

**Achievement First**

**Professional Growth Plan
School Leaders**

**2013-2014**

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| **School Leader** |  | **Manager** |
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| **Leadership Role** |  | **School** |
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| **Date: Self-Evaluation Submission** |  | **Date: PGP Conversation** |

**Why does Achievement First have a Professional Growth Plan process?**

In order to achieve our ambitious goals, Achievement First is committed to investing in our most important resource – our talented people. Professional Growth Plans are one tool used to provide consistent, aligned, on-going feedback and training throughout the network. Opportunities to self-evaluate, receive feedback, and discuss progress towards goals are foundational to the professional growth and development of individual team members and to the network as a whole.

**What will School Leaders gain by participating in the Professional Growth Plan process?**

At Achievement First, we believe that deep engagement in the Professional Growth Plan process will increase each school leaders’ efficacy and their impact on scholars’ achievement. By identifying strengths, growth areas, and concrete, actionable goals with your manager, you will gain a clearer sense of where you are and what you must do to continue to grow and develop. This process is an opportunity for you to formally connect with your manager and step back from your day to day responsibilities. Taking the time to talk about the competencies of school leadership and your own growth trajectory is an investment in your capacity to serve your school community. In other words, it’s time well spent.

Lastly, as a School Leader you are both a participant and a facilitator of the Professional Growth Plan process. Completing your own Professional Growth Plan first – before leading your staff through their process – will give you a richer perspective. After meeting with your manager, reflect on the high points of your Professional Growth Plan process and consider how to create similar experiences for your staff.

**How did the Professional Growth Plan change this year?**

* We worked to streamline the PGP by eliminating line-by-line rating for each indicator and instead grouped indicators by competency.
* We also reduced the amount of writing by asking people to just do one high-level written reflection as part of an overall Executive Summary on a team member’s performance. We removed the comments section at the end of each section which will cut down on the time it takes to complete the PGP and help ensure the conversation is focused on the most important competencies.
* We revised the first section of the PGP into an Executive Summary. Leaders are asked to capture the top 5 priorities and goals that they own or are contributing to in order to drive school outcomes around student achievement, school culture or character development. We hope this will make the reflection on progress toward goals more relevant to each leader and support stronger management toward outcomes.

**Directions for School Leaders**

1. **Find time to reflect**
* Thoughtfully reflecting on your performance and completing this document will take approximately 2 hours. While this is a substantial amount of time, reflection for continued growth is worth the time investment. Choose a time and space that will be conducive to the task at hand and include thorough comments.
1. **Format and save your PGP**
* Click on the header at the top of this page and change “Team Member Name” to your name.
* Save a copy of your PGP on your computer. When saving the document, please change the name to: “Your School’s Name\_Your Last Name\_Your First Name \_ 2013-2014 School Leader PGP (for example: AF Bushwick Middle\_ Doe\_Jane\_2013-2014PGP
1. **Complete your self-evaluation.**
* For your self-evaluation, please rate your performance over the past year. Include your ratings and comments in the WHITE sections. Mark each rating with a capital letter “X”. Principals and deans all use the same School Leader PGP. If you are a dean and an indicator does not apply to your role, do not rate yourself on that indicator. Principals should rate themselves on all indicators.
* After self-evaluating across all the indicators, provide a written reflection in the executive summary on your progress toward goals, as well as identifying three areas of strong performance and three areas of growth. Cite specific evidence in the executive summary to support your rating. Whenever possible, tie the evidence to specific data. You may use 360 feedback to support your ratings. Please note that you do not need to include examples or comments for each rating.
* You do not have to complete not complete the “Performance Summary and Goal Setting” section on the last page, but before your meeting, please think through what your highest-priority development goals may be to strengthen your effectiveness as a leader. You and your manager will work together to complete the goal setting section during your meeting. As a follow-up to your PGP conversation, you will capture these goals for the coming year in the template provided on the last page.
1. **Connect with your manager**
* Email your completed PGP to your manager by the date they specify. Your manager will add his/her appraisal directly underneath yours, in the GRAY sections, thus creating a written dialogue.
* The PGP feedback conversation is an opportunity to discuss both your own self-ratings and your manager’s ratings of your performance. It is an opportunity to identify strengths, to identify areas for improvement, and to set goals for your learning and development. This meeting will occur within 2 weeks of the date you submit your PGP self-evaluation to your manager.
* After the PGP feedback conversation and any revisions to the PGP, managers will email electronic versions of the completed PGP, including the goal setting sheet, to: schoolleaderPGP@achievementfirst.org

**Data Sources for Evaluating School Leader Success**

Self-evaluations and manager evaluations are grounded in data. Please review supporting documents before completing your PGP. When possible, include specific data to support your ratings in the comment section. The following is a list of data sources that will help you to complete your PGP.

**Student Achievement and Culture Outcomes**

* AF Report Card
* KPI Reports
* State Assessments or Other End-of-Course Assessments
* Attendance, suspension data
* IAs

**School Leadership 360 Feedback Survey and Organization Health Survey Responses (sample)**

* How well has your principal articulated a clear vision of what great school culture looks, sounds and feels like?
* How successfully does your principal invest students in the school community, their academic performance and graduation from college?
* How well does your school leader exemplify core values?
* How satisfied are you with the level of communication from your school leadership team?
* How well have expectations for your role been communicated to you?

**External Evaluations**

* Evaