



Form 412-3

ANNUAL PROFESSIONAL GROWTH PLAN for TEACHERS

(to be completed and discussed by October 30th)

Mid-Year Review: January - March

Final by June 15

Name: _____ Year: _____

Experience in GSSD: _____ Overall: _____

Present Assignment: _____

Using the Teachers Self Reflection form included in this document, I feel that my areas of strength are:

From the Teachers Self Reflection form included in this document, growth areas I may be interested in:

Focus for the year:

Existing Placement:

Desired Placement:

Behavioural Indicators:

Support Needed:

Mid-Year Update (January to March)

Final Discussion (June)

Leadership Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Calibrating Conversation

To calibrate means to compare something to a standard or benchmark. In calibrating conversation, it is important to have a third point in communication. Third point is a nonverbal strategy that comes from the work of Michael Grinder. It establishes a triangle with the facilitator as one point, the coaches as a second point and the data or focusing information as the third point.

- In a calibrating conversation, the third point is the externally generated, mutually agreed-upon document.
- Focusing on the third point increases the coaches' psychological safety by separating the information from the coach and allowing the coaches to talk with and about the data without having to make eye contact.
- The goal is to turn data and information into a "thing." It is much easier to talk about "things" than to talk about "you."



Reference on August 28, 2016, from www.thinkingcollaborative.com

Student and Teacher Wellness

Resilience “is a belief in the ability of every person to overcome adversity if important protective factors are present in that person’s life.” (Krovetz, 2008). Teaching resilience is more than a lesson plan, a strategy, or program. Fostering resilience is “what we teach, how we teach, and how we assess are all central ... (alongside) how we organize the school and how we group students” (Krovetz, 2008, p. xiii). I support and practice personal wellness, implement brain-based learning, and foster collective wellbeing to contribute to my own resilience, and the resilience of my students and colleagues.

- 1 – I am aware of this and am building my own understanding.
- 2 – I have begun implementing this in my practice.
- 3 – I am refining my understanding and application of this idea.
- 4 – I am pursuing this in an innovative way.

Supporting Personal Wellness		1	2	3	4
W.1	I know and implement personal wellness strategies to support my own and my students’ wellness.				
W.2	I connect with community resources to bring a culture of wellness into my classroom.				
W.3	I infuse opportunities for self-awareness and growing self-regulation for students into my daily classroom practices.				
W.4	I convey empathy for others and seek to understand and mitigate stressors for myself and my students.				
Awareness	Implementation	Refinement		Innovation	
I am aware of my own personal wellness, know a variety of strategies to support my own and my students’ wellness, and have identified community resources that are available to myself and members of my school community.	I implement personal strategies and seek assistance for myself as needed to support my own personal wellness, and I infuse opportunities for self-awareness and regulation for students into my classroom practice.	I seek and share new knowledge regarding personal wellness, practice co-regulation and model self-awareness and personal wellness strategies to create a culture of self-care in my classroom.		I pursue personal wellness in innovative and creative ways and share my work and its results to influence systemic and individual shifts in understanding and action.	

Brain-Based Learning		1	2	3	4
B.1	I design instruction that infuses trauma-informed practices and strategies into daily classroom routines.				
B.2	I plan for executive function development within my academic courses.				
B.3	I integrate skills and strategies that encourage social emotional learning.				
B.4	I recognize and encourage learning potential in all my students and take responsibility for designing instruction to foster student confidence and competence.				
B.5	I provide direct instruction to students on organizing, planning, and executing classroom work.				
Awareness	Implementation	Refinement		Innovation	
I am aware that experiences, mental, and physical conditions have impacts on brain development and function, and I know that there are teaching strategies that can help to meet student learning and development needs.	I design instruction that infuses brain-based pedagogy such as (but not limited to): trauma-informed practices, social emotional learning, executive function development, motivation, calming strategies.	I empower myself and my students to deepen our understanding of social, emotional, and academic needs and select strategies that support brain-based learning..		I strive to infuse brain-based instruction into my classroom practice in innovative and creative ways and share my work and its results to influence systemic and individual shifts in understanding and action.	

Indicators of Responsive Teaching Self-Reflection

Fostering Collective Wellbeing		1	2	3	4		
S.1	I engage in collaborative collegial relationships (i.e., mentorship, PLCs, book studies, etc.) to solve problems, develop innovative ideas, and create new opportunities.						
S.2	I build trusting, empathetic, and mutually beneficial relationships.						
S.3	I foster collective well-being by contributing to a culture of mutual care within my school community.						
S.4	I take an active, positive role in school-related and division-based initiatives.						
Awareness		Implementation		Refinement		Innovation	
I am aware of how my personal actions and beliefs contribute to and influence our professional collective well-being, and I know how to engage in positive professional relationships that create a space for mutual learning, trust, and relationship.		I engage in collaboration, mentorship, or other opportunities to build mutually beneficial relationships to foster collective well-being.		I consciously approach collegial collaborations, mentorship or other relationships with empathy and sincerity to foster a culture of mutual care.		I develop opportunities for self and others to engage in mutually beneficial collegial work and learning opportunities to support collective well-being in innovative and creative ways and share our work and its result to influence systemic and individual shifts in understanding and action.	

