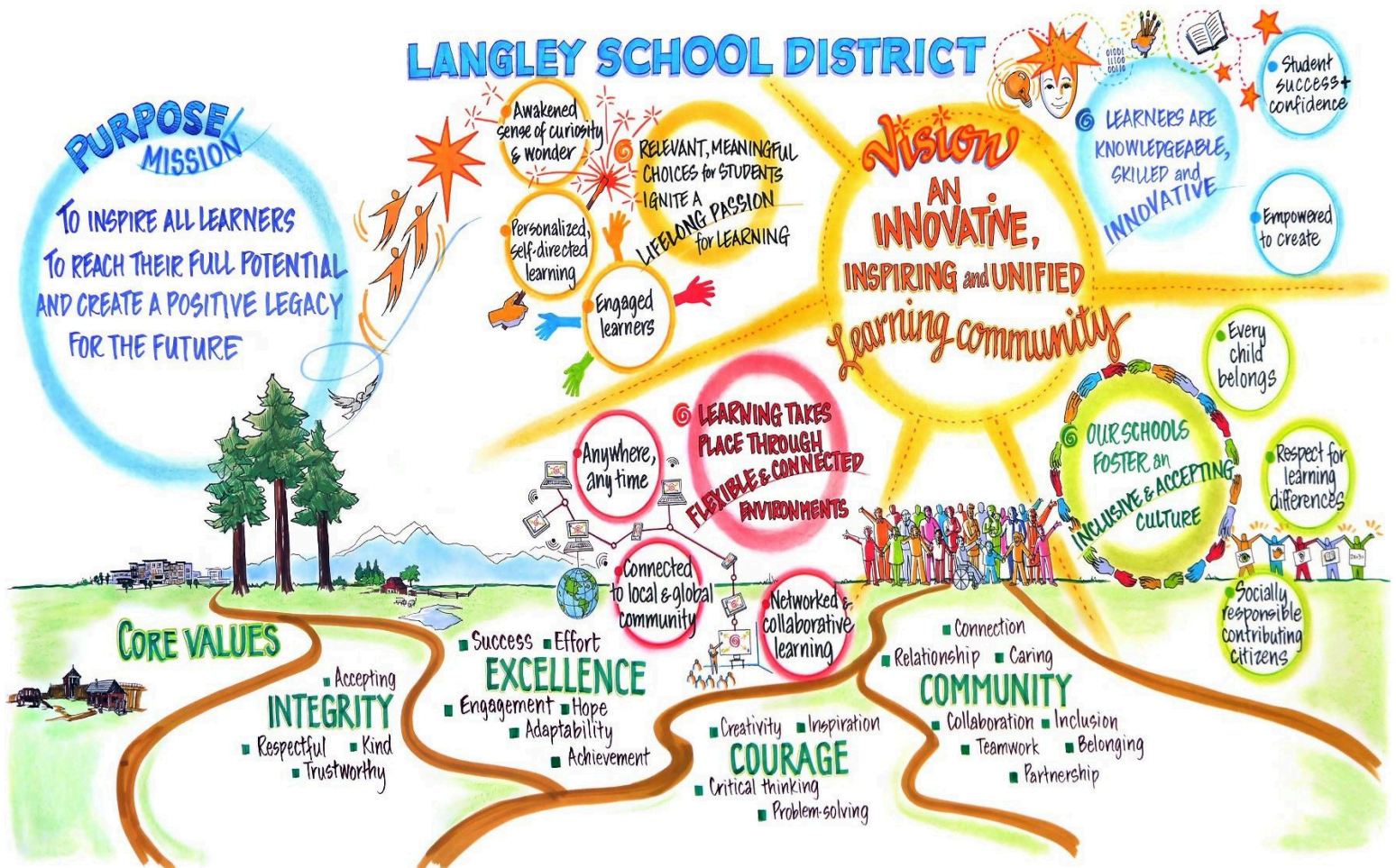


# Teacher Growth Plan Framework

## October 2024



*"An innovative, inspiring and unified Learning Community"*

# Teacher Growth Plans

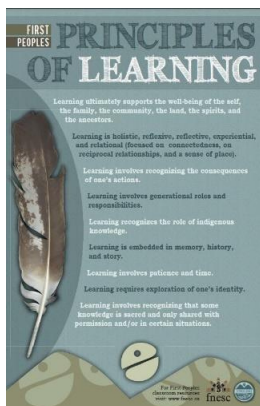
## AN INTRODUCTION

A joint committee of District staff and LTA representatives met over the 2021-2023 school years to plan and implement a pilot Teacher Growth Plan process for the Langley School District. Based on feedback from over 100 teachers who engaged in the pilot, the Teacher Growth Plan Pilot was a meaningful and positive experience.

In the Fall of 2023, the Langley School District, in partnership with the Langley Teachers' Association (LTA), expanded the Teacher Growth Plan to any interested teachers to provide an opportunity to continue to develop a learner-centric environment for teachers' development with choice and support. The Teacher Growth Plan offers teachers a meaningful process to support ongoing reflection, goal-setting, action planning and professional progress.

## WHY GROWTH PLANS?

Professional Growth Plans involve meaningful, ongoing reflection of individual strengths while planning for future professional learning and growth, which informs professional practice and learning. This directly aligns with the First Peoples Principles of Learning:



Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning is embedded in memory, history and story.

Learning involves patience and time.

Professional Growth Plans further align with the Professional Standards for BC Educators, in particular, Standard 7: *Educators engage in professional learning: Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.*



Finally, Professional Growth Plans support Langley's shared focus of Ensouling our Schools by ensuring Compassionate Classroom Communities and high-quality Instructional Practice are in place for all learners so they can reach their full potential.

We do not learn from experience... we learn from reflecting on experience.

~ John Dewey

## Teacher Growth Plans & *The Framework for Teaching and Learning*

To assist teachers in this reflective work, the **Framework for Teaching and Learning** contains research-based common language collaboratively developed by Langley teachers and administrators. This guiding tool supports teachers in reflecting on their current strengths while supporting professional growth and goal setting to ensure high-quality teaching and learning so all learners in Langley can reach their full potential.

The **Framework for Teaching and Learning** is available for all Langley Teachers in printed form. A digital copy can also be found under *Instructional Services* on the SD35 website: [HERE](#).



