

Sunrise Educational Leadership Team (SELT) Professional Learning Plan

May 2017



Table of Contents

Introduction	3
A Plan for All Members	4
Areas of Focus	6
Descriptions	6
Self-Evaluation	8
Appendix A: Forms	
SELT Professional Learning Plan	15
SELT Professional Learning Plan Mid-Year Reflection	16
SELT PLP Year-End Reflection	17
SELT Professional Learning Plan Year-End Reflection	18
Appendix B: Resources	
Summary of Research on Key Aspects of Effective Leadership.....	20
What a School Leader Needs to Know About Assessing Your Role as Instructional Leader	22
Appendix C: Definitions	
Appendix D: Exemplar Reports	
SELT Professional Learning Plan (exemplar for primary focus area).....	31
SELT Professional Learning Plan (exemplar for optional secondary focus area).....	32

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

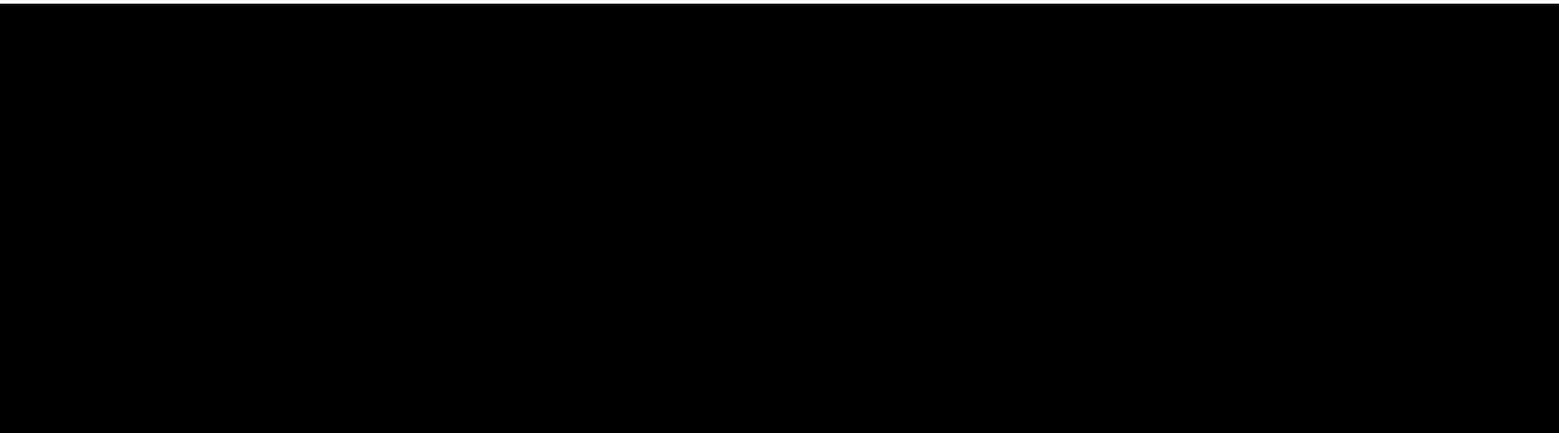
Within the context of your own style and personality, it is clear that you are passionate in your desire to be an educational and organizational leader. You model and expect excellence, you build effective relationships with key people and you develop the potential of developing leaders. You are a learner,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



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