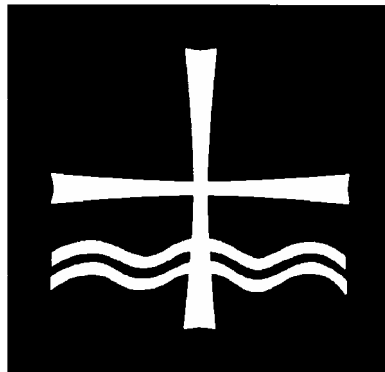


**ARCHDIOCESE OF LOUISVILLE**



**Professional Growth Plan for Teachers**

**Implementation Guide  
Revised Fall 2001**

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# LANGUAGE USED IN PROFESSIONAL GROWTH PLAN FOR TEACHERS

(Materials Needed: Professional Growth Plan)

STANDARD	Standard 1: Demonstrates Professional Leadership
DEMONSTRATOR	1.1 Builds positive relationships within and between school and community.
RUBRIC	Lists demonstrator and descriptions of four performance levels: Unsatisfactory, Needs Improvement, Proficient, and Exemplary
INDICATORS	Specific examples of what the behavior described in the demonstrator may look like in educational settings. A non-exhaustive list--indicators may be added as needed.
DOCUMENTATION	Specific examples of how the behavior described in the demonstrator can be documented. A non-exhaustive list--documentation may be added as needed.

# History of Professional Growth Plan for Teachers

## 1995-96

Kentucky Experienced Teacher Standards "baptized" to reflect unique mission of Catholic schools

Specific indicators added to give examples of demonstrators

Catholic Identity standard added

## 1996-97

Rubrics from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD, 1996, were adapted for Professional Growth Plan demonstrators

Professional Growth Plan was refined

Teacher goal setting forms revised to provide consistency with Professional Growth Plan

Implementation workshops held for principals

## 2000-2001

Technology standard added

Professional Growth Plan revised to reflect information from *The General Directory for Catechesis* and renaming of archdiocesan documents.

## **SUGGESTIONS FOR IMPLEMENTING PROFESSIONAL GROWTH PLAN FOR TEACHERS**

1. Adopt a "community of learners" approach: we'll learn and work through this process together. We all have expertise to contribute, and we all have areas in which we want to grow.
2. Provide time for teachers to read, reflect upon, and discuss the standards.
3. Divide into groups (instructional level, department, mixed, etc.) to read, reflect upon, and discuss standards as a small group. Each group can then report back to the large group.
4. Everyone needs to be familiar with all standards, but a standard a month can be given priority at levels, department, and faculty meetings.
5. Develop an "implementation team" that will work together to plan, facilitate, and support work done with the growth plan.
6. When initiating action plans, begin with one standard and one demonstrator. We're learning the process as well as developing a professional growth plan.

# **PROFESSIONAL GROWTH PLAN FOR TEACHERS**

## **STANDARDS**

Catholic Identity

- Standard 1: Demonstrates Professional Leadership
- Standard 2: Demonstrates Knowledge of Content
- Standard 3: Designs/Plans Instruction
- Standard 4: Creates/Maintains Learning Climate
- Standard 5: Implements/Manages Instruction
- Standard 6: Assesses and Communicates Learning Results
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Engages in Professional Development
- Standard 10: Demonstrates Implementation of Technology

# **UNDERLYING ASSUMPTIONS OF PROFESSIONAL GROWTH PLAN FOR TEACHERS**

## **Grounded in Research**

The growth plan is grounded in a body of research that seeks to identify principles of effective practice and classroom organization--such principles maximize student learning and promote student engagement.

## **New Paradigm for Teaching & Learning**

The growth plan assumes the primary goal of education is to engage students in constructing important knowledge and that it is each teacher's responsibility, using the resources at hand, to accomplish that goal.

## **Purposeful Nature of Teaching**

Instructional decisions are purposeful. Activities and assignments are not chosen merely because they are fun. They are selected or designed because they serve the instructional goals of the teacher as guided by the students' interests and strengths.

## **Community of Learners**

The teacher is not the sole source of knowledge. Students also participate in generating and sharing understanding. The teacher and students together become a learning community in which everyone's contributions are valued.

## **Role of Appropriateness**

The growth plan does not require that certain teaching behaviors be used. Rather, it asks educators, "What combination of particular activities, materials, and methods are *appropriate* to a situation, given a set of instructional goals (the purpose) and an actual group of students?"

## **Nature of Professionalism**

Part of the new paradigm of learning and teaching recognizes the complexity and the highly professional nature of that role. Decisions that teachers make in designing and executing instructional plans are far from trivial. These decisions depend on a sophisticated understanding of the content to be learned and the nature of learning itself. They require familiarity with the students and sophisticated judgments about the likely consequences of different courses of action.

At the same time, the professional nature of the role also imposes responsibilities on teachers. Working with a time-clock mentality prevents teachers as well as others from thinking of teaching as a profession. Professional educators must assume responsibility for understanding content, the cultural environments from which their students come, and the design of coherent instruction.

