



Evaluation of Professional Staff – Administrators

The Superintendent/CEO shall have direct and primary responsibility for the supervision and evaluation of principals and other administrative/supervisory or consultative staff.

The supervision process for principals and other administrative/supervisory or consultative staff shall provide a minimum of one formal evaluation during each of the first two years in the position, and at least one formal evaluation every three years thereafter. It shall, however, be the expectation that informal feedback/supervision by the Superintendent/CEO to administrators is a regular and on-going activity.

Supervision shall be seen as an ongoing process, with reports on professional growth and reviews of performance being shared with the administrator. Summative reports shall be retained on file at the Division Office.



A Model for School Administrator - Growth and Evaluation

Supervision and Evaluation of Educators

The Park West School Division believes the supervision and evaluation of its educators to be of vital importance in promoting the delivery of a quality education program. Supervision shall have as its primary objective the professional growth of staff resulting in improved instruction for students, enabling students to better achieve their fullest potential.

In support of this objective the supervision process shall:

1. develop and maintain the best possible learning environment for the students;
2. ensure a high level of teacher performance through active participation in professional growth activities;
3. promote a positive teaching and learning climate; and
4. provide a regular review of the performance of educators and a record of each educators professional growth experiences.

The Superintendent/CEO of The Park West School Division shall ensure that an appropriate, current supervision and evaluation process is approved and promoted in the Division. While Superintendents may from time to time involve themselves directly in the supervision of teachers, primary responsibility for such supervision and the consequent summative evaluation shall rest with principals. The procedures used and the expectations held shall be subject to approval by the Superintendent/CEO or designate.

The Superintendent/CEO shall have direct and primary responsibility for the supervision and evaluation of principals and other administrative/supervisory or consultative staff.

The supervision process for teachers shall provide a minimum of two formal summative evaluation reports during the first year of employment in a school, one in the second year, and at least one formal evaluation every three years thereafter; notwithstanding, the teacher shall have an on-going professional development plan that is shared with the principal at the beginning of each school year and reviewed - by May 30th of each year.

The supervision process for principals and other administrative/supervisory or consultative staff shall provide a minimum of one formal summative evaluation during each of the first two years in the position, and at least one formal evaluation every three years thereafter.

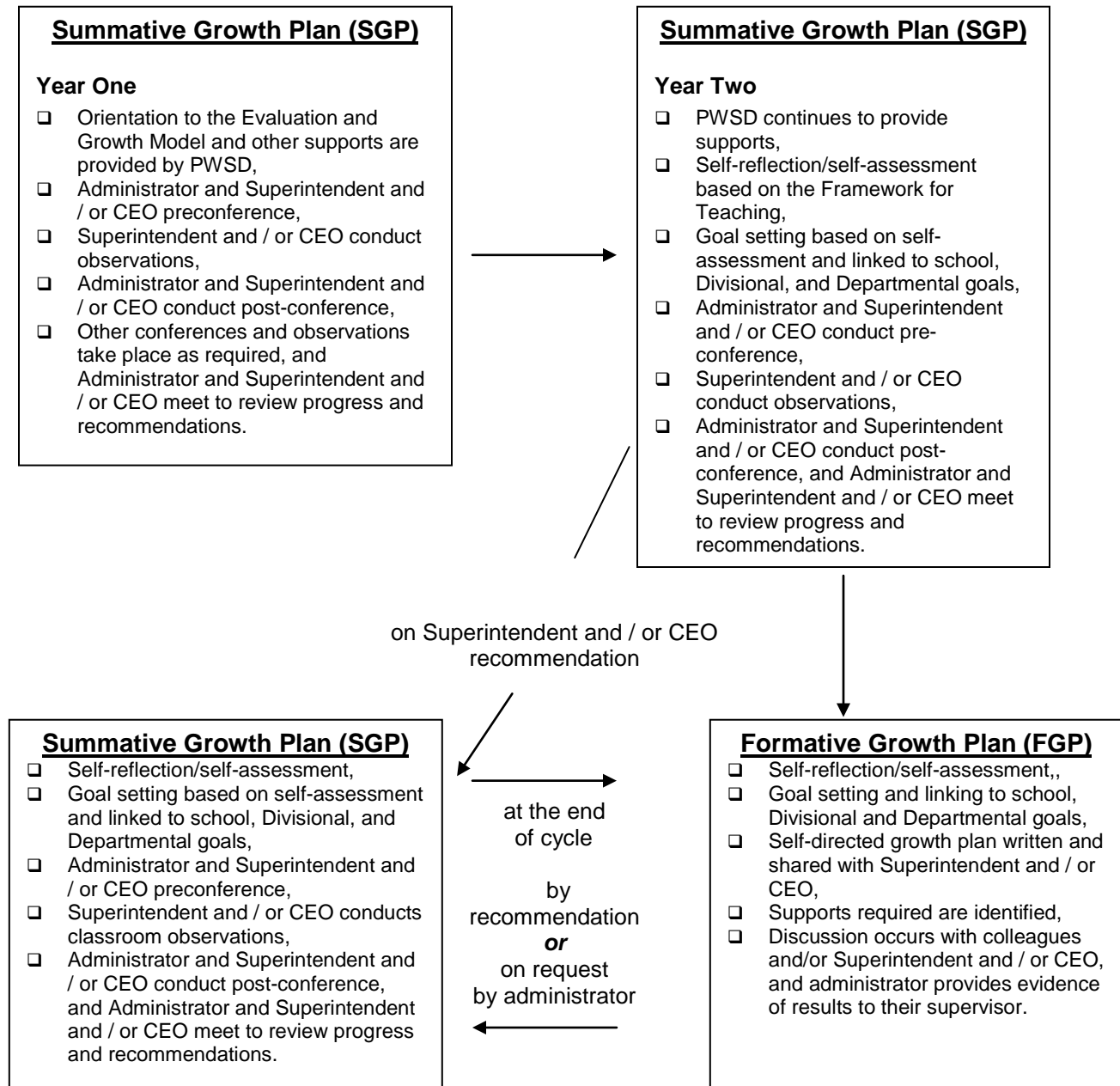
Supervision shall be seen as an ongoing process, with reports on professional growth and reviews of performance being shared with both the educator and the Division Office. Summative reports shall be retained on file at the Division Office.

