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GROWTH

PROFESSIONAL

STANDARDS

Professional Learning

All Educators

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Preamble

Professional growth is a dynamic relationship between professional autonomy and professional accountability. Professional autonomy is the ability to make one's own decisions based on training, experiences and professional judgment. Professional accountability is being responsible for the results of those decisions.

The Pembina Trails School Division Professional Growth Model is intended to be responsive and responsible; supportive of good teaching and learning in schools. The model emphasizes reflection, inquiry and collaboration, challenging educators to focus on the Professional Standards and seek knowledge and experiences to improve the quality of their practice. The Pembina Trails School Division Professional Growth Model is designed to:

1 focus on educators;

2. respect and nurture the intellectual and experiential capacity of educators;

3. promote continuous inquiry and improvement;

4. enhance an educator's expertise; and

5. promote the Board's Three Expectations for Student Learning.

The Pembina Trails School Division Professional Growth Model has been developed for the entire professional educational community. Included in this context are:

1. school and divisionally based educators

2. administrators

3. clinicians, consultants and coordinators

Foreward

In 2004 - 2005 members of a divisional steering committee began the process of developing a Pembina Trails School Division Professional Growth Model. Participants explored models from other educational jurisdictions, paying particular attention to the Assiniboine South and Fort Garry School Divisions' models. Reviews and exploration of recent, relevant research led the committee to focus on three major questions: What do we currently have that we want to honour; what is happening nationally and internationally that should be explored; and finally, what philosophy, principles and practices do we want to represent in the Pembina Trails School Division Professional Growth Model?

The members of the steering committee operated from the premise that we are members of a learning community. As such we have a responsibility to model the qualities of life-long learning to our students and other members of the learning community. It is through professional growth that we continue to learn, to keep current, and to keep in touch with one another. In its many forms, the committee understood that the Pembina Trails School Divisional Professional Growth Model must honour the complexity of learning and values of the learning community.

The committee recognized that evaluation systems are evolving and the Pembina Trails School Division Professional Growth Model is designed to complement emerging research findings, new approaches and pedagogical practices that move each of us forward. It is hoped that the substance of this work will serve as a valuable framework to guide the initiatives of educators and support the success of every educator in the Pembina Trails School Division.

The Professional Growth Handbook is a living document, with updates added on an ongoing basis.

Mission, Vision and Values

The Pembina Trails School Division draws on its commitment to the divisional Mission, Vision and Value statements to provide the foundational philosophy for the professional growth model. It should have significant impact upon educators' work lives and professionalism.

The Pembina Trails School Division Mission is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

The Pembina Trails School Division Vision is to:

- promote challenging learning opportunities that support individual growth in a respectful environment.
- ensure a welcoming environment where everyone is emotionally and physically safe.
- care for each other and the world in which we live.
- promote a sense of community and belonging by valuing meaningful participation in decision-making.
- recognize and celebrate the unique and diverse gifts of all.
- commit to a common purpose that will inspire combined efforts to achieve outstanding results and personal satisfaction.
- communicate effectively by sharing information in an honest, respectful manner.
- embrace purposeful change and renewal.
- live our values.

The Pembina Trails School Division values:

- the learning and dignity, respect and well-being of all.
- a safe and welcoming environment.
- the diversity and the uniqueness of all.
- a shared common purpose that inspires and strengthens our commitment, responsibility and accountability to each other.
- honest, respectful and timely communications.
- participation in ongoing, collaborative decision-making processes.
- social and environmental responsibility.
- vision, innovation, enthusiasm and involvement.

21st Century Learning

Pembina Trails School Division is committed to ensuring that students are personally and intellectually engaged in learning opportunities that will help them develop, practice and refine the skills required to be successful while in school, but more importantly as productive citizens entering the post-secondary world of education and work.

Today, the term 21st Century Learning is widely used when speaking of preparing students for their future. In Europe and in North America learning competencies and skills have been identified and their integrations as core outcomes of public education has been advocated as a way of ensuring students are well equipped to meet the demands of modern society. Knowledge and innovation is seen as the key input to success.

In order to focus on the learning needs of our students, a continued shift in our current model is required. The essence of the shift is the need to move from a teacher-directed to a learner-centred model. The flexible, analytical, engaged and motivated graduate who will succeed in the 21st Century is not the product of a learning environment where teachers take centre stage and students passively receive and recite information. The business of learning belongs to the students, and as such, must focus on the learner, with the teacher providing valuable supports and facilitation. The shift affects learners by engaging them in the identification of problems to be solved through learning, the researching and creation of information to solve those problems, and the analysis of the world they live in. Students develop collaborative skills as they reach out to peers and resources in the school, the community and beyond to complete real-world projects that are relevant to their own lives.

Twenty-first Century Learning outcomes focus on enduring concepts and skills to allow time for deeper learning. Learning experiences are inquiry-based, student-driven, meaningful and personalized. Flexible learning opportunities and spaces are provided all within a learning environment rich in information and communication technology. The goal is true, life-long engagement of learners so that each may be successful in today's world.

Three Expectations for Student Learning

- All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
- By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
- All students in Pembina Trails will graduate from high school.

Professional Educator

The Pembina Trails School Division is committed to promote and support educators reflecting on their professional practices and actively planning their professional growth opportunities. Educators establish professional learning goals, pursue opportunities to develop professional knowledge and skill and participate in the extended professional community. Key elements in the professional growth process raise key questions.

As educators reflect on teaching practice and plan their professional growth they may ask, "how do I..." or "why do I..."

- assess my growth as an educator over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional growth and professional development plans that are based on my reflection and analysis?

As educators establish professional goals and pursue opportunities to grow professionally they may ask, "how do I..." or "why do I..."

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature?
- use opportunities to increase my understanding of teaching and learning?
- seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

... continued

As educators work with colleagues to improve professional practice they may ask, "how do I..." or "why do I..."

- create opportunities to collaborate with my colleagues?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching-related challenges?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- contribute to the learning of other educators?

As educators balance professional responsibilities and maintain motivation they may ask, "how do I..." or "why do I..."

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?

Emerging Practices

Michael Fullan is recognized as an international authority on educational reform. According to Fullan (1982, 1993, 2001) change can be experienced as an opportunity, a challenge, or both. The following describes the evolution of professional growth practices, particularly within the past decade:

Traditional Practices	Emerging Practices
▼ authority driven	▼ self-directed, goal-oriented
▼ external considerations	▼ internal considerations
▼ intermittent	▼ ongoing, long term
▼ learning in isolation	▼ collaborative
▼ social or large group	▼ personal, professional experience
▼ focus on problem	▼ focus on instruction/learning
▼ solving, replication	▼ reflective, meta-cognitive

The movement to adopt assessment practices for students that are meaningful and purposeful has found a parallel in Pembina Trails School Division's approach to the professional growth of educators; professional growth models the principles of classroom assessment.

It is clear that for the purpose of making consequential decisions and enhancing the professional skills of educators, the traditional practices no longer hold the same degree of relevance, depth or breadth. To resolve the incompatibility of a 'one size fits all' model, Pembina Trails School Division has developed Professional Learning and Performance Assessment; each is intended to accommodate the differing needs and capacities of educators at different times in their professional career.

Professional Conversations

In virtually every professional growth activity, the element of dialogue is evident. Dialogue is not to be confused with debate. The word comes from the Greek *dialogos*, meaning to break apart. It is about understanding other points of view and gaining insight into the underlying reasoning. Debate, on the other hand, is an attempt, through the use of argument, to convince another person of your point of view. We use the word dialogue to denote a serious exchange of disparate ideas, discourse that is intended to produce enlightenment but not necessarily agreement.

Dialogue serves to clarify positions or points of view on various sides of an issue. For dialogue to work optimally, participants must temporarily suspend judgment and illuminate all aspects of the different experiences, values and assumptions that inform their position. People engaged in dialogue seek to facilitate understanding – both their own and that of others – of numerous points of view. A shared awareness of diverse opinions and ideas is the goal.

Genuine dialogue can be an intimidating process, requiring time, intellectual energy and courage. Participants may be reluctant to expose their vulnerabilities, fearing disapproval. Dialogue participants must have confidence in each other's support; the process implies a supportive environment. The goal of dialogue is a thoughtful decision, regarding an appropriate course of action, through listening, agreeing, disagreeing and discussing.

There are several ways to promote dialogue including the need to:

- see people as individuals;
- uncover negative patterns of relationships;
- enable and encourage feedback; and
- envolve everyone in the work.

Before entering a professional conversation consider the thinking of Dee Hock of Visa International, as he discusses the subject of change.

"We tend to fall in love with the things we think are true. We treasure those truths; they are comfortable and we cannot bear to part with them, no matter how old or shabby or useless they become. But part with them we must, for our internal model of reality, our perspective, is a fun-house mirror: It distorts and discolours what we see, learn and experience. Perspective warps our perception and makes it difficult to view things accurately or conceive of them in new ways. It is the Achilles' heel of the mind."

Professional Standards

Critical attributes help to define teaching quality. In preparing for professional growth, educators consider professional standards; descriptive and contextual statements that provide the professional indicators and influence the degree of success that is experienced by educators at any given point in their professional career.

1. Creating and Maintaining an Effective Learning Environment

A fundamental challenge of teaching is to provide an environment aimed at aiding the learning of the individual. As part of their professional practice, educators deliberately create a learning environment in which they:

- treat all students fairly and respectfully as they assume responsibility for themselves and for others.
- create a physical environment that engages all students in purposeful learning activities and encourages constructive interactions.
- encourage all students to participate in making decisions, while working independently and/or collaboratively.
- establish expectations for student behaviour that are clearly understood and consistently maintained, consistent with Pembina Trails School Division Standard of Behaviour (revised 2015).
- encourage, support and recognize the achievements and contributions of all students.
- establish a climate of mutual trust evident in both informal and formal interactions; where students are safe to take risks in their learning.

2. Curriculum and Program: Planning and Implementation

The provincial curriculum expects educators to establish a supportive learning environment for all students. It describes a wide range of strategies, techniques and approaches that educators use to support student learning. As part of their professional practice, educators are expected to apply their professional knowledge, skills and experience and:

- exhibit a strong working knowledge of subject matter.
- exhibit a strong understanding of child growth and development.
- identify essential learning outcomes for specific curriculum.
- establish short and long-term goals for student learning.
- select and sequence curriculum to promote understanding and critical thinking.
- include a repertoire of instructional strategies that accommodate the needs of students with various achievement levels, learning styles and other special needs, and therefore promote student learning for all.

- ensure that instructional activities are linked to established learning goals.
- revise instructional strategies and teaching plans based on informal and formal assessments regarding student learning and student engagement.

3. Engaging and Supporting All Students in Learning

Each individual has unique learning needs, interests, motivations and abilities and these variables impact on student learning. Educators must take these factors into account and:

- use a variety of instructional strategies and resources that respond to students' diverse needs.
- build on students' prior knowledge, life experience and interests to achieve learning goals for all students.
- facilitate challenging learning experiences for all students that promote autonomy, interaction and choice.
- assist all students to become self-directed learners, able to demonstrate, articulate and evaluate what they learn.
- recognize that all students are valued and valuable members of the learning community.

4. Assessing Student Learning

To create a culture of success, educators recognize their professional role in structuring assessment practices that convey a seamless transition between instruction and assessment. Educators deliberate on the interaction of student strengths and needs, as well as learning contexts and content by:

- establishing and clearly communicating learning goals for all students.
- collecting information about student performance from a variety of sources.
- using information from a variety of sources to plan and adjust learning opportunities that promote academic achievement and growth for all students.
- providing continuous assessments for learning that are balanced with periodic, timely assessments of learning.
- involving the learner actively in the assessment process.
- engaging the learner in the meta-cognitive process.
- Reporting information about student learning to students, families and support teams in ways that improve understanding and promote further academic progress.

5. Interpersonal Relationships

Educators are typically engaged in professional relationships with a broad range of individuals, including students, parents, other educators, school division staff, other professionals, as well as community members. To guide their interactions in these various relationships, educators draw upon the following principles:

- Participate within the school community in a way that demonstrates respect, trust, kindness and concern for others.
- Demonstrate the ability to work collegially and cooperatively with others.
- Listen to, consider and validate the ideas and opinions of others.
- Communicate with others as a means to create and sustain positive relationships.
- Demonstrate a commitment to collaborative decision-making.
- Interact in a manner that models and promotes an environment sensitive and respectful of diversity within the school community.
- Recognize and seek to mediate conflict.
- Demonstrate a positive attitude that inspires and encourages others to higher levels of achievement.

6. Professional Involvement

Teaching is a dynamic profession. In response to ever-changing trends and circumstances, educators have a professional responsibility to reflect on the variables that impact on their practice. To continually develop their professional knowledge and skills, educators will:

- Reflect on their teaching practice and actively engage in planning personal professional development.
- Establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and maintain involvement with the extended professional community.
- Demonstrate a commitment to teaching practice that reflects current research, experiment with new approaches and share insights and learning with others.
- Contribute to school-wide initiatives and learning activities through involvement in planning.
- Improve professional practice by working collegially with other team members.

Normes professionnelles

Des attributs critiques aident A &fink la qualite de l'enseignement. En se preparant pour l'apprentissage professionnel, l'enseignant ou l'enseignante tient compte des normes professionnelles, ces alone& descriptifs et contextuels qui fournissent les indicateurs professionnels et qui influencent le taux de reussite connu par l'enseignante ou l'enseignant chaque stade de sa carriere professionnelle.

1. Créer et maintenir un environment d'apprentissage efficace

Un defi fondamental de l'enseignement est de fournir un environnement qui vise a aider l'apprentissage d'un individu. Dans le cadre de son exercice professionnel, l'enseignant ou l'enseignante cree a dessein un environnement d'apprentissage dans lequel l'enseignante ou l'enseignant:

- Traite tous les eleves equitablement et avec respect pendant que eleve assume la responsabilite de soi-meme et des autres.
- Cree un environnement physique qui favorise l'engagement de tous les eleves dans des activites d'apprentissage reflechies et qui encourage des interactions constructives.
- Encourage tous les eleves a participer dans la prise de decisions, tout en travaillant de fawn independante ou en collaboration.
- Etablit les attentes relatives au comportement de rave qui sont clairement comprises et maintenues de facon consequente, compatibles avec les normes de comportement de la Division scolaire de Pembina Trails.
- Encourage, appuie et reconnait les realisations et les contributions de tous les eleves.
- Etablit un climat de confiance mutuelle qui est bien en evidence dans les interactions informelles et formelles, un climat ou les eleves se sentent en securite pour prendre des risques dans leur apprentissage.

2. Programme d'études et programme : la planification et la mise en oeuvre

Le programme d'etudes provincial s'attend A ce que l'enseignant ou l'enseignante etablisse un environnement d'apprentissage positif pour tous les eleves. Ii decrit une vaste gamme de strategies, de techniques et d'approches que l'enseignant ou l'enseignante utilise pour appuyer l'apprentissage de l'eleve. Dans le cadre de son exercice professionnel, l'enseignante ou l'enseignant est tenu de mettre en pratique ses connaissances, ses habiletes et son experience professionnelles et de:

- Demontrer une solide connaissance pratique de la matiere.
- Demontrer une solide comprehension de la croissance et du de'veloppement de l'enfant.
- Identifier les resultats d'apprentissage essentiels des programmes d'etudes specifiques.
- Etablir les objectifs A court et A long terme de l'apprentissage des eleves.
- Choisir et ordonner les programmes d'etudes afin de promouvoir la comprehension et la pensée critique.
- Inclure un repertoire de strategies pedagogiques qui tiennent compte des besoins des eleves ayant de differents niveaux de reussite, de styles d'apprentissage et autres besoins speciaux, faisant ainsi la promotion de l'apprentissage pour tous.

- S'assurer que les activites pedagogiques ont un lien avec les objectifs d'apprentissage.
- Revoir les strategies pedagogiques et les plans d'enseignement basees sur des evaluations formelles et informelles de l'apprentissage des eleves et de leur engagement.

3. Appuyer tous les élèves dans leur apprentissage et assurer leur engagement

Chaque individu a des besoins, des interets, des motivations et des habiletes uniques et ces variables ont un impact sur l'apprentissage de releve. L'enseignante ou l'enseignant doit tenir compte de ces facteurs et:

- Utiliser une variete de strategies et de ressources pedagogiques qui repondent aux divers besoins des eleves.
- Batir sur les connaissances anterieures des eleves, leurs experiences de vie et leurs interets pour atteindre les objectifs d'apprentissage de tous les eleves.
- Faciliter des experiences d'apprentissage qui posent un defi a tous les eleves et qui fait la promotion de l'autonomie, de l'interaction et du choix.
- Aider les eleves a devenir des apprenants autonomes, capables de demontrer, d'articuler et d'evaluer ce qu'ils apprennent.
- Reconnaitre que tous les ayes sont des membres valorises et de valeur de la communaute d'apprenantes et d'apprenants.

4. Évaluation de l'apprentissage de l'élève

Pour etablir une culture de reussite, l'enseignante ou l'enseignant reconnait son role professionnel dans la structuration des pratiques d'evaluation qui permettent une transition transparente entre l'enseignement et revaluation. L'enseignante ou l'enseignant tient compte de l'interaction des forces et des besoins des eleves ainsi que des contextes et du contenu de l'apprentissage:

- En demontrant une solide connaissance pratique de la matiere enseignee.
- En etablissant et communiquant clairement les objectifs d'apprentissage pour tous les eleves.
- En faisant la collecte de renseignements sur le rendement de releve provenant d'une variete de sources.
- En utilisant des renseignements provenant d'une variete de sources pour planifier et ajuster les occasions d'apprentissage qui font la promotion du rendement et de la croissance academiques de tous les eleves.
- En fournissant des evaluations continues au service de l'apprentissage qui sont e'quilibrees avec des evaluations periodiques et ponctuelles de l'apprentissage.
- En impliquant apprenant et l'apprenante de facon active dans le processus d'apprentissage.
- En engageant l'apprenante et l'apprenant dans le processus de metacognition.

