

**Professional Development for
School Leaders
Technical Assistance
Session #4
April 8, 11, 15, 2005**

Handouts

**Phase 3
IMPLEMENTATION
AND
DOCUMENTATION**



**DURING TECHNICAL SUPPORT
SESSIONS 1 AND 2 WE HAVE
COVERED:**

- Carrying out a standards-based self-assessment**
- Linking your self-assessment to organizational needs**
- Creating a draft of your Professional Growth Plan (PGP)**
- Meeting with your superintendent or designee (for those who are not superintendents) to review and improve your PGP**
- Forming your Peer Review Committee (PRC)**
- Working with your PRC to review and improve your PGP**

IMPLEMENTATION AND **DOCUMENTATION** **ESSENTIAL QUESTIONS**

- 1. How can I best plan for carrying out the activities in my Professional Growth Plan?**
- 2. What will best demonstrate progress toward completion of my PGP and achievement of my goals?**
- 3. What will be the outcomes from the activities included in my PGP? What will best demonstrate those outcomes and their impact on district, school or program goals for improving teaching and learning, and increasing student achievement?**
- 4. What will best demonstrate my growth in the knowledge, skills, and dispositions indicated in the New Jersey Standards for School Leaders?**
- 5. How might I present my final report?**

SAMPLE

PERSONAL PLANNING TOOL, Version 1 ACTIVITIES AND DOCUMENTATION

NAME: Pat Doe

STANDARD: Number 2

GOAL: To learn about and train teachers in effective strategies for increasing our students' conceptual understanding of the mathematics that they are learning.

<u>ACTIVITY & TIME FRAME</u>	<u>DESIRED OUTCOME</u>	<u>IMPLEMENTATION STEPS</u>	<u>DOCUMENTATION</u>	<u>NOTES</u>
WHAT: Visit schools with demonstrable success in teaching students math concepts rather than just procedures. WHEN: October 2005 through April 2006	To know the practices that teachers employ in causing students to develop a deep understanding of mathematical concepts	<ul style="list-style-type: none">•Do an internet search for schools to visit.•Talk with colleagues at other schools and at the university to help identify schools to visit.•Send a query through "Blackboard" and "Task Stream"•Make contacts (phone, letter or email).•Make arrangements for visit.•Submit a request for the day.	<ul style="list-style-type: none">•A list of possible schools to visit.•A record of actual visits.•A record of the questions that I asked, what I observed, and what I learned.•Samples of responses from my internet-based query.	<ul style="list-style-type: none">•Be sure to clear the visitation dates with the Superintendent.•Bring one or more teachers with me?•Bring the math supervisor with me?•Make time to speak with the principal and anyone responsible for leading math professional development and instruction.•Be sure to send a "thank you" and

PERSONAL PLANNING TOOL, Version 1 **ACTIVITIES AND DOCUMENTATION**

NAME:

STANDARD:

GOAL:

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PERSONAL PLANNING TOOL, VERSION 2

WHAT IS THE ACTIVITY?

WHEN WILL I DO IT?

WHAT DO I WANT AS A RESULT OF THIS ACTIVITY?

**WHAT DO I NEED TO DO TO CARRY OUT THIS
ACTIVITY?**

**HOW AM I GOING TO DOCUMENT THIS ACTIVITY AND
WHAT I LEARN FROM IT?**

KEEP IN MIND...

KEEP IN MIND

Your documentation should:

- **Reflect the knowledge, skills and performances that you have identified in your professional development goal(s).**
- **Serve as a basis for self-reflection on your professional growth and continuing professional development and feedback from your Peer Review Committee (PRC).**
- **Be directly relevant to your professional development goals and substantive enough to stimulate discussion and feedback from your PRC.**
- **Include “end products” of completed work that illustrate results/outcomes of your continuing professional growth.**
- **Be viewed as “work in progress” since it is primarily intended to illustrate how you are continually working toward your professional development goals and your enhanced leadership capability.**

GUIDING QUESTIONS FOR ORGANIZING DOCUMENTATION

- **How will I organize the collection of my documentation (e.g. file folders, binders, journals, electronic formats, or portfolio)?**
- **How can my developing documentation best be organized to present to my PRC for periodic reviews and feedback?**
- **How can my final documentation best be organized to present to my PRC, superintendent/designee and/or NJASA for review and certification of fulfillment of my PGP?**
- **Do my artifacts and commentaries, and the manner in which I have organized them, illustrate ways in which I have grown professionally with respect to my professional development goals and the relevant Standards for School Leaders?**

Keep it manageable and up-to-date.

SOME POSSIBLE ARTIFACTS

- Agendas and minutes
- Lists of visitations, etc.
- Transcripts or notes from interviews
- Journal entries and reflections on actions, learnings, results/outcomes, etc.
- Reports
- Case studies
- Relevant plans
- Memorandums and reports
- Checklists
- Anecdotal records
- Vision Statements
- Logs (from readings, videos, etc.)
- Videotapes and/or photographs
- Audiotapes
- Letters sent and received
- Informal observation notes
- Survey results/data
- Assessment documents, procedures, and results
- Samples of student or teacher work
- Transcripts from college work
- Evidence of attendance at workshops
- Design of and results from action research
- Memos to the staff
- Newspaper articles
- Newsletters
- Written feedback
- Handouts from workshops or distributed to teachers
- Invitations
- Proof of relevant organization memberships
- Awards
- Relevant budget documents

KEY QUESTIONS TO ANSWER ON THE END-OF-CYCLE REPORT

☞ What did I learn?

☞ How will I use it?

☞ How am I different?

PRESENTING YOUR END-OF-CYCLE REPORT

- **Meet first with your PRC to polish your report.**
- **Frame Your presentation with the NJ Professional Standards for School Leaders.**
- **Stay focused on the desired and actual outcomes.**
- **Make what you learned the “heart” of your presentation.**
- **Encourage quality feedback.**
- **Encourage clarifying and probing questions.**
- **Have your PRC and the superintendent/designee or NJASA assist you in identifying ways to further your professional development.**
- **Build on what you’ve learned as you develop your goal for the next cycle.**

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NEXT STEPS

- 1. Complete your self-assessment and Reflection.**
- 2. Identify links to organizational needs.**
- 3. Complete your PGP Draft.**
- 4. If you are a superintendent, make arrangements for PGP conferences for your subordinates. If you are not a superintendent, make an appointment to meet with your superintendent/designee.**
- 5. Create your PRC.**
- 6. Meet with your PRC.**
- 7. Refine and submit your PGP to the superintendent/designee or NJASA for “validation” by July 1 or September 1 at the latest.**
- 8. Plan and implement your activities and documentation process.**