LANGLEY SCHOOLS

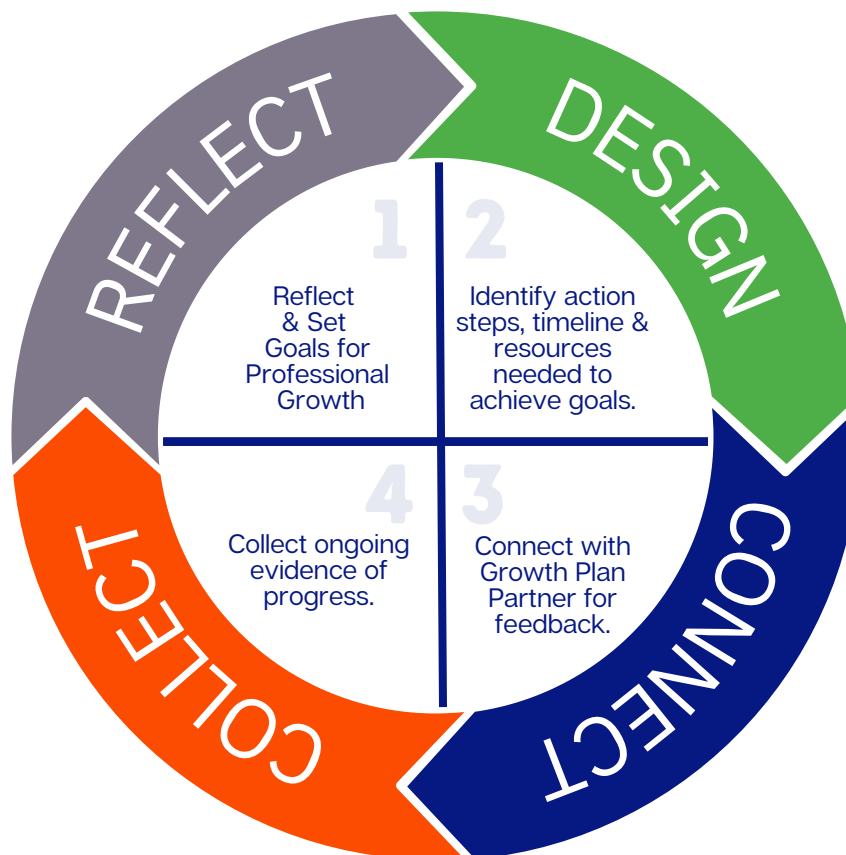
### FRAMEWORK FOR TEACHING & LEARNING



*This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.*

*This research-based framework has been created through the lens of both the First Peoples Principles of Learning and the Langley School District Vision.*

## The Cycle of Reflection for Professional Growth:





## Teacher Growth Plans: WHO? WHAT? WHEN?

### Who?