A certified list of all personnel evaluated in the current school year will be tabled by the CEO by June 30th of that year. A report of the number of summative reports filed with the Division Office by each principal and member of Senior Administration shall be prepared by the Superintendent/CEO and tabled with the Board each September.



Park West School Division Growth and Evaluation Model

The following model will be used to implement Park West School Division **Supervision and Evaluation of Educators**. It shows administrator growth and evaluation as a continuous process with two methods of data collection, summative and formative. Both methods are used to inform and direct administrator growth; the summative method is also used to provide data for administrator evaluation.





Summative Growth Plan (SGP)

The primary purpose of the Summative Growth Plan is to facilitate professional growth to improve administrative skills and practices. The SGP also provides evidence of high professional and legal quality about administrator competency.

The Summative Growth Process (SGP) is governed by the principles of clinical supervision, which are based upon the legal responsibility and authority held by the Board of Trustees of Park West School Division, and delegated to the Superintendent / CEO.

The principles of clinical supervision are as follows:

- The responsibility for the administrative summative evaluation process and reports rest with the Superintendent and / or CEO.
- The responsibility of implementing and monitoring the SGP rests with the Superintendent and / or CEO.

Positive outcomes of developing Summative Growth Plans:

- To support administrators in professional growth.
- To act as a catalyst for continual professional growth and development.
- To support the idea that schools are places where stakeholders are actively engaged in life-long learning.
- To create a safe and supportive environment that encourages innovation through risk taking.
- To assist administrators in modification of current practices and initiatives to improve learning opportunities

The Summative Growth Plan must be based upon the following criteria:

- A common understanding of the purpose of education
- An awareness of the general principles of school administration
- Demonstration of specific competence
- Sensitivity to particular school contexts and administrative situations
- Dialogical (noncoercive) communication
- Periodic evaluation and renewal of the SGP



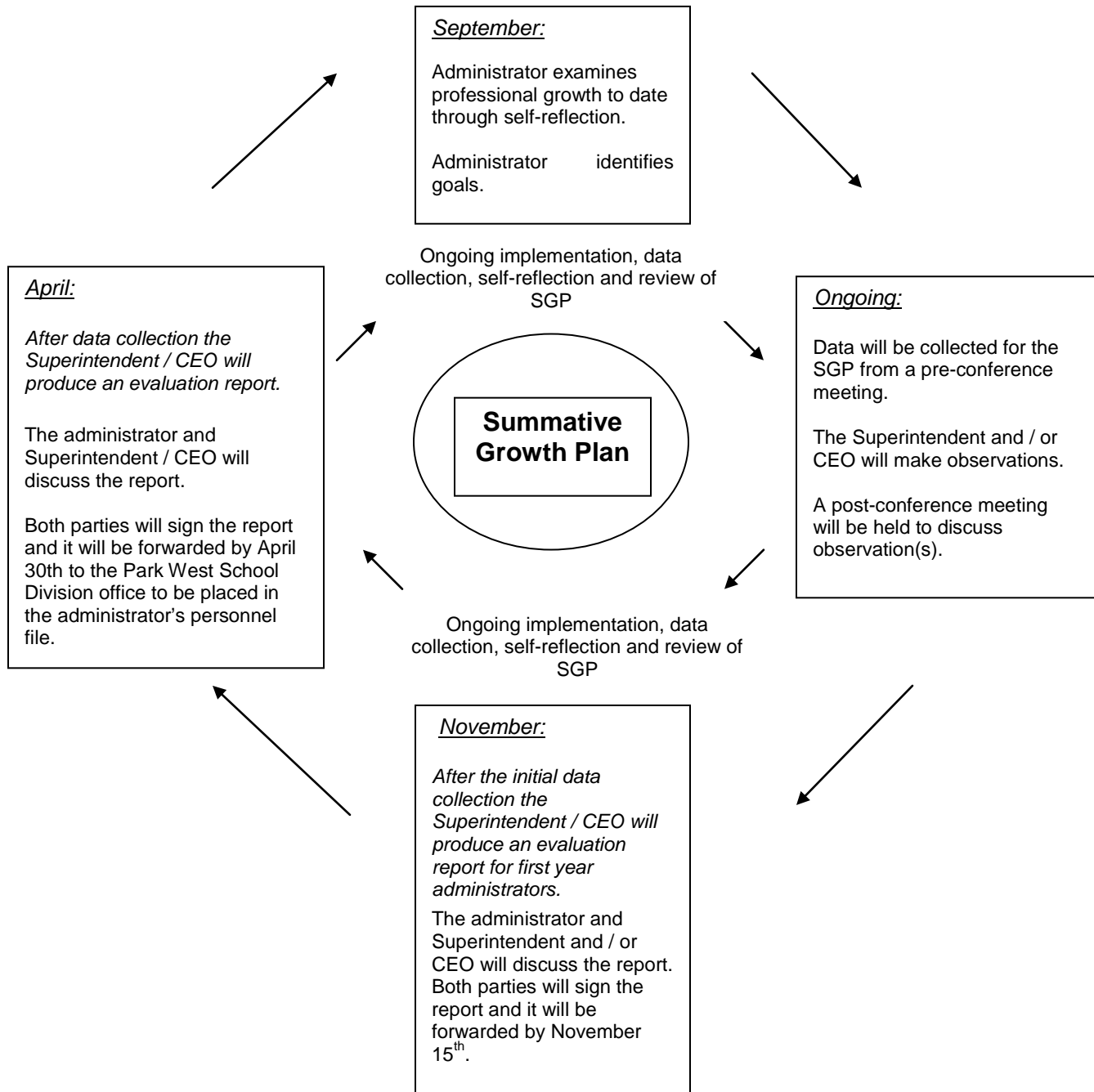
Guidelines for the Summative Growth Plan (SGP)

1. Administrators in their first year in Park West School Division will have two evaluation reports, the first to be completed by November 15th, and the second by April 30th.
2. Administrators in their second year in Park West School Division will have an evaluation report completed by April 30th.
3. All administrators will have an evaluation report completed by April 30th on a three-year cycle.
4. The Superintendent and / or CEO will establish the rotation for experienced administrators.
5. The Framework for Administration (Appendix A) will provide the focus for the Summative Growth Plan.
6. Self-reflection is a key component of the SGP. The self-assessment tool found in Appendix B will be used by administrators at the beginning of the process.
7. Goal setting is an important part of growth and evaluation plans. Goals based on the self-assessment tool and other goals that provide for professional growth may be part of the SGP. Administrators may choose to meet this aspect of the SPG by the same process used in the FGP.
8. Data will be collected for the SGP from a pre-conference meeting between the administrator and Superintendent and / or CEO from observation(s), from a post-conference meeting, and from artifacts provided by the administrator.
10. After data collection the Superintendent and / or CEO will produce an evaluation report using the Framework for Administration to provide the focus. The administrator and the Superintendent and / or CEO will meet to discuss the report. Both parties will sign the report and will be forwarded to the Park West School Division office to be placed in the administrator's personnel file.



Summative Growth Plan Model (SGP)

The development of the SGP is a cyclical process, beginning with principal self-reflection on his or her learning needs based upon previous professional growth.





Formative Growth Plan (FGP)

The primary purpose of the Formative Growth Plan is to facilitate professional growth to improve administrative skills and practices.

Each administrator will develop, implement, and complete an individualized FGP. The plan will be developed in collaboration with the Superintendent and / or CEO.

