



**Form 421 – 1**

**ANNUAL PROFESSIONAL GROWTH PLAN for LEADERSHIP**

(to be completed and discussed by October 30th)

Mid-Year Review: January - March

Final by June 15

Principal: \_\_\_\_\_ Year: \_\_\_\_\_

Certificate Number: \_\_\_\_\_

Experience at Present School: \_\_\_\_\_ Overall: \_\_\_\_\_

Present Assignment: \_\_\_\_\_

Using the self-reflection forms, I feel that my areas of greatest strengths are:

Growth areas in which I may be interested:

Focus:

Existing Placement:

Desired Placement:

Behavioural Indicators:

Support Needed:

Mid-Year Update (January to March)

Final Discussion (June)

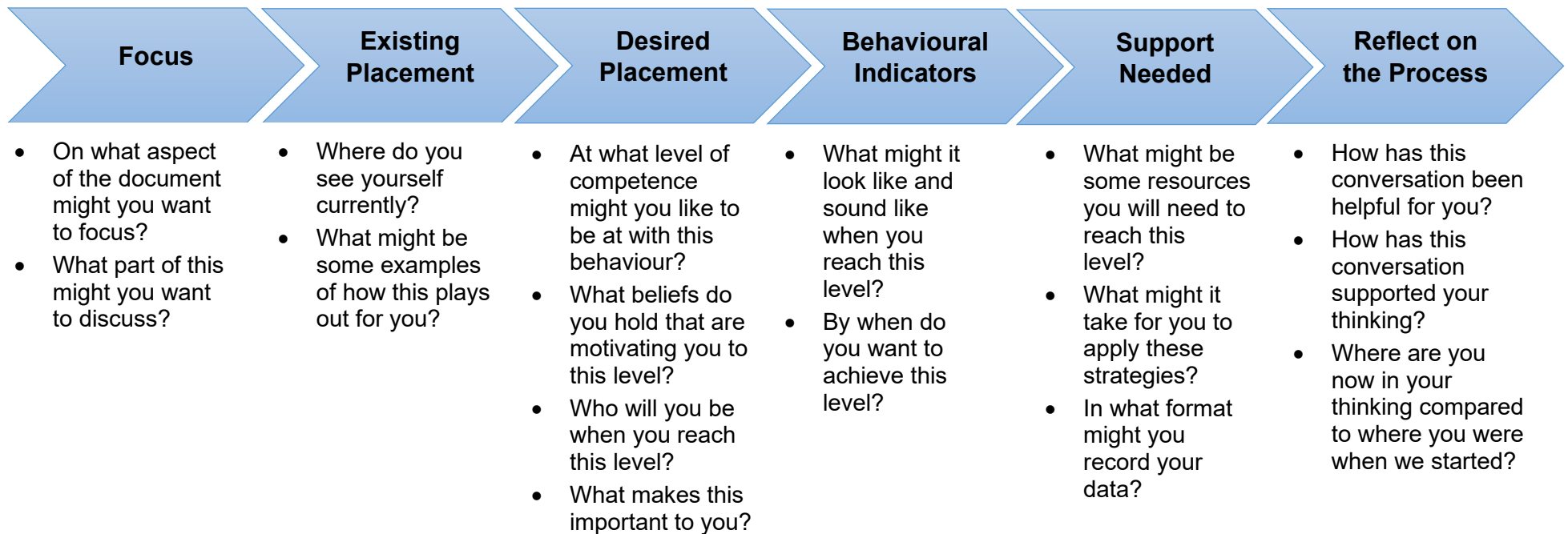
Leadership Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Calibrating Conversation

To calibrate means to compare something to a standard or benchmark. In calibrating conversation, it is important to have a third point in communication. Third point is a nonverbal strategy that comes from the work of Michael Grinder. It establishes a triangle with the facilitator as one point, the coachee as a second point and the data or focusing information as the third point.

- In a calibrating conversation, the third point is the externally generated, mutually agreed-upon document.
- Focusing on the third point increases the coachee's psychological safety by separating the information from the coach and allowing the coachee to talk with and about the data without having to make eye contact.
- The goal is to turn data and information into a "thing." It is much easier to talk about "things" than to talk about "you."



Reference on August 28, 2016, from [www.thinkingcollaborative.com](http://www.thinkingcollaborative.com)

## Leadership Self-Assessment: GSSD PD Continuum

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 - No experience or expertise
- 2 - Limited experience or expertise
- 3 - Some experience and average expertise
- 4 - Extensive experience and expertise

<b>Setting Direction</b>		1	2	3	4
A visionary leader is able to develop shared places for sustainable growth.					
D1.	Applies strategic planning processes (i.e.: outcome mapping, appreciative inquiry) to share leadership with stakeholders when developing school goals.				
D2.	Monitors effectiveness of school programming through data and evidence.				
D3.	Aligns and focuses school-based initiatives with division and provincial needs.				
D4.	Builds a sense of passion and urgency when working towards school goals.				
D5.	Allocates budget and resources according to priorities identified in school and system strategic plans.				
D6.	Builds collective ownership of school goals and actions				