Any interested Langley Teachers are welcome to develop a Teacher Growth Plan. Some teachers, in agreement with their school-based administrator, may opt to engage in a Formal Teacher Growth Plan instead of the formal teacher evaluation.

There are three key roles within a Teacher Growth Plan:

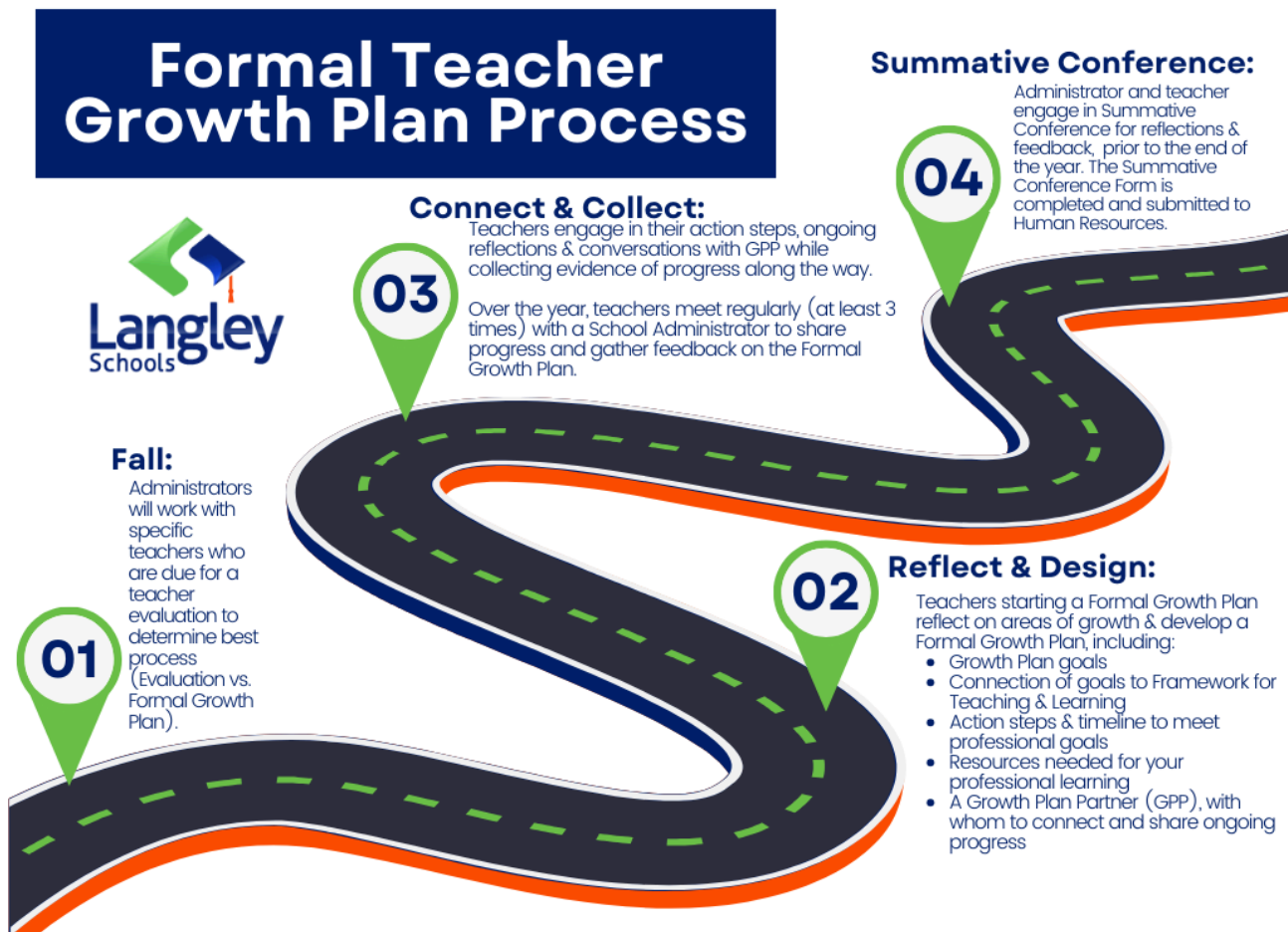
1. Teachers (Growth Plan Owners)
2. Administrators (School-based Principals or Vice-Principals)
3. Growth Plan Partners (Education-based colleague/friend or admin)