5. Les relations interpersonnelles

L'enseignante ou l'enseignant est generalement engage dans des relations professionnelles avec une vaste gamme d'individus, y compris les eleves, les parents, d'autres enseignantes et enseignants, les membres du personnel divisionnaire, d'autres professionnels, ainsi que des membres de la communaute. Afin de guider leurs interactions dans ces diverses relations, l'enseignante ou l'enseignant fait appel aux principes suivants :

- Participer au sein de la cornmunaute scolaire d'une fawn qui demontre le respect, la confiance, l'amabilite et le souci des autres.
- Demontrer l'habilete de travailler de fawn collegiale et cooperative avec les autres.
- Ecouter, tenir compte et valider les idees et les opinions des autres.
- Communiquer avec les autres comme moyen de creer et de soutenir des relations positives.
- Demonter un engagement A la prise de decisions collaborative.
- Interagir de facon qui suit et promeut un environnement sensible et respectueux de la diversite au sein de la communaute scolaire.
- Reconnaitre les conflits et tenter de se faire le mediateur ou la mediatrice.
- Demontrer une attitude positive qui inspire et encourage les autres a atteindre de plus hauts niveaux de rendement.

6. Participation professionnelle

L'enseignement est une profession dynamique. Afin de repondre aux circonstances et tendances qui sont en evolution constante, l'enseignante ou l'enseignant a une responsabilite professionnelle de reflechir sur les variables qui ont un impact sur l'exercice de sa profession. Afin de developper de fawn continue ses connaissances et ses habiletes professionnelles, l'enseignante ou l'enseignant doit :

- Reflechir sur les pratiques pedagogiques et s'engager activement dans la planification personnelle de son developpement professionnel.
- Etablir des objectifs d'apprentissage professionnel, poursuivre les occasions de developper ses connaissances et ses habiletes professionnelles et maintenir son implication avec la communaute professionnelle &endue.
- Demonter un engagement aux pratiques pedagogiques qui refletent les dernieres recherches, la mise a l'essai de nouvelles approches et le partage d'intuitions et d'apprentissages avec les autres.
- Contribuer A des initiatives et des activites d'apprentissage a l' echelle de l'e'cole en s'impliquant dans la planification.
- Ameliorer les pratiques professionnelles en travaillant collegialement avec les autres membres de l'e'quipe.

Self-Assessment Inventory

Critical thinking is thinking that assesses itself. Each step in the process of thinking critically is tied to a reflective step of self-assessment. The professional standards self-assessment inventory is intended to promote an inward look at you as a professional.

Professional Standards Self-Assessment Inventory

I. Creating and Maintaining an Effective Learning Environment	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I treat all of my students fairly and respectfully.						
I provide a physical environment that engages all students in purposeful learning.						
I encourage constructive interaction among the students in my classes.						
I encourage students to participate in making decisions in working independently.						
I encourage students to participate in making decisions in working collaboratively.						
My expectations for student behaviour are consistent with Pembina Trails School Division's Standard of Behaviour document.						
My expectations for student behaviour are established early.						
My expectations for student behaviour are clearly understood.						
My expectations for student behaviour are consistently maintained.						
I encourage, support and recognize the achievements of all of my students.						
I encourage, support and recognize the contributions of all of my students.						
I establish a climate of mutual trust where students feel safe to take risks in learning.						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

II. Curriculum and Program: Planning and Implementation	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I exhibit a strong working knowledge of my subject matter.						
I exhibit a strong understanding of child growth and development as it relates to my students.						
I have identified the essential learning outcomes for each curriculum I teach.						
I have established short-term goals for student learning.						
I have established long-term goals for student learning.						
I select and sequence curriculum to promote understanding and critical thinking.						
I demonstrate a repertoire of instructional strategies to accommodate the learning needs of my students.						
I demonstrate a repertoire of instructional strategies to accommodate the learning styles of my students.						
My instructional activities are linked to established learning goals.						
I revise my instructional strategies and teaching plans based on informal and formal assessments regarding student learning.						
I revise my instructional strategies and teaching plans based on informal and formal assessments regarding student engagement.						
I establish a climate of mutual trust where students feel safe to take risks in learning.						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

III. Engaging and Supporting All Students in Learning	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I use a variety of instructional strategies to respond to my students' diverse needs.						
I use a variety of resources to respond to my students' diverse needs.						
I build on student's prior knowledge to achieve learning goals for all students.						
I build on student's life experiences to achieve learning goals for all students.						
I build on student's interests to achieve learning goals for all students.						
I facilitate challenging learning experiences for all students to promote autonomy.						
I facilitate challenging learning experiences for all students to promote interaction.						
I facilitate challenging learning experiences for all students to promote choice.						
I assist all students to become self-directed learners, able to demonstrate what they learn.						
I assist all students to become self-directed learners, able to articulate what they learn.						
I assist all students to become self-directed learners, able to evaluate what they learn.						
I recognize that all students are valued and valuable members						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

IV. Assessing Student Learning	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I establish learning goals for all my students.						
I clearly communicate established learning goals to all my students.						
I collect information about student performance from a variety of sources.						
I use information from a variety of sources to plan and adjust learning opportunities to promote academic achievement for all students.						
I use information from a variety of sources to plan and adjust learning opportunities to promote academic growth for all students.						
I provide continuous assessments for learning.						
I provide periodic, timely assessments of learning.						
I involve the learner actively in the assessment process.						
I balance assessment for learning and assessment of learning.						
I engage the learner in the meta-cognitive process.						
I report information about student learning to students and families in ways that improve understanding and promote further academic progress.						
I report information about student learning to support teams in ways that improve understanding and promote						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

V. Interpersonal Relationships	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I participate within the school community in a way that demonstrates respect for others.						
I participate within the school community in a way that demonstrates trust of others.						
I participate within the school community in a way that demonstrates kindness for others.						
I participate within the school community in a way that demonstrates concern for others.						
I demonstrate the ability to work collegially and cooperatively with others.						
I listen to, consider and validate the ideas and opinions of others.						
I communicate with others as a means to create and sustain positive relationships.						
I demonstrate a commitment to collaborative decision-making.						
I interact with others in a manner that models and promotes an environment sensitive and respectful of diversity within the school community.						
I recognize and seek to mediate conflict as it arises.						
I demonstrate a positive attitude that inspires others to higher levels of achievement.						
I demonstrate a positive attitude that encourages others						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

VI. Professional Involvement	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I reflect on my teaching practice.						
I actively engage in planning personal, professional development.						
I establish professional learning goals with the extended professional community.						
I pursue opportunities to develop professional knowledge and skill with the extended professional community.						
I maintain involvement with the extended professional community.						
I demonstrate a commitment to teaching practice that reflects current research.						
I demonstrate a commitment to teaching practice and experiment with new approaches.						
I demonstrate a commitment to teaching practice and share insights and learning with others.						
I contribute to school-wide initiatives and learning activities through involvement in planning.						
I improve professional practice by working collegially with other team members.						
I report information about student learning to students and families in ways that improve understanding and promote further academic progress.						
I report information about student learning to support teams in ways that improve understanding and promote						

As I look at my responses to this section, key areas for growth and development are:

Auto-évaluation

Une pensée critique est une pensée d'évaluation. Chaque étape du processus de la pensée critique est liée à une étape de réflexion auto-évaluation. L'auto-évaluation des normes professionnelles vise à favoriser un regard intérieur comme professionnel.

Normes professionnelles auto-évaluation						
I. Créer et maintenir un environnement d'apprentissage efficace	**Dépasse les attentes**	**Domaine de force**	**Répond aux attentes**	**Domaine de force émergente**	**En développement**	**À développer**
Traite tous les élèves équitablement et avec respect pendant que l'élève assume la responsabilité de soi-même et des autres.						
Crée un environnement physique qui favorise l'engagement de tous les élèves dans des activités d'apprentissage réfléchies et qui encourage des interactions constructives.						
Encourage tous les élèves à participer dans la prise de décisions, tout en travaillant de façon indépendante ou en collaboration.						
Établit les attentes relatives au comportement de l'élève qui sont clairement comprises et maintenues de façon conséquente, compatibles avec les normes de comportement de la Division scolaire de Pembina Trails.						
Encourage, appuie et reconnaît les réalisations et les contributions de tous les élèves.						
Établit un climat de confiance mutuelle qui est bien en évidence dans les interactions						
Les domaines clés pour la croissance et le développement:						

Auto-évaluation

Normes professionnelles auto-évaluation

II. Programme d'études et programme: la planification et la mise en oeuvre	Dépasse les attentes	Domaine de force	Répond aux attentes	Domaine de force émergente	En développement	À développer
Démontrer une solide connaissance pratique de la matière.						
Démontrer une solide compréhension de la croissance et du développement de l'enfant.						
Identifier les résultats d'apprentissage essentiels des programmes d'études spécifiques.						
Établir les objectifs à court et à long terme de l'apprentissage des élèves.						
Choisir et ordonner les programmes d'études afin de promouvoir la comprehension et la pensée critique.						
Inclure un répertoire de strategies pédagogiques qui tiennent compte des besoins des élèves ayant de différents niveaux de réussite, de styles d'apprentissage et autres besoins spéciaux, faisant ainsi la promotion de l'apprentissage pour tous.						
S'assurer que les activités pédagogiques ont un lien avec les objectifs d'apprentissage.						
Revoir les stratégies pédagogiques et les plans d'enseignements basés sur des evaluations formelles et informelles de l'apprentissage des élèves et de leur engagement.						
Les domaines clés pour la croissance et le développement:						

Auto-évaluation

Normes professionnelles auto-évaluation

III. Appuyer tous les élèves dans leur apprentissage et assurer leur engagement	Dépasse les attentes	Domaine de force	Répond aux attentes	Domaine de force émergente	En développement	À développer
Utiliser une variété de strategies et de ressources pédagogiques qui respondent aux divers besoins des élèves.						
Bâtir sur les connaissances antérieurs des élèves, leurs experiences de vie et leurs interest pour atteindre les objectifs d'apprentissage de tous les élèves.						
Faciliter des expériences d'apprentissage qui posent un défi à tous les élèves et qui fait la promotion de l'autonomie, de l'intéraction et du choix.						
Aider les élèves à devenir des apprenants autonomes, capables de démontrer, d'articuler et d'évaluer ce qu'ils apprennent.						
Reconnaître que tous les élèves sont des membres valorisés et de valeur de la communauté d'apprenantes et d'apprenants.						
Les domaines clés pour la croissance et le développement:						

Auto-évaluation

Normes professionnelles auto-évaluation

IV. Évaluation de l'apprentissage de l'élève	Dépasse les attentes	Domaine de force	Répond aux attentes	Domaine de force émergente	En développement	À développer
Démontrer une solide connaissance de la matière enseignée.						
Établir et communiquer clairement les objectifs d'apprentissage pour tous les élèves.						
Faire la collecte de renseignements sur le rendement de l'élève provenant d'une variété de sources.						
Utiliser des renseignements provenant d'une variété de sources pour planifier et ajuster les occasions d'apprentissage qui font la promotion du rendement et de la croissance académiques de tous les élèves.						
Fournir des évaluations continues au service de l'apprentissage qui sont équilibrées avec des évaluations périodiques et ponctuelles de l'apprentissage.						
Impliquer l'apprenant et l'apprenante de façon active dans le processus d'apprentissage.						
Engager l'apprenante et l'apprenant dans le processus de métacognition.						
Les domaines clés pour la croissance et le développement:						

Auto-évaluation

Normes professionnelles auto-évaluation

V. Les relations interpersonnelles	Dépasse les attentes	Domaine de force	Répond aux attentes	Domaine de force émergente	En développement	À développer
Participer au sein de la communauté scolaire d'une façon qui démontre le respect, la confiance, l'amabilité et le souci des autres.						
Démontrer l'habileté de travailler de façon collégiale et coopérative avec les autres.						
Écouter, tenir compte et valider les idées et les opinions des autres.						
Communiquer avec les autres comme moyen de créer et de soutenir des relations positives.						
Démontrer un engagement à la prise de décisions collaborative.						
Interagir de façon qui suit et promeut un environnement sensible et respectueux de la diversité au sein de la communauté scolaire.						
Reconnaître les conflits et tenter de se faire le médiateur ou la médiatrice.						
Démontrer une attitude positive qui inspire et encourage les autres à atteindre de plus hauts niveaux de rendement.						
Les domaines clés pour la croissance et le développement:						

Auto-évaluation

Normes professionnelles auto-évaluation

VI. Participation professionnelle	Dépasse les attentes	Domaine de force	Répond aux attentes	Domaine de force émergente	En développement	À développer
Réflechir sur les pratiques pédagogiques et s'engager activement dans la planification personnelle de son développement professionnel.						
Établir des objectifs d'apprentissage professionnel, poursuivre les occasions de développer ses connaissances et ses habiletés professionnelles et maintenir son implication avec la communauté professionnelle étendue.						
Démontrer un engagement aux pratiques pédagogiques qui reflètent les dernières recherches, la mise à l'essai de nouvelles approches et le partage d'intuitions et d'apprentissages avec les autres.						
Contribuer à des initiatives et des activités d'apprentissage à l'échelle de l'école en s'impliquant dans la planification.						
Améliorer les pratiques professionnelles en travaillant collégialement avec les autres membres de l'équipe.						
Les domaines clés pour la croissance et le développement:						

The Model

Professional Standards	
I. Creating and maintaining an effective learning environment	**IV.** Assessing student learning
II. Curriculum and program planning and implementation	**V.** Interpersonal relationships
III. Engaging and supporting all students in learning	**VI.** Professional involvement

Professional Learning	Performance Assessment
Who: *All Educators*	**Who: *Select Educators*** • Educators new to the profession • Educators new to the division • Educator initiated • Administrator initiated
Purpose: • To enhance professional skill • To improve student achievement • To consider links to school/division/personal priorities • To foster self-directed learning	**Purpose:** • To provide a structured process to educators new to the profession or new to the division. • To inform employment decisions. • To provide a more structured process for the experienced educator who may want specific support/feedback. • To provide a more structured process for the experienced educator who may benefit from more support/feedback.
What: • Professional Standards • Develop, propose and implement Professional Learning Plan	**What:** • Professional Standards • Classroom practice
Method: • Action Research • Coaching • Independent Study • Mentoring • Study Teams • Teaching Portfolio • Others	**Method:** • Observation and feedback cycle focusing specifically on identified area(s). • Observation and feedback cycle focusing on identified area(s) of needed improvement.

Professional Learning at a Glance

Educator Responsibilities	Administrator Responsibilities	Timeline
• Access and review Professional Standards. • Reflect on professional practice. • Access and review divisional/ school priorities. • Select a focus. • Develop a plan of action. • Determine Professional Learning Plan. • Share Professional Learning Plan with administrator. • Engage in professional conversation with administrator. • Engage in Professional Learning Plan (collect, analyze, interpret, reflect, and synthesize). • Effect change to teaching practice based on learning. • Schedule meeting with administrator. • Review, discuss and sign the Annual Report (Years 1, 2, 3 and 4). • Provide a copy to administrator. • Review, discuss and sign Professional Learning Retrospection (Year 5). • Provide copy to administrator and forward copy to Superintendent's office.	• Advise educator of Professional Growth Model, project types and school/ divisional priorities. • Meet with educator to discuss their Professional Learning Plan proposal. • Sign plan proposal. • Support, provide resources. • Provide ongoing feedback. • Plan a year-end meeting • Review the Annual Report. • Discuss and sign Annual Report with educator. • File Annual Report in office file. • Annual Report, on request, can be forwarded to the Superintendent's office. • Forward Professional Learning Retrospection to Superintendent's office by December 31, in Year 5. • Year 5 also includes a PART A for that year.	• **September - November:** Educator initiates and shares plan proposal with administrator. • **October - May:** Educator works on professional learning goals and seeks support. • **October - May:** Administrator and educator engage in on-going professional conversations to update progress, and provide feedback. • **May - June:** Educator synthesizes outcomes of the Professional Learning process and completes PART B: Annual Report. • **June:** Years 1, 2, 3 and 4 - Educator completes PART B: Annual Report and initiates a meeting with administrator to discuss and sign. • **October:** Year 5 - Educator completes PART C: Professional Learning Retrospection by December 31, initiates a meeting with administrator to discuss and sign. • **December:** Administrator forwards PART C: Professional Learning Retrospection to the Superintendent's office.

Professional Assessment at a Glance

Educator Responsibilities	Administrator Responsibilities	Timeline
• Access and review Professional Standards. • Reflect on professional practice. • Engage in pre-conference conversation(s) and identify specific professional standard(s) to be observed. • Prepare for observations (formal and informal). • Engage in post-observation conference(s) with administrator. • Effect change to teaching practice based on Formative reports. • Review, discuss and sign the Summative report. • Keep copy of Summative report for personal files.	• Meet with educator to discuss Professional Standards, general and specific. • Set up specific pre-conference meeting to determine specific professional standards to be assessed. • Set up specific observations to assess professional standards proficiency. • Support, provide resources. • Provide on-going, descriptive feedback. • Plan a final meeting. • Review Summative report with educator; copied to educator, administrator, Superintendent's office.	• **September:** Administrator advises educator identified for Performance Assessment. • **October:** Educator reviews, reflects on the Professional Standards. Educator and administrator complete the action plan. • **October - January:** Educator and administrator initiate the Performance Assessment cycle of conferencing, observing classroom practice. • **February:** Administrator provides descriptive, formative feedback. Formative report completed. • **March - May:** Educator reflects on progress and educator and administrator continue Performance Assessment cycle. • **June:** Administrator completes the Summative Report; copied to educator, administrator, Superintendent's office.

*Clinicians new to the profession or new to the field of Education must also engage in the School Clinician Certification process as outlined by the Department.

Professional Learning

Thoughtful educators challenge and develop themselves through investigating new ideas, exploring alternatives in their work with students and the broader community, and discuss and evaluate their experiences. A professional learning plan opens the door to focus on one aspect of professional growth related to the divisional or school priorities and match specific situations and learning styles.

The following framework is built on processes and tools to deal with change and implementation. Its intent is to empower professional educators to make the learning and change process more manageable and more meaningful.

The opportunity to design, implement and assess a professional learning plan leads to a greater depth and breadth of understanding and skill, but may also lead to greater confidence about the overall process of change associated with new educational initiatives.

The following framework provides several process tools that can be utilized as you work, develop and implement your professional learning plan.

