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Teacher:	School:
Years of Experience:	Date:

Next Scheduled Supervision Date:

Assignment:

The Plan:

The foundation of ensuring the above beliefs are realized is embedded in teacher practice at the school and classroom level. As such, teachers are required to complete a Professional Growth Plan that provides them with the autonomy to identify areas of growth and plan for their enhancement based on the SPTRB teacher competencies.

Please complete a self-reflection on all the components that comprise the domains as outlined in this document and identify areas of professional growth.

Important Dates:

- October 15th Professional Growth Plan Submission Date
- Mid Year: Mid-term meeting to review progress
- May 15th Final progress report (Verbally or Written)



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1 INSTRUCTIONAL COMPETENCIES						
1A: PLANNING The teacher applies a current and comprehensive repertoire of effective planning to meet the learning needs of every student.			Developing ×	Meeting ×		
Teachers demonstrating competency in this area:Additional Information		Evi	dence to suppo	ort		
 Develop daily, unit, and year plans that reflect curricular alignment and formative and summative assessment plans. Plan technologies appropriately and in alignment with the ISTE standards ISTE Student ISTE Educator Incorporate a wide variety of responsive instructional strategies to accommodate learning needs of individual learners. Infuse FNMI knowledge, content, and perspectives in meaningful ways 	 competency in this area: Develop daily, unit, and year plans that reflect curricular alignment and formative and summative assessment plans. Plan technologies appropriately and in alignment with the ISTE standards ISTE Student ISTE Educator Incorporate a wide variety of responsive instructional strategies to accommodate learning needs of individual learners. Infuse FNMI knowledge, Year plans consist of minute allocations, curricular alignment, assessment overview, and timelines. Course outlines state curricular outcomes, assessment breakdown, classroom routines and procedures, and parent communication plan. Unit plans incorporate components of curriculum alignment, assessment plans, and sequence of delivery. Lesson plans incorporate curricular outcome/indicators, learning targets, lesson core, assessment, and additional materials. FNMI practices and resources are incorporated into planning. Example include: Utilizing FNMI resource people, story-telling, land-based learning, sharing circles, and current LPSD programs and 		owth:			



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1B: INSTRUCTION The teacher applies a current and compreh meet the learning needs of every student.	Not Meeting ×	Developing ×	Meeting ×	
Teachers demonstrating competency in this area:	Additional Information	Evide	ence to suppo	rt
 Use data-based, responsive, instructional strategies to accommodate the learning needs of individual learners. Infuse the use of learning targets into lessons so that students can speak to what they are learning. Effectively incorporate the gradual release of responsibility into lesson delivery. Demonstrate a deep and accurate understanding of content Clearly explain content that is without error. Productively engage students during small group or independent work. Facilitate learning tasks and classroom discussions so students are engaged and thinking critically Use questioning techniques that are artful and strategic Provide opportunities for students to share their thinking with the teacher and with each other Pace the lesson so students are intellectually engaged 	 Instructional Strategies such asare used Cooperative learning Differentiated instruction Mind mapping and brainstorming Questioning techniques Visualization Inquiry Think-pair-share Learning centers Lecture Project based learning Jigsaws <u>STF Instructional Strategies</u> Instructional Strategy List Learning targets are clearly communicated verbally and visually at the beginning, middle, and end of the lesson Questions are varied Different levels of student thinking are promoted Effective wait time is used Questions are evenly distributed to maximize student engagement Student responses are used to build deeper student understanding	Strengths:	owth:	



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1C: ASSESSMENT The teacher applies a current and comprehensive repertoire of assessment practices that meet the learning needs of every student.			Developing ×	Meeting ×
Teachers demonstrating competency in this area:	Additional Information	Evidence to support		
 Apply assessment practices that effectively align to the curricular outcomes. Align assessment practices to the LPSD <u>AP 360</u> Use a variety of formative and summative assessment practices for students to demonstrate their learning. Use evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences. Provide accurate, constructive and timely feedback on student learning. Differentiate assessment practice based on student need 	at meet the learning needs of every student.Teachers demonstrating competency in this area:Additional Information• Apply assessment practices that effectively align to the curricular outcomes.• Formative Assessments such as • Write-pair-share • Self-assessment sorting• Align assessment practices to the LPSD AP 360• Formative assessment sorting • Write your own quiz question • Mini Whiteboards• Use a variety of formative and summative assessment practices for students to demonstrate their learning.• Fist to five • Extension projects 		owth:	