### What?

The Growth Plan process is currently in place for various staff across the district including Teachers, Administrators and Exempt Staff. A Growth Plan is designed to be an ongoing and meaningful reflective process. Staff identify professional and/or personal goals to impact practice, the action steps to achieve the goals, and provide evidence of progress within each goal. Teachers would meet with Admin and Growth Plan Partners (see page 5 for Roles & Responsibilities) during a given year to engage in rich, supportive conversations regarding progress within the Growth Plan. Formal Teacher Growth Plans would require the teacher to meet with the school Administrator regularly (at least 3 times), for reflection and feedback, over the course of the year, including a Summative Conference.

### When?

Teacher Growth Plans are an ongoing journey of reflection, professional learning, collection of evidence and progress. This can span over the course of a single year or beyond. Formal Teacher Growth Plans, that can replace a teacher evaluation, will likely take place in a single school year.



## Teacher Growth Plans: ROLES AND RESPONSIBILITIES:

Role:	Responsibilities:	Additional Notes:
<b>Growth Plan Owner</b> (Teacher)	<ul style="list-style-type: none"> <li>Reflect, identify &amp; describe up to two meaningful personal/professional goals (one of which must be a professional goal).</li> <li>Identify the connection between your goal and the Framework for Teaching and Learning</li> <li>To meet your goals, determine the following: <ul style="list-style-type: none"> <li>necessary action steps (including timeline)</li> <li>resources to support your ongoing growth</li> </ul> </li> <li>Meet (20-30 min. per session) to communicate goals &amp; celebrate progress within growth plan with Growth Plan Partner (GPP). Teachers doing a Formal Teacher Growth Plan will meet regularly (at least 3 times) with School Administrator over the year, including a Summative Conference.</li> <li>Collect &amp; share ongoing evidence/exemplars (photos, stories, written reflections, documents, video, etc.) of progress within growth plan goals</li> <li>Attend Teacher Growth Plan Dinner meetings for connection &amp; support (<i>optional</i>): <ul style="list-style-type: none"> <li>October 28, 2024 &amp; January 20, 2025</li> </ul> </li> </ul>	<p>Various Growth Plan templates and resources will be provided to teachers to support goal development.</p>
<b>Administrator</b> (School Principal or Vice-Principal)	<ul style="list-style-type: none"> <li>Support interested teachers on staff in deepening their understanding of Teacher Growth Plans including goals, action steps, progress and evidence of growth (times may include staff meetings, D&amp;A days, School Improvement Days, Collaboration time, etc.).</li> <li>Meet regularly (at least 3 times) over the year with teachers engaging in a Formal Teacher Growth Plan by providing ongoing support, coaching and mentorship around a meaningful growth planning process.</li> <li>Conduct Summative Conference with Teachers engaging in the Formal Teacher Growth Plan (replacing evaluation).</li> <li>Attend Teacher Growth Plan Dinner meetings for connection &amp; support (<i>optional</i>): <ul style="list-style-type: none"> <li>October 28, 2024</li> <li>January 20, 2025</li> </ul> </li> </ul>	<p>Further information to support Admin will be provided in Networking/ Superintendent's Meetings.</p>
<b>Growth Plan Partner (GPP)</b> (Education-based Administrator or Colleague/Friend) * Can be from outside of SD35	<ul style="list-style-type: none"> <li>Provide support, encouragement and coaching feedback for: <ul style="list-style-type: none"> <li>goal setting</li> <li>action steps &amp; resources</li> <li>progress</li> <li>evidence of growth</li> </ul> </li> <li>Meet with Growth Plan Partner a minimum of once (20-30 minutes) in the school year.</li> </ul>	<p>Coaching resources are offered in this Framework Guide to support those in the role of Growth Plan Partner.</p>