Professional Learning Principles

A model may be defined as an arrangement of resources and procedures used to promote learning. The principles of adult learning, reflective practice, and professional autonomy and responsibility are foundational to the Pembina Trails School Division Professional Growth Model. Professional learning presumes the following principles:

Principle 1:
The model is oriented to the individual. Although we recognize that learners may assemble into groups, the model is particularly designed to focus on the learning that occurs for each individual.

Principle 2:
It is every educator's responsibility to grow professionally. The model envisions both immediate and long-range growth.

Principle 3:
The model requires planned and directed learning, with formal and informal opportunities for professional conversation.

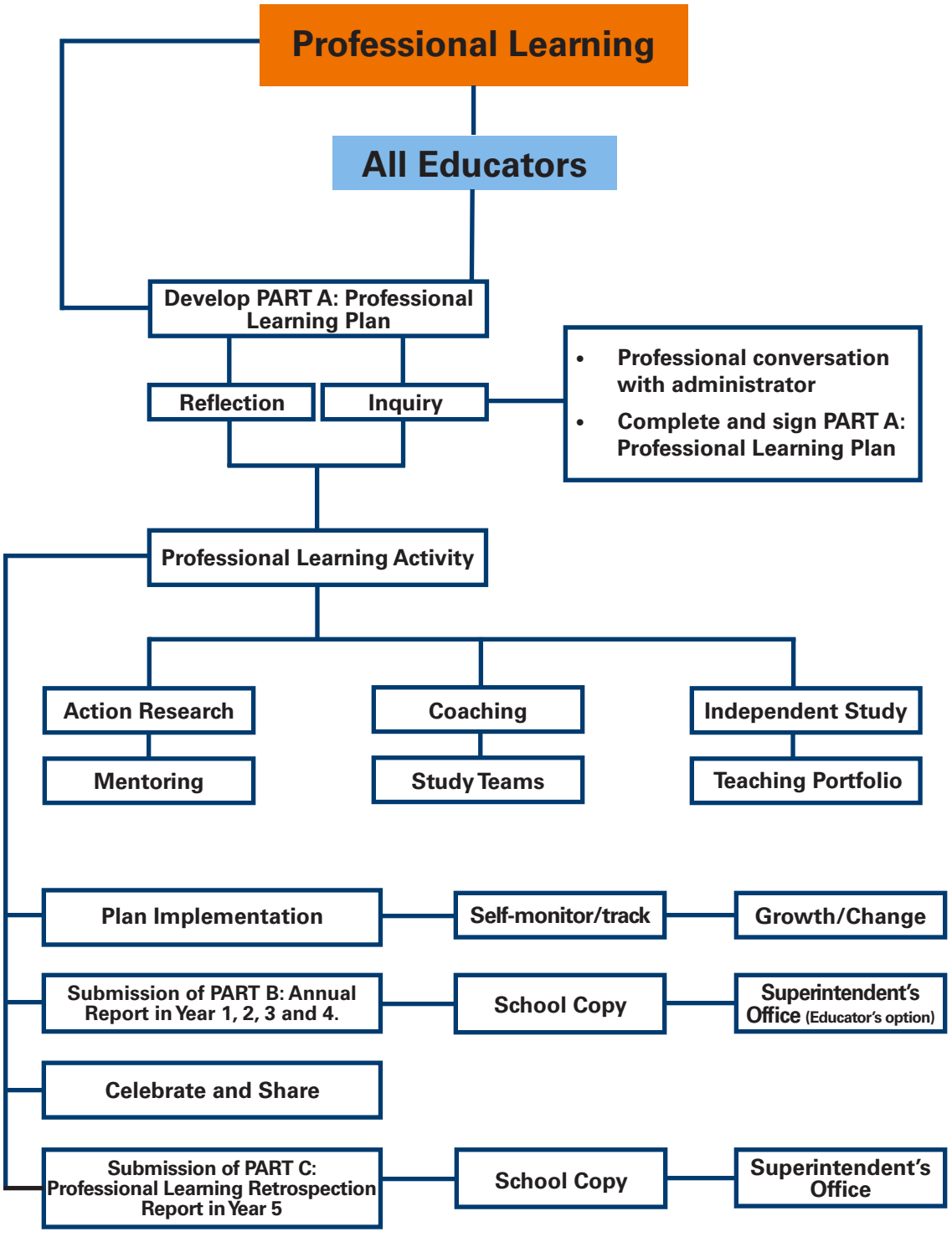
Principle 4:
This model uses a systematic approach involving a number of steps and ending with an opportunity to demonstrate success in meeting a professional learning goal.

Principle 5:
Growth over time results in a new level of understanding and the realization of a sense of efficacy not previously enjoyed.

Principle 6:
Educators accept responsibility for professional decisions and actions that are outlined in the Professional Growth Model.

Principle 7:
For each educator, the process of professional learning is influenced by the context of the educator's assignment.

Professional Learning Cycle



Professional Learning Process

Activity Type

Educators will consider the various activity types available and determine which activity bext fits the professonal growth need.

- Action Research
- Coaching
- Independent Study
- Mentoring
- Teams
- Teaching Portfolio
- Other

Development Of Part A: Professional Learning Plan

The goal of professional growth is to support inquiry, reflection, and the communication of information and ideas that improve teaching and learning. Educators, in consultation with their administration, will reflect on and consider the following when developing the professional learning plan:

- Divisional and school priorities
- The school community
- Personal Priorities

Plan Implementation

Educators will deliberately plan events to support their learning outcomes.

- Professional development
- Professional reading
- Professional study
- Ongoing dialogue
- Reflection

Year End Reports

Educators will highlight areas of success/improvements in teaching and learning that require further action and research.

- Record-keeping (anecdotals, qualitative/data, quantitative)
- Annual report (Years 1, 2, 3 and 4) (kept in school office) (Superintendent's office, optional)
- Retrospection (Year 5) (school office, Superintendent's office)

Share and Celebrate Learning

To enhance the learning community, educators are invited to share their experiences in ways that are mutually supportive.

- Presentations
- Articles
- Workshops
- Team sharing (school and divisional)

Action Research

Action research is a powerful process for improving the practice in any given educational setting. The researcher describes a person who mediates ideas, constructs meaning and knowledge, and acts upon them. There are as many variants of action research as there are people exploring its possibilities. There is no one right way of doing action research, of being a researcher, or of engaging in critical reflection. Action research can either be an activity that is approached by an individual educator or a group of educators researching a shared interest.

For the purpose of professional learning, action research is conducted as a formal process principally to inform and change ongoing practice. Inquiry occurs when the educator reflects both while engaged in action and subsequently on the action itself.

Action research takes on many different forms. Each form provides useful tools for taking a critical look at our professional work.

Educator research generates different kinds of evidence. It may include documentary evidence of journal entries, students' work, research articles, policy documents. The point of this research is to reflect upon and better understand the various influences on our decision-making as educators and professionals.

In case study work, the focus is to study the impact of certain actions on our teaching and student learning. Case studies are the examination of an individual student or a group of students being taught. A case study is the exploration and learning from a specific situation (past or present) about how to act in it, to consider the kinds of decisions made in that situation and to consider theoretical reasons for making those decisions.

Reflective practice offers an opportunity to explore one's own professional work. The researcher is attempting to focus on a specific belief and instructional practice and questioning its effectiveness on student learning. "If you always do what you've always done, you'll always get what you've always got".

Critical incidents describe those moments that have the educator stand back and examine personal beliefs and teaching. Critical incidents can be triggered in the midst of teaching, but they can also occur through reading, a comment, a peer observation or a different reaction to standard practice.

Regardless of the action research process, the focus is ultimately on teaching and learning. The questions asked might resemble the following:

- Does the new _____ work?
- What impact does _____ have on my attitude?
- Does the _____ program affect the _____ achievement of my students?

Action researchers should anticipate the following:

Expect the unexpected. Researchers should realize that research is an unpredictable process. A researcher who enjoys engagement in a process that is complicated and messy will benefit from the action research activity.

Be receptive to different data. Bias for or against a particular data 'type' may alter the results, the impact of the study and the overall benefit to the educator and learner.

Give it your all. Researchers require persistence over time. This persistence includes the necessity of recording findings which ultimately will make the study more worthwhile and accurate.

Resist making decisions too quickly. The reflective component of action research is important.

Communication is important. Particularly if you are participating in a group action research project, clear communication among participants is essential.

Critical friends can improve the activity. Contributions can be made by involving a "critical friend" in the process. A critical friend can make observations that may be overlooked by the researcher because they are 'removed' from the action.

Take action. Action research is a useful activity to explore beliefs or actions in teaching. Researchers may face many challenges throughout the process, however it is an effective way to effect positive change in a classroom.

A Model for Action Research

Define an area of interest by breaking it down into related questions.

Engage in ongoing systematic observations and data collection. Keep a written record of observations, action, dialogues and thoughts.

Reflect upon and analyze data, as you plan and implement actions.

Engage in professional reading to gain various perspectives on the issue.

Consult with your administrator or colleagues throughout the inquiry to clarify your thinking.

Examine your records regularly for patterns. Reflect upon your data for new insights.

Share your findings or define a new area of interest and continue the professional growth process.

Coaching

Coaching is a model that supports informed decision making. It requires the forming of a bond that encourages a free exchange of information in an atmosphere of openness, trust and confidentiality. It fosters educators' abilities to make changes in their own thinking and teaching processes. The emphasis in the coaching activity is refinement of practice.

The Four Phases of Instructional Thought and Refinement

- Planning conference
- Observation
- Reflection conference
- Application

Planning Conference

The planning conference is an essential aspect of the coaching process. It is an opportunity for the professionals to build trust, to establish goals, to mentally rehearse and articulate a lesson, to establish the parameters of the observation and future conferencing and to promote critical instructional thought. The coach's role tends to lead the planning conference by probing, anticipating, questioning and clarifying the educator's plan. The planning conference is best done just before instruction, when the educator is clearest about the objectives.

Observation

The observation is the opportunity for the educator to implement the plan, knowing that the role of the coach is to monitor and collect data. Precise standards are discussed.

Reflection Conference

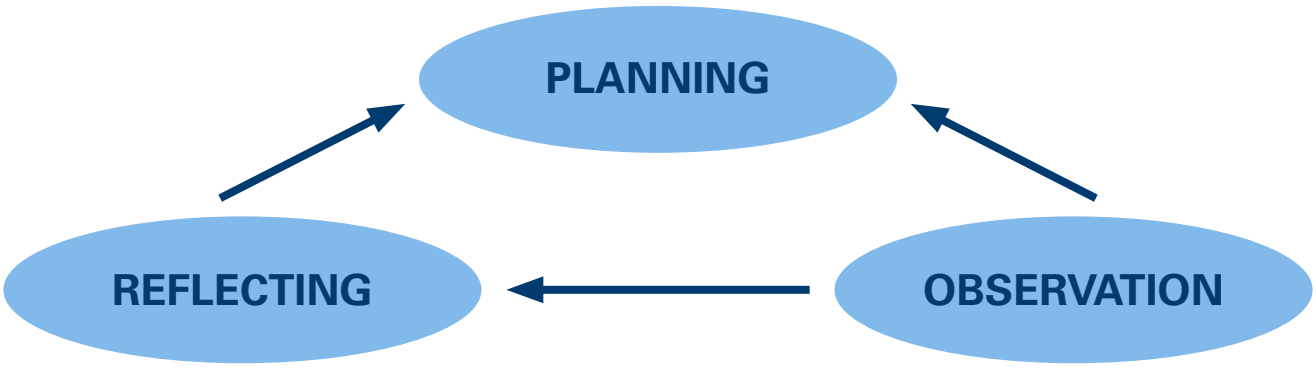
The element of time is important in coaching. The reflecting conference should be held after the coach has had time to organize the data and plan and construct the questions for the reflective coaching conference. The educator should come to the reflection conference prepared to analyze the experience, the instructional decisions and teaching behaviours and project how future lessons could/should be refined.

Application

The specific recommendations, knowledge, techniques and skills discussed during the reflection conference are applied.

The Coaching Cycle

Professional conversations are enhanced when they are focused and structured.



The Educator Planning Conference

- The professional clarifies goals.
- The professional, led by the coach, determines success indicators and a plan for collecting evidence.
- The professional, guided by the coach, discusses teaching approaches and strategies and how to monitor them.
- The professional identifies a personal learning focus.

The Educator Reflecting Conference

Reflecting on experience is amplified when done with others.

- The professional summarizes impressions of the classroom experience.
- The professional, led by the coach, recalls supporting information.
- The professional, supported by the coach, constructs new learning and applications.

Independent Study

Teaching and learning requires the courage and patience to learn, unlearn and to relearn. Independent Study is an activity that provides educators with the professional autonomy to further understand a new idea or thought, a resisted idea or thought, or a denied idea or thought. It is based on the premise that learning is affected by the context, as well as the beliefs and attitudes. Independent study is a dynamic activity; understanding the environment is the result of active engagement with that environment.

Consideration 1: Prioritizing

Review the divisional, school and personal professional priorities and determine an area of study that is important to you. Make your determination based on the following criteria:

- the experience you have already had with that area of study;
- the importance of the priority to the students;
- the access you have to resources necessary to further your study.

Consideration 2: Awareness

You have now settled on a priority. Before engaging in an independent study activity, it is important to consider the following:

- your work setting
- new developments in the area of study
- different perspectives
- your routine practice
- your assumptions

Consideration 3: Goal-Setting

Begin the process of developing a specific goal. Determining the goal, linked to the divisional or school or personal professional priorities, has a range of possibilities. The goal could be:

- attaining mastery in an area in which you are already skilled or knowledgeable.
- acquiring proficiency in an area in which you feel less competent.
- challenging capacity in an area with a high degree of risk.

Consideration 4: Accountability

Once the goal has been determined, it is critical to consider some of the non-pedagogical elements that nevertheless impact on an independent study.

- Utility; how will the information from the study be used and by whom?
- Feasibility; are the necessary resources (time, cost, data/materials, supports) readily available?
- Mutual understanding; the plan is shared with the administrator. It should be discussed thoroughly so that there is a common understanding of what you are trying to achieve and the kinds of support required to ensure success.

Consideration 5: Design

The format used to design the independent study is very much a personal choice. The following considerations should influence the design:

- Educators are professionals, responsible for making the choices that lead to successful learning outcomes: Make a choice that compliments your particular learning style(s).
- Successful teaching best occurs in empowering environments: Independent study facilitates the exchange of ideas with colleagues.

Consideration 6: Documentation

The collection and documentation of data, evidence, and experiences is a critical component of an independent study. The documentation serves several purposes; reflection, metacognition and accountability. Deciding on what, when and how to chronicle data is influenced by:

- time management and organizational skills
- personal style
- resources
- clarity of purpose

Consideration 7: Clarity

Ask yourself the following questions throughout the independent study process:

- Am I designing my independent study so that I have to think through the purpose of what I am doing? Is my purpose clear, significant and achievable?
- Am I designing my independent study so that I have reasonable access to the information that I require?
- Am I designing my independent study so that I can assess my thinking? Is the data, information and evidence fairly gathered and reported, accurate and consistently applied?
- Am I designing my independent study based on an essential question that will focus my thinking? Is my focus answerable and relevant?

Mentoring

Mentoring is a relationship that offers new educators and educators trying something new, an opportunity to work with more experienced educators. Choosing mentoring implies a commitment to the development of a relationship between educators at different stages in their professional career.

Mentoring cannot be forced or contrived. As Williams (1977) expressed it, "Achieving a mentor relationship... you can't force it to happen and it only works if the chemistry is right. You can, however, make yourself receptive to such a relationship by displaying a teachable attitude and an eagerness to learn." As the implications of being a mentor are significant, educators should consider carefully whether they are suited to the role and responsibility.

Mentoring Relationships

Personal Mentor	Mentoring Team
An experienced educator acts as a coach, confidante and positive role model for a new educator.	Several experienced educators collaborate to support and challenge new educators to grow professionally.

Mentoring addresses the specific needs of new educators and educators trying something new and the mentor provides knowledge, advice, skills and support. Both parties gain through interaction, reflection and experimentation. Mentoring should be a mutually beneficial relationship.

Research suggests that a 'good' mentor demonstrates the following qualities:

The good mentor is committed to the role of mentoring.

Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors are capable of making a significant and positive impact on the professional life of another. This belief is anchored in the knowledge that mentoring is a challenging endeavour that requires a significant investment of time and energy.

The good mentor is accepting of their colleague.

Obviously, the foundation of an effective helping relationship is empathy. The mentor recognizes the power of accepting a colleague as a developing person and professional. Accepting mentors do not judge or reject their colleague. They thoughtfully revisit their own teaching experiences to promote an accepting disposition to their colleague.

The good mentor is skilled at providing instructional support.

Mentors are willing to coach their colleague to improve their performance wherever their skill level. Discussions should be based on shared experiences such as team teaching, team planning, and observation. Regardless of the specific experience, the purpose is to promote collegial dialogue focused on enhancing performance and student learning. Mentors must value description over interpretation in the coaching process and refine their conferencing and feedback skills.

The good mentor is effective in different interpersonal contexts.

Mentors recognize that each mentoring relationship occurs in a unique, interpersonal context. They adjust their mentoring communications to meet the needs of their colleague. To make such adjustments, good mentors must possess deep understanding of their own communication styles.

The good mentor is a model of a continuous learner.

Mentors are transparent about their own search for better answers and more effective solutions to their own teaching practice. They model this commitment by their openness to learn from their colleagues and through personal, professional growth. Most important, they share new knowledge and perplexing questions with their colleague in a collegial manner.

The good mentor communicates hope and optimism.

Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. They capitalize on opportunities to affirm the potential of their colleague. They do so in private conversations and in public settings. Good mentors, regardless of the nature of the feedback, are genuine and caring in a way that engenders trust.

Professional Learning Teams

Professional Learning Teams are long-term groups with stable membership whose primary responsibility is to provide members with support, encouragement and assistance in completing a common goal. Providing educators with an opportunity to work together to design and achieve a professional learning goal is an effective means of promoting collaboration and encouraging reflection upon teaching and learning. The process for study teams includes the following considerations:

Consideration 1: Plan for each stage of group work.

When you are developing your professional learning plan, decide what aspects lend themselves to formal group work. As a team, think about how you will organize the group, develop group norms, help group members negotiate roles and responsibilities, set targets, provide feedback to the groups and assess the work.

Consideration 2: Create group tasks that require interdependence.

