

Professional Growth Plan Principles

The Employer and the COTA agree to the following principles in the adoption of Professional Growth Plans:

- That the implementation of the growth plans be on a pilot basis; pilot sites to be determined through mutual agreement of the district, C.O.T.A., and the school principal.
- Article E.3: Evaluation Performance Appraisals shall continue to be enforced for teachers new to the district and for teachers in whom a principal has concerns regarding their teaching practice.
- Teachers who are required to undergo evaluation as per District policy may request to use the Professional Growth Plan instead of Article E.3. Teachers not required to undergo evaluation at present may also request use of a Professional Growth Plan to support their personal professional growth.
- The Professional Growth Plan is optional. The teacher and the principal shall consult to determine participation in the plan. Both need to agree on participation in order for the Professional Growth Plan to proceed.
- Professional Growth Plans shall be an option only for those teachers presumed competent and shall lead only to a satisfactory designation.
- The Professional Growth Plan shall be completed on the approved document and shall be followed by a document indicating completion. It is understood that completion may not equal achievement of the goal(s) and that the teacher may continue to pursue the goal(s) in subsequent years.
- Participating teachers shall keep a record of undertakings or accomplishments. This record shall be of the teacher's design in consultation with the principal and is not intended to be onerous. Portfolios and/or journals are suggested formats.
- A teacher's Professional Growth Plan may include a Professional Development Plan for the following summer's August Pro-D days, with replacement activities occurring within that school year. For all other teachers, use of the Professional Development Plans shall remain as an option as per the existing agreement.
- Teachers may continue to request the traditional evaluation process as per Article E.3 of the collective agreement.

The parties further agree that while the Professional Growth Plan form chosen will be standardized, its application should remain flexible. It is further understood that while district and school goals are a responsibility of all employees, they are not directive of the Professional Growth Plans. Teachers should consider both school and district goals when setting personal goals, but are not restricted by any specific requirements. Growth plans may include any professional activities (definition attached) that meet the teachers desire to expand knowledge and support their desire to grow professionally. They may include but not be limited to action research, exploration of new methodology, or course work.

Both the teacher and the supervising principal must reach an agreement on the content of the Professional Growth Plan in order for the plan to proceed. This agreement is indicated by the initial signoff.

Both the teacher and the supervising principal must reach an agreement on the completion of the Professional Growth Plan in order for the plan to be submitted in lieu of a formal teacher evaluation. This agreement is indicated by the culminating signoff.

The pilot is undertaken on a without prejudice basis by the union and the employer.

PROFESSIONAL GROWTH PLANS

AN ALTERNATIVE TO TRADITIONAL TEACHER APPRAISAL REPORTS

Professional Growth Plans (PGP) – a teacher initiated plan intended to:

- replace a traditional teacher evaluation report.
- formalize the growth plan process for individual teachers.
- provide opportunities for alternate teacher professional development activities replacing the three scheduled summer Pro-D days.

Professional Development Plans (PDP) – a teacher initiated plan intended to:

- provide opportunities for alternate teacher professional development activities replacing the three scheduled summer Pro-D days.

PROFESSIONAL GROWTH PLANS

Teachers may elect to request completion of a Professional Growth Plan (PGP) during the current school year in place of their scheduled evaluation. The plan shall include an outline of both the goals and the professional activities the teacher intends to pursue to achieve completion of the PGP.

The Professional Growth Plan (PGP) process may replace teacher performance appraisals under Collective Agreement Article E.3 and shall be:

- approved by the school principal.
- completed, including details as to the professional development activities, and submitted to the principal for approval by a mutually agreed upon date.
- completed within the stated guidelines and on the form provided.
- concluded with a principal's statement of completion submitted to the District Human Resources Department for inclusion in the teacher's personnel file in lieu of a traditional evaluation report.

It is understood that both parties will strive for mutual agreement. Where a disagreement does occur, on suitability of a teacher for a PGP, goals, proposed activities, or completion, it shall be referred for resolution to a joint committee of COTA and district staff, with final appeal to the superintendent.

Teachers filing Professional Growth Plans will be expected to:

- keep a record of professional activities for the school year (portfolio, journal, or similar record).
- periodically keep the principal up to date during the school year with final sign-off for completion of the PGP by June 30.

The parties recognize that a collegial atmosphere of support and trust is necessary for the success of the Professional Growth Plan process.