<b>Awareness</b>	<b>Implementation</b>	<b>Refinement</b>	<b>Innovation</b>
I am aware of and strive to understand the connections between our staff's shared vision and goals, and how they are aligned to school, division, community, and sector priorities that enhance student learning and well-being. I contribute to an action plan that brings our school and division improvement plans into my everyday work.	I develop and communicate our shared vision and goals, aligning school, division, community, and sector priorities to focus on key areas that enhance student learning and well-being. I outline an action plan that brings our school and division improvement plans into everyday work, monitoring and communicating progress.	I honour the voices and needs of families, students, and staff as we apply research-based strategic planning processes to co-construct our school improvement plans and actions to be responsive to relevant, current data. I design actions, allocate resources, and provide supports based on a holistic, data-informed view that considers formal, informal, qualitative and quantitative information.	I pursue innovative and creative ways to share my knowledge of setting direction through strategic planning and communication of our shared work and its results to support my colleagues, and to influence systemic and individual shifts in understanding and action.

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<b>Developing People</b>		1	2	3	4
A leader recognizes the importance of every learner, both students and teacher.					
P1.	Implements a cycle for teacher growth planning, assessment and monitoring.				
P2.	Communicates effectively with teachers to promote professional growth.				
P3.	Encourages and models a collaborative culture that promotes change.				
P4.	Promotes a safe and healthy working environment.				
P5.	Recognizes when conversations become crucial and promotes safety and solution-focused communication.				
P6.	Shifts from coach to collaborator to consultant to supervisor based on what staff need to grow and feel supported.				

<b>Awareness</b>	<b>Implementation</b>	<b>Refinement</b>	<b>Innovation</b>
I am aware of how to plan for effective and research-based professional development that are focused on student needs. I have a good foundation in communication skills and can navigate professional conversations effectively.	I stimulate the learning of all staff through thoughtful and appropriate conversations, providing effective and research-based professional development opportunities that are focused on student needs. I recognize when a conversation has become crucial (high stakes, emotional, opposing opinions) and can navigate the conversation to become solution-focused and productive.	I honour my staff by creating a place for wellness and learning for all. I design professional learning based on student data, and create opportunities to celebrate achievements with faculty, students, families, and the community. I wear and shift between various 'hats' (supervisor, coach, consultant, and collaborator) to support the professional learning of colleagues and apply appropriate communication skills within a variety of contexts.	I pursue innovative and creative ways to share my knowledge of developing people through professional development and communication skills to support my colleagues, and to influence systemic and individual shifts in understanding and action.

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<b>Leading the Instructional Program</b>		1	2	3	4
A leader recognizes the importance of every learner, both students and teacher.					
L1.	Views supports on a system scale, operationalizing programs and services.				
L2.	Creates/implements monitoring processes to know what practices are in place, and the strengths and areas of growth of each staff member.				
L3.	Knows what quality assessment practices look like.				
L4.	Empowers staff to develop differentiated school experiences for students.				
L5.	Collaborates with staff to understand the intent of curriculum and pedagogical best practices for that grade and subject.				
L6.	Works with staff to establish indicators of concern for students and knows which students are at risk.				

<b>Awareness</b>	<b>Implementation</b>	<b>Refinement</b>	<b>Innovation</b>
I am aware of the intent of the curriculum and recognize appropriate instruction and assessment practices relevant to my role. I actively seek to understand current research-based pedagogy that focuses on student learning and well-being.	I recognize and support exemplary instruction and assessment practices to ensure a consistent focus on student learning and well-being. I use my knowledge to recruit and retain high-quality staff and support teachers' professionalism within the school.	I honour students and staff by monitoring and focusing on student learning and well-being, seeking research-based, high-impact strategies. I use data to reflect on the efficacy of our instructional practices and create a collaborative professional learning culture that embodies current and relevant instruction and assessment practices.	I pursue innovative and creative ways to share my knowledge of creating collaborative professional learning culture, instruction, and assessment to support my colleagues, and to influence systemic and individual shifts in understanding and action.

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<b>Creating a Learning Organization</b> A leader fosters trusting and authentic relationships within the school and community.		1	2	3	4
G1.	Creates a system that promotes relationships with parents and families.				
G2.	Views school and system programs, policies and procedures through an equity lens.				
G3.	Nurtures student and staff well-being through a mindful school culture.				
G4.	Creates an inclusive, safe, and just school culture.				
G5.	Gathers voices of students, families, and community to determine school direction.				
G6.	Protects programming from distractions and disruptions that reduce focus.				

<b>Awareness</b>	<b>Implementation</b>	<b>Refinement</b>	<b>Innovation</b>
I am aware of how to foster trusting relationships with students, colleagues, families, and community, and understand the importance of developing a shared responsibility for learning and well-being. I am mindful of our school's current culture and contribute to our learning community being inclusive and socially just.	I build trusting relationships by developing a shared responsibility for student learning with students, families, staff, and community and ensuring a safe, orderly, and healthy learning environment. I actively seek to understand our current school culture and develop actions to ensure that the culture of our school is inclusive and socially just.	I create administrative routines to maximize focus and time on instructional leadership. I communicate data and growth regularly with students, families, staff, and community to build trust and gather voices that contribute to the school's learning direction and ensure a safe learning environment where the culture of the school is inclusive and socially just.	I pursue innovative and creative ways to share my knowledge of building trusting relationships and creating an inclusive, safe, and just school culture to support my colleagues, and to influence systemic and individual shifts in understanding and action.