

Sunrise Educational Leadership Team (SELT) Professional Learning Plan

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Introduction

The Sunrise School Division Board of Trustees articulates a vision where every student will have the opportunity to experience the joy of learning in order to be better prepared for the future, with the knowledge, skills and values to achieve their own personal goals.

In order to make this vision of the future a reality, the individual and collective purpose of the Sunrise staff is to provide *nothing less than outstanding learning experiences, one learner at a time.*

Outstanding leaders are essential to helping the Board fulfill this vision and purpose. Administrators who are skilled in the areas of focus identified throughout this document are best equipped to do this difficult work. As a division, we will make it a priority to support you, our educational leaders, in developing proficiency in these areas of focus.

Being an educational and organizational leader is arguably more difficult today than ever before. Increasingly diversified student populations, rising costs, a perceived need to improve driven by increasing competitiveness in the global economy and higher levels of accountability to the public are several of the demands that in turn necessitate outstanding leadership in our schools.

This document is meant to solidify a supportive process through which you may grow and learn both collectively and individually as strong educational leaders.

A Plan for All Members

Throughout your career as a member of the Sunrise Educational Leadership Team (SELT), you will likely move through three stages – beginning, developing and mentoring – as you experience role changes, ongoing professional development, varied experiences, purposeful reflection and peer coaching opportunities.

All SELT members, regardless of their level of experience, will work through a Professional Learning Plan (PLP).

Level 1 – Beginning	Level 2 – Developing	Level 3 – Mentoring
<i>Supported track</i>	<i>Self-directed track</i>	<i>Self-directed track</i>
<ul style="list-style-type: none">• Years 1 to 3• New administrators• Significant role change	<ul style="list-style-type: none">• Years 3+• Some experience	<ul style="list-style-type: none">• Wide range of experience• Wide range of PD• Leader among leaders

You may request a formal written evaluation of your PLP or letter of reference from your Principal/Senior Administrator. Even with formal evaluations, you are encouraged to determine your goals and focus for assessment collaboratively that will support your continued learning.

Supervisory Track

If concerns about your performance arise, you will begin a *separate* formal process of evaluation with Senior Administration and/or the Principal. You will have support and accountability outside the boundaries of the SELT PLP model and in consultation with the Manitoba Teachers' Society and the Sunrise Teachers' Association.

SELT PLP: A Plan for All Members

	Level 1 – Beginning Years 1-2	Level 2 – Developing Years 3+	Level 3 – Mentoring Years 5+
Who	<ul style="list-style-type: none"> • New SELT members • Any SELT member moving into a significant change in assignment (level, program, community, size of school, etc.) 	<ul style="list-style-type: none"> • SELT members with over two years of experience 	<ul style="list-style-type: none"> • SELT members with a wide range of administrative experiences and who have participated in a wide range of professional growth opportunities • Viewed as a leader among leaders and considering new areas of responsibility, including divisional leadership • Evidence of exemplary performance
Track	<ul style="list-style-type: none"> • Supported track 	<ul style="list-style-type: none"> • Self-directed track 	<ul style="list-style-type: none"> • Self-directed track
Professional development focus	<ul style="list-style-type: none"> • Self-reflection on leadership knowledge and abilities, practical application of reflections and skills from Level 1 • Learning the role and its responsibilities • Focus for growth collaboratively developed (with Principal, Level 3 mentor, divisional leader), as determined in PLP 	<ul style="list-style-type: none"> • Individual focus for growth, as determined in PLP (e.g., mentoring opportunities, divisional committees, university coursework, etc.) 	<ul style="list-style-type: none"> • Mentoring/coaching other leaders • Facilitating workshops, committees within school and/or division or beyond • Individual focus for growth, as determined in PLP (e.g., international conferences, university coursework, exchange, mentoring others, etc.)
Support	<ul style="list-style-type: none"> • Mentor arranged in consultation with administrator • Supervisor (Principal, Level 3 mentor or divisional leader) • Participate in SELT and other PD strategies • End of year reflection shared with mentor and/or supervisor 	<ul style="list-style-type: none"> • Participate in a mentoring/coaching relationship with selected peer(s) • Participate in SELT and other PD strategies • End of year reflection shared with peer coach and/or divisional leader 	<ul style="list-style-type: none"> • Participate in a mentoring relationship with selected peer(s) • Participate in SELT and other PD strategies • End of year reflection shared with peer coach and/or divisional leader
Evidence of skills and growth	<ul style="list-style-type: none"> • Participate in SELT and other PD strategies appropriate to growth plan • Self-assessed progress in relation to PLP • Evidence will be determined in PLP and may include: portfolio, focus groups, survey instruments, reflective writing, anecdotes, etc. • End of year written reflection 		
Senior admin support	<ul style="list-style-type: none"> • Time dedicated at every SELT meeting for purposeful PLP work (mentor time, book studies, etc.) • Resources allocated for collaborative conversations outside SELT meeting times • Collection of initial goal statements and year-end reflection documents • Support for formal evaluation requests as necessary 		