There are several key elements to successful growth plans. These include:

- ✓ **Goal Setting** (consider two meaningful goals, one of which must be professional)
- ✓ **Action Steps** to achieve these goals (including proposed timeline)
- ✓ **Resources** to support the professional growth (books, workshops, On Demand videos, Pro-D Sessions)
- ✓ **Collaboration & Sharing:** sharing goals, progress and evidence with Growth Plan Partner or Administrator (for Formal Teacher Growth Plans)
- ✓ **Reflections and Evidence of Progress** (photos, written reflections, documents, readings, etc.)

*Be sure to join Teacher Growth Plan Team on MS Teams for resources and connection!*

[illegible]

A video featuring a Langley Teacher's first-hand experience developing a Teacher Growth Plan  
([Link to video](#)).

Visit [www.ThinkLangley.com](http://www.ThinkLangley.com) for more On-Demand video resources!

## Creating a Teacher Growth Plan: *Guiding Questions*

**GOAL SETTING:** *consider up to two meaningful goals, one of which must be professional*

- **Reflecting on your teaching experiences, consider the following:**
  - What are the needs of your student learners?
  - What is a possible focus for your professional learning that will help support the needs of students you teach?
  - What area of interest do you have that you may wish to further develop in order to positively impact instruction and/or assessment?
  - Are there biases (unconscious or conscious) you wish to unpack, learn about and reflect on for personal and/or professional growth?
  - Are there other teachers who have a similar area of focus for their professional learning?
- **Consider using the Reflective Questions in the Framework for Teaching and Learning to help you determine an area of focus for your learning journey.**
- **Establish one or two goals you have for yourself this year.**
  - How do your goals connect to the *Framework for Teaching and Learning*?

**ACTION STEPS:** *Actions you will take and proposed timeline.*

- **Creating steps for action:**
  - What actions do you need to take to achieve your goals?
  - What resources will you need in order to support your learning?
    - Pro-d sessions and workshops, books, On Demand video library, observing other colleagues, etc.
  - What timeline do you have for your goal(s)?
  - What format/platform you use to capture your goals, action steps, reflections and evidence of progress?
  - How will you create time to engage in your growth plan learning and collect evidence of your learning progress?
  - In what ways will you capture your evidence of progress (photos, written reflections, documents, etc.)?

**RESOURCES:** *What you will need to support your learning.*

- **Identify resources you will access to support your learning:**
  - What resources will you need in order to support your ongoing learning journey? Possible suggestions include:
    - attending Pro-d sessions and workshops
    - books/resources
    - On Demand video library
    - observing other colleagues

**COLLABORATION & SHARING:** *Identify a trusted person to support you on your learning journey.*

- **Identify a Growth Plan Partner (GPP) to support your learning journey.** (This person can be an educator from the Langley School District or another district.)
  - How will you carve out time to connect with your GPP?
  - How often will you meet with your GPP over the year?
- **Sharing your Growth Plan:**
  - How will you share your goals, action steps and ongoing reflections with your GPP?