Indicators of Responsive Teaching Self-Reflection

Building and Fostering Relationships

The foundation of any classroom, school and community is strong relationships. I will examine those methods that might be used to create a classroom environment to help students flourish. I create relationships with students and parents that can provide powerful insights into the unique and creative minds of my students.

- 1 – I am aware of this and am building my own understanding.
- 2 – I have begun implementing this in my practice.
- 3 – I am refining my understanding and application of this idea.
- 4 – I am pursuing this in an innovative way.

Advocacy		1	2	3	4		
V.1	I communicate empathetically with students and families.						
V.2	I work to create a classroom environment that is inclusive of all forms of diversity.						
V.3	I advocate for systemic and external supports for colleagues and students.						
V.4	I work to recognize and build resilience in myself and my students.						
Awareness		Implementation		Refinement		Innovation	
I am aware of and strive to understand different perspectives and needs based on others' unique experiences and circumstances.		I communicate regularly with students and families in an empathetic way, and work to build internal resilience for myself and my students.		I respect all forms of student diversity in my classroom and school settings, ensure that supportive messages are conveyed to students and families. I advocate for internal and external supports for students.		I pursue advocacy in innovative and creative ways, build and foster relationships, and work to influence systemic and individual shifts in understanding and action.	

Parent and Family Engagement		1	2	3	4		
F.1	I communicate regularly with parents and families.						
F.2	I engage parents and families as partners to collaborate and co-create experiences for children.						
F.3	I shift towards parent and family engagement rather than teacher-directed involvement.						
F.4	I reflect on the journey and world views of others and work to understand and honour these world views.						
Awareness		Implementation		Refinement		Innovation	
I am aware of the differences between family involvement and engagement, and the impact of family and parent engagement on school and student learning.		I communicate regularly with parents and families and am shifting towards parent and family engagement rather than teacher-directed involvement.		I reflect on and honour the unique knowledge of parents and families, and engage with them as partners in learning, collaborating to co-create experiences for children.		I pursue a family-centric approach in innovative and creative ways, build and foster relationships, and work to influence systemic and individual shifts in understanding and action.	

Indicators of Responsive Teaching Self-Reflection

Classroom Learning Community		1	2	3	4		
C.1	I co-construct classroom rules and expectations with students and consistently teach, model, and reinforce routines and expectations throughout the year.						
C.2	I recognize that systemic barriers and biases exist, and I actively work to identify and address them in my classroom.						
C.3	I foster an atmosphere of mutual respect and create a space for student-student and student-teacher relationships to grow.						
C.4	I design experiences to support their own and others' sense of belonging, generosity, mastery, and independence.						
C.5	I provide opportunities for students to learn from and with each other in small groups to activate students as learning resources for one another.						
C.6	I ensure the physical learning environment supports students' ability to learn.						
Awareness		Implementation		Refinement		Innovation	
I am aware that my classroom is a learning community and I know how to create a positive and effective learning environment.		I communicate clearly to invite a learning community that encompasses diverse perspectives and worldviews and create opportunities for students to build relationships with myself and with each other.		I design opportunities for students to contribute to a community of care that supports their own and other students' sense of belonging, generosity, mastery and independence.		I create a learning community that builds and fosters relationships in innovative and creative ways, and work to influence systemic and individual shifts in understanding and action.	

Reflective Practitioner		1	2	3	4		
R.1	I reflect on my own biases, behaviours and language, and understand the impact and influence these can have on others.						
R.2	I recognize when a conversation becomes crucial, and I have the skills to facilitate and contribute to a safe and productive conversation.						
R.3	I take ownership over my decisions and actions and apologize or make amends when appropriate.						
R.4	I am mindful of the content, body language, and tone of communication and ensure that they are all relevant to my audience and situation.						
R.5	I invite feedback from students, families, and administration and use feedback to grow and make positive change.						
Awareness		Implementation		Refinement		Innovation	
I am aware of the importance of self-reflection before action, during action, and after action. I am aware that relationships are impacted by both the content and form (non-verbal, verbal, electronic, etc) of communication.		I notice and reflect on my own behaviours and language and how I contribute to fostering and building relationships. I choose appropriate content and mode for communication based on the audience and situation and am conscious of body language and tone when building and fostering relationships.		I recognize when a conversation has the potential to become crucial and have the skills to navigate and diffuse conversations, so they are productive. I regularly reflect on and take ownership over my decisions and actions and apologize or make amends when appropriate.		I create a space where I and others are safe to reflect and own decisions, mistakes and misunderstandings, modelling being a reflective practitioner to build and foster relationships, and work to influence systemic and individual shifts in understanding and action.	