The members of the group must understand that they "sink or swim" together, that each member is responsible to and dependent on all the others, and that one cannot succeed unless all in the group succeed. Knowing that peers are relying on you is a powerful motivator for group work (Kohn, 1986). Strategies for promoting interdependence include encouraging the division of labour and formulating tasks that compel members to reach a consensus. (Johnson, Johnson, and Smith, 1991).

Consideration 3: Make the group work relevant.

Each member is committed to the group tasks as being integral and purposefully aligned to the professional learning plan objectives.

Consideration 4: Create responsibilities that fit the particular skills, abilities, contexts and talents of each member.

Each member must perceive the individual tasks as integral to the plan objectives. Members should be encouraged to participate in tasks that each is willing and able to perform.

Consideration 5: Assign group tasks that allow for a fair division of labour.

Structure the tasks so that each group member can make an equal contribution. Educators conduct their research independently and use group meetings to share information, edit articles, proofread and design the pages. (Smith, 1986; Tiberius, 1990)

Consideration 6: Be conscious of group size.

In general, groups of four or five members work best. Larger groups decrease each member's opportunity to participate actively. The shorter amount of time available, the smaller the groups should be. (Cooper, 1990; Johnson, Johnson, and Smith, 1991; Smith, 1986)

Consideration 7: Let members know their responsibilities as a professional learning team member.

Members can improve the effectiveness of study teams by making sure each session has a clearly articulated agenda and purpose. Educators who participate in Professional Learning teams agree to do the following:

- Prepare before the professional learning team meeting.
- Complete any tasks that the group assigns to its members.
- Attend meetings and arrive on time.
- Actively participate during the sessions in ways that further the work of the group.
- Help promote one another's learning and success.
- Provide assistance, support and encouragement to group members.
- Be involved in periodic self-assessments to determine whether the team is working successfully. (Are the targets being met? Is adult learning taking place?)

Teaching Portfolio

A **teaching portfolio** allows you to reflect on your teaching and focus on future goals and improvement. A teaching portfolio is a living document; it will change over time as you assess your teaching, reflect and act on the results and re-shape your teaching identity.

The portfolio is usually written as a scholarly reflection of your educational work in relation to the principles and priorities that have directed the focus of your professional learning plan. A teaching portfolio is a structured, documentary history of a set of acts of teaching, substantiated by samples of student work and fully realized only through metacognition, reflective writing, deliberation and serious conversation.

Purpose and audience are closely connected, and in the list of purposes a particular audience is often implied. Making the possible range of audiences explicit helps to define the set of items to be included.

As well, the teaching portfolio should journal changes you have made to your teaching practice on the basis of research, design, student performance, and external impacts such as provincial, divisional and/or school policies.

The elements of an educator's teaching portfolio might include but are not limited to:

❑ **attitudes and perceptions**

- bring knowledge to consciousness
- engage in critical thinking
- be reflective about personal practice

❑ **acquired and integrated knowledge**

- bodies of evidence of the educator's learning about teaching and student learning
- new teaching strategies

❑ **extended and refined knowledge**

- A set of reflections, or critical questions about what was learned about teaching and learning to accompany each portfolio entry

The artifacts of a teaching portfolio might include but are not limited to:

- course outlines
- journal pages
- lesson plans
- peer coaching notes
- research
- student work
- study guides
- videotapes

Content considerations

The quality of artifacts should be determined by their content or essential meaning. Some considerations related to quality of content are:

- Validity: Is the artifact accurate and authoritative?
- Appropriateness: Is the content appropriate to the priority being examined?
- Relevance: Is the content relevant to the purpose?
- Motivation: Does the artifact stimulate interest?
- Application: Does the artifact serve as a model for applying learning to the instructional situation?
- Clarity: Is the content free of words, expressions and graphics that would limit its comprehension?
- Conciseness: Is the artifact free of superfluous material? Does it stick to the point?

The teaching portfolio is an opportunity for the educator to review, reflect and revise their learning. The portfolio reveals the underlying planning and philosophy that contribute to the educator's practice and provides an opportunity for in-depth scrutiny of the educator as a professional.

Teaching Portfolio	Professional Portfolio
Focus is specific to a professional learning target.	Focus is generalized.
A critical analysis of professional practice.	A representative collection of professional accomplishments.
Orientation is linked to professional growth.	Orientation is linked to summarizing career highlights.
Metacognitive.	Reflective.

Forms

All forms used for the completion of Parts A, B and C (both in English and in French) are completed online at:

www.pembinatrails.ca

Follow the "STAFF" tab, then the "FORMS" link.

Performance Assessment

Performance assessment is a vital process. Its purpose is to engage educators in an examination of their teaching practices and to provide them with feedback on their performance. It is an important element of professional development that involves educators in meaningful interactions with their administrator.

While all educators must engage in professional learning, educators have a responsibility to be aware that performance assessment is required by Pembina Trails School Division for those who are new to the teaching profession, or new to the division. Performance Assessment may also be educator-initiated or administrator-initiated.

The relationship between the professional standards and the performance assessment is explicit. A performance assessment provides data for the educator and administrator to reflect on practice. Performance assessment is collaborative, encouraging an ongoing and substantive dialogue about teaching and learning.

The performance assessment cycle mirrors the teaching-learning process; assessment ***for*** teaching (ongoing, formative and informative), assessment ***as*** teaching (personal adjustments and refinement) and assessment ***of*** teaching (summative). In each instance, feedback is intended to help guide actions – reflecting, revising and focusing on teaching practice. (Rick Stiggins, 2004)

* Educators new to the Pembina Trails School Division are required to remain on the Performance Assessment path for the first year of their employment.

Please refer to the Professional Standards printed on pages 10 to 15 on blue.

Performance Assessment Principles

Recognizing that teaching is a developmental, complex art and science, performance assessment provides opportunity to dialogue about what educators do in the classroom and to demonstrate their knowledge and judgment as professionals. The principles of adult learning, reflective practice, assessment and accountability are foundational to the Pembina Trails School Division Performance Assessment. This model of Performance Assessment is based on the following principles:

Principle 1:
All educators are responsible for setting personal and professional goals and objectives.

Principle 2:
Performance Assessment is guided by the Divisional Professional Standards which are used as criteria.

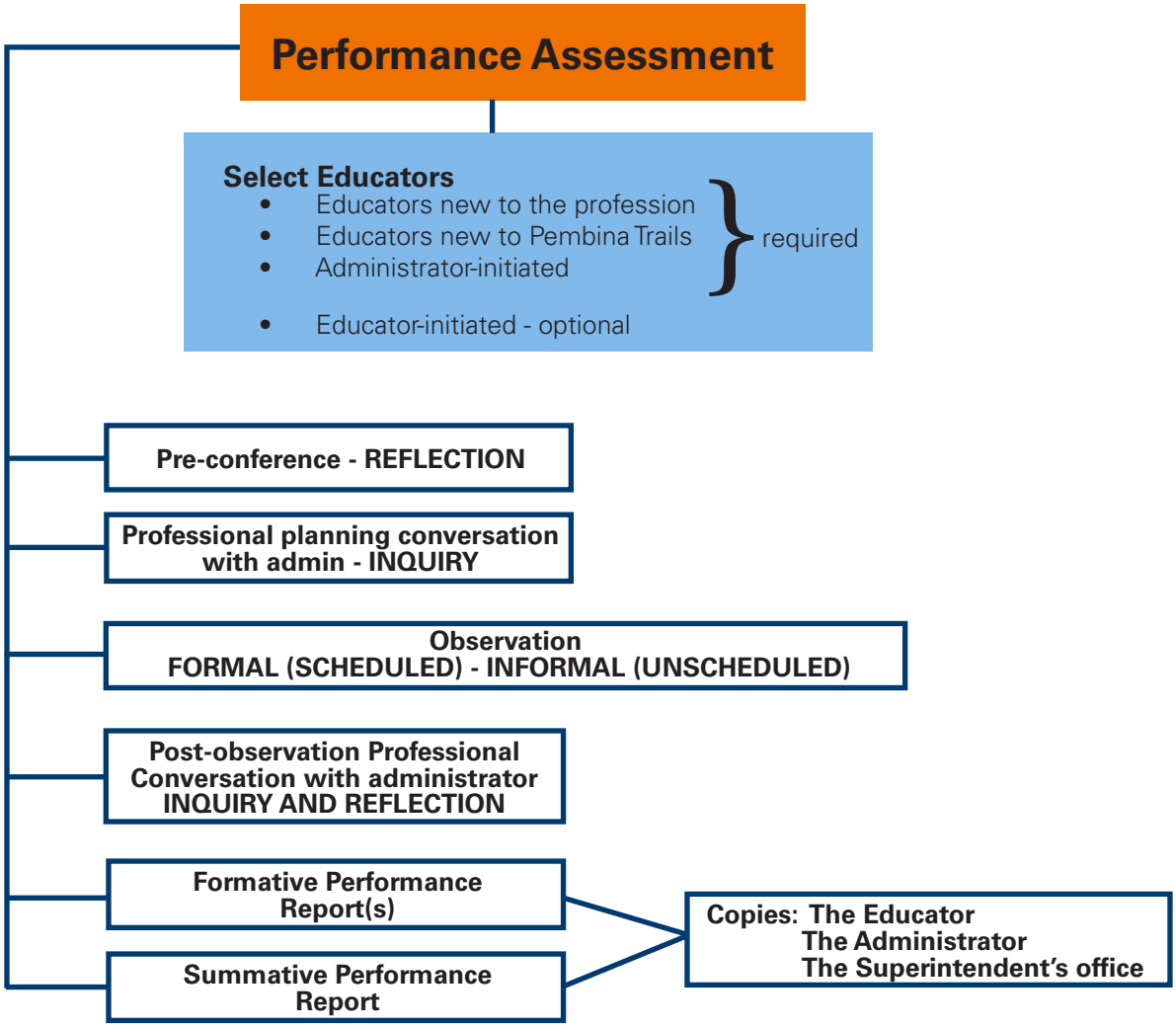
Principle 3:
All educators are responsible for the maintenance and development of an expanding repertoire of teaching strategies that positively impact student learning.

Principle 4:
The process used for performance assessment is clearly and carefully communicated from the outset.

Principle 5:
Performance Assessment takes place in a context and conclusions are based upon data from various related resources.

Principle 6:
Performance Assessment provides an opportunity for educators to build and develop their knowledge and skills related to the art of teaching.

Performance Assessment Cycle



Performance Assessment Principles Process

Pre-conference
Educator and administrator plan a purposeful, timely observation cycle. The dates of classroom observations and conferences are mutually agreed upon. Professional assessment is outcome-driven: The administrator and educator frame the specific performance targets to be assessed.

Observation
The observation cycle mirrors formative assessment: The observation is used as an informational source in the collection of data for use as a focus during professional discussion.

Observations are:
- clearly defined and understood;
- meaningful and consistent.

Professional Discussion, Post-observation Conference
The post-observation conference provides feedback that integrates the professional standards with the observed performance to improve teaching quality, teaching practice, student learning, create professional accountability, determine effectiveness and provide specific recommendations to improve teaching quality and to inform professional development and growth.

Post-observation conferences are:
- aligned to the Professional Standards;
- an opportunity to provide resources, follow-up and support during the process;
- timely.

Formative Assessment Report
A formative report converts the observation and descriptive feedback and dialogue of the post-observation conference to a written report. It engages the educator in professional conversation, self-assessment, a reflection of practice and highlights specific professional growth goals.

Formative assessment is:
- part of effective planning;
- focused on professional practice;
- constructive.

Summative Assessment
- A comprehensive summative report will be submitted to the Assistant Superintendent of Human Resources. The report draws on the formative assessments and artifacts to comment on the educator's performance.
- Presents an authentic, written description of the educator over an extended period of time.

Performance Assessment at a Glance

Educator Responsibilities	Administrator Responsibilities	Timeline
• Access and review Professional Standards. • Reflect on professional practice. • Engage in pre-conference conversation(s) and identify specific professional standard(s) to be observed. • Prepare for observations (formal and informal). • Engage in post-observation conference(s) with administrator. • Effect change to teaching practice based on Formative reports. • Review, discuss and sign the Summative report. • Keep copy of Summative report for personal files.	• Meet with educator to discuss Professional Standards, general and specific. • Have a to-do plan. • Set up specific pre-conference meeting to determine specific professional standards to be assessed. • Set up specific observations to assess professional standards proficiency. • Support, provide resources. • Provide ongoing, descriptive feedback. • Plan a final meeting. • Review Summative report with educator; copied to educator, administrator, Superintendent's office.	• **September:** Administrator advises educators identified for Performance Assessment. • **October:** Educator reviews, reflects on the Professional Standards. Educator and administrator complete the Action Plan. • **October - January:** Educator and administrator initiate the Performance Assessment cycle of conferencing, observing classroom practice. • **February:** Administrator provides descriptive, formative feedback. Formative report completed. • **March - May:** Educator reflects on progress and educator and administrator continue Performance Assessment cycle. • **June:** Administrator completes the Summative Report; copied to educator, administrator, and Superintendent's office.

*Clinicians new to the profession or new to the field of Education must also engage in the School Clinician Certification process as outlined by the Department.

Assessment for Learning

Assessment for learning, in Performance Assessment, focuses on thinking and learning at any point in time and is used to determine the next phase in the cycle of learning. Specific targets are selected collaboratively by the educator and administrator. Assessment for learning is acquired using pre-conferencing and observation of professional practice. Record-keeping focuses on comparing, documenting and annotating target attainment.

Assessment for learning occurs throughout the Performance Assessment cycle. It is interactive, with the administrator providing assistance as part of the assessment. It is an opportunity for collaborative decision-making regarding:

- which professional standard(s) to pursue;
- alignment of the teaching practice to the professional standard;
- specific targets;
- immediate and ongoing feedback and direction;
- necessary adaptations and refinements;
- particular areas of future focus;
- opportunity for the educator to move forward in their professional practice.

Assessment for learning should give insight, enhance and motivate the educator's commitment to a high proficiency of attainment.

Assessment as Learning

Assessment as learning, promotes growth and self-reflection. Assessment as learning emphasizes the process of metacognition. Educators, during this phase of the performance assessment cycle, cognitively restructure new ideas with current practice and are actively engaged in creating their own understanding.

If educators are to engage in continuous learning in environments where knowledge is always changing and decisions are made constantly, then educators need to develop the habit of challenging assumptions and presuppositions. In this phase, administrators will intentionally support educators and enable their capacity to define goals and self-monitor progress in proficiency attainment.

Assessment as learning is based on the conviction that educators become adaptable, flexible and independent in their learning and decision making. Additionally, it embeds the necessary capacity and disposition for educators to move forward and, in future years, engage in self-directed learning.

Assessment of Learning

Assessment of learning provides a greater depth and breadth of understanding the individual educator's performance. At the conclusion of the performance assessment, the administrator will complete a summative report.

The Summative Report will communicate the professional standard and the specific indicators that have been addressed during the performance assessment. The Attainment of Professional Standards mirrors those used to report on student learning and progress. It confirms the standard of proficiency for the targeted outcomes.

Proficiency Standards

A proficiency attainment of outstanding indicates that the educator has demonstrated:

- a sophisticated understanding of knowledge and skills and can generalize that understanding across a variety of contexts.
- complex analyses and problem solving skills.
- creative and independent application of concepts and skills that are demonstrated in a wide variety of contexts.
- independence in planning, monitoring and assessing professional learning.

A proficiency attainment of proficient indicates that the educator has demonstrated:

- solid understanding of knowledge and skills, void of misunderstandings or simplistic approaches.
- very good analyses and problem solving skills.
- high quality products and processes.
- an ability to plan, monitor and assess professional learning with minimal direction.

A proficiency attainment of meeting expectations indicates that the educator has demonstrated:

- good understanding of knowledge and skills in related contexts.
- good analyses and problem solving skills.
- good quality product and process are frequently demonstrated in relation to context and purpose.
- an ability to plan, monitor and assess professional learning with intermittent direction required.

... continued

A proficiency attainment of emerging indicates that the educator has demonstrated:

- a developing understanding of knowledge and skills.
- assistance in analyses and problem solving may be required.
- an ability to apply knowledge and skills in a limited context.
- an ability to plan, monitor and assess professional learning with moderate direction.

A proficiency attainment of not yet achieved indicates that the educator has demonstrated:

- difficulty understanding essential knowledge and skills or displays misunderstanding.
- structured support is required to support analyses and problem solving.
- little evidence of prior planning, practice or consideration of the purpose and audience are evident in the product and process.
- considerable assistance is required for professional to plan, monitor and assess own learning.

A proficiency attainment of not satisfactory indicates that the educator has demonstrated:

- a performance that is below the range expected for the professional standard.

Self-Assessment Inventory

Critical thinking is thinking that assesses itself. Each step in the process of thinking critically is tied to a reflective step of self-assessment. The professional standards self-assessment inventory is intended to promote an inward look at you as a professional.

