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GE

Creating a Growth Plan

A *PROFESSIONAL GROWTH PLAN* outlines where you are, the directions you intend to follow, and as a result, what you plan to achieve for your students and yourself.

The purposes of the growth plan are to help the teacher:

- focus his/her thinking
- develop a basis for his/her teaching/professional activities
- provide criteria for measuring his/her progress

The preparation of a professional growth plan requires that the teacher determine and outline his/her *GOALS, OBJECTIVES/STRATEGIES, AND INDICATORS*.

The *GOAL* is an expression of specific direction and purpose and may be of short or long term duration.

OBJECTIVES/STRATEGIES are specific, measurable and observable statements that outline what the teacher plans to do to reach his/her goal.

INDICATORS are behaviours, events or activities that show that the objective has or is being accomplished.

When developing the growth plan, the teacher will be participating in a professional activity to help the teacher achieve goals. Action research, professional dialogue, curriculum development, classroom observation, and peer coaching are some examples. Examples of professional growth model plans can be found at the end of this Appendix.

The strength of these professional activities is that each involves: a) reflection; b) dialogue; c) planning and taking action; d) sharing with others; e) continuing the process.

TEACHERS ARE NOT RESTRICTED TO THESE ACTIVITIES. OTHER PROGRAMS MAY BE DEVELOPED TO SUIT THE INDIVIDUAL NEEDS OF THE TEACHER.

Professional growth plans should be individual in design and nature. Though the design should be individual, a growth plan is designed in consultation with the administrator. Through this collaboration, the administrator acquires information that will enable him/her to coordinate plans where desirable, and to be in a better position to provide the necessary resources to accomplish the individual's growth plan.

The strength of having a plan in writing is to focus one's efforts. Caution is urged in designing the scope of the plan. This is particularly important in a time when demands and opportunities seem endless.

The *STEPS* to designing a growth plan -

1. In consultation with the administrator, determine what area in which to concentrate your efforts.
e.g. differentiated classroom instruction, professional career goals, classroom management, student needs, curriculum planning and implementation.

2. In determining the area of focus consider the following:
 - a) What are your strengths in the area of focus?
 - b) What are your needs in the area of focus?
 - c) What strategies will you plan to meet these needs?
 - d) What resources will be required in order to implement the plan?
 - e) What will be the evidence of success in your plan?

3. Decide whether to work on your plan alone, with a partner or a group of teachers.

4. Review your progress in the plan with your administrator within the designated timelines.
Timelines
October 15 - Initial plan completed
May 15 - End of school year review of the plan

Administrative Responsibilities

Each principal and/or administrator responsible for supervising a Professional Growth Plan(s) will submit a list of teachers, who have had their plan approved, to the Board. This will include the focus of each teacher who has authorized the publication of that material.

These lists will be submitted on the approved Appendix E form by the following dates:

October 15

May 15