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POLICY GCNA

PROFESSIONAL GROWTH & ASSESSMENT OF TEACHERS

The administrator and the teacher are responsible for facilitating improvement through a professional growth process that provides for on-going professional learning, collaboration, and conversations that offer support and guidance. Through these learning-focused conversations[1], each teacher will actively participate in the process with the goal of adopting and applying best practices.

GUIDING PRINCIPLES

Research shows that teachers are the most influential factor in student development and achievement[2]. The Board expects teachers to be engaged in their own professional learning throughout their careers. This policy and its related organizational guide are supported by the following:

- A focus on both teacher competence and ongoing growth, while acknowledging differing levels of experience.
- Examining a teacher's overall professionalism and commitment to the school and students.
- Encouraging teachers to use current theory and research into best practices.
- Considering data beyond classroom observation that may include artifacts, portfolios and student response.
- A focus on individual development with a view to building a culture of collaboration.
- Reflecting on the mission, vision, values of the school and its greater community.
- Taking into consideration the developmental stage of the teacher's career.
- Administration in a fair, consistent, and equitable manner using clear standards of distinguished practice.
- The creation and communication of an explicit process for remediation with clearly set goals, targets and timelines for teacher performance.

ELEMENTS OF THE PROCESS

Professional Growth is reflective and is associated with the continuous career-long development and demonstration of the Ministry's defined competencies outlined under the four domains identified in the Danielson Framework for Teaching[3]. The teacher's professional growth plan should identify: areas of strength; areas for growth; action strategies; timeline for implementation; and measures of success	**The Four Domains** identified in the Danielson Framework: 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities Each component is accompanied by rubrics describing four levels of performance.
Assessment is based on gathering evidence through the use of: self-assessments, learning-focused conversations, observations, reflections over a period of time, and the application of reasoned professional judgment, to determine the level of competency according to the rubrics in the Framework for Teaching.	**Self-Assessment** is the expectation that all teachers will be engaged in continuous self-assessment and professional growth

Other Documents

In the development of their professional growth plan, teachers should consult the following data sources:
- The School Board's Commitment to Success Plan
- The school's Educational Project
- Organizational Guide GCNAA

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1 Lipton, L. and Wellman, B. (2013) Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems, MiraVia, LLC, Vermont
2 Hattie, J. 2009 Visible Learning: a Synthesis of over 800 Meta Analyses Relating to Achievement Routlege, London
3 The Danielson Group 2013, The 2013 Framework for Teaching Instrument, The Danielson Group