Professional Standards Self-Assessment Inventory

I. Creating and Maintaining an Effective Learning Environment	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I treat all of my students fairly and respectfully.						
I provide a physical environment that engages all students in purposeful learning.						
I encourage constructive interaction among the students in my classes.						
I encourage students to participate in making decisions in working independently.						
I encourage students to participate in making decisions in working collaboratively.						
My expectations for student behaviour are consistent with Pembina Trails School Division's Standard of Behaviour document.						
My expectations for student behaviour are established early.						
My expectations for student behaviour are clearly understood.						
My expectations for student behaviour are consistently maintained.						
I encourage, support and recognize the achievements of all of my students.						
I encourage, support and recognize the contributions of all of my students.						
I establish a climate of mutual trust where students feel safe to take risks in learning.						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

II. Curriculum and Programs: Planning and Implementation	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I exhibit a strong working knowledge of my subject matter.						
I exhibit a strong understanding of child growth and development as it relates to my students.						
I have identified the essential learning outcomes for each curriculum I teach.						
I have established short-term goals for student learning.						
I have established long-term goals for student learning.						
I select and sequence curriculum to promote understanding and critical thinking.						
I demonstrate a repertoire of instructional strategies to accommodate the learning needs of my students.						
I demonstrate a repertoire of instructional strategies to accommodate the learning styles of my students.						
My instructional activities are linked to established learning goals.						
I revise my instructional strategies and teaching plans based on informal and formal assessments regarding student learning.						
I revise my instructional strategies and teaching plans based on informal and formal assessments regarding student engagement.						
I establish a climate of mutual trust where students feel safe to take risks in learning.						
As I look at my responses to this section, key areas for growth and development are:						

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

III. Engaging and Supporting All Students in Learning	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I use a variety of instructional strategies to respond to my students' diverse needs.						
I use a variety of resources to respond to my students' diverse needs.						
I build on student's prior knowledge to achieve learning goals for all students.						
I build on student's life experiences to achieve learning goals for all students.						
I build on student's interests to achieve learning goals for all students.						
I facilitate challenging learning experiences for all students to promote autonomy.						
I facilitate challenging learning experiences for all students to promote interaction.						
I facilitate challenging learning experiences for all students to promote choice.						
I assist all students to become self-directed learners, able to demonstrate what they learn.						
I assist all students to become self-directed learners, able to articulate what they learn.						
I assist all students to become self-directed learners, able to evaluate what they learn.						
I recognize that all students are valued and valuable members						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

IV. Assessing Student Learning	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I establish learning goals for all my students.						
I clearly communicate established learning goals to all my students.						
I collect information about student performance from a variety of sources.						
I use information from a variety of sources to plan and adjust learning opportunities to promote academic achievement for all students.						
I use information from a variety of sources to plan and adjust learning opportunities to promote academic growth for all students.						
I provide continuous assessments for learning.						
I provide periodic, timely assessments of learning.						
I involve the learner actively in the assessment process.						
I balance assessment for learning and assessment of learning.						
I engage the learner in the meta-cognitive process.						
I report information about student learning to students and families in ways that improve understanding and promote further academic progress.						
I report information about student learning to support teams in ways that improve understanding and promote						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

V. Interpersonal Relationships	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I participate within the school community in a way that demonstrates respect for others.						
I participate within the school community in a way that demonstrates trust of others.						
I participate within the school community in a way that demonstrates kindness for others.						
I participate within the school community in a way that demonstrates concern for others.						
I demonstrate the ability to work collegially and cooperatively with others.						
I listen to, consider and validate the ideas and opinions of others.						
I communicate with others as a means to create and sustain positive relationships.						
I demonstrate a commitment to collaborative decision-making.						
I interact with others in a manner that models and promotes an environment sensitive and respectful of diversity within the school community.						
I recognize and seek to mediate conflict as it arises.						
I demonstrate a positive attitude that inspires others to higher levels of achievement.						
I demonstrate a positive attitude that encourages others						

As I look at my responses to this section, key areas for growth and development are:

Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

VI. Professional Involvement	Area of outstanding strength	Area of proficient strength	Meeting expectations	Area of emerging strength	Not yet achieved	Not satisfactory
I reflect on my teaching practice.						
I actively engage in planning personal, professional development.						
I establish professional learning goals with the extended professional community.						
I pursue opportunities to develop professional knowledge and skill with the extended professional community.						
I maintain involvement with the extended professional community.						
I demonstrate a commitment to teaching practice that reflects current research.						
I demonstrate a commitment to teaching practice and experiment with new approaches.						
I demonstrate a commitment to teaching practice and share insights and learning with others.						
I contribute to school-wide initiatives and learning activities through involvement in planning.						
I improve professional practice by working collegially with other team members.						
I report information about student learning to students and families in ways that improve understanding and promote further academic progress.						
I report information about student learning to support teams in ways that improve understanding and promote further academic progress.						

As I look at my responses to this section, key areas for growth and development are:

Learning and Leading

When organizations are analyzed, the importance of the leader in facilitating change is undeniable: The leader that understands the need to refresh and replenish their own learning is better able to consistently act as a 'change agent' for others.

According to Alvin Toffler (1990), "... it is now indisputable that knowledge, the source of the highest-quality power of all, is gaining importance with every fleeting nanosecond." The Pembina Trails School Division expects school leaders to adopt the Professional Growth Model as an integral part of their leadership role. Professional Learning offers administrators the opportunity to reflect on the 'macro' and 'micro' priorities, scrutinize personal practice with an eye to the professional standards for administrators and improve leadership by investing time and energy to professional growth.

The way any organization engages in learning reflects the way it engages in many other aspects of its structure. Pembina Trails School Division has moved professional learning to a central position, not just for students, not just for teachers, but for all professional staff.

Improving the educational practices of tomorrow will increasingly depend on how effectively school leaders can use their learning to impact on professional practice. For the school leader, a deep coalition between learning and leading will strengthen the Pembina Trails Leadership Community's mission to inspire hope and nurture learning for ourselves and others.

Statement of Purpose, Vision and Values

The Pembina Trails Leadership Community: leading together, we inspire hope and nurture learning.

The ***Pembina Trails Leadership Community*** draws on its statement of purpose, vision and values in its commitment to a leadership role. It should have significant impact upon administrator's work lives and professionalism.

The ***Pembina Trails Leadership Community*** vision is to:

- live our values.
- contribute to an open and positive climate and culture.
- communicate effectively.
- be active and commit to decision-making.
- learn professionally.

The ***Pembina Trails Leadership Community*** values and believes that:

- shared leadership, consultation, collaboration and research are essential to effective decision making and leads to empowerment and increased commitment.
- the core values of leadership are integrity, trust, caring, loyalty, honesty and respect and that these must be modeled with courage and conviction.
- care, trust and respect are foundational to a professional relationship and climate.
- honest and open communication is encouraged and practiced.
- leaders keep students at the center.
- we must honour the capacity of all people to learn and grow.

Leadership Principles

Professional growth and change that endures and empowers others is influenced and affected by the leaders of the school community. The contemporary role of leadership imposes competing demands of responsibility; self and others. Embedding professional learning for leaders in the following principles ensure a more balanced, unified, organized and anchored foundation in our professional lives.

Principle 1:
School and divisional leaders actively engage in self-reflection and inquiry.

Principle 2:
School and divisional leaders engage in professional learning.

Principle 3:
School and divisional leaders are seen as learners and show commitment to continuous improvement.

Principle 4:
School and divisional leaders actively engage and collaborate with others in professional learning.

Principle 5:
School and divisional leaders engage in activities aimed at challenging and extending understanding of current beliefs and practice.

Professional Standards for Administrators

Louis, Krause and Raywid tell us that "[administrators] forge the conditions that give rise to the growth of the professional learning communities in schools." As school and divisional leaders, administrators devote countless hours toward raising and strengthening professional practice. Consistent with the goal of elevating the professional practice of educators, professional learning for administrators is critical.

In preparing for personal, professional growth, administrators should consider the professional standards for administrators; descriptive and contextual statements that provide the professional indicators and influence the degree of success that is experienced by administrators at any given point in their professional career.

1. Creating and Maintaining an Effective Learning Culture

A fundamental challenge of leadership is to create a culture aimed at aiding the learning of the individual and the group. As part of their professional practice, administrators deliberately create a sense of community and a learning culture in which they:

- consider student learning in all decisions around division, school and student learning goals.
- value and treat fairly and respectfully the school community members, as they assume responsibility for themselves and for others.
- facilitate a physical environment that is safe and inviting, supports purposeful learning activities and encourages constructive interactions among educators and students.
- encourage school community members to participate in making decisions, whether working independently or collaboratively.
- establish expectations for conduct that are clearly understood and maintained, consistent with Pembina Trails School Division Standard of Behaviour and Manitoba Teachers' Society Code of Professional Practice.
- encourage, support and promote the achievements, contributions and development of all community members.
- use multiple sources of data to make informed choices to measure student performance, improve student achievement and to develop school improvement plans.
- connect Professional Development to school and divisional goals.
- provide time and opportunities for educators to work, plan, reflect and think together.
- be visible and accessible in the school.

- foster an environment that promotes personal, interpersonal and organizational c capacity.
- establish a clear vision, mission and set of values which engages all members of the learning community.

2. Curriculum, Instruction and Assessment: Planning and Implementation

The division expects administrators to maintain a supportive learning culture for all. As part of their professional practice, administrators are expected to apply their professional knowledge, skills and experience and:

- exhibit a general knowledge of curricula.
- exhibit a strong working knowledge of instructional strategies.
- exhibit a strong understanding of child growth and development.
- provide leadership in the implementation of curriculum, instruction and assessment practices.
- exhibit a strong working knowledge of assessment and learning practices consistent with Pembina Trails School Division Assessment and Learning Beliefs.
- systematically engage staff in professional dialogue about teaching and learning.
- support educators as they establish and accomplish key instructional goals.
- engage staff in examining current research and theory regarding effective schooling and learning.

3. Communication

The importance of building professional learning communities relies on building personal, interpersonal and organizational capacity. The critical attributes of learning communities include awareness, honesty, trust and transparency. Administrators must take these factors into account and:

- Act as an advocate and spokesperson for the school and division.
- Encourage parents to become meaningfully involved in the school and in their own child's learning.
- Ensure that an open and effective means of communication exists between the school community members.
- Ensure that an open and effective means of reporting and communicating to parents exists that promotes maximum student learning

4. Interpersonal Relationships

Administrators are typically engaged in professional relationships with a broad range of individuals, including students, parents, other educators, school division staff, other professionals, as well as community members. To guide their interactions in these various relationships, administrators should draw upon the following principles:

- Participate within the school community in a way that demonstrates respect, trust, kindness and concern for others.
- Demonstrate the ability to work collegially and cooperatively with others.
- Listen to, consider and validate the ideas and opinions of others.
- Communicate with others as a means to create and sustain positive relationships.
- Demonstrate a commitment to collaborative decision making.
- Interact in a manner that models and promotes an environment sensitive and respectful of diversity within the school community.
- Recognize and seek to mediate conflict.
- Demonstrate a positive attitude that inspires and encourages others to higher levels of achievement and proficiency.
- Recognize and celebrate accomplishments and acknowledge failures.
- Recognize that all staff and students are valued and valuable members of the learning community.
- Accept responsibility and ownership for errors and omissions and actively work to rectify and repair.

5. Professional Involvement

Leadership matters. In response to ever-changing trends and circumstances, administrators have a professional responsibility to reflect on the variables that impact on their practice. To continually develop their professional knowledge and skills, administrators will:

- reflect on their leadership practice and actively engage in planning personal professional development.
- establish professional goals, pursue opportunities to develop professional knowledge and skill, and maintain involvement with the extended professional community.

- demonstrate a commitment to teaching practices that reflect current research.
- experiment with new approaches and share insights and learning with others.
- lead and collaborate on school and division-wide initiatives.
- commit to continuously improve professional practice by working collegially with members of the school and divisional community.

6. Management

An administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment. The administrator will:

- administer the Human Resource components of recruitment, support and supervision of staff.
- administer the relevant clauses of the Public Schools Act, the Teachers' Bill of Rights, The Education Administration Act and other relevant material and provincial statutes.
- administer divisional and school policies, procedures and directives.
- administer divisional Collective Agreements.
- facilitate the development of administration of school or department budgets.
- participate actively in divisional initiatives as an educational leader.
- use a variety of supportive strategies and interventions that respond to the diverse needs of the school community.
- ensure that the physical learning environment is inviting and safe.
- develop plans to effectively coordinate site operations and functions.

Administrators: Self-Assessment Inventory

Critical thinking is thinking that assesses itself. Each step in the process is tied to reflection. The professional standards for administrators self-assessment inventory is intended to promote an 'inward' look at you as a professional.

Professional Standards Self-Assessment Inventory

II. Creating and Maintaining an Effective Learning Environment	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I consider student learning in all decisions around division, school and student learning goals.						
I value school community members and treat them fairly and respectfully.						
I facilitate a physical environment that is safe and inviting.						
I support purposeful learning activities.						
I encourage constructive interactions among educators and students.						
I encourage school community members to participate in making decisions.						
I establish expectations for conduct.						
My expectations for student behaviour are clearly understood.						
My expectations for student behaviour are consistently maintained.						
I encourage, support and promote the achievements, contributions and development of all community members.						
I use multiple sources of data to make informed choices.						
I connect professional development to school and divisional goals.						
I provide opportunities and time for educators to work, plan, reflect and think together.						
I am visible and accessible.						
I foster an environment that promotes personal, interpersonal and organizational capacity.						
I establish a clear vision, mission and vision which engage all members of the learning community.						

As I look at my responses to this section, key areas for growth and development are:

Administrators: Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

II. Curriculum, Instruction and Assessment: Planning and Implementation	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I exhibit general knowledge of curricula.						
I exhibit a strong working knowledge of instructional strategies.						
I exhibit a strong understanding of child growth and development.						
I provide leadership in the implementation of curriculum, instruction and assessment practices within my school community.						
I exhibit a strong working knowledge of assessment and learning consistent with Pembina Trails School Division.						
I encourage school community members to participate in making decisions.						
I engage staff in professional dialogue about teaching and learning.						
I support educators as they establish and accomplish key instructional goals.						
I engage staff in examining current research and theory regarding effective schooling and learning.						

As I look at my responses to this section, key areas for growth and development are:

Administrators: Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

III. Communication	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I act as an advocate and spokesperson for the school and school division.						
I encourage parents to become meaningfully involved in the school and in their own child's learning.						
I ensure that an open and effective means of communication exists between school community members.						
I ensure that an open and effective means of reporting and communicating to parents exists that promotes maximum student learning.						
I recognize that all staff and students are valued and valuable members of the learning community.						

As I look at my responses to this section, key areas for growth and development are:

Administrators: Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

IV. Interpersonal Relationships	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I participate within the school community in a way that demonstrates respect for others.						
I participate within the school community in a way that demonstrates trust of others.						
I participate within the school community in a way that demonstrates kindness for others.						
I participate within the school community in a way that demonstrates concern for others.						
I demonstrate the ability to work collegially and cooperatively with others.						
I listen to, consider and validate the ideas and opinions of others.						
I communicate with others as a means to create and sustain positive relationships.						
I demonstrate a commitment to collaborative decision making.						
I interact with others in a manner that models and promotes an environment sensitive and respectful of diversity within the school community.						
I recognize and seek to resolve conflict as it arises.						
I demonstrate a positive attitude that encourages others to higher levels of achievement and proficiency.						
I recognize and celebrate school accomplishments.						
I recognize and acknowledge failures.						

As I look at my responses to this section, key areas for growth and development are:

Administrators: Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

V. Professional Involvement	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I reflect on my leadership practice.						
I actively engage in planning personal, professional development.						
I establish professional learning goals with the extended professional community.						
I pursue opportunities to develop professional knowledge and skill with the extended professional community.						
I maintain involvement with the extended professional community.						
I demonstrate a commitment to teaching practice that reflects current research.						
I demonstrate a commitment to teaching practice and share insights and learning with others.						
I lead and contribute to school-wide initiatives through involvement in planning.						
I improve professional practice by working collegially with members of my school community.						
I improve professional practice by working collegially with members of my administrative community.						

As I look at my responses to this section, key areas for growth and development are:

Administrators: Self-Assessment Inventory

Professional Standards Self-Assessment Inventory

VI. Management	Area of outstanding strength	Developing areas of strength	Meeting expectations	Satisfactory aspect of professional practice	Area in need of improvement	N/A
I administer the Human Resources components of recruitment, support and supervision of staff.						
I administer the relevant clauses of the Public Schools Act, the Teachers' Bill of Rights, The Education Administration Act and other relevant material and provincial statutes.						
I administer divisional and school policies, procedures and directives.						
I administer Divisional Collective Agreements.						
I facilitate the development of administration of school or department budgets.						
I participate actively in divisional initiatives as an educational leader.						
I use a variety of supportive strategies and interventions to respond to the diverse needs of my school community.						
I ensure that the physical learning environment is inviting and safe.						
I develop plans to effectively coordinate site operations and functions.						
As I look at my responses to this section, key areas for growth and development are:						

Administrator's Record of Meetings

It is the administrator's skill in communicating that forges the link between the school and divisional priorities and the individual educator's commitment to professional growth. In order to fulfill their responsibility, administrators meet with educators individually and/or in teams to have professional conversations. The following is a personal record keeping chart to chronicle the meetings.

This form is available online, which allows an ongoing record to be stored.

Professional Growth Record			Professional Learning Conversation	Performance Assessment Pre-conference conversation	Performance Assessment Formal classroom observation	Performance Assessment Informal Classroom observation	Performance Assessment Post-conference conversation	Intensive Supervision and Support Dialogue
	D/M/Y	**EDUCATOR NAME**						
1.								
Anecdotal comments:								
2.								
Anecdotal comments:								
3.								
Anecdotal comments:								
4.								
Anecdotal comments:								
5.								
Anecdotal comments:								

Intensive Supervision/Support

Pembina Trails School Division believes that quality performance of educators is essential for student success. Intensive supervision and support is a provision for direct involvement and highly structured support for educators whose performance is not meeting the professional standards as described in this document. The purpose of intensive supervision and support is to systematically close the gap between these professional standards and demonstrated performance in practice.

Educators who are involved in Intensive Supervision and Support can expect direct involvement from their administrator. During this process the educator has access to support and is encouraged to seek it from colleagues or others. The focus will be on the development of an action plan that identifies specific concerns requiring improvement in reference to the professional standards. Frequent formal and informal classroom observations and timely and informative feedback are vital components of intensive supervision and support.

The ultimate goal of this process is that the educator experiences growth and performance meets the professional standards. In the event that improvement does not occur, termination will be recommended.

Intensive Supervision/Support Principles

The principles of adult learning, reflective practice, assessment and accountability are foundational to the Pembina Trails School Division Intensive Supervision and Support. This model is based on the following principles:

Principle 1:
Intensive supervision and support is guided by criteria identified in the Divisional Professional Standards.