Instructional Approaches

Instructional approaches are the heart of teaching and learning and include the content and intent of curriculum. I am able to identify where students are at in order to be responsive and differentiate learning opportunities and use instructional methods that encourage students to engage and share their voice.

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Curriculum and Instruction		1	2	3	4		
C.1	I develop lessons and units that are clearly connected to curricular outcomes and indicators.						
C.2	I use the GSSD UbD framework to connect essential questions, outcomes, instruction, and assessment.						
C.3	I plan for and implement research-based pedagogy appropriate to my subject(s) and grade(s).						
C.4	I identify prior knowledge necessary for grade-level success, and design instruction to activate prior knowledge and build readiness.						
Awareness		Implementation		Refinement		Innovation	
I am aware of the inquiry-based nature of the Saskatchewan Curriculum, and I understand how to use the GSSD UbD framework to unpack curriculum to connect essential questions, curricular outcomes, assessment, and instruction.		I develop unit and lesson plans that have a clear learning destination connected to curricular outcomes, embody the intent of curriculum, and include key components of assessment and instruction.		I develop flexible and responsive year plans that activate prior knowledge from earlier grades and build readiness for future grades. My planning incorporates research-based pedagogy relevant to my grades and subjects taught.		I plan strategically to activate prior knowledge and build readiness in research-based and innovative ways and share my work and its results to influence systemic and individual shifts in understanding and action.	

Assessment and Data		1	2	3	4		
A.1	I plan for the triangulation of data, including observations, conversations, and products, and collect evidence of learning to inform outcomes-based assessment.						
A.2	I clearly identify assessment criteria that align with the depth and breadth of curricular outcomes. This may be in the form of rubrics, exemplars, or continuums (bump-it-up wall).						
A.3	I use a variety of assessment tools and tasks to plan and guide instruction, including pre-assessment and ongoing formative assessment.						
A.4	I provide timely, effective, and descriptive feedback to guide student learning.						
A.5	I look for ways for students to show what they know with a strength-based approach in my assessment practices.						
A.6	I look for ways to ensure students are involved in the assessment process (through co-constructing criteria, self-assessment, peer-assessment, goal-setting and collecting evidence of learning).						
Awareness		Implementation		Refinement		Innovation	
I am aware of the triangulation of data and can identify observations, conversations, and products as sources of assessment in my outcomes-based assessment plan. I know the characteristics of effective feedback and understand what formative assessment		My unit and lesson plans include the purposeful collection of a variety of student assessment data that informs my planning for next steps (formative) as well as my outcomes-based reporting. I identify clear criteria for success related to outcomes, daily		I co-construct assessment criteria with my students and support setting learning goals. I teach students how to self-assess and self-reflect and provide regular feedback to help them work towards learning goals. I use teacher- and student-centered data collection to		I purposefully use a variety of assessment data to support individual student learning goals in innovative and creative ways and share my work and its results to influence systemic and individual shifts in understanding and action.	

Indicators of Responsive Teaching Self-Reflection

is and how to use it to guide teaching and learning.	assignments, and ongoing projects.	inform next steps in teaching and learning.				
Differentiated Instruction			1	2	3	4
N.1	I differentiate environments for all students by incorporating whole group, small group, and individualized instruction based on student needs and preferences.					
N.2	I differentiate content for all students by scaffolding learning and providing different supports and pathways for students to acquire new learning.					
N.3	I differentiate processes for all students by using a variety of instructional strategies, including digital tools and online learning space.					
N.4	I differentiate products or projects for all students by allowing them to meet outcome assessment criteria in a variety of ways over a unit of study.					
N.5	I collaborate with SSTs in planning and implementation of individual learning plans (IIP, ROA, CFR) by working toward goals, assisting with interventions, scaffolding instruction, differentiating assessment, and collecting data.					
Awareness		Implementation	Refinement	Innovation		
I know the foundations of differentiation and what it looks like in my subject area and grade level, including content, process, product, and environment. I understand that differentiation can be based on student skill readiness, learning styles or multiple intelligences, or interests.		I use my assessment of student readiness, strengths, and interests to create differentiated learning opportunities and responsive instruction. My planning embodies the adaptive dimension for individual student learning needs to support learning to meet or exceed curricular expectation, including content, process, product, and environment.	I embody the GSSD vision of Learning Without Limits: Achievement for All by having a well-developed toolbox of strategies to meet individual and collective learning needs within the classroom. I utilize digital tools and create an online learning space that enhances the flexibility and authentic learning experiences of my students.	I strategically link differentiated instruction with student needs and profile in innovative and creative ways and share my work and its results to influence systemic and individual shifts in understanding and action.		