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	2 PROFESSIONAL COMPETENCIES						
2A: RELATIONSHIPS The teacher demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families, and communities.			Not Meeting ×	Developing ×	Meeting ×		
Teacl	ners demonstrating competency in this area:		Additional Information	Evic	lence to suppor	t	
	Engage all students intellectually, physically, emotionally and spiritually. Interact with students in a respectful, dignified, and professional manner. Foster relationships that will empower students to contribute their voice. Build meaningful and supportive relationships with students. Develop a culture that values and appreciates different perspectives, beliefs and lifestyles. Partner with FNMI parents/ guardians, Elders/knowledge keepers, cultural advisors, and local community members to promote reconciliation.	•	Apply a strengths-based approach to empower the student in the diverse context of their schools, families, and communities. Collaborate with community service professionals, including mental health, social services, justice, health, and law enforcement. Are cognizant and mindful of cultures within a classroom and are responsive to cultural diversity.	Strengths: Areas for Gr	owth:		



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2B: LEARNER The teacher demonstrates a commitment to service lifelong learners and inquirers.	Not Meeting ×	Developing ×	Meeting ×	
Teachers demonstrating competency in this area:	Additional Information	Evide	nce to suppor	t
 Actively seek out feedback to enhance teaching practice. Seek new knowledge Embrace technology to enhance knowledge and inform practice. Articulate their personal learning journey regarding Canadian colonial context, especially in reference to Saskatchewan and Western Canada, specifically how it impacts teaching and learning for Indigenous and non-Indigenous peoples. Convey knowledge of FNMI worldview, culture, history, and contributions as well as their impacts on contemporary experiences and relationships. 	 Critically review and apply educational research to improve practice. FNMI knowledge (e.g. treaties, scrip, reconciliation and diversity in FNMI cultures) 	Strengths: Areas for Grow	vth:	



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2C: SERVICE The teacher demonstrates professionalism in service students and to the profession.	Not Meeting	Developing ×	Meeting ×	
Teachers demonstrating competency in this area:	achers demonstrating competency in this area: Additional Information		ence to suppo	ort
 Actively contribute to school events, district events, and community projects. Maintain positive and productive relationships with colleagues. Prioritize the school and school division in a team-like manner. Display high standards of honesty, integrity, and confidentiality with colleagues, students, and the public. Actively work with students, school teams, and parents to ensure student success. Effectively collaborate for the good of all learners. Comply with all division policies and procedures and STF code of conduct. 	Collaborate in professional learning teams	Strengths: Areas for Gr	owth:	



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2D: INCLUSION and ENVIRONMENT The teacher establishes, promotes and sustains includiversity is embraced and every student is welcome	Not Meeting	Developing ×	Meeting ×	
Teachers demonstrating competency in this area:	Additional Information	Evide	ence to suppor	rt
 Use universal and targeted strategies and supports to address every student's strengths, needs, and areas for growth. Communicate a philosophy of education affirming that every student can learn and be successful. Create a culture of collaboration with stakeholders and student services personnel. Create engaging, productive, positive, and inclusive learning environments. Monitor and effectively respond to student behavior. Incorporate students' personal and cultural strengths into teaching and learning. Arrange the physical learning space to support instructional goals, convey positive messaging, and support students in creating a culture of learning. 	 Service providers include resource people within the school, division, and outside services Effective classroom management strategies and established standards of conduct (ie:greeting students at the door, bell work, mindfulness,) The essential condition for inclusion is that it is about ALL students it is not just about students with exceptionalities Inclusion is the concept of teaching to the diversity of all and not trying to homogenize people Choosing Inclusive Learning Resources Elementary Guide Choosing Inclusive Learning Resources In a true definition of inclusion, there is no "other." Inclusion is not just about place and time; it's about place with a purpose 	Strengths: Areas for Gr	owth:	



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	The Plan				
	Choose 1-2 areas for gro	owth and create your pla	an in the template below.		
Domain	Strategy	Support	Time	Evidence	

Summary Reflections (Year End)