IV. Your Professional Growth Plan

A. Using the Spiral of Inquiry to Develop Your Plan (Halbert, Kaser and Timperley, 2012)



The teacher develops a plan for professional growth using the [Spiral of Inquiry](#) framework to inform the process.

Scanning: What's going on for our learners?

- ☞ Using data from a variety of sources including the initial Class Review, teacher observations, and evidence of student learning, the team scans their learners.

Focusing: What will give us the greatest impact for student learning?

- ☞ Examining the scanning data, the team highlights areas of possible focus in professional learning.
- ☞ Begin by choosing one area of focus that will have the greatest impact on learners and learning.
- ☞ Is the area of focus big enough?
- ☞ Will it really make a difference?

Developing a Hunch: How am I (or we) contributing to the issue?

- ☞ The team considers the ways in which we, as educators, may be contributing to the selected area of focus.
- ☞ What are our biases?
- ☞ Are there other factors which contribute?
- ☞ What can we directly impact and change?



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New Professional Learning: How and where can we learn more about what to do?

- ☞ What are the resources that can further my learning in the area I have chosen to focus?
- ☞ Books, research literature, professional learning networks and colleagues, Professional Development days are all possible sources of new professional learning.

Taking Action: What will we do differently?

- ☞ After the team develops the inquiry focus and considers new professional learning to help frame how to change teaching to better meet the needs of learners, they are ready to take action.
- ☞ This stage involves thoughtful planning and set up in the weeks before the Learning Round – what teaching and learning practices are being explored or deepened?
- ☞ The team determines the first steps for Learning Rounds.
- ☞ A schedule is established for meetings and to consider how reflective practice will be incorporated.
- ☞ Roles for the team members are established, ensuring that the Principal or Vice-Principal is involved in supporting teacher professional growth.

Checking: Have we made *enough* of a difference?

- ☞ By examining evidence of student learning, and re-examining the initial focus and baseline observations and data, the teacher and the team ask themselves: How have students improved? Has my teaching made (enough of) a difference? Using the spiral of inquiry, do we need to revisit the focus? The new learning?



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B. Professional Growth Plan Outline (adapted with thanks to NOII.ca)

1. Name: _____
2. School(s): _____
3. Inquiry Team Members: _____
4. Grade levels addressed through Professional Growth Plan (PGP):
 - Pre-school or Strong Start (0-4)
 - Primary (K - 3)
 - Intermediate (4 - 7)
 - Secondary (8 - 12)
5. Curricular areas addressed through Professional Growth Plan:
 - Applied Design, Skills & Technologies
 - Arts Education
 - Career Education
 - Language Arts - Literacy
 - Language Arts - Oral Language
 - Language Arts - Reading
 - Language Arts - Writing
 - Mathematics / Numeracy
 - Physical & Health Education
 - Science
 - Social Studies
 - Other: _____
6. Focus addressed through Professional Growth Plan:
 - Aboriginal understandings (Eg: Traditional Knowledge, indigenous perspectives and ways of knowing, oral history, reconciliation)
 - Community-based learning and engagement with community
 - Computational Thinking and Coding
 - Core Competencies (Eg: creative and critical thinking, communication, personal and social responsibility)
 - Design Thinking
 - Differentiation and diversity
 - Diversity
 - Environmental Education
 - Experiential or hands-on learning
 - Flexible learning environments
 - Formative assessment



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- Growth mindset
- Inclusion and inclusive teaching and learning strategies
- Indigenous pedagogy and First Peoples Principles of Learning
- Inquiry-based learning
- Intergenerational Learning and Mentorship
- Place-consciousness learning
- Physical Literacy and Education
- Self-regulation
- Social and emotional learning
- STEM (Science, Technology, Engineering and Math)
- STEAM (STEM + Arts)
- Transitions
- Universal Design for Learning/Backwards Design
- Other:

In one sentence, what is your focus for the year?

7. Scanning:

Briefly summarize your scanning process. How did you use the Class Review, observations, [four key questions](#) as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team? How did you use the [OECD 7 Principles of Learning](#) and the [First Peoples Principles of Learning](#) in your scanning process?

8. Focus:

In a few sentences, explain why you have selected this area. What changes are you hoping to obtain for your learners?



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9. Hunch:

Describe your hunches about the ways in which your practice or practices at the school may contribute to the experiences of your learners.

10. New professional learning:

What new areas of professional learning do you plan to explore? What resources may be helpful? What specific tools will you use for your professional learning to support the learning of your students?

11. Taking action:

Describe the strategies you and your team will use. How will learning rounds be structured and support your learning?

12. Checking (after taking action, or in debriefing in Learning Rounds):

Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions?



13. Reflections/Advice:

Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.



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C. Self-Reflection: Scanning Your Personal Teaching Practice

Educators 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 as they provide some prompts for scanning our current practice.