The growth plan rests on the assumption that teaching is indeed a profession and that the wise exercise of professional judgment distinguishes the exceptional teacher from the less accomplished.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD, 1996.

# **FEATURES OF PROFESSIONAL GROWTH PLAN FOR TEACHERS**

## **Comprehensive**

The growth plan refers not only to what occurs in the classroom but also to what happens outside its walls. The growth plan acknowledges that other types of work contribute significantly to a teacher's success with students.

## **Public**

The growth plan is publicly known and puts discussion surrounding the demonstrators in the hands of those who must use them--teachers. Discussion becomes an important vehicle for professional development. Dialogue that centers on the growth plan and how the different demonstrators are revealed in different contexts becomes a powerful vehicle for meaningful discussion about the enhancement of teaching.

## **Generic**

The growth plan applies to virtually every setting. It describes those aspects of teaching that occur in some form in every context. How each demonstrator is exhibited--the specific actions a teacher or students may take--will vary in different situations. Although some demonstrators are more important in some contexts than in others, the demonstrators themselves apply to every setting.

## **Not a Checklist of Specific Teaching Behaviors**

The growth plan provides a structure within which educators can situate their actions. The demonstrators are grounded in the assumption that even though good teachers may accomplish many of the same things, they do not achieve them in the same way. Therefore, a list of specific behaviors is not appropriate. Rather, what is needed is a set of commonalities underlying the actions, with the recognition that specific actions will and should vary, depending on the context and the individual.

## **Not an Endorsement of a Particular Teaching Style**

Teachers have a repertoire of strategies from which they can select a suitable one for a given purpose. No single approach will be effective in every situation, for each set of instructional goals, or with all individuals or groups of students. These choices and decisions represent the heart of professionalism. The growth plan does not endorse any particular teaching style for all teachers; it does, however, enable educators to engage in conversations about the appropriateness of choices made at many points in a lesson or unit. No one approach is a "one size fits all." But some approaches will be better suited to certain purposes than others. Making good and defensible choices is the hallmark of a professional educator.

## **Dependent on Context**

The demonstrators depend on context for their specific manifestation. In fact, identification of student and teacher actions that illustrate the demonstrators in different contexts is the principal way that educators can develop an understanding of them. Instructional goals for an 8th grade science teacher, a physical education teacher with a 4th grade class, and an English teacher of Advanced Placement English literature will be different. But they can all be analyzed for their value, clarity, suitability, and balance.

## **Can Be Demonstrated in Diverse Ways**

The demonstrators are not all exhibited in the classroom. Many demonstrators are manifested in the interactions a teacher has with families; colleagues, both within the school and district and in larger groups, such as professional organizations and university classes; and the community of business and civic leaders. Teachers can also exhibit many demonstrators through materials they create and interpret.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD, 1996.

# **ROLE OF PROFESSIONAL GROWTH PLAN FOR TEACHERS IN SUPERVISION AND PROFESSIONAL DEVELOPMENT**

*The teacher is key!*

1. Plan must fit with the district and school procedures for supervision.
2. Goal setting, based upon the plan, is essential.
3. Data collection is used to document progress toward goals.
4. Professional development plan is created to reach goals.
5. Evaluation of goals *TAKES THE LONG VIEW*.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD, 1996.

# **UTILIZING THE PROFESSIONAL GROWTH PLAN FOR TEACHERS**

(Materials Needed: Professional Growth Plan & Action Plan)

1. Teacher utilizes the Professional Growth Plan for self-assessment and determines a standard and demonstrator(s) for professional growth.
2. Teacher, in consultation with principal, formalizes goals by completing the action plan which asks for evidence of success and professional development initiatives.
3. Throughout the supervision process, the teacher and principal will meet to discuss progress on the action plan. Reflections and modifications (if needed) will be noted.
4. Progress toward growth plan initiatives will be incorporated into the teacher's final appraisal report.

# **DOCUMENTATION**

(Materials Needed: Professional Growth Plan & Forms Below)

Documentation of demonstrators may take many forms. Specific examples are included for each demonstrator in the Professional Growth Plan for Teachers. The following forms may be used to assist with documenting progress toward particular demonstrators:

Professional Development Log

Professional Contribution Log

School and District Contribution Log

Family Contact Log

Reflection Sheet

A portfolio approach may be used to organize documentation and other relevant professional information (current resume, copy of certification, etc.).

# **LEVELS OF PERFORMANCE**

## **UNSATISFACTORY**

The teacher does not yet appear to understand the concepts underlying the demonstrator. Working on the fundamental practices associated with the demonstrator will enable the teacher to grow and develop in this area.

## **NEEDS IMPROVEMENT**

The teacher appears to understand the concepts underlying the demonstrator and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

## **PROFICIENT**

The teacher clearly understands the concepts underlying the demonstrator and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

## **EXEMPLARY**

Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD, 1996.