



Background

The Calgary Girls Charter School recognizes that in order for an educational organization to grow, develop and prosper, all personnel must be involved in professional development designed to improve performance in all areas. Professional development contributes to the overall quality of education provided for students at CGCS. Professional development goals may be set by the employee and/or directed by the school authority in order to meet outcomes in the Three-Year Education Plan. The employer provides financial resources and designates time in the annual calendar for professional development.

Procedures

1. The purpose of professional development is for staff to:
 - 1.1 Engage in reflective practice and inquiry,
 - 1.2 Maintain, individually and collectively, a high standard of professional practice,
 - 1.3 Remain current with educational and/or operational trends, research and practice.

2. An integrated program of teacher learning contributes to a collaborative professional culture in which teachers develop an understanding of instructional and organizational goals, instructional methods, continuous growth and improvement, problems, and solutions. Quality professional learning must be effective in developing teacher capacity and measurably impact both teacher and student learning. High quality, effective professional learning is:
 - 2.1 Focused on helping teachers become more deeply immersed in subject matter and pedagogy;
 - 2.2 Curriculum-centered;
 - 2.3 Sustained, rigorous and relevant; and
 - 2.4 Directly linked to what teachers do in classrooms to support student learning.

3. Effective professional learning for non-certificated staff is essential to the success of the learning organization. Professional practice, including new technologies, organizational strategies, current and changing regulations and legislation, requires non-teaching staff to:
 - 3.1 Collaborate with other Charter school professionals to learn and set trends;
 - 3.2 Seek out learning opportunities that address problems of practice; and
 - 3.3 Engage in a cycle of ongoing learning and continuous improvement to meet jurisdictional goals.

4. Staff professional development is defined as a wide range of activities in which staff participate individually or collectively to improve their professional practice and/or to enhance student learning. Professional learning can include but is not limited to the following:

- 4.1 Individual goal setting (annual PGP);
 - 4.2 Courses, conferences and workshops;
 - 4.3 Visiting other schools (both within and outside of the Calgary Girls Charter School organization);
 - 4.4 Guest teachers in classrooms;
 - 4.5 Literature groups and study groups;
 - 4.6 Best practice review;
 - 4.7 Graduate studies;
5. Professional development creates opportunities for collaborative planning, deepens philosophical and pedagogical understandings, expands teachers' repertoires of instructional methods, and links teachers to other professionals within and outside of the organization.
6. Implementation
- 6.1 Each staff member will develop a Professional Growth Plan which is reviewed and revised at least annually.
 - 6.2 Individual professional goals, identified school goals and Jurisdictional goals will drive professional learning.
 - 6.3 Individuals who attend courses and conferences are encouraged, and/or may be asked, to share insights and ideas with others.
 - 6.4 Individuals may apply for school professional development funds. The allocation of such funds will be determined by the Professional Learning Advisory committee, which will include the Principal.
 - 6.5 Annually, the Superintendent, in consultation with the Principal, will establish a professional development budget to meet the goals of the Three-Year Education Plan.
 - 6.6 A Professional Learning Advisory committee will be established annually to:
 - 6.6.1 Work on long-term planning for professional learning.
 - 6.6.2 Bring forward recommendations to the Administrative Team to aid in designing, organizing, and supporting the professional learning activities of the school.
 - 6.7 All school professional learning will be based on goals outlined in the Annual Education Plan, as well as the Charter, vision, mission, values and beliefs.
 - 6.8 The Superintendent will recommend to the Charter Board that provision be made for the inclusion of professional learning funds in the annual school budget.

Reference:

Education Act, s. 18, 33, 52, 196, 197, 213, 214, 215, 218, 222
 Freedom of Information and Protection of Privacy Act
 Certification of Teachers Regulation A.R. 84/2019
 Practice Review of Teachers Regulation 4/99
 Ministerial Order 018/2019 – Certification of Teachers and Teacher Leaders Regulation
 Ministerial Order 026/2019 – Practice Review of Teachers and Teacher Leaders Regulation
 Practice Review of Teachers Information bulletin 3.3.2
 Teaching Growth, Supervision and Evaluation Policy 2.1.5
 Guide to Education ECS to Grade 12



Each staff member employed by the Calgary Girls Charter School must prepare a Professional Growth Plan. School based staff must provide a copy of the plan to the Principal. Board office staff, as well as the Principal, will provide a copy to the Superintendent by the date established by the Superintendent or no later than the end of October.

A Professional Growth Plan:

- Reflects action research based on assessment of learning needs by the individual staff member;
- Demonstrates criteria based on Alberta Education's Teaching Quality Standard or Leadership Quality Standard and the Calgary Girls Charter School Model for Teacher Evaluation and Professional Growth;
- Considers and links to the Three-Year Education Plan of the school; and
- Considers and links to the recommendations for teacher or professional growth provided by the school leadership team through ongoing supervision.







An annual professional growth plan:

- May be a component of a long-term, multi-year plan;
- Incorporates action research supported by a literature review; and
- Is supported by access to professional learning funds in the form of merit pay and/or the school's professional development budget.

Professional growth plans can take many forms. They can be text or graphic. They can include mind maps or web formats. Whatever the format, the plan must demonstrate a relationship to the Teaching Quality Standard for Certificated Staff or the Leadership Quality Standard for School Based Administrators and the Calgary Girls Charter School Model for Evaluation and Professional Growth. It must include the following essential information:













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|--------------|-------------------------------------|
| • Name | • Timeline |
| • Dates | • Indicators or Measures of Success |
| • Goals | • Reflections and Implications |
| • Strategies | |

Sample Professional Growth Plans (source: Alberta Teacher's Association)

- Template 3.1: [Annual Professional Growth Plan Incorporating Reflection](#) 
- Template 3.2: [A Professional Growth Plan Incorporating the STP Process](#) 
- Template 3.3: [Annual Professional Growth Plan Framework](#) 
- Template 3.4: [Professional Growth Plan Framework Using the 5 W's](#) 
- Template 3.5: [Concept Map/Fishbone](#) 
- Template 3.6: [A Professional Growth Plan Developed with a Community of Learners](#) 

The following self-assessment tools may be used individually or in collaboration with teaching colleagues or school administrators.

Self-Assessment Tools for Teachers

- Tool 2.1: [My Personal Qualities as a Teacher](#) 
- Tool 2.2: [My Subject Area Expertise](#) 
- Tool 2.3: [My Professional Identity](#) 
- Tool 2.4: [My Parent Communication Skills](#) 
- Tool 2.5: [The Learning Environment](#) 
- Tool 2.6: [How I Respond to Student Diversity](#) 
- Tool 2.7: [My Student Assessment and Evaluation Strategies](#) 
- Tool 2.8: [My Classroom Communication Strategies](#) 
- Tool 2.9: [Using Technology for Teaching and Learning](#) 
- Tool 2.10: [Teaching and Learning Resources](#) 
- Tool 2.11: [Contributing to a Culture of Learning](#) 
- Tool 2.12: [My Classroom Management](#) 

Reference:

Education Act, s. 18, 33, 52, 196, 197, 213, 214, 215, 218, 222
Ministerial Order 018/2019 – Certification of Teachers and Teacher Leaders Regulation
Ministerial Order 026/2019 Practice Review of Teachers and Teacher Leaders Regulation
School Leadership Framework