Developing a vision

- 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 ideal learning experiences for my learners?
- What images come to mind when I think about being a lifelong learner with a growth mindset?
- What is a reasonable time line for my professional learning plan?
- What challenges and opportunities might be encountered in implementing this plan?
- What kind of support would be most valuable for me as I work on my PGP?

Building your team

Building your collaborative team is a thoughtful, respectful and considerate process.

Aspects to consider:

- Do team members have experience and expertise in the specific focus area of my plan or could they be “critical friends” who push my thinking and practice?
- How can diversity on my team enhance my professional growth and that of my colleagues?
- Could I use this opportunity to work with someone in a different grade or subject area?
- Consider the team’s skills in communication, consultation, and observation.



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- ❖ Composition of the team may include classroom teachers, a Learning Resource Teacher, school counsellor, Aboriginal Education Support teacher, teacher-librarian, and/or Education Assistants.
- ❖ Your Principal or Vice-Principal will work collaboratively with you, can observe in the classroom and work with you with roles as defined by your team.
- ❖ Educators from different schools, district staff, or district consultants may be members of the team.



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VI. Roles and Responsibilities

Role of the School-based Professional Growth Team

The Principal or Vice-principal's role in supporting teacher professional learning is essential. Collaborative inquiry and professional growth are therefore a core part of school culture which includes the school staff, teams of teachers involved in collaborative inquiry, along with their formal school leaders. Engaging in intentional opportunities to reflect on teaching and learning is the cornerstone of impacting student learning and can take a variety of formats as outlined below.

Examples:

- Working in collaborative teams at Professional Development days
- Teams of teachers sharing their collaborative inquiries with one another at Pro-D days, staff meetings, online, and through other means
- Teams of teachers working collaboratively across schools in the district on improving their practices
- Review of professional literature related to the collaborative inquiry
- Engagement in Learning Rounds and/or classroom observations
- Engagement in school-wide or collaborative inquiry team book study
- Review of school resources and the school library collection to ensure that resources support teachers' collaborative inquiries

Role of the Teachers

- Reflect on Class Profile/Class Review, personal teaching strengths, interests and needs, and develop a focus for professional growth
- Identify area of focus for collaborative inquiry and professional growth for the year
- Develop a plan of action which encourages thoughtful self-assessment, professional discussion, and feedback
- Invite colleagues including Principal to collaborate



- Invite colleagues to be “critical friends” to give objective and helpful feedback
- Set a reasonable timeline for reflection practice throughout the year
- Team meets regularly with the principal during the year to discuss progress, growth, and impact on student learning

Role of the Principal and/or Vice-Principal

- Ensure that the teachers and Principal or Vice-principal are clear about the Framework for Professional Growth
- Determine along with the teacher whether the teacher wishes a formal Teacher Evaluation as per E.14 in the ALTA-SD 10 Collective Agreement
- Create an environment that supports lifelong professional learning (respectful, trusting, honouring, leading by example)
- Support teacher reflection on their teaching practice
- Reflect with teacher teams using student exemplars, assessments, observations, or school or district data, to assess impact of professional growth plan on student learning
- Act as a critical friend to support and further professional learning
- Discuss what support or resources may be required including logistics
- Meets with the team of teachers regularly to discuss progress and reflect on what's next



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VII. Professional Growth and Teacher Evaluation

It is important that everyone is able to distinguish between the Professional Growth Framework and Teacher Evaluation as defined in the Collective Agreement.

We want all teachers to be able to embark on Professional Growth, with all the support and choice that they want. All teachers can engage in the Teacher Professional Growth Framework.

In the 2017-18 school year, all SD 10 teachers are welcome to be involved in piloting or prototyping the Framework.

All teachers in SD 10 can choose to engage in the Teacher Professional Growth Framework.

If a teacher wants to use the Professional Growth Plan as their formal evaluation under the current Collective Agreement Article E.14, this process must:

- ❖ Be initiated by the teacher at the beginning of the school year, no later than October 31
- ❖ Set clear guidelines about the process and include advance notice of observations
- ❖ Include at least three observations in the teacher's learning environment
- ❖ Involve two formative feedback sessions, with notes generated by the teachers and the Principal, and a discussion between the teacher being evaluated and the Principal or Vice-principal
- ❖ Conclude with a collaborative summative written report and a discussion on professional growth



VIII. Pedagogical Frameworks for Teaching and Learning

Following are some examples of the pedagogical frameworks for teaching and learning which guide our work in SD 10. This is not an exhaustive list.