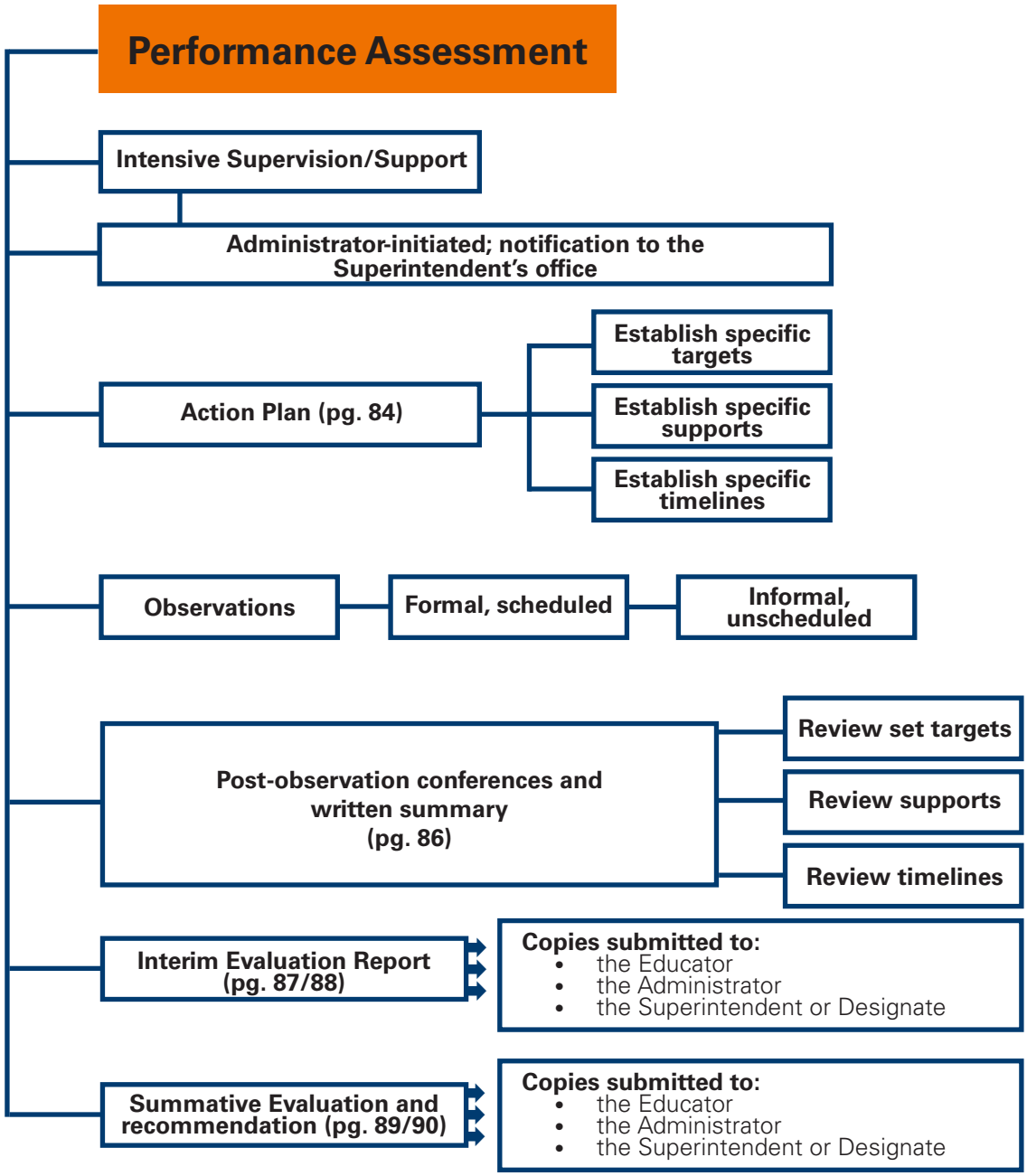
Principle 2:
All educators in intensive supervision and support will enhance potential for growth with a willingness to be open to change.

Principle 3:
The process used for intensive supervision and support is clearly and carefully communicated from the outset. The administrators will be accurate and honest in their assessment of the educator's performance.

Principle 4:
Intensive supervision and support takes place in a context and conclusions are based upon data collected during the process.

Principle 5:
Intensive supervision and support requires educators to build and develop their knowledge and skills in the identified areas of concern.

Intensive Supervision/Support Cycle



*The educator is encouraged to seek counsel from Pembina Trails Teachers' Association and to contact Manitoba Teachers' Society.

Intensive Supervision/Support Process

Notification
Based on a recently conducted Performance Assessment that indicates the educator's performance is not meeting divisional professional standards, the administrator notifies the educator and the Superintendent or designate. The Superintendent or designate then initiates the formal process of Intensive Supervision and Support. The educator is encouraged to seek counsel from PTTA and contact Manitoba Teachers' Society.

Observation Conference
The purpose of the observation conferences is to plan for action, based on identified areas of concern. The conferences will:

- Identify specific targets and professional standards under review;
- Establish specific supports;
- Establish specific timelines;

Observations
The observations are to collect data on specific targets and professional standards under review. They consist of formal and scheduled observations, and informal and unscheduled observations.

Post-observation Conference And Reporting
The post observation conferences provide feedback on observed performance relevant to set targets, established supports and timelines. A written summary of the observations and conference is prepared by the administrator. Written reports are provided to the Educator; the Administrator and the Superintendent or Designate.

Interim Evaluation Report
As determined by the timeline established at the observation conference, an interim evaluation report is written by the administrator and shared with the educator. The completed report is signed and sent to the Superintendent's office to be placed in Personnel file.

Summative Evaluation
As determined by the timeline established at the observation conference, a comprehensive summative evaluation will be submitted to the Superintendent's office. The evaluation draws on previous reports and makes one of the following recommendations:

- That targets have been achieved and Intensive Supervision/Support Process is concluded.
- That targets have not been achieved, but progress is evident and the process will continue for an established period of time.
- That there has been insufficient evidence of progress and a recommendation will be made to the Board of Trustees by the Superintendent that the educator's contract be terminated.

Intensive Supervision/Support at a Glance

Educator Role

- Educator has participated in the Performance Assessment process.
- Educator meets with the administrator to discuss intensive supervision and support.
- Educator is encouraged to seek counsel and support from PTTA and Manitoba Teachers' Society throughout the process.
- Educator attends observation conference to determine specific target(s) being evaluated and timelines.
- Educator may request specific support, resources.
- Educator attends post-observation conference meetings.
- Educator engages in activities specific to the targets.
- Educator reads and signs written summary(s) of the observation and post-observation conferences.
- Educator reads and signs Interim evaluation reports.
- Educator reads and signs Summative evaluation.

Administrator Role

- Administrator determines the need for Intensive Supervision and Support in consultation with the Superintendent or Designate, based on Performance Assessment Summative report.
- Administrator initiates Intensive Supervision and Support with written notice to the Superintendent's Office.
- Administrator notifies educator of initiation of Intensive Supervision and Support.
- Administrator meets with the educator to establish specific targets, specific supports and specific timelines to be followed.
- Administrator sets up formal observations to collect data.
- Administrator sets up post-observation conferences to discuss observations and provides written summaries.
- Administrator informally observes teaching practices and includes data in written summaries.
- Administrator provides interim evaluation report and discusses it with educator.

- Administrator writes Summative Evaluation.
- Report and makes recommendations to the Superintendent's Office. A copy of the report is provided to the educator and the Superintendent's office.

Superintendent Role

The Superintendent or designate acts in a consultative role with the administrator during the Intensive Supervision and Support process. The consultation with the administrator will include, but is not limited to:

- written notification to the educator of the process of Intensive Supervision and Support;
- written notification of the specific targets and timelines under review;
- review of the formal and informal observation summaries;
- review of the Interim and Summative Evaluation reports.

The Superintendent or Designate may take an active role during the Intensive Supervision and Support process by:

- participating in the formal and informal observations;
- participating in the post-observation conferences.

Timeline

The timelines for Intensive Support are established at the pre-observation conference. The following conditions must be met to fulfill the requirements of Intensive Supervision and Support:

1. The educator must be notified in writing.
2. The Superintendent's office must be notified in writing.
3. The educator must be given written notice of the specific targets and timelines being evaluated.
4. The educator must be given sufficient feedback, support and time to adjust practice.
5. The final evaluation must be based on no fewer than five formal classroom observations.
6. The final evaluation must be based on no fewer than five informal classroom observations.

Intensive Supervision/Support Action Plan

The Intensive Supervision and Support Action Plan details the specific targets within the professional standard(s) that have the greatest capacity for facilitating improvement and success.

Date: _____ Educator's Name: _____

School/Location: _____

Administrator: _____

1. Specific target (identify the Professional Standard category and targeted focus)**:**
Explicit expectations:
Specific supports:
Timelines (identify the formal observation dates):
2. Specific target (identify the Professional Standard category and targeted focus)**:**
Explicit expectations:
Specific supports:
Timelines (identify the formal observation dates):

3. Specific target (identify the Professional Standard category and targeted focus)**:**
Explicit expectations:
Specific supports:
Timelines (identify the formal observation dates):

Educator Signature	Date

Administrator Signature	Date

Distribution of Report:

- Original - Educator
- Copy - Administrator
- Copy - Superintendent's office

Post Observation Conference Summary

Date of Conference: _____

Attended by: _____

Administrator's comments:

Educator's comments:

Educator Signature	Date

The educator's signature denotes that the report has been read and reviewed with the administrator.

Administrator Signature	Date

Interim Evaluation Report

Date: _____ Educator's Name: _____

School/Location: _____

Administrator: _____

1. Professional Standard Target observed:
Data collected:
Conclusions:
2. Professional Standard Target observed:
Data collected:
Conclusions:

3. Professional Standard Target observed:
Data collected:
Conclusions:

Educator's comments (additional information can be appended)**:**

Educator Signature	Date

The educator's signature denotes that the report has been read and reviewed with the administrator.

Administrator Signature	Date

Distribution of Report:

- Original - Educator
- Copy - Administrator
- Copy - Superintendent's office

Intensive Supervision/Support Summative Report

Date: _____ Educator's Name: _____

School/Location: _____

Administrator: _____

1. Professional Standard category:
Data collected:
Conclusions:
2. Professional Standard category:
Data collected:
Conclusions:

3. Professional Standard category:
Data collected:
Conclusions:
Educator's comments (additional information can be appended)**:**

Administrator's reccomendation:

- ❑ The targets have been achieved and Intensive Supervision and Support is concluded.
- ❑ The targets have not been achieved, but progress is evident and Intensive Supervision and Support will continue for an established period of time.
- ❑ There has been insufficient evidence of progress. A recommendation will be made to the Superintendent or Designate to terminate the contract.

Educator Signature	Date

The educator's signature denotes that the report has been read and reviewed with the administrator.

Administrator Signature	Date

Distribution of Report:

- Original - Educator
- Copy - Administrator
- Copy - Superintendent's office

Code of Professional Practice

Members are bound by the following principles and each Member's professional behaviour must reflect the spirit as well as the letter of these principles:

1. A Member's first professional responsibility is to the Member's students'

2. A Member acts with integrity and diligence in carrying out professional responsibilities;

3. A Member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage;

4. A Member's conduct is characterized by consideration and good faith. The Member speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights;

5. A Member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare;

6. A Member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A Member shall not be considered in contravention of this Article in the following circumstances:

   a) consulting with the Society or the Member's Local president;
   b) taking any action that is allowed or mandated by legislation;
   c) where the Member is acting in good faith and without malice in the discharge of the legitimate duties of the Member's appointed or elected position;

7. A Member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication;

8. A Member makes an ongoing effort to improve professionally;

9. A Member adheres to collective agreements negotiated by the Society and its Local; and

10. A Member or group of Members makes only authorized representations to Outside Bodies on behalf of the Society or its Locals. Without the express permission of the Society, no Members conferring with Outside Bodies may explicitly or implicitly claim that they represent the Society or its Locals.

(The Society approved new Bylaws at its 2014 AGM. Bylaw IV includes the Code of Professional Practice that applies to all teachers who are members of the Society. Bylaw IV also outlines what constitutes professional misconduct and how the Code is enforced. The Society's Constitution and Bylaws outline the remedies or sanctions that can be imposed against any teacher who violates the Code of Professional Practice.)

Code de déontologie

Les Membres sont tenus de respecter les principes suivants et le comportement professionnel de chaque Membre doit refléter tant l'esprit que la lettre de ces principes :

1. La première responsabilité professionnelle d'un Membre se porte sur ses élèves.

2. Le Membre s'acquitte de ses responsabilités professionnelles avec diligence et intégrité.

3. Le Membre évite de se retrouver en situation de conflit d'intérêts, reconnaît l'existence de rapports privilégiés avec les élèves et s'abstient d'exploiter ces rapports en vue d'obtenir des avantages matériels, idéologiques ou autres.

4. La conduite d'un Membre est caractérisée par la contrepartie et la bonne foi. Le Membre parle et agit avec respect et dignité et se conduit judicieusement avec les autres, toujours consciencieux de leurs droits.

5. Le Membre respecte le caractère confidentiel des renseignements recueillis au sujet des élèves et ne divulgue ces renseignements qu'aux personnes autorisées ou aux organismes chargés de veiller directement au bien-être de l'élève en question.

6. Le Membre dirige d'abord toute critique de l'activité professionnelle et des travaux connexes d'un collègue à ce collègue en privé. Seulement après avoir informé le collègue de l'intention de le faire, le plaignant peut acheminer la critique, à titre confidentiel, aux autorités compétentes par l'entremise des voies appropriées de communication. Le Membre n'est pas considéré en violation du présent Article selon les cas suivants :

   a) Suite à une consultation avec la MTS ou le président de l'Association locale du Membre;
   b) La possibilité de prendre toute action autorisée ou prescrite en vertu de la Loi;
   c) Là où le Membre agit de bonne foi et sans malice dans l'accomplissement des tâches légitimes de son poste imposé ou élu.

7. Le Membre ne contourne pas l'autorité immédiate pour passer à une autorité supérieure sans avoir épuisé les voies appropriées de communication.

8. Le Membre cherche constamment à se perfectionner au plan professionnel.

9. Le Membre se conforme aux conventions collectives négociées par la MTS.

10. Seul le Membre ou un groupe de Membres autorisé peut représenter la MTS ou ses Associations locales auprès d'Organismes extérieurs. Sans la permission expresse de la MTS, aucun Membre discutant avec des Organismes extérieurs ne pourra prétendre implicitement ou explicitement représenter la MTS ou ses Associations locales.

(La MTS a approuvé de nouveaux règlements à son AGA en 2014. Le Règlement IV comprend le Code de déontologie qui s'applique à toutes les enseignantes et à tous les enseignants membres de la MTS. Ce Règlement précise ce qu'est l'inconduite professionnelle et la façon dont le code est appliqué. Les Statuts et les Règlements de la MTS précisent les redressements ou sanctions qui peuvent être imposés à une enseignante ou à un enseignant qui enfreint le Code de déontologie.)that can be imposed against any teacher who violates the Code of Professional Practice.)

Teachers' Bill of Rights

The Teachers' Bill of Rights has been adopted through policy resolutions prevented at the Society's Annual General Meetings. While many of its provisions have support in legislation, members are cautioned that it does not have the force of law.

1. A teacher is entitled to be a member of, participate in the work of, and be represented by the Manitoba Teachers' Society.

2. A teacher is entitled to teach and be protected under provisions outlined in the collective agreement.

3. A teacher is entitled to have consultation and due process with respect to all maters relating to contractual relationships.

4. A teacher is entitled to be directly involved in all professional decisions including the determination of the criteria for performance evaluation.

5. A teacher is entitled to work in a healthful and safe environment.

6. A teacher is entitled to maintain a reasonable standard of discipline.

7. A teacher is entitled to organize learnign activities without unwarranted interference.

Professional Career Reflections

It is important that we know and understand the power of the significant past and present events that impact on our lives; be they critical incidents, emotional events or profound accomplishments. Our professional practice is influenced and shaped by these experiences. A goal of professional growth is to consider past practices in order to improve practice. Reflection creates the conditions for purposefulness and focus. There are several ways to journal or chronicle past events. Consider the following suggestions:

I. Looking Back

Consider some of the significant events in your professional life:

- accomplishments and/or celebrations
- challenges and/or set backs
- triumphs or tragedies
- school milestones
- people; staff, students or community
- transformational change; program, building, staff

As you reflect on these events, what associations are you making? Are they positive or negative? How are these associations influencing your actions and thoughts today?

Past Event	Association

II. Powerful Stories

Stories serve many purposes. Stories can provide us with the opportunity to teach or affirm our values and cultural understandings. They can reinforce our history, and support our goals; stories can motivate or discourage, and finally stories can simply provide another opportunity for reflection and making meaning of our hectic educational environments.

Storycard #1

Symbols are important in our lives. We often place symbols in our workplace as a reminder of values that are important to us. A few examples are a candle as a symbol of light or a butterfly as a symbol of change.

Think about a symbol that has some value to you in your role as an educator. Record your thoughts about this symbol, why it is of value, and what makes it significant to you.

Storycard #2

Take the time to think about an educator who played a significant role in your development during your years as a student. Why was this educator someone you valued? How did this educator give special direction to your life? What special qualities did this educator possess?

Reflecting back on this educator, is there a value that can be taken from this experience and brought to life in your present role?

Storycard #3

Take the time to think about a student who has played a significant role in your development as an educator. This would be a student, who for one reason or another, has helped you to focus on your growth or direction as an educator.

Record your thoughts on this student, why this student has made a difference, and how this student has impacted your growth as an educator.

Storycard #4

Educators possess certain qualities that are special – qualities that enable others to grow and develop. From your point of view, what do you believe are the three most important qualities an educator should possess? Think about these qualities and the value they bring into the lives of others. Consider the relationships between these qualities and your beliefs about teaching today.

Record your thoughts about these qualities, their value to you personally and their relationship to your professional learning.