Areas of Focus

While you will determine your own professional learning goals in your PLP, areas of focus are suggested in this section of the document. You should choose a goal from one of these areas but may determine a second learning goal related to your own leadership learning needs (e.g., learning more about Student Support Services, facilitating groups, autism, English as an additional language [EAL] or financial management). See Appendix A for planners and exemplars.

When choosing an area of focus, consider your leadership learning needs in conjunction with school goals, staff growth needs and your understanding of how to improve student learning.

A reflection process within SELT will be organized to provide you with time and assistance from peer coaches in planning your learning plan, reflecting mid-year and completing a year-end reflection.

Descriptions

1. Personal Leadership

a. Educational and Organizational Leadership

Within the context of your own style and personality, it is clear that you are passionate in your desire to be an educational and organizational leader. You model and expect excellence, you build effective relationships with key people and you develop the potential of developing leaders. You are a learner, an energizer and a builder of people.

b. Building Capacity

You actively work to obtain, nurture and support the best team members that are available. With a vision of success for all learners, you actively develop the capacity of your team. It is clear that as a result of your presence and your work, those that work with you improve as individuals and as educational and organizational leaders.

2. Developing a Professional Learning Community

a. Reflection And Data Analysis

You and your team reflect upon current practices in your learning community and determine what is and is not effective. Gathering and analyzing data, both formally and informally, you and your team determine what needs to be celebrated, supported and/or changed.

b. Shared Vision

Your learning community has developed a shared vision that encapsulates what it is passionate about, how it will excel and what it can become known for. You work to develop the conditions and environment that encourage collaboration, trust-building and a focus on student learning.

3. Dynamic Learning Environment

a. Focus

In your learning community, you use all resources within your influence – human, financial, and information and communication technologies (ICTs) – to ensure a dynamic environment characterized by innovation, creativity and teamwork. All efforts and practices are founded on shared core values and are aligned to accomplish identified, achievable goals.

b. Ongoing Development and Sustainability

In your learning community, exemplary leadership is evident, data is used to inform decisions, ICTs are used appropriately to support continuous learning, shared vision is established and resources are focused on desired results. Plans make sense and people see results. There is a high degree of optimism as individuals and teams independently work towards the shared vision. Capacity is built to such an extent that it is probable improvements would continue if you were to leave the organization.

Self-Evaluation

Using the rubrics below, evaluate where you believe you fall on the scale for each description. Select and develop your personal goals based on what you believe to be your current level and where you see yourself.

1. Personal Leadership

a. Educational and Organizational Leadership

Within the context of your own style and personality, it is clear that you are passionate in your desire to be an educational and organizational leader. You model and expect excellence, you build effective relationships with key people and you develop the potential of developing leaders. You are a learner, an energizer and a builder of people.

1	In spite of being in a leadership position, you are not sure that you want to be a leader. For now, your focus has been on managing your area of responsibility. Relationships with others may be fine, but that may be because you allow people to operate as they always have – for better or for worse.
2	You are beginning to consider the importance of educational and organizational leadership. Professional conversations about education are beginning to play a role in your developing relationships with team members. Your site is considered ‘well-managed’; however, shared vision and considerable conversations about data have not been widely contemplated. You are beginning to learn, read, listen and participate in education and organizational leadership matters. You are considering how you can build others on your team.
3	You want to excel as an educational and organizational leader and you can define your strengths and areas for improvement. You have a personal vision and it is shared with your team. You practice your developing skills in relationship-building, marked by a focus on professionalism.
4	You have a clearly articulated personal vision and it is evident to others through your actions. Through your leadership, others are prepared to assume significant school leadership roles. You have developed strong professional relations that allow your team to begin significant conversations about your shared vision and the analysis of data.

Reflections:

1. Personal Leadership

b. Building Capacity

You actively work to obtain, nurture and support the best team members that are available. With a vision of success for all learners, you actively develop the capacity of your team. It is clear that as a result of your presence and your work those that work with you improve as individuals and as educational and organizational leaders.