- 尹 Inclusion
 - [ASCD Inclusion article](#)
 - [Inclusion BC site](#)
- 尹 Diverse Learners
 - [Student Diversity 3rd edition](#) – Faye Brownlie, Leyton Schnellert, Catherine Feniak
 - [Shelley Moore's blog](#)
- 尹 Universal Design for Learning
 - [Carlton University Sage2YC on UDL](#)
- 尹 Backwards Design (or UDB – Understanding by Design)
 - [Short article by Grant Wiggins](#)
- 尹 Student Engagement and Motivation
 - [ASCD article on Student Engagement](#)
 - [SAGE Literature Review on Student Engagement](#)
 - [Edutopia article on Engagement](#)
- 尹 Rigour, High Standards and Authentic Learning
 - Ron Berger, [An Ethic of Excellence](#)
 - Ron Berger – Video [Austin's Butterfly](#)
- 尹 Self-Regulation for Learning
 - [Developing Self-regulated Learning](#) – Deb Butler, Leyton Schnellert, Nancy Perry
 - [BCTF article – Keys to promoting SRL](#)
 - [NCBI – Six Models of SRL article](#)
 - [Australia Teacher Magazine on SRL](#)
- 尹 Growth Mindset
 - [Carol Dweck's Mindsetworks site](#)
 - [Carol Dweck's YouTube on Mindset](#)
- 尹 Socio-emotional Learning
 - [Roots of Empathy research – Kim Schonert-Reichl](#)
 - [Kim Schonert-Reichl SEL article and site](#)
- 尹 Place-Conscious Learning and Place-based Learning
 - [David Gruenwald article on Place-conscious learning](#)
 - [David Sobel article on Place-based learning](#)
 - [CBEEN – Place-conscious learning and BC Curriculum](#)
- 尹 Evidence-informed Teaching and Learning



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- 为人师表
- 反思性实践
- 评估与学习
- [1998 Black and Wiliam - Assessment for Learning research](#)
- [2008 OECD Assessment for Learning Research article](#)
- 为人师表
- [2017 BC Ministry of Education Educator Update - Assessment](#)
- [BC Ministry of Education – K-12 Assessment](#)
- 为人师表
- [First Peoples Principles of Learning](#)
- 原住民的世界观和视角
- [BC Curriculum Aboriginal Worldviews and Perspectives](#)
- 渐进式责任或支架式教学促进学生成功
- [Vgotsky - Scaffolding Children's Learning - YouTube](#)
- [Scaffolding for Student Success – Alberta Min of Ed YouTube](#)
- [ASCD article – Gallagher research on Gradual Release](#)
- [One pager - gradual release model](#)
- [Wikipedia page on Gradual Release model](#)
- 为人师表
- [BC Ministry of Education – Core Competencies site](#)
- 为人师表
- [Spiral of Inquiry](#) – Inquiry-based learning
- 为人师表
- 沟通学生学习
- Portfolio-based Assessment
- [BC Performance Standards](#) or Learning Progressions
- Rubrics
- 为人师表
- [Reggio Emilia Approach](#)
- [BC's Early Learning Framework](#)



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IX. FAQ –

1. How can a teacher get started?

- Use your Class Review as a starting point – it's great scanning
- Look at areas of your own teaching practice that you want to strengthen or build upon
- Find colleagues who share an interest in working together
- Familiarize yourself with the Spiral of Inquiry
- Talk to your Principal or Vice Principal
- Check out Article E.14 in the Collective Agreement if you are interested in using the PGP to meet the Evaluation criteria

2. Can I reflect by myself?

Teachers do reflect on their own practice as a regular part of their work as educators. The Professional Growth Framework is clear in its intention to engage teachers in reflective dialogue and collaborative practice. Research tells us that working with our colleagues makes a bigger difference for our students' learning and for our practice as teachers. Learning partners offer other perspectives, ask probing questions, and stretch our thinking.

3. What happens if I decide to change my focus or a part of my action plan during the year?

That's okay! Flexibility is a key component of the Professional Growth Plan Framework. Teaching and learning is a journey, not a destination, and checking or scanning may inspire teachers to change their focus or plan during the year.

4. Will time be provided to help us carry out our Professional Growth Plan?

The District and the schools highly value professional learning and support it in a variety of ways. Schools and the District will look at ways to help facilitate learning rounds, focussed observations and time for collaboration.

5. Do my plans go in my personnel file? Where does the Teacher Professional Growth Plan live?

The purpose of the plan is to focus your thoughts and energies and to ensure that you have a clear sense of direction as you think about your own professional growth needs. The plans will not be kept in a personnel file as is the case with teacher evaluation reports. They will be retained by the principal for easy reference during the school year as you discuss progress and modifications that may be necessary. They will not become part of any permanent record or be



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used by the principal or school district as part of any formal evaluation process. They will be returned to the teacher at the end of the school year.

The teacher can request that a letter documenting a summary of the Professional Growth Plan for the year indicating the inquiry focus, professional learning and impact on student learning.



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XI. Bibliography and Resources

Resources:

NOII and AESN website - <http://noii.ca>

Self-Regulated Learning

Growth Mindset

Reading Strategies – Jennifer Serravallo

Make Just One Change – Teach Students to Ask Their Own Questions - Dan Rothstein

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