

Sample Professional Learning Plan for Administrator

Please indicate, with 'x' in box, if administrator is on a plan of improvement

	Plan of Improvement
--	----------------------------

Name:		Position/Title:		<input checked="" type="checkbox"/> New
Date Developed:		District:		<input type="checkbox"/> New
Date Revised:		School(s):		<input type="checkbox"/> New
Administrator Signature	X	Grade Level(s):		<input type="checkbox"/> New
		Subject(s):		<input type="checkbox"/> New
Evaluator Signature	X			

Setting Goals with Primary Evaluator

The Primary Evaluator will assist the administrator in setting specific and measurable Professional Learning Goals for the year. The Beginning-of-Year Conference is a time for the administrator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the administrator meet those goals. Although districts may offer professional development opportunities that overlap with the administrator's Professional Learning Goals, each administrator is personally responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Growth Plan

The Mid-Year Conference provides a formal opportunity for the administrator and evaluator to discuss the Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the administrator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the administrator and evaluator feel as though it is important for the administrator to continue working toward the goal, the administrator can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

Idaho Standards of Effective Administrators

Domain 1: School Climate

- a. School Culture—Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors
- b. Communication—Proactively communicates the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders
- c. Advocacy—Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement

Domain 2: Collaborative Leadership

- a. Shared Leadership—Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth
- b. Priority Management—Organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities
- c. Transparency—Seeks input from stakeholders and takes all perspectives into consideration when making decisions
- d. Leadership Renewal—Strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others
- a. Accountability—High standards for professional, legal, ethical, and fiscal accountability are established for self and others

Domain 3: Instructional Leadership

- a. Innovation—Seeks and implements innovative and effective solutions that comply with general and special education law
- b. Instructional Vision—Ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject
- c. High Expectations—Sets high expectation for all students academically, behaviorally, and in all aspects of student well-being
- d. Continuous Improvement of Instruction—Aligns resources (i.e., professional development, allocation of teacher time, budget decisions), policies, and procedures (i.e., school improvement plans, teacher evaluation) toward continuous improvement of instructional practice guided by the instructional vision
- e. Evaluation—Uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness
- f. Recruitment and Retention—Recruits and maintains a high quality staff

Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status <input type="checkbox"/> Achieved <input type="checkbox"/> In Process <input type="checkbox"/> Not Achieved
<i>Example:</i> Administrator Professional Practice 3e: Uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness	<i>Example:</i> In an effort to ensure evaluations and observations are conducting timely and thoroughly, I will devise and institute a system to do so.	In Process

Professional Learning Goal #1:

<p>Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i></p>	<p>Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i></p>	<p>Evidence of Achievement: <i>How do you know that your goal has been met?</i></p>
--	---	---

<p>Action Step 1:</p>	By: <input type="text"/>	By: <input type="text"/>	By: <input type="text"/>	By: <input type="text"/>	
	Data: <input type="text"/>	Data: <input type="text"/>	Data: <input type="text"/>	Data: <input type="text"/>	

<p>Action Step 2:</p>	By: <input type="text"/>	By: <input type="text"/>	By: <input type="text"/>	By: <input type="text"/>	
	Data: <input type="text"/>	Data: <input type="text"/>	Data: <input type="text"/>	Data: <input type="text"/>	

Professional Learning Goal #2:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1:	By: _____	By: _____	By: _____	By: _____	
	Data: _____	Data: _____	Data: _____	Data: _____	
Action Step 2:	By: _____	By: _____	By: _____	By: _____	
	Data: _____	Data: _____	Data: _____	Data: _____	

Professional Learning Goal #3:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1:	By: _____	By: _____	By: _____	By: _____	
	Data:	Data:	Data:	Data:	
Action Step 2:	By: _____	By: _____	By: _____	By: _____	
	Data:	Data:	Data:	Data:	