The following model will be used to implement Park West School Division **Supervision and Evaluation of Educators**.

Professional growth is the active commitment to enhance professional practice through growth in knowledge and understanding of both learning and teaching. Growth plans are designed to facilitate the ongoing, self-directed learning and professional growth of teachers.

The Professional Growth Plan is governed by the following two principles:

- Administrators assume the primary responsibility for their own development.
- Administrators assume a collegial responsibility for the professional growth of their colleagues and the development of the teaching profession.

Positive outcomes of developing Formative Growth Plans:

- To support administrators in professional growth.
- To act as a catalyst for continual professional growth and development.
- To support the idea that schools are places where stakeholders are actively engaged in life-long learning.
- To create a safe and supportive environment that encourages innovation through risk taking.
- To assist administrators in modification of current practices and initiatives to improve learning opportunities

The Formative Growth Plan must be based upon the following criteria:

- A common understanding of the purpose of education
- An awareness of the general principles of school administration
- Demonstration of specific competence
- Sensitivity to particular school contexts and administrative situations
- Dialogical (non-coercive) communication
- Periodic evaluation and renewal of the FGP



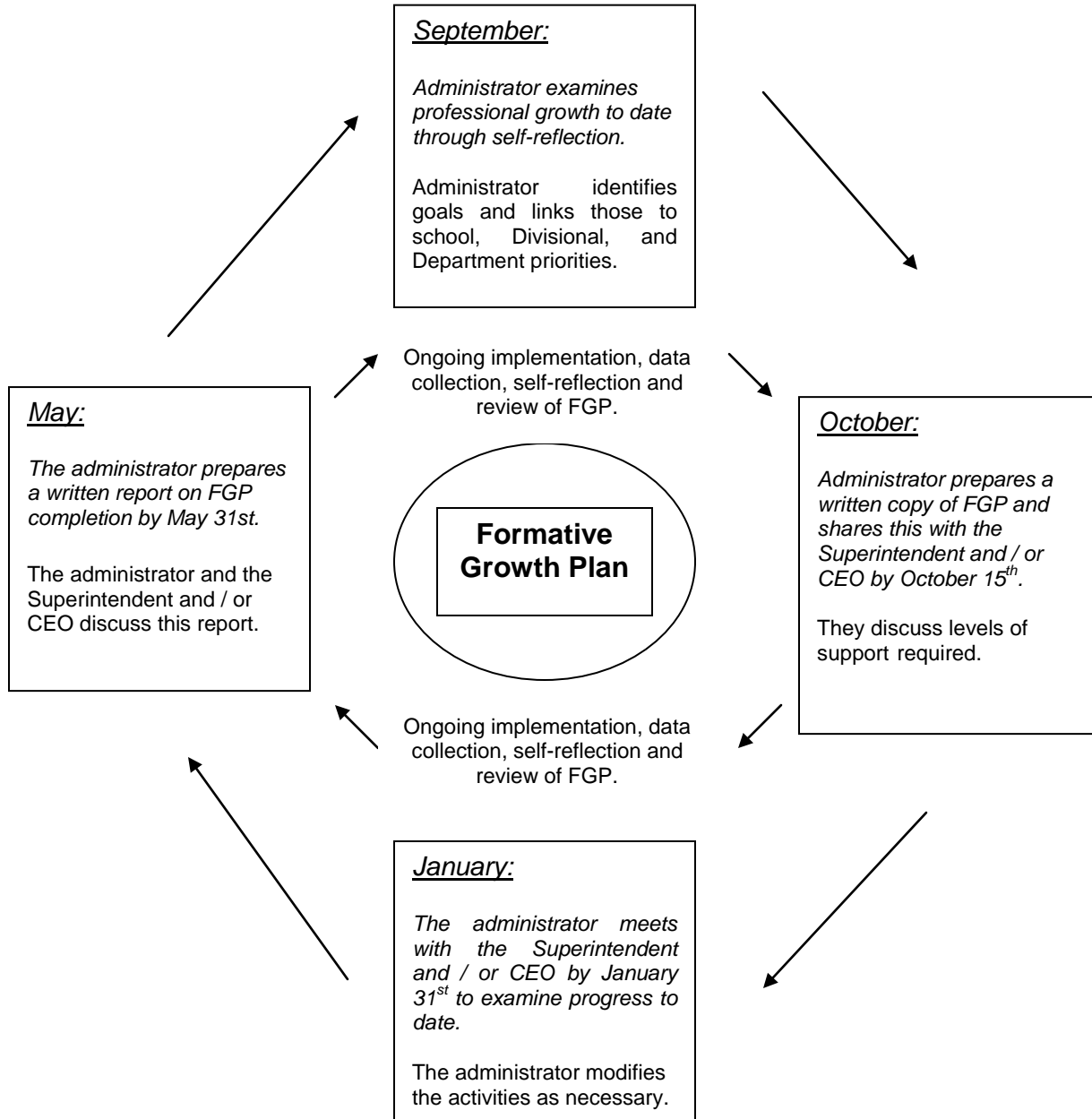
Guidelines for the Formative Growth Plan (FGP)

