



GROWING PROFESSIONALLY

2019-2020

FOREWORD

The Guide was developed by the VIS Professional Growth and Evaluation Task Force during the 2018-2019 school year. The Task Force members were: Mark Gordon (SS teacher), Andrea Ferris (SS teacher), Jon Welchman (PS teacher), Olivia Petraglia (PS teacher), Alistair Nelson (DP Coordinator), Tara Lee (MYP Coordinator), Chad Welsch (PYP Coordinator), Glenn Lawler (PS Principal), Tina Santilli (SS Principal) and Elsa Donohue (HOS).

The research-based philosophical underpinnings of this document are intended to align with the VIS Core (Vision, Mission, Values).



PURPOSE, PROCESS AND PRODUCT

The VIS process is a professional growth model. It guides teachers in their professional practice and supports quality learning opportunities for all students.

Teachers and school leaders use the model for reflection and analysis of current teaching practice as well as to guide the planning and redesign of activities, lessons and units of work. The purpose of the model is to

- » improve student learning
- » improve teaching practice
- » grow professionally
- » provide for reflection and analysis of current teaching practice
- » provide formal recognition of a teacher's professional growth
- » support teacher professional learning

The design of this process mimics the school's approach when working with students.

STUDENT	TEACHER
Blog/portfolio	Blog/portfolio
Sets goals	Sets goals
Reviews goals	Reviews goals
Engages in reflection	Engages in reflection
Receive feedback along the way	Receive feedback along the way
Revises goals	Revises goals
Gathers evidence	Gathers evidence
At regular intervals, checks in and discusses growth based on evidence	At regular intervals, checks in and discusses growth grounded on evidence
At a regular interval receives written feedback	At a regular interval receives a written feedback.



THE GROWTH & APPRAISAL PROCESS

All members of faculty aspire for professional growth and seek continuous improvement. Through all facets of their work, faculty engage with opportunities for professional growth, including collegial conversations, Professional Learning Community (PLC) team learning, personal external Professional development (PD), divisional professional learning experiences, as well as school-wide learning in line with our VIS Destiny Plans.

As our reflective tool, all faculty use the [VIS Teaching Standards of Practice](#) document to reflect on their professional practice. This reflection tool forms the basis for conversations with their colleagues and divisional supervisors.

GROWTH THROUGH TEAMS MODE

The Growth through Teams mode is designed for teachers to work interdependently and collaboratively in Professional Learning Community (PLC) teams to develop exemplary pedagogical practice, reflect on teaching and learning and undertake action research.

The Growth Through Teams mode relies on high-quality critical reflection, shared leadership and peer-to-peer coaching. Team-based growth is conducted in this mode, and it is the expectation that all team members contribute to the professional work of the team and reflect on the success of the team. The team focuses on analysing both qualitative and quantitative evidence to improve student learning.

There is no formal summative evaluation of individuals in The Growth through Teams mode. Supervisors or evaluators supporting teachers in this mode focus on the expectations of the PLC team to support high levels of learning for all students.

The expectations set out for [highly effective PLC Teams](#) describe the work of professional team members who are in the Growth Through Teams mode. This checklist tool provides a focus for teams and particularly learning leaders in supporting those learning-focused teams.

GROWTH THROUGH INQUIRY MODE

The Growth through Inquiry mode is intended to allow teachers to inquire more deeply into their own learning, affirm and celebrate the work and growth of VIS teachers, and support new teachers in their transition into the VIS Learning Community.

All new faculty enter into Growth Through Inquiry in their first year at VIS. Growth Through Inquiry mode is one year in duration. To sustain the cyclic nature of the model, continuing VIS teachers enter into the Growth Through Inquiry mode usually every three years, or as determined by their divisional leadership team. In some circumstances, in order to balance numbers in the various modes of evaluation, teachers may enter Growth Through Inquiry mode earlier or later.

A supervisor will support teachers in a process of self-reflection using the [VIS Teaching Standards of Practice](#) reflective tool to set learning goals, conduct ongoing observations, guide and coach the teacher through a reflective cycle. An example of the documentation used to set goals, provide evidence and summarise growth can be provided upon request.

Teachers in Growth through Inquiry mode can also work with a range of colleagues to seek feedback and support during their year in Growth through Inquiry mode.

There is an expectation that continuing teachers in the Growth Through Inquiry mode will set two [professional goals](#) drawn from at least two performance standards in the [VIS Teaching Standards of Practice](#). At times, the supervisor may suggest, recommend or determine other goals or lines of inquiry.

For new teachers, the expectation for Growth Through Inquiry mode is to actively engage with and understand the process, with the purpose of assimilating into the ethos of teaching and learning at VIS. New teachers will meet with their supervisors and set at least one goal, or line of inquiry, for growth. At times, the supervisor may suggest, recommend or determine other goals or lines of inquiry.

An evaluative summary, based on a body of professional evidence aligned to the [VIS Teaching Standards of Practice](#) is completed for all teachers by the end of their Growth Through Inquiry Mode year.

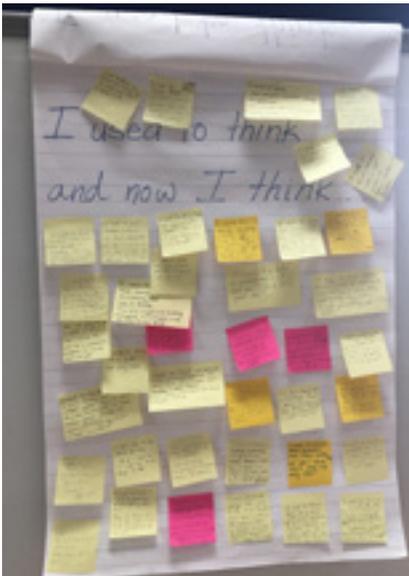
Some faculty who have completed a Growth Through Response mode may be required to enter Growth through Inquiry mode. Those faculty in Growth through Inquiry mode are still participants in the Growth Through Team reflection.

GROWTH THROUGH RESPONSE MODE

This mode is intended to support teachers in specific areas of growth, who have either self-identified as needing some support or whose supervisor has observed and noticed as benefiting from that additional support.

A teacher in Response Mode creates a plan to respond effectively to areas identified, in consultation and partnership with their supervisor. These areas may arise from a concern or concerns in the classroom, within a team/department, or the broader community. The reflective tool [VIS Teaching Standards of Practice](#) will be used to identify the specific areas that may require attention or response. The response plan will include strategies to gather evidence, supporting resources, and timelines. In Growth through Response mode, the teacher is empowered to address any area of need through critical reflection, coaching, and feedback that may involve students or colleagues.

The time frame for Growth through Response mode is dependent on the nature of the support required and is agreed upon between the supervisor and teacher. The Growth through Response mode is concluded with a final, documented summary conversation between the teacher and his or her supervisor, where supporting evidence is discussed and strategies to sustain changes are agreed upon.



GROWTH THROUGH GUIDANCE MODE

The Growth through Guidance mode is intended for faculty who are in need of significant professional support, as a body of professional evidence suggests an inability to meet expectations as defined by the [VIS Teaching Standards of Practice](#). Growth through Guidance mode is designed to support the teacher through an intense, structured and monitored intervention plan. The mode respects the teacher and provides many opportunities to reflect on practice and to grow professionally to meet expectations. The onus of responsibility for improvement is on the teacher, with the support of the institution and supervisors.

The evidence for this placement is based on a variety of sources, including observations and/or feedback from supervisors, colleagues, students and parents. Placement on the Growth through Guidance mode is made by the teacher's supervisor, in consultation with the divisional principal (of different). A teacher may be placed in Growth Through Guidance mode at any time during the academic year.

Several evaluators may participate in the Growth Through Guidance mode to provide multiple perspectives and intensive support. A teacher in Growth Through Guidance mode may nominate a critical friend or mentor to further support their intervention plan.