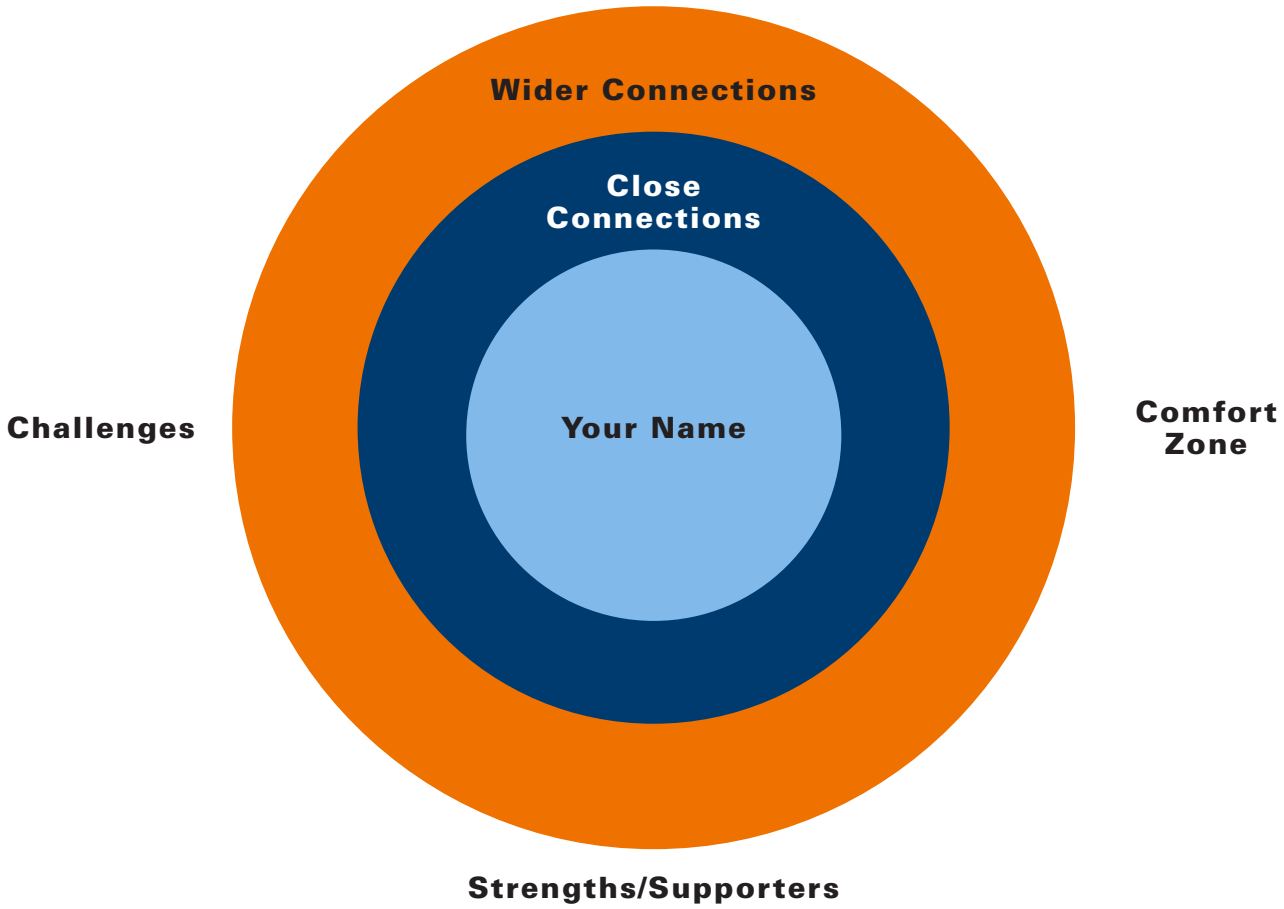
III. Career Journeys

Re-create your professional journey by:

- creating a timeline;
- putting together a scrapbook;
- visualizing and creating a mind map or web of thoughts and images that reflect your professional experiences;
- writing a script highlighting and celebrating your professional journey;
- creating a timeline labyrinth pattern, writing in major events representing your movement through the labyrinth.

IV. Collegial Connections

Create a visual representation of those people you connect with on a daily basis. Then draw a bigger circle to represent your wider school division. Where are your challenges? Where are your strengths? Where are your comfort zones?



V. Curriculum Reflection Guide

As I reflect on any curricular approach I consider:

- something I would like to improve ...
- something that perplexes me ...
- something I am curious about ...
- something I want to learn more about ...
- an idea that I would like to try with my class ...
- something I think would really make a difference ...
- something I would like to change ...
- currently, a particular focus for me ...

Learning Well

As professionals, we each want to be able to direct our own learning. The habits and skills of self-assessment are within the grasp and capabilities of educators and can help each of us to become self-directed learners. Assessment for learning inspires confidence and provides the teacher-learner the opportunity to monitor and communicate that progress to others.

A model of self-assessment, in which we continually ask three questions, is outlined below.

Where Am I Trying To Go?

Clearly articulated and concise targets are required to answer this question. Learning is easier when we understand the goal, the purpose of the goal and the specific attributes of success. Clarifying the intended learning as the learning is unfolding is critical.

- What are my targets?
- Why are these targets important to emphasize?
- How do these targets relate to local priorities?

Where Am I Now?

Gathering evidence of the known relative to the defined learning target is an important aspect in assessment for learning.

How Do I Close The Gap?

To move from the current position toward the final learning goal, it is important that the professional participate fully in creating the goals, analyzing the evidence0 and developing a plan of action to achieve the next goal. A question and answer strategy can help to close the gap. Questions might include:

1. What do I need to change in my work to improve its quality?

2. What specific help do I need to make these changes?

3. From whom can I get help?

4. What resources do I need?

Professional Learning Schemata

Year 1 of cycle

In Year 1 the educator develops a Professional Learning Plan that will:

- focus on a compelling area of study

The educator will pursue professional learning goals throughout the year that:

- are ongoing and sustained, carefully structured and purposefully directed.
- engages the participant in the pursuit of answers.

No later than November of Year 5, the educator examines and describes the learning that has occurred since Year 1. The Retrospection Report is submitted to the administrator. The Retrospection Report is a reflective assessment of learning.

Year 2 of cycle

In Years 2 and 3 the educator repeats the cycle of Professional Learning, tracking the professional growth, engaging in professional conversation and documenting outcomes.

Year 3 of cycle

Year 4 of cycle

In Years 3 and 4 the educator continues to repeat the cycle of Professional Learning, tracking the professional growth, engaging in professional conversation and documenting outcomes.

Year 5 of cycle

In Year 5 the educator examines and describes the learning that has occurred since Year 1. The Retrospection Report is a reflective assessment of learning. It is to be submitted to the administrator by December 31. The Retrospection Report is submitted to the Superintendent or designate for inclusion in the personnel file. Year 5 is also the beginning of the cycle again.

Professional Learning Planner

Getting started is often the most difficult part of any learning plan, regardless of the commitment to action. Success is more likely if the 'big picture' is deconstructed to 'small steps'. The following suggestions are offered as an activating framework.

Suggestions:

1. Identify a task that has an observable and/or measurable result.
2. Decide whether the plan should be guided by a challenge or a question.
3. Check whether the task is achievable and will impact positively on
    a. your teaching practice;
    b. your students.
4. Write out the actions needed to complete the task.
5. Make a commitment to report back to your administrator or colleagues within a specific time frame.

Challenge:

Learning Plan focus: _____

Challenge/question to be completed: _____

Action plan: _____

... Continued

Getting started is often the hardest part of any project, regardless of the commitment to action. Success is more likely if the 'big picture' is deconstructed to 'small steps'. The following frame is offered as a planner.

My _____ **Action Plan**

Suggestions:

1. Identify a task that has an observable and/or measurable result.
2. Decide whether the project should be guided by a challenge or a question.
3. Check whether the task is achievable and will impact positively on
    a. your teaching practice;
    b. your students.
4. Write out the actions needed to complete the task, using a mini-contract format.
5. Write the actions into your agenda or calendar.
6. Make a commitment to report back to your school administrator, colleagues within a specific time frame.

Challenge of the Week/Month

Project focus: _____

Challenge to be completed: _____

Action Plan: _____

What	How	By Whom	By When	Done (✔)

School Priorities

Teachers may also draw on school priorities to commit to action. The priorities, which align with divisional priorities and social and educational trends and issues, may guide the interests of teachers.

Insert the school name and use the frame below to list the school priorities.

The priorities are to:
1.
2.
3.
4.
5.
6.

You may prefer to insert a copy of the school's Annual School Plan in this section.

Professional Learning Intellectual Traits

The basic goal of professional learning, regardless of the activity, is to provide educators the opportunity to design teaching practices that allow for mastery in a thoughtful and deep way. We assume that the professional will determine the most effective structure to implement their particular plan. As the plan progresses, problems may emerge within the plan and problem-solving will be a natural part of the plan.

The work of Richard Paul (1998) provides valuable intellectual traits to consider as one enters into Professional Learning. The traits outlined below are fundamental as educators deconstruct, reconstruct and construct new meanings. Confidence that with proper encouragement people can learn to form rational viewpoints, draw reasonable conclusions and think coherently compels our reference to Paul's work.

Intellectual Humility

Intellectual humility depends on recognizing that one should not claim more than one actually knows. It implies sensitivity to bias, prejudice and limitations of one's viewpoint.

Intellectual Courage

Intellectual courage implies having an awareness of the need to face and fairly address ideas, beliefs or viewpoints toward which we may have negative emotions. Intellectual courage also comes into play because inevitably we may see some truth in ideas strongly held in our social group. We need courage to be true to our own thinking in such circumstances.

Intellectual Empathy

Intellectual empathy correlates with the ability to reconstruct accurately the viewpoints and reasoning of others in order to genuinely understand them.

Intellectual Integrity

Intellectual integrity requires the need to hold one's self to the same rigorous standards of evidence and proof that we would hold others and to recognize discrepancies and inconsistencies in one's own thought and action.

Intellectual Perseverance

Intellectual perseverance is a sense of the need to struggle with confusion and unsettled questions over an extended period of time to achieve deeper understanding or insight.

Processing Benefits and Challenges

According to Michael Fullan (1997), "helping ourselves and other people better manage the upsetting feelings of change is the healthiest thing we can do." The natural result of professional learning is change. To support hesitation, reduce resistance and unravel complications, the administrator is often called upon to provide answers. Establishing a climate for change that enables the professional to proceed at their own rate, in their own style, must be acknowledged. The following tool can assist administrators to help educators analyze the benefits and challenges of engaging in a professional learning activity.

Analyzing Benefits and Challenges

Assess the benefits and challenges of your professional learning activity. Consider its impact on yourself, others and the school in which you work. Use the chart below to represent a balanced perspective.

	Benefits	Challenges
Self		
Students		
Colleagues		
Others		
School		

As educators we understand that sometimes worthwhile learning demands the courage to risk uncertain consequences and faith that the consequences can be handled. Strategic risk-taking involves carefully analyzing the challenges involved in the professional learning project and setting reasonable goals and expectations. Success in handling calculated risks leads to greater risk-taking capacity. As we learn to trust our intuition, based on planning and reflection, change becomes less formidable.

Calculating the Risks

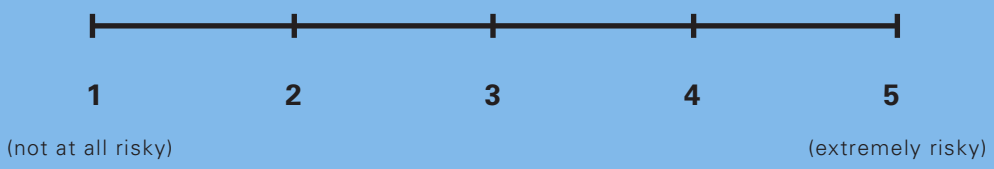
Suggestions:

1. List all the risks involved in your professional learning project. Ask yourself why each risk concerns you.

2. Design ways to minimize the risks. Use preventive approaches such as setting realistic expectations, planning and organizing for action, and using effective time management strategies.

Questions to Consider

1. On a scale of 1 – 5, with 5 being the highest level of risk, how would you rate your professional learning project?



2. What factors make this professional learning project risky for you?

3. What risks might you be taking by not getting involved in the professional learning project?

4. What fears do you have about the risks involved in your professional learning project?

5. What would be the worst case scenario if your fears came true?

6. How might you reduce the risk of having this scenario occur?

Action Research: A Model

Action research or practice research, as it is sometimes called, is a form of applied research that helps change practices in teaching and learning. The researcher carefully collects data to diagnose problems, search for solutions, take action on promising possibilities and monitor the results. The cycle repeats itself until the educator reaches a conclusion.

Kuhne and Quigliey (1997) suggest that action research should have three cyclical phases:

Planning Phase - Finding a starting point and clarifying the details	
Step 1	Understanding the problem
Step 2	Defining the project
Step 3	Determining the measures
Action Phase - Developing action strategies and putting them into practice	
Step 4	Implementing an action an observing the results
Reflection Phase - Formulating an analysis and generating a theory	
Step 5	Evaluating results, interpreting data
Step 6	Reflecting on the project
Step 7	Applying "new" knowledge to practice

Cognitive Coaching Foundations

The Teacher's Goal

In the coaching activity, a trusting relationship is a fundamental element. Implicit in the activity are the following 'identity' states a teacher is working towards:

State of efficacy includes having internal resourcefulness, initiating responsibility, knowing and making choices, problem-solving and taking action.

State of consciousness includes awareness of self and others, metacognition and monitoring decisions and the resulting effects.

State of craftsmanship includes intentionality, striving for improvement and refinement, seeking clarity and precision, assessing against standards and the pursuit of ongoing learning.

State of flexibility includes seeking alternatives, seeing other perspectives, the willingness to consider change and tolerating ambiguity.

State of interdependence includes contributing to a 'common' good, participating and interacting with others, actively seeking collegial and collaborative experiences and learning from others.

The Coach's Role

In the coaching activity, a trusting relationship is a fundamental element. Implicit in the activity are the following capabilities of the coach:

As a coach, the professional should know one's intentions and choose congruent behaviours.

As a coach, the professional should model productive patterns of listening, responding and inquiring.

As a coach, the professional should adjust one's style preferences, use the tools of inquiry and use non-judgmental response behaviours.

As a coach, the professional should navigate among and within the coaching maps below to guide interactions.

The Coach's Role in Conferencing:

The Planning Conference

- Give your colleagues time to pause and think.
- Paraphrase from time to time, summarizing your colleague's thinking.
- Probe gently to support your colleague in gaining clarity.
- Pay close attention to your colleague; attend with your mind and your body.

The educator clarifies goals:
The educator, led by the coach, determines success indicators and a plan for collecting evidence:
The educator, guided by the coach, discusses teaching approaches and strategies and how to monitor them:
The educator identifies a personal learning focus:

The Reflecting Conference

- Pause now and then to allow your colleague time to think.
- Paraphrase from time to time, summarizing your colleague's thoughts.
- Inquire gently to support your colleague in constructing new learning.
- Pay close attention to your colleague; attend with your mind and your body.

The educator summarizes impressions of the professional experience:
The educator, led by the coach, recalls supporting information:
The educator, supported by the coach, constructs new learning and applications:

iPEC's Energy Leadership and Coach Centric Leadership

The Institute for Professional Excellence in Coaching (iPEC) offers two main coach training programs that the Division has made available to some members of the Pembina Trails Leadership Community (PTLC) over the past few years: the Coach Centric Leadership for Education Professionals program, and the Certified Coach Training program. The Division is working toward building a coaching culture, and iPEC's training programs offer a robust contribution toward embedding the foundation principles of coaching into that culture. What follows is a brief overview of some ideas from iPEC's programs. Please follow up with the Assistant Superintendent - Human Resources if you are interested in learning more ...

We are all leaders. Leadership takes place by choice or by default. Those who lead by default let their natural tendencies - their perceptions, habits, routines, and past experiences - create their results and their environment.

Those who lead by choice have a keen level of self-awareness combined with the intent to inspire themselves and others toward specific goals. Coach Centric Leaders - those who lead by choice - don't react to their environment; instead, their environment and those in it adjust to them. When we lead by choice, we operate without limitation, hesitation, or doubt, and with contagious energy, extraordinary passion, tremendous drive, and confidence.

Coach Centric Leaders are individuals who consciously choose to use their ability to influence and impact others to bring about results that are positive - for themselves, others, their organization, and its stakeholders. They are leaders whose actions are consistent with their beliefs, values, and principles, and who make those beliefs, values, and principles well known to those they most typically lead. Because of this consistency and openness, their leadership often appears effortlessness, and their energy is downright contagious. They know that every interaction presents the opportunity to lead and have a positive impact on others.

Coach Centric Leaders choose to develop and access the following talents as they lead:

1. An Acute Awareness of Self and of Others
2. Challenging Perceptions and Interpretations
3. Thinking Like A Visionary
4. Creating Alignment
5. Acting Decisively
6. Engaging Others
7. Possessing Powerful Energy
8. Using Emotional Intelligence
9. Communicating Dynamically
10. Seeing Patterns and Trends
11. Creating High Energy Teams, and
12. Displaying Integrity Through Consistency and Authenticity

Assessment FOR Learning

Assessment *for* learning, in the Performance Assessment strand focuses on thinking and learning at any point in time and is used to determine the next phase in the cycle of learning. The specific targets are selected collaboratively by the teacher and school administrator. Assessment *for* learning is acquired using pre-conferencing and classroom observation. Record-keeping focuses on comparing, documenting and annotating target attainment.

Purpose: _____

Targets: _____

Defined Data Collection: _____

Assessment AS Learning

Assessment *as* learning, in the Performance Assessment strand promotes increases in attainment of the professional standards through self-reflection and adjustment. At the post-observation conference, the teacher and school administrator will "seek to understand and be understood". The following self-analysis makes goal attainment explicit. Consider the following as a self-analysis rubric:

- Fast-tracked
- On track, but needs work
- Side-tracked

Purpose: _____

Targets: _____

Defined Data Collection: _____

Assessment OF Learning

Proficiency Standards

Outstanding	A sophisticated understanding of knowledge and skills; can generalize understanding across a variety of contexts.	Complex analyses and problem-solving skills.	Creative and independent application of concepts and skills demonstrated in a wide variety of contexts.	Independence in planning, monitoring and assessing professional learning.
Proficient	Solid understanding of knowledge and skills, void of misunderstandings or simplistic approaches.	Very good analyses and problem-solving skills.	High quality products and processes.	Ability to plan, monitor and assess professional learning with minimal direction.
Meeting Expectations	Good understanding of knowledge and skills in related contexts.	Good analyses and problem-solving skills.	Good quality product and process are frequently demonstrated in relation to context and purpose.	An ability to plan, monitor and assess professional learning with intermittent direction required.
Emerging	A developing understanding of knowledge and skills.	Assistance in analyses and problem-solving may be required.	An ability to apply knowledge and skills in a limited context.	An ability to plan, monitor and assess professional learning with moderate direction.
Not Yet Achieved	Difficulty understanding essential knowledge and skills or displays misunderstanding.	Structured support is required to support analyses and problem-solving.	Little evidence of prior planning, practice or consideration of the purpose and audience evident in the product and process.	Considerable assistance is required to plan, monitor and assess own learning.
Not Satisfactory	A performance that is below the range expected for the professional standard.			