AUGUST PROFESSIONAL DEVELOPMENT DAYS

The PGP may include (at the teacher's option) alternate activities in lieu of any, or all, of the designated professional development days scheduled for the following summer, but not the regularly scheduled Professional Development days (2) during the traditional school year. It is possible to complete the Professional Growth Plan process and still participate in the three August Pro-D days.

Alternate activities replacing summer Pro-D days must occur within the same school year (between July 1st and June 30th of the school year in which the summer Pro-D days occur). Planning and authorization for the activity may however, be included within a PGP completed in the preceding year.

All teachers retain the right to use the Individual Professional Development form requesting authorization of independent Pro-D activities on each of the two scheduled professional development days during the traditional school year.

Teachers choosing not to undertake the development of a Professional Growth Plan (PGP) or Professional Development Plan (PDP) addressing August Pro-D days shall:

- attend the scheduled school and/or district based professional development activities in August; or
- complete an individual Pro-D release form (signed off by the school Pro-D chairperson as per current protocol) to attend activities elsewhere during the same time period; or
- make other arrangements as may be acceptable to Director of Instruction – Human Resources (e.g. special circumstance leave, etc.).

All teachers will be held accountable for fulfilling the three days in the pursuit of professional activities. Failure to indicate and undertake one of the above options may cost Special Circumstance Leave day(s) anticipated at \$240.00 per diem.

Teachers currently on leave will have the option of, and teachers hired after August 27 will have the option to be considered for, a Professional Development Plan (PDP) to be approved by September 30 or at a date mutually agreed to by the teacher and the principal. Teachers will not arbitrarily be refused the option for a PDP simply because they are on leave or have joined the district after the three summer Pro-D days have been completed.

Changes to a teacher's PGP or PDP may be made at any time through mutual agreement between the teacher and the principal. The parties (COTA, COPVPA and the district) agree to continue discussions through the school year as to the format and use of the PGP and PDP.

Definition of Personal Professional Development

“The Individual Pro-D Activity planning initiative recognizes that teachers’ professional development requirements are diverse and that individuals or small groups of teachers can use their time wisely to meet their own needs.

Schools are encouraged to develop professional development implementation plans on a collegial basis through their site based Pro-D committees. Teachers are encouraged to still consider school and district based professional day activities (team building or activities related to school or department-wide goals, philosophy or procedures) when they occur during the school year. Individual teachers remain responsible for understanding and implementing school-wide goals.

Professional development is a teacher directed initiative intended to improve the quality of education. It consists of a variety of activities including studying professional literature or materials, taking courses, participating in research, engaging in collegial group activities, and attending conferences. Professional development is not marking, classroom set-up, lesson planning or participating in personal endeavours.”

PROFESSIONAL GROWTH PLAN
An Alternative to Teacher Performance Appraisal as per Article E.3

A. IDENTIFYING INFORMATION

Name: _____ Date: _____
School: _____

B. TOPIC(S) (Area of interest for the teacher)

C. GOAL(S) (Specific personal goal(s) to be achieved by the teacher)

It is understood that while district and school goals are the responsibility of all employees, they are not directive of the Professional Growth Plan.

D. ACTIVITIES – Strategies to be utilized for goal attainment. (e.g. workshops to be attended, training sessions, research to be completed, report to be written, program to be implemented.) See definitions on attached sheet.

E. PLAN for alternate summer professional development days

This PGP is also being completed (please check if appropriate):

- to replace some or all of the 3 summer Pro-D days. Number of days replaced - _____ (1 to 3)

Teacher initial - _____ Principal initial - _____

Alternate Pro-D activities planned:

**F. REPORTING OF PLAN COMPLETION
Overview of reporting method chosen by the teacher (portfolio, journal, etc.)**

G. AGREEMENT for PGP to proceed as an alternative to a Teacher Performance Appraisal

Teacher Principal Date

**H. CHANGES AND/OR FURTHER PLANS implemented during the school year.
(e.g. Continue with plan next year, follow-ups needed, changed to plan)**

(Attach additional information if required)

Teacher initial _____ Principal initial _____

I. Summary of items submitted on completion (portfolio, journal, etc.)

Agreement that completion of Professional Growth Plan has been achieved
(requires signature of teacher and principal prior to June 30th of the current school year)

Teacher: _____ Date: _____

Principal: _____ Date: _____