**REFLECTIONS AND EVIDENCE OF PROGRESS:** *Capturing the journey and learning progress.*

- **Capturing the journey:**
  - How will you capture evidence of your learning progress? Possible suggestions include:
    - photos/videos
    - documents, lesson plans, PowerPoints, etc.
    - written reflections, voice recordings/memos to capture important moments/experiences that shifted thinking
    - key learning from readings
    - notes from Pro-D sessions

## Summative Conference (For Formal Teacher Growth Plans only):

Teachers engaging in a Formal Teacher Growth Plan will meet with the school administrator at least 3 times over the school year. The final meeting will be the Summative Conference which will allow the teacher and administrator to meet, review the goals set, actions taken, resources used, the feedback from GPP or other colleagues, and reflect on evidence of progress. The Summative Conference also gives the opportunity for the teacher to share thoughts on next steps for their professional learning journey.

The Summative Conference will be completed jointly by the teacher and the administrator. Once signed by both the teacher and the administrator, the administrator will send the completed Summative Conference Form to Human Resources.

**Summative Conference Template Preview:** *Administrators will have the document template (in SD35 Admin Teams --> Growth Plan Channel) to share for completion.*

### Teacher Growth Plan Summative Conference



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

Date: \_\_\_\_\_

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

Growth Plan Focus: \_\_\_\_\_

Guiding Documents:		Teacher Growth Plan Components:	Reflections, Feedback & Next Steps:
Framework for Teaching and Learning:			
Environment	First Peoples Principles of Learning	<b>Goal Setting:</b> Teacher has clearly described and articulated the connection(s) between the goal(s) for professional growth to the Framework for Teaching and Learning. Goals are measurable, achievable and time-bound.	
Student Engagement	Ensouling our Schools 3-Block Model	<b>Action Steps:</b> Teacher has identified action steps that are aligned to Growth Plan goals. A timeline has been articulated.	
Curriculum		<b>Research &amp; Resources:</b> Teacher shares a variety of resources (workshops, conferences, books, etc.) that support growth planning action steps and ongoing professional growth.	
Pedagogy	Professional Standards for BC Educators	<b>Collaboration &amp; Sharing:</b> Teacher has engaged with and shared growth plan with a Growth Plan Partner and Administrator throughout the growth plan process.	
Assessment		<b>Reflection &amp; Evidence:</b> Teacher has created evidence of time dedicated to ongoing self-assessment and self-reflection to gauge progress towards Growth Plan goals. Evidence and/or artifacts of progress have been shared.	

Signatures: \_\_\_\_\_ (Administrator) \_\_\_\_\_ (Teacher)



# Langley School District Guiding Documents:

(Not an exhaustive list; links in titles)

## ABORIGINAL RESOURCES:

- District staff have compiled a wonderful set of resources to support teachers and students in embedding Aboriginal knowledge and worldviews into teaching and learning in authentic and meaningful ways.

## EARLY LEARNING FRAMEWORK:

- The *Early Learning Framework* is an invitation to re-envision early care and learning spaces, education systems, and society. It is intended to promote dialogue about understandings of childhood, knowledge, education, and learning for children aged 0-8.

## ENSOULING OUR SCHOOLS:

- Ensouling our Schools* is a 3-block model that focuses on inclusivity, sense of belonging, Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction and sound assessment practices. Videos from the Ensouling our Schools professional development series have been uploaded to On Demand and can be found here: <https://thinklangley.com/on-demand/>. The *Ensouling our Schools* Teacher Guide can be found [here](#).

## FIRST PEOPLES PRINCIPLES OF LEARNING:

- The First Peoples Principles of Learning* describes a set of learning principles specific to First Peoples. These were articulated by Indigenous Elders, scholars and knowledge keepers to guide the development of the curriculum and teaching of the the English First Peoples course created by the BC Ministry of Education and First Nations Education Steering Committee in 2006/2007.