Conference Dialogue Starters

Success is a shared responsibility. The professional conversations that follow a classroom observation should be timely, relevant, contextual and diagnostic. The content of the conversation should be linked to the specific targets detailed in the Pre-Conference conversation. The following question starters should guide the conversation:

As I reflect on the lesson ...

What evidence do I have that ...

What would I do differently if ...

What concerns, if any do I have that ...

What future instructional decisions can I make based on ...

What resources are needed to support ...

Conference Reflections

The Conference Reflections form is intended to frame the personal thoughts of educators and guide the professional conversation between educator and administrator. The educator's reflective inquiry focuses on the professional standards. Consider the following questions as you reflect on each standard.

- **Where am I now?**
- **Where do I want to be?**
- **What will I do to get there?**
- **How will I know when I am there?**

Creating and Maintaining an Effective Learning Environment

Curriculum and Program: Planning and Implementation

... Continued

Engaging and Supporting All Students in Learning

Assessing Student Learning

Interpersonal Relationships

Professional Involvement

Post-Observation Reflections

Educator success is a shared responsibility. The professional conversations that follow a classroom observation should be timely, relevant, contextual and diagnostic. The content of the conversation should be linked to the specific targets detailed in a pre-conference conversation. The following reflection form can guide the educator's thinking and planning prior to the post-observation conference.

What professional standards were assessed in this classroom observation?

What qualities did I demonstrate to signify that the professional standards were met?

... Continued

What behaviours did my students demonstrate to signify that the professional standards were met?

In light of the lesson, what should I ...

... stop doing

... continue doing

... rethink

Leading Schools

School administrators assume many responsibilities including leading educators in professional growth. The increasingly complex demands and challenges confronting administrators require knowledge, experience and expertise.

Based on leadership research, understanding the relationship between professional growth and change is critical. Leadership that focuses on practice and accurately estimates the magnitude of a change can positively affect professional growth.

Magnitude or "order" of change.

The literature on change makes the case that not all change is the same order of magnitude and this is often reflected in the choices made surrounding professional growth. Some changes have greater implications than others; the terms 'first-order' and 'second-order' (Waters and Grubb, 2004) describe two different types of change. The magnitude or order of change has less to do with the change itself and more to do with how the educator perceives the change.

First-order and second-order change.

Changes are first-order when they are perceived as:

- consistent with existing values and norms;
- advantageous for the teacher;
- readily implemented with existing knowledge and resources.

Changes are second-order when the participants are:

- unclear about how it will make things better for them;
- are required to master new knowledge, practices or approaches to implement the change;
- feel the change conflicts with prevailing personal values and organizational norms.

Recognizing which changes are first and second-order for which participants can direct the practices and strategies appropriate for the initiative being undertaken.

Roles for School Administrators

The skill of the administrator in creating and sustaining a culture and climate in which autonomy, collaboration, experimentation and risk-taking are valued extends beyond the professional conversations held. The following aspects of leadership are essential to the Pembina Trails School Division Professional Growth Model.

Role 1: Ensure professional growth is purposeful.

Effective professional growth, regardless of the track, is firmly rooted in the goals and priorities of the division and school. The administrator must clarify the relationship between those priorities and the goals of the educator.

Role 2: Ensure that professional growth plans are designed to promote and influence teachers' thinking about teaching.

The professional growth model is not intended to create individuals who unthinkingly follow a recipe approach to teaching. The administrator must challenge educators to discuss the whys and hows of what they do.

Role 3: Ensure that professional growth plans include current and emerging trends and research in education.

The professional growth model is intended to make a difference in teaching effectiveness and the success of students. Exemplary practices should be able to demonstrate validity and reliability.

Role 4: Timely, descriptive feedback is critical.

The long-term impact of the professional growth model relies on the administrator's commitment to the principle of assessment of teaching, as well as assessment for teaching. Administrators must concern themselves with gathering evidence of what the educators are learning and the application of that learning to the classroom experience.

Role 5: Recognition that educators learn differently, at different levels, at different rates.

The professional growth model is a developmental model. Administrators should encourage and support educators, recognizing that each educator's needs are diverse and unique.

Intervention and Support

As educators face the challenge of developing, implementing and embarking on their professional growth, different stages of concern typically flow from a focus on self, to managerial issues associated with the task, to the impact of the program. The administrator is called upon to support educators, and address the concerns as they emerge. The following are suggestions for interventions as concerns are raised.

Informational concerns: "I need to know more about the priority."

- Provide clear and accurate information about the priority.
- Have persons who are most involved with the priority communicate information to the appropriate educators.
- Make the priority real; help educators to see how the innovation relates to their current practices, both in regard to similarities and differences.
- Be enthusiastic and enhance the visibility of others who are working with the same priority.

Personal concerns: "How will this affect me?"

- Legitimize the existence and expression of personal concerns.
- Connect educators to others whose personal concerns have diminished and who can provide support.
- Show how the plan can be implemented sequentially. Ensure that the educator has established expectations that are attainable and reasonable.

Management concerns: "How will I find time to do this?"

- Clarify the procedures for and components of the professional growth model.
- Help educators sequence specific activities and set timelines for their accomplishments.
- Attend to the immediate demands of the plan, not what could be or will be in the future.

Understanding by Design

As an administrator, how will you guide the educator in self-assessment, reflection and inquiry? Wiggins & McTighe (2001) offer insights that can serve as a planning resource for administrators in anticipation of or following a professional conversation, a pre-conference, or a classroom observation. The administrator might consider applying the following design for organizing their thoughts.

Stage 1: Identify desired results

- What 'big ideas' do I want the educator to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired, given the professional standards?
- For which standards do goals need to be set?

Stage II: Determine acceptable evidence

- Think 'photo album' as opposed to 'snapshot'.
- Sound assessment requires multiple sources of evidence collected over time.
- Performance should demonstrate the appropriate application of the professional standards.

Stage III: Judge against Professional Standards and/or identified targets.

- How will you support educators to explore 'big ideas' and 'essential questions'?
- What further supports and resources are needed to equip the educator for future progress?
- Which professional standards present the greatest challenge?
- Design the conversation so that educators are required to shift perspective and rethink what they thought they knew.

Data Collection - Observation Worksheet

Date: _____ Educator's Name: _____

Context: _____

Administrator: _____

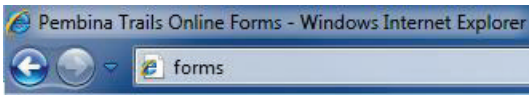
1. Identify Professional Standard Target:
Observations:
Questions:
2. Identify Professional Standard Target:
Observations:
Questions:
3. Identify Professional Standard Target:
Observations:
Questions:

A Guide to Online Forms

Here are the instructions for completing the online form, as described in this handbook.

Logging In

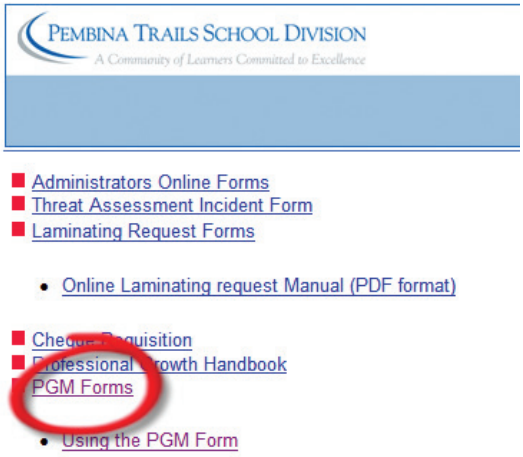
To get to the PGM forms from within the division, simply type 'forms' into your browser's address bar and then hit enter on your keyboard.



This form is available for use inside the division.

You will now see the Forms page. Depending on your level of access you will see a series of available forms.

Find the **PGM forms** on the site and click the link.

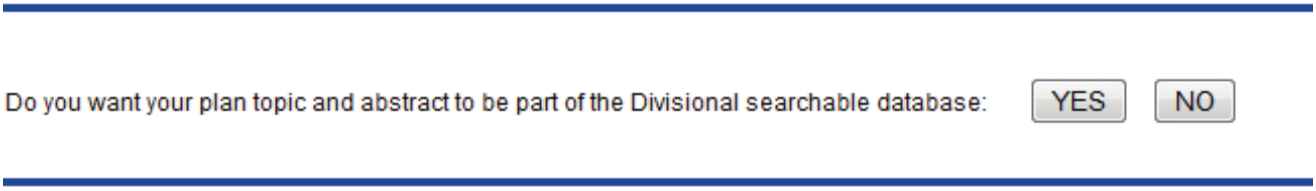


This will open the PGM form starting with asking for your login information.

Type in your login and password into the pop up window.

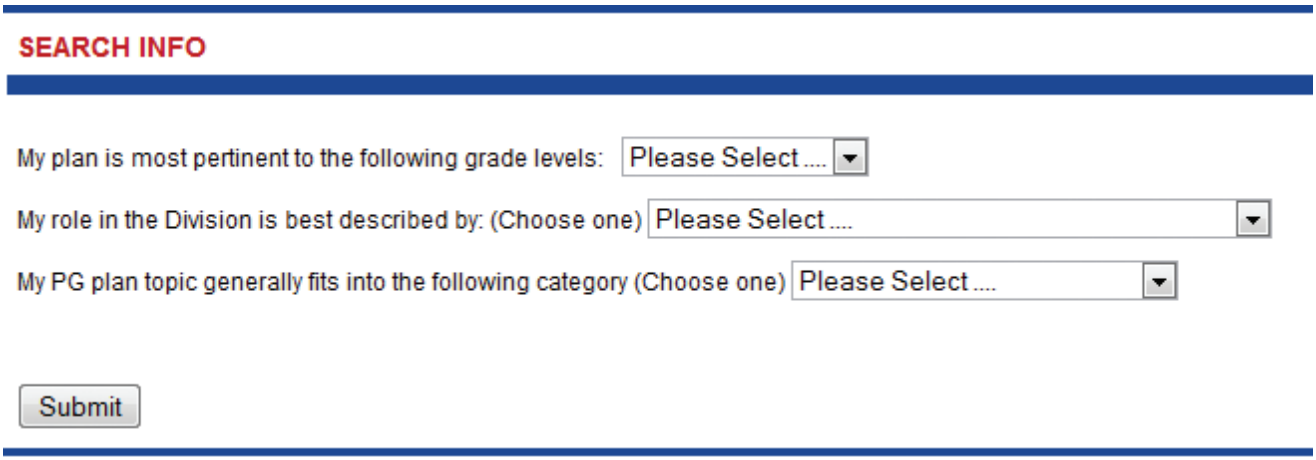
First Time Use

When you first login for the school year, you will see the initial screen:



It is going to ask you if you want your plan topic to be searchable by your peers. You can now choose yes or no to that question.

If you chose yes then you are taken to the **Search Info** screen.

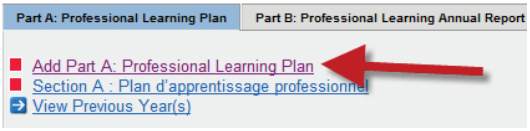


This is the criteria that will assist your peers in their search for your topic.

You fill the questions out by pulling down the menus and choosing the response that best relates to your plan.

Part A: Professional Learning Plan

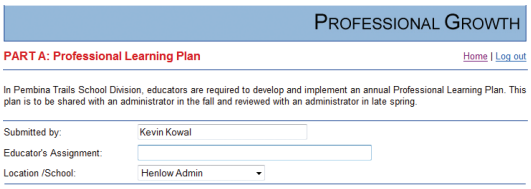
To add your plan click on the link called: **Add Part A: Professional Learning Plan**.



You will be taken to the area where you can fill out your **Professional Learning Plan** details.

Fill out the form shown on the right with the details of your Professional Learning Plan.

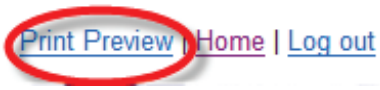
This includes the **Educator's Assignment** text field, and selection of your **Location/School**.



Once you have completed the form, you will click on the **Update/Print Preview** button at the bottom of the screen.

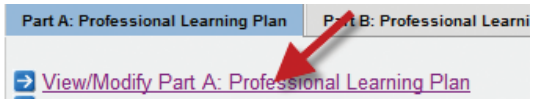
You will now be taken to a review page where you can see the final product.

To print a copy of it, click on the **Print Preview** link on the top right of the page.



If you notice that you want to make changes, **DO NOT** use the back button on your browser.

Click on the Home link and then View/Modify Part A.



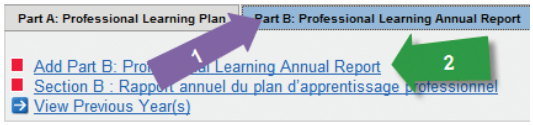
Notes:
If you do not finish filling out this form **within 30 minutes**, it will time out on you. Ensure you hit the **Update/Print Preview** button before the time is up.

If you have to leave the form to do something else, click on the Update button before leaving.

This will save your data and you can come back and make changes later.

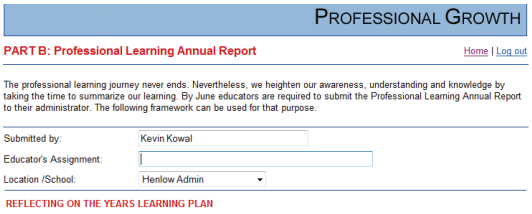
Part B: Professional Learning Annual Report

In Part B you will summarize your learning. To start click on the Part B tab (1) and then on the Add Part B line (2).



Fill out the form shown on the right with the details of your **Professional Learning Annual Report**.

This includes the Educator's Assignment text field, and selection of your Location/School.



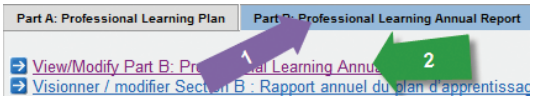
Once you have completed the form, you will click on the **Update/Print Preview** button at the bottom of the screen.

You will now be taken to a review page where you can see the final product.

To print a copy of it, click on the **Print Preview** link on the top right of the page.

If you notice that you want to make changes, **DO NOT** use the back button on your browser.

Click on the Home link and then change to the Part B section (1) and then View/Modify Part B (2).



Notes:

If you do not finish filling out this form **within 30 minutes**, it will time out on you. Ensure you hit the **Update/Print Preview** button before the time is up.

If you have to leave the form to do something else, click on the Update button before leaving.

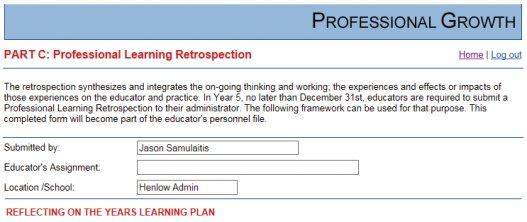
This will save your data and you can come back and make changes later.

Part C: Professional Learning Retrospection

The retrospection synthesizes and integrates the ongoing thinking and working; the experiences and effects or impacts of those experiences on the educator and practice. In Year 5, no later than December 31st, educators are required to submit a Professional Learning Retrospection to their administrator. The following framework can be used for that purpose. This completed form will become part of the educator's personnel file.

For Part C: you will need to fill out the form with the details of your **Professional Learning Retrospection**.

This includes the **Educator's Assignment** text field, and/or selection of your **Location/School** if these fields are not already filled in for you.

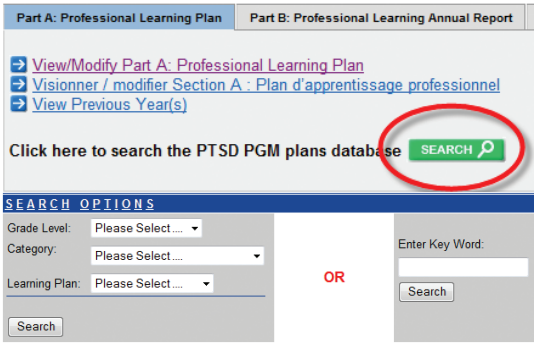


Search

You may want to search for other teachers with plans similar to your own.

To do this click on the search button located on the home screen.

You can now fill out the Search options form and perform your search.



Once you click on either search button, you will see a list of teachers that match your search criteria. This will only search through the teachers who have stated at the beginning that they are willing to be searchable.

Example:
Joe Smith (Teacher - Grade 5 French Immersion at Crane)

Professional Learning Plan: *Independent Study, Study Team, Teaching Portfolio:*
1) Assessment; 2) French Language Studies; 3) Technology; 4) Art

Once you see the listing you would like, you can contact that teacher to discuss your plans further. In this example you may want to send an email to Joe Smith to discuss his plans further.

Balancing Professional Growth Engagement

Teaching and learning are complex and demanding. Often the experiences we have, the professional learning we acquire and the professional activities we engage in occur as isolated incidents. The chart below provides a framework for recording not only the professional growth experience, but also links it to a specific professional standard.

The specific experience title and the date of occurrence should be recorded.

	Professional Learning	Performance Assessment	Professional Development Experience	Other
Focus: Improving student learning by reflecting on and improving classroom practice in specific ways.				
Focus: Ongoing, continuous increments of improvement over time.				
Focus: The investigation of perspectives and strategies, collaborative interaction, study of research, and hands-on practice as learning practice.				
Focus: The investigation of perspectives and strategies, collaborative interaction, study of research, and hands-on practice as learning practice.				
Focus: Merge comfortably into what all consider to be the routine work of teachers.				
Focus: Flexibility, willing to accommodate differences in knowledge bases and learning rates.				

Professional Growth Annual Record

Tracking professional growth can have several benefits. The following chart is an annual record-keeping tool of professional growth including professional learning, professional involvement/facilitation and professional development experiences.

Name: _____ School: _____

Teaching Assignment: _____ Year(s): _____

Goals	Proposed activities to achieve goals	Target Date (m/d/y)	Professional Learning	Professional Development	Professional Involvement
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Professional Growth Career Record

The following form provides evidence of professional growth on an ongoing basis. The information listed chronicles all of my professional growth activities. This form is structured to include national/international experiences, divisional experiences, school based experiences or personal professional experiences.

Professional Growth Record belonging to: _____				Performance Assessment	Professional Learning	Workshop	Readings	Continuing Education	Consultation	Other
	D/M/Y	**School**	**Professional Experience**							
1.										
2.										
3.										
4.										
5.										

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