Teaching and Learning Resources			1	2	3	4
L.1	I keep abreast of and use current, curriculum-connected, and ministry-recommended resources to guide my instruction.					
L.2	I utilize a variety of resources that are representative of and respectful towards all identities (e.g. culture, race, gender, etc.)					
L.3	I use recommended 'anchor' resources from GSSD.					
L.4	I incorporate various forms of resources (e.g. Elders, community-based resources, digital, etc.)					
L.5	I adapt resources as needed to provide differentiated instruction.					
Awareness		Implementation	Refinement	Innovation		
I am aware of a wide variety of resources that are appropriate to use in my courses and grades. I know where to access current resources that are approved by the Ministry of Education and GSSD.		I select a variety of print and people resources that are appropriate for my grade and subjects I teach. I choose resources that are relevant, connected to my curriculum, and representative of the identities of my students and community members.	I am thoughtful in my selection and adaptation of print and people resources to provide differentiated learning experiences that honour the needs and identities of my learners. I actively assess resources prior to use based on their appropriateness, readability, and cultural and gender representations.	I strategically select and use relevant and representative people and print resources to engage and honour student identities in innovative and creative ways. I share my work and its results to influence systemic and individual shifts in understanding and action.		

Indicators of Responsive Teaching Self-Reflection

Student Engagement		1	2	3	4
E.1	I infuse comprehension strategies and high-level thinking questions to encourage critical thinking, reasoning, and engagement.				
E.2	I design opportunities for inquiry-based learning that encourages understanding of self and provides for student choice in topic and product creation, including explicit instruction in the skills of inquiry (posing questions, research, organizing thinking).				
E.3	I understand and incorporate the gradual release of responsibility instructional framework into my teaching where appropriate.				
E.4	I use diverse student voice, worldview and interests to inform my instruction and create learning opportunities.				
E.5	I look for opportunities to plan for cross-curricular tasks and projects to meet outcomes over several courses.				
Awareness	Implementation	Refinement	Innovation		
I am aware that there are many factors that influence student engagement including relevant learning topics, cross-curricular instruction, infusing comprehension strategies throughout all content areas, and designing instruction to recognize student choice and voice. I understand the stages within the gradual release of responsibility instructional framework.	I design inquiry-based instruction with elements to engage my students. This may include topics relevant to students, incorporating cross-curricular connections, or infusing comprehension (meaning-making) strategies to encourage active learning and engagement. I use the gradual release of responsibility framework in my classroom to scaffold learning and balance teacher and student-centered instruction.	I design inquiry-based instruction that incorporates cross-curricular connections where appropriate to meet outcomes and infuse meaning-making strategies to encourage active learning and engagement. Student choice and voice drive learning in my classroom.	I strategically incorporate student voice and choice to encourage engagement in innovative and creative ways and share my work and its results to influence systemic and individual shifts in understanding and action.		

Indicators of Responsive Teaching Self-Reflection

Professionalism (Qualities, Attitudes, And Responsibilities)

Teachers need to exhibit professionalism when dealing with students, parents, staff, and other community members. Professionalism is demonstrated through a commitment to professional growth, professional attitudes and beliefs, and professional responsibilities.

Commitment to Professional Growth		Yes	No
G.1	I contribute to the development of the profession through leadership and mentorship opportunities.		
G.2	I assess my own teaching abilities and look for ways to improve.		
G.3	I continually seek professional development to remain current with research and best practices (such as attend workshops, read professional literature, take on-line courses and webinars).		

Professional Attitudes and Beliefs		Yes	No
P.1	I am committed to helping all students in their classroom succeed.		
P.2	I am flexible and adjust to changes.		
P.3	I respond constructively to feedback and challenges.		
P.4	I demonstrate enthusiasm for my chosen profession both in school and out.		
P.5	I dress professionally in accordance with the GSSD Administrative Procedure.		

Professional Responsibilities		Yes	No
R.1	I am an accountable citizen within the school and community.		
R.2	I support the foundational statements and philosophies of the school and school division.		
R.3	I adhere to the policies and procedures provided by the school division.		
R.4	I work as part of a team for the betterment of all students and staff.		
R.5	I handle confidential material in a discreet manner.		
R.6	I meet assigned tasks and deadlines (eg. report cards, cumulative folders, and attendance reports).		
R.7	I adhere to the STF Code of Ethics.		