1	At this stage, your focus is on managing the site, not developing people. With respect to your relationships with staff, you see your role as limited to giving direction, providing material needs to operate and supervising.
2	You are beginning to articulate a personal vision for yourself and outline what you would like to see occur at your site. You are beginning to effectively identify potential new staff as well as leaders within your current staff. You are beginning to read and further your personal development – and others are beginning to take notice. Together with a small group of staff, you share ideas and reflect upon personal development and the progress of the school.
3	You have a personal vision for yourself as well as aspirations for your learning community. You purposefully share these ideas with your team. You are select and developing a team of leaders throughout all levels of your organization. These leaders demonstrate a focus on educational and organizational progress and many of them are now prepared for growing leadership roles. You and members of your team practice a variety of specific strategies to enhance the collaborative nature of professional conversations that take place. Many of these developing leaders indicate that you have been a major positive influence in their development.
4	Your team is aware of your values and beliefs and can witness them through your actions. You have developed a solid, broad-based team of leaders throughout all levels of your organization. You and other leaders facilitate meetings and conversations that are characterized by a high degree of respectful advocacy, inquiry and collaboration. These leaders demonstrate a focus on educational and organizational progress and many of them are now prepared for growing leadership roles. Many of these developing leaders indicate that you have been a major positive influence in their development.

Reflections:

2. Developing a Professional Learning Community

a. *Reflection and Data Analysis*

You and your team reflect upon current practices in your learning community and determine what is and is not effective. Gathering and analyzing data, both formally and informally, you and your team determine what needs to be celebrated, supported and/or changed.

1	You focus is on managing the day-to-day operations of the school. Data on student learning, positive environment and stakeholder perceptions is not gathered, nor is it being considered.
2	You have a growing awareness of the importance of data collection and a reflective analysis of school effectiveness. You are becoming more aware of the research on educational and organizational effectiveness. At this time, data on student learning, positive environment and stakeholder perceptions is not gathered.
3	You and your team have begun gathering and analyzing data in your learning community. Parents and students are surveyed and consulted to obtain an accurate picture of effectiveness. There has been some staff development in the area of data analysis and interpretation. There are plans to use the collected data to inform goal setting and planning.
4	The gathering and analysis of data is a regular component of your learning community. Parents and students are surveyed and consulted to obtain an accurate picture of effectiveness. The analysis and reflection on the collected data is professional and informs goal setting, planning and instructional practice.

Reflections:

2. Developing a Professional Learning Community

b. Shared Vision

Your learning community has developed a shared vision that encapsulates what it is passionate about, how it will excel and what it can become known for. You work to develop the conditions and environment that encourage collaboration, trust-building and a focus on student learning.

1	If it exists, the mission of your learning community is not an integral component of the school culture. There are no intentional efforts to support collaboration, trust-building and a focus on student learning.
2	You have an understanding of what a vision, purpose and values are and you are learning how they can be developed. A vision may exist for the community, but it is not known by the community. You try different strategies to support collaboration, trust-building and a focus on student learning.
3	A vision for the community has been recently developed, using an inclusive process. Together with your team, you are beginning to funnel all conversations and decision-making through the shared vision. You are developing a plan to support collaboration, trust-building and a focus on student learning.
4	A shared vision for your community has been developed and it informs all professional conversations and decision-making. Specific goals are developed in alignment with the vision. You have a well-developed plan to support collaboration, trust-building and a clear focus on student learning.

Reflections:

3. Dynamic Learning Environment

b. Ongoing Development and Sustainability

In your learning community, exemplary leadership is evident, data is used to inform decisions, ICTs are used appropriately to support continuous learning, a shared vision is established and resources are focused on desired results. You focus on developing ongoing leadership capacity within your organization and future growth. You incorporate research and learning about how to cohesively support continuous growth and learning (e.g., professional learning communities, building capacity, staff coaching skills with each other, best practices in teaching and learning, etc.).

1	You are at the beginning stages of building cohesive supports for continuous growth and learning.
2	You are beginning to make progress through the early stages of building cohesive supports for continuous growth and learning.
3	You have a plan for the organization to experience success in continuous growth and learning. Capacity is growing and the team is maturing.
4	You have been working on a plan for more than one year and are using evidence to continue adapting your plan as needed to experience success in continuous growth and learning. Capacity has been built, momentum is evident and the team has the skills to continually grow and learn.

Reflections:



Appendix A

Forms





SELT Professional Learning Plan

Name: _____ Team Members: _____
Date: _____ Anticipated length of plan (circle one): 1 2 3 years

Areas of focus that I am continuing from previous year (optional – see year-end reflection):

My learning goal(s) for this year:

To help me with my learning, I will use the following resources or work with the following people:

Some specific actions or strategies that I am planning on doing for my own learning in this goal area, or to practice my learning are:

If I am successful in improving my learning, students/staff learning will improve because:
(desired results/evidence)

Due November 15 each year