Growth through Guidance mode is designed to enable growth but it may also have serious implications for continued employment at Vientiane International School, if the goals defined by an intervention plan are not met. If the process of Growth through Guidance indicates a lack of capacity for professional growth (e.g low reflective and pedagogical skills), or a failure to meet the goals described in the intervention plan, the result may be the implementation of disciplinary measures in accordance with the [VIS Disciplinary Policy and Procedures](#) or, if the situation warrants it, a non-renewal of contract.



Personal development is a major time-saver. The better you become, the less time it takes you to achieve your goals."

- Brian Tracy, Author

GROWTH & APPRAISAL PROCESS CHART

MODE	WHO	WHEN/ FREQUENCY	WHAT	PROCESS/ EVIDENCE
Growth Through Teams	Every Teacher	Every year; throughout the year.	Work collaboratively in Professional Learning Community (PLC) teams through Challenge Planners.	Use the VIS Teaching Standards tool to individually reflect. No formal summative evaluation of individuals. PLC Teams reflect on the Highly Effective Teams checklist as well as their Challenge Planner progress.
Growth Through Inquiry	New teachers to VIS	First year at VIS	New teachers inquire into their own learning and celebrate their work and growth. New teachers are supported through their transition. New teachers <u>set one goal</u> .	Use the VIS Teaching Standards tool to individually reflect. Portfolio and an evaluative summary, based on a body of professional evidence aligned to the professional standards delineated in VIS Teaching Standards
	25 % of returning teachers, each year	Every third year	Returning teachers inquire more deeply into their own learning and celebrate their work and growth. Returning teachers <u>set two goals</u> .	
Response	Individual teachers who either seek support or are identified as needing support, based on feedback received or observations made.	As needed...A teacher may be placed in Growth Through Response mode at any time during the academic year.	A response plan is developed. The teacher is empowered to address the identified area of need through critical reflection, coaching, and feedback that may involve students or colleagues.	A <u>response plan</u> is created. Final, documented summary conversation between the teacher and his or her supervisor, where supporting evidence is discussed and strategies to sustain changes are agreed upon.



Appendix

- [VIS Teaching Standards](#)
- [Highly Effective Teams Checklist](#)
- The Purpose of Student Survey Data: Each year students will participate in surveys with the intention of providing feedback to their teachers about their learning. The student survey data is integral to the body of professional evidence that teachers will use to document their growth in a mode and reflect on their practice. The survey data goes directly to the teacher and will inform goal setting, reflection, and/or conversations with their supervisor
- Possible Items that can be included in the Body of Professional Evidence:
 - » Teacher Self-Assessments
 - » Lesson Study/Peer Observation
 - » Classroom Walkthroughs and Feedback
 - » Analysis of Student Work
 - » Video Excerpts of Learning
 - » Common Assessment Exemplars
 - » Record of Learning Conversations/Consultations
 - » Explicit Products of Collaboration
 - » Student Achievement, Growth Data and Assessment Analyses and interpretation
 - » Student Surveys/Feedback from students
 - » Parent Surveys
 - » Professional Learning Data/Records
 - » Student Rubrics
 - » Student Portfolios (Seesaw)
 - » Response and Guidance Plans
 - » Unit and Lesson Plans
 - » Performance Assessment Products
 - » Assessment-Standards Alignments
 - » ManageBac Documentation
 - » Moderated Performance Assessment Exemplars and Annotated Student Work Samples
 - » Team Meeting Minutes
 - » Team Meeting Observations and Conferences
 - » Facilitation and Analysis Protocols
 - » Parent Communiques and/or conversations with their supervisor.
- [Goal Setting Form](#)
- [Response Plan](#)
- [Guidance Mode Plan](#)

Our Mission

We challenge, inspire and empower learners to develop their unique potential in our changing world.

Our Vision

We will lead the way toward a sustainable future.

Our Values

We value balance, resilience, respect, innovation and courage.