## FRAMEWORK FOR TEACHING AND LEARNING:

- Created by Langley Teachers and Administrators, the *Framework for Teaching and Learning* provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.

## FOUNDATIONAL DISTRICT DOCUMENTS:

- The Langley School District has several key documents that guide our instruction based on evidence-based practice. These documents help form the core principles of what we do as a district. These resources can be found on the Langley School District Instructional Services website.

## GUIDING PRINCIPLES OF ASSESSMENT:

- The Guiding Principles of Assessment* were designed by Langley teachers to highlight the 6 principles that guide effective assessment. Effective assessment informs teacher practice to improve student learning. The Guiding Principles of Assessment can also be found in the Assessment domain of the [Framework for Teaching and Learning](#).

Additional teacher and student resources can be found at <https://instructionalservices.sd35.bc.ca/>

# Teacher Growth Plans:

## Frequently Asked Questions (FAQ)

### DO ALL TEACHERS HAVE TO DO A TEACHER GROWTH PLAN?

**No.** It is recognized that Teacher Growth Plans are new to most teachers. As of October 2023, teachers who are scheduled for a formal evaluation may meet with their Principal to determine if a Formal Teacher Growth Plan is a preferred process. If agreed upon, a teacher can work with the administrator to engage in a Formal Teacher Growth Plan to replace an evaluation.

Some teachers may wish to engage in an informal Teacher Growth Plan and are welcome to do so, but this is optional and not a requirement. Teacher Growth Plan materials and resources will be made available and accessible to all interested teachers.

### CAN I CHANGE MY GROWTH PLAN DURING THE SCHOOL YEAR?

**Yes.** The Teacher Growth Plan is intended to support each teacher's professional learning and growth. The goals and action steps within a Teacher Growth Plan are determined and designed by the teacher. Sometimes, after reflection, a teacher's area of focus for professional learning may change during the year (due to assignment changes, etc.). This is part of the ongoing journey of professional learning!

### WHAT SHOULD MY TEACHER GROWTH PLAN LOOK LIKE?

Your Growth Plan is intended to be meaningful to you, as the teacher. The format you use to document your goals, actions and learning progress are flexible. Some teachers have enjoyed creating PowerPoints, while others have designed their Growth Plans in Sway or in a scrapbook. The key is to ensure that the format works for you and your Teacher Growth Plan includes the key elements: goals, connection to the Framework for Teaching and Learning, action steps with timeline, resources to support growth, a Growth Plan Partner (GPP) to connect with and a collection of evidence of your learning progress.

Templates are available to help teachers starting out with a Teacher Growth Plan. These resources can be found on the Teacher Growth Plan MS Teams page.

### ARE THERE RULES AROUND WHAT GOALS I SET?

The quality of the goals is most important in the Teacher Growth Plan. The goals you set should be meaningful to your professional learning and at least one goal should be a professional goal directly connected to an aspect of the Framework for Teaching and Learning. It is recommended to keep within two goals to allow for ongoing action steps, reflection and collection of evidence in a meaningful and manageable way.

### WHAT HAPPENS IF I DON'T ACHIEVE MY GOALS BY THE END OF THE SCHOOL YEAR?

Since learning is an ongoing journey, sometimes goals take longer to achieve than first anticipated. Some Teacher Growth Plan goals will span over the course of multiple years. The exception would be for a teacher engaging in a Formal Teacher Growth Plan (replacing a teacher evaluation)... aspects of the goals set out at the beginning of the year would need to have evidence of progress by the end of that school year. The goals, action steps and evidence or progress would be shared in the Summative Conference with the Administrator.

### I AM INTERESTED IN ENGAGING IN A TEACHER GROWTH PLAN. WHERE DO I START?

Ensure that you are added to the Teacher Growth Plan Team on MS Teams. Here you will find resources, templates and other teachers to connect with around your goals! Watch for voluntary dinner sessions throughout the year to support you on your Growth Plan journey!