1. All administrators, both full-time and part-time, will assume responsibility for completing a formative growth plan report.
2. All administrators will submit and share their annual formative growth plan (FGP) by October 15th (see Appendix D). The FGP is a written statement describing an administrator's intended professional growth over a period of time, usually a school year.
3. An annual FGP may be a component of a long-term multi-year plan.
4. The plan will reflect goals and objectives based on the teacher's self-reflection of professional learning needs. Administrators may use the self-assessment format found in Appendix B, which is based upon the Framework for Effective Administration (Appendix A).
5. All administrators will develop plans that foster self-assessment, professional growth and/or improved practice. Plans should be meaningful and relevant to the particular current position, assignments(s), or anticipated future positions.
6. The personal professional goals must consider the education plans for the school, the Board, and Manitoba Education. The administrator, after reflection and self-analysis in relation to Divisional and personal professional goals, determines his / her own growth plan.
7. During the development and implementation of the FGP, administrators will meet with the Superintendent and / or CEO to share plans and progress.
8. Each Professional Growth Plan will include the following components:
 - a) Goal statements - Areas in which an administrator chooses to grow and develop professionally
 - b) Activities for achieving those goals
 - c) Indicators and measures of achievement through self-evaluation of progress.
9. All administrators will have a midterm conference with the Superintendent and / or CEO to review progress and adapt FGP if necessary.
10. All administrators will provide the Superintendent and / or CEO with their completed growth plan on or before May 30th.
11. Administrators should retain a copy of their growth plan as well as any related materials or records. The Superintendent and / or CEO will file a copy of the growth plan for reference. The administrator may request that the formative growth plan be placed in their personnel file.



Formative Growth Plan Model (FGP)

The development of the FGP is a cyclical process, beginning with administrator self-reflection on his or her learning needs based upon previous professional growth.





Appendix A - Framework for Effective School Administration
(Adapted from Charlotte Danielson, *Enhancing Professional Practice*, 1996)

DOMAIN 1: Planning and Preparation	DOMAIN 2: The School Environment
<p>Component 1a: Provides leadership in planning for school improvement</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Creates a shared vision to guide and define decisions ▪ Develops an effective school plan ▪ Implements effective school plans which enhance student learning <p>Component 1b: Coordinates human resources</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Develops and implements effective schedules, timetables, and routines ▪ Schedules personnel to support student needs ▪ Supports and coordinates substitute staff ▪ Manages volunteers ▪ Fosters interagency cooperation <p>Component 1c: School management</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Administers school budget in accordance with Divisional policy ▪ Establishes and maintains an adequate system for dispersal of resources ▪ Organizes and allocates physical space ▪ Ensures that school buildings and grounds are maintained and improved ▪ Implements required policies, regulations, and procedures 	<p>Component 2a: Creates and sustains a safe, nurturing and caring environment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Maintains a visible and active presence within the school community ▪ Fosters positive staff morale ▪ Anticipates and resolves conflict ▪ Implements appropriate safety protocol <p>Component 2b: Establishes a culture for student learning</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Fosters high expectations for continuous learning and achievement ▪ Creates a climate that recognizes and acknowledges accomplishment ▪ Ensures that discipline policies and procedures are implemented <p>Component 2c: Promotes an inclusive school environment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated ▪ Ensures individual education plans for students are developed, monitored, and supervised ▪ Ensures appropriate access to co curricular and extra curricular programs



Appendix A - Framework for Effective School Administration
(Adapted from Charlotte Danielson, *Enhancing Professional Practice*, 1996)

DOMAIN 3: Instructional Leadership	DOMAIN 4: Professional responsibilities
<p>Component 3a: Supports quality of teaching</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Ensures quality in teaching ▪ Ensures ongoing improvement in teaching ▪ Ensures the use of differentiation in teaching methodologies ▪ Supervises and evaluates support staff ▪ Supports new staff ▪ Provides leadership opportunities for staff, students, and parents ▪ Creates a professional learning community based on mutual respect and trust <p>Component 3b: Supervises curriculum and programs</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Ensures implementation and integration of curriculum strategies and resources ▪ Ensures coordination of curriculum ▪ Evaluates program suitability and effectiveness <p>Component 3c: Provides leadership in assessment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Ensures implementation of appropriate assessment and grading practices ▪ Uses assessment data to improve student achievement ▪ Ensures student involvement in assessment, reporting, and conferencing 	<p>Component 4a: Growing and developing professionally</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Contributes to the profession ▪ Reflects on practice and plans for personal professional development ▪ Enhancement of knowledge and skills ▪ Uses effective time-management strategies <p>Component 4b: Engaging the school community</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Communicates effectively ▪ Uses public relations to promote the school in the community ▪ Educates and informs parents ▪ Creates a culture of school accessibility ▪ Establishes partnerships to strengthen support for school ▪ Develops and maintains relationships with students and staff <p>Component 4c: Demonstrates an adherence to a personal and professional code of ethics</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> ▪ Accepts responsibility for school success ▪ Demonstrates ethical or trustworthy behaviour ▪ Treats people fairly, equitably, and with dignity and respect ▪ Advocates for school community ▪ Protects privacy rights and confidentiality in all matters ▪ Demonstrates flexibility and responsiveness



Self-Assessment for Administrators

Name _____

Date _____

Rate each element on the subsequent pages regarding your performance using this scale:

U = Unsatisfactory level

B = Basic level

P = Proficiency level

D = Distinguished level

Levels of Performance

This information may be utilized with the Self-Assessment Tool.

Each element of a component of the Framework of Effective Administration has four levels of performance: unsatisfactory, basic, proficient, and distinguished.

Unsatisfactory:

The administrator does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the administrator to grow and develop in this area.

Basic:

The administrator appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting with colleagues and experience (particularly supported by a mentor) will enable the administrator to become proficient in this area.

For supervision and evaluation, this level is minimally competent- improvement is likely with experience.

Proficient:

The administrator clearly understands the concepts underlying the component and implements it well. Most experienced, capable administrators will regard themselves and be regarded by others as performing at this level.

Distinguished:

Administrators at this level make a contribution to the field, both in and outside of the school. Their schools operate at a qualitatively different level, consisting of a community of learners, with students and staff highly motivated and engaged and assuming considerable responsibility for their own learning.



Domain 1 – Instruction:

Component 1a: Provides leadership in planning for school improvement:

- Creates a shared vision to guide and define decisions U B P D
- Develops an effective school plan U B P D
- Implements effective school plans which enhance student learning U B P D

Component 1b: Coordinates human resources:

- Develops and implements effective schedules, timetables, and routines U B P D
- Schedules personnel to support student needs U B P D
- Supports and coordinates substitute staff U B P D
- Manages volunteers U B P D
- Fosters interagency cooperation U B P D

Component 1c: School management:

- Administers school budget in accordance with Divisional policy U B P D
- Establishes and maintains an adequate system for dispersal of resources U B P D
- Organizes and allocates physical space U B P D
- Ensures that school buildings and grounds are maintained and improved U B P D
- Implements required policies, regulations, and procedures U B P D

Domain 2: The School Environment:



Component 2a: Creates and sustains a safe, nurturing and caring environment:

- | | | | | |
|---|---|---|---|---|
| ▪ Maintains a visible and active presence within the school community | U | B | P | D |
| ▪ Fosters positive staff morale | U | B | P | D |
| ▪ Anticipates and resolves conflict | U | B | P | D |
| ▪ Implements appropriate safety protocol | U | B | P | D |

Component 2b: Establishes a culture for student learning:

- | | | | | |
|---|---|---|---|---|
| ▪ Fosters high expectations for continuous learning and achievement | U | B | P | D |
| ▪ Creates a climate that recognizes and acknowledges accomplishment | U | B | P | D |
| ▪ Ensures that discipline policies and procedures are implemented | U | B | P | D |

Component 2c: Promotes an inclusive school environment:

- | | | | | |
|---|---|---|---|---|
| ▪ Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated | U | B | P | D |
| ▪ Ensures individual education plans for students are developed, monitored, and supervised | U | B | P | D |
| ▪ Ensures appropriate access to co-curricular and extra-curricular programs | U | B | P | D |



Domain 3: Instructional Leadership:

Component 3a: Supports quality of teaching:

- | | | | | |
|---|---|---|---|---|
| ▪ Ensures quality in teaching | U | B | P | D |
| ▪ Ensures ongoing improvement in teaching | U | B | P | D |
| ▪ Ensures the use of differentiation in teaching methodologies | U | B | P | D |
| ▪ Supervises and evaluates support staff | U | B | P | D |
| ▪ Supports new staff | U | B | P | D |
| ▪ Provides leadership opportunities for staff, students, and parents | U | B | P | D |
| ▪ Creates a professional learning community based on mutual respect and trust | U | B | P | D |

Component 3b: Supervises curriculum and programs:

- | | | | | |
|---|---|---|---|---|
| ▪ Ensures implementation and integration of curriculum strategies and resources | U | B | P | D |
| ▪ Ensures coordination of curriculum | U | B | P | D |
| ▪ Evaluates program suitability and effectiveness | U | B | P | D |

Component 3c: Provides leadership in assessment:

- | | | | | |
|--|---|---|---|---|
| ▪ Ensures implementation of appropriate assessment and grading practices | U | B | P | D |
| ▪ Uses assessment data to improve student achievement | U | B | P | D |
| ▪ Ensures student involvement in assessment, reporting, and conferencing | U | B | P | D |



Domain 4: Professional Responsibilities:

Component 4a: Growing and developing professionally:

- | | | | | |
|--|---|---|---|---|
| ▪ Contributes to the profession | U | B | P | D |
| ▪ Reflects on practice and plans for personal PD | U | B | P | D |
| ▪ Enhancement of knowledge and skills | U | B | P | D |
| ▪ Uses effective time-management strategies | U | B | P | D |

Component 4b: Engaging the school community:

- | | | | | |
|--|---|---|---|---|
| ▪ Communicates effectively | U | B | P | D |
| ▪ Uses public relations to promote the school in the community | U | B | P | D |
| ▪ Educates and informs parents | U | B | P | D |
| ▪ Creates a culture of school accessibility | U | B | P | D |
| ▪ Establishes partnerships to strengthen support for school | U | B | P | D |
| ▪ Develops and maintains relationships with students and staff | U | B | P | D |

Component 4c: Demonstrates an adherence to a code of ethics:

- | | | | | |
|---|---|---|---|---|
| ▪ Accepts responsibility for school success | U | B | P | D |
| ▪ Demonstrates ethical or trustworthy behaviour | U | B | P | D |
| ▪ Treats people fairly, equitably, and with dignity and respect | U | B | P | D |
| ▪ Advocates for school community | U | B | P | D |
| ▪ Protects privacy rights and confidentiality | U | B | P | D |
| ▪ Demonstrates flexibility and responsiveness | U | B | P | D |



Appendix C

Summative Evaluation Recording Sheet

Name _____

Date _____

Rate each of the following categories regarding your performance:

U = Unsatisfactory level

B = Basic level

P = Proficiency level

D = Distinguished level

Domain 1 – Instruction:

Component 1a: Provides leadership in planning for school improvement:

- | | | | | |
|--|---|---|---|---|
| ▪ Creates a shared vision to guide and define decisions | U | B | P | D |
| ▪ Develops an effective school plan | U | B | P | D |
| ▪ Implements effective school plans which enhance student learning | U | B | P | D |

Comments:

Component 1b: Coordinates human resources:

- | | | | | |
|---|---|---|---|---|
| ▪ Develops and implements effective schedules, timetables, and routines | U | B | P | D |
| ▪ Schedules personnel to support student needs | U | B | P | D |
| ▪ Supports and coordinates substitute staff | U | B | P | D |
| ▪ Manages volunteers | U | B | P | D |
| ▪ Fosters interagency cooperation | U | B | P | D |

Comments:



Component 1c: School management:

- | | | | | | |
|---|---|---|---|---|---|
| ▪ Administers school budget in accordance with Divisional policy | | U | B | P | D |
| ▪ Establishes and maintains an adequate system for dispersal of resources | U | B | P | D | |
| ▪ Organizes and allocates physical space | U | B | P | D | |
| ▪ Ensures that school buildings and grounds are maintained and improved | | U | B | P | D |
| ▪ Implements required policies, regulations, and procedures | U | B | P | D | |

Comments:

Domain 2: The School Environment:

Component 2a: Creates and sustains a safe, nurturing and caring environment:

- | | | | | | |
|---|---|---|---|---|---|
| ▪ Maintains a visible and active presence within the school community | | U | B | P | D |
| ▪ Fosters positive staff morale | U | B | P | D | |
| ▪ Anticipates and resolves conflict | U | B | P | D | |
| ▪ Implements appropriate safety protocol | U | B | P | D | |

Comments:



Component 2b: Establishes a culture for student learning:

- Fosters high expectations for continuous learning and achievement U B P D
- Creates a climate that recognizes and acknowledges accomplishment U B P D
- Ensures that discipline policies and procedures are implemented U B P D

Comments:

Component 2c: Promotes an inclusive school environment:

- Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated U B P D
- Ensures individual education plans for students are developed, monitored, and supervised U B P D
- Ensures appropriate access to co curricular and extra curricular programs U B P D

Comments:

Domain 3: Instructional Leadership:



Component 3a: Supports quality of teaching:

▪ Ensures quality in teaching	U	B	P	D	
▪ Ensures ongoing improvement in teaching		U	B	P	D
▪ Ensures the use of differentiation in teaching methodologies	U	B	P	D	
▪ Supervises and evaluates support staff	U	B	P	D	
▪ Supports new staff	U	B	P	D	
▪ Provides leadership opportunities for staff, students, and parents	U	B	P	D	
▪ Creates a professional learning community based on mutual respect and trust		U	B	P	D

Comments:

Component 3b: Supervises curriculum and programs:

▪ Ensures implementation and integration of curriculum strategies and resources	U	B	P	D	
▪ Ensures coordination of curriculum		U	B	P	D
▪ Evaluates program suitability and effectiveness	U	B	P	D	

Comments:

Component 3c: Provides leadership in assessment:

▪ Ensures implementation of appropriate assessment and grading practices	U	B	P	D	
▪ Uses assessment data to improve student achievement		U	B	P	D
▪ Ensures student involvement in assessment, reporting, and conferencing		U	B	P	D

Comments:



Domain 4: Professional Responsibilities:

Component 4a: Growing and developing professionally:

- | | | | | | |
|--|---|---|---|---|---|
| ▪ Contributes to the profession | U | B | P | D | |
| ▪ Reflects on practice and plans for personal PD | U | B | P | D | |
| ▪ Enhancement of knowledge and skills | U | B | P | D | |
| ▪ Uses effective time-management strategies | | U | B | P | D |

Comments:

Component 4b: Engaging the school community:

- | | | | | | |
|--|---|---|---|---|---|
| ▪ Communicates effectively | | U | B | P | D |
| ▪ Uses public relations to promote the school in the community | | U | B | P | D |
| ▪ Educates and informs parents | U | B | P | D | |
| ▪ Creates a culture of school accessibility | U | B | P | D | |
| ▪ Establishes partnerships to strengthen support for school | U | B | P | D | |
| ▪ Develops and maintains relationships with students and staff | | U | B | P | D |

Comments:

Component 4c: Demonstrates an adherence to a code of ethics:

- | | | | | | |
|---|---|---|---|---|---|
| ▪ Accepts responsibility for school success | | U | B | P | D |
| ▪ Demonstrates ethical or trustworthy behaviour | U | B | P | D | |
| ▪ Treats people fairly, equitably, and with dignity and respect | U | B | P | D | |
| ▪ Advocates for school community | U | B | P | D | |
| ▪ Protects privacy rights and confidentiality | | U | B | P | D |
| ▪ Demonstrates flexibility and responsiveness | | U | B | P | D |

Comments:



Summary comments:

_____ Signature of Superintendent / CEO

I have discussed this report with the Superintendent / CEO. This signature does not necessarily indicate agreement.

_____ Signature of administrator

Comments and plans for further professional growth:



Appendix D

Formative Growth Plan Report

Name _____
Assignment _____

School _____
Date _____

Goals	Activities	Success Indicators	Results

Administrator's signature _____

Superintendent / CEO signature _____

Notes: The goals for the year should be identified in September.
The activities should be listed in September and updated in May.
The FGP should be submitted to the Superintendent and / or CEO by May 31st.



Appendix E

Developing The Formative Growth Plan

There are four critical attributes to consider in the development of your Professional Growth Plan:

1. Will this plan improve administrative practices?
2. Is the focus of the plan the professional growth of the administrator?
3. Are the goals and objectives related to the enterprise of administration?
4. Is the plan achievable within realistic timelines?

Writing The Formative Growth Plan

A written growth plan must include the following three essential elements:

- a) Outcomes
- b) Activities
- c) Success indicators

Outcomes: Broad or generalized outcomes that teachers want to accomplish.

Goals are designed using the SMART format:

- **S**pecific in enhancing student learning
- **M**easurable by the teacher
- **A**ttainable
- **R**ealistic for the students and the teacher
- **T**ime-bound for the year

Strategies: The actions necessary to undertake your formative growth plan and to move toward the achievement of goals.

Success Indicators: Specific items of information that track and measure the success of an activity in meeting goals. Indicators should be observable and measurable.

Steps of FGP implementation:

- Begin reflection.
- Review the process and the information being collected on an ongoing basis.
- Modify the activities as necessary
- Share insights, concerns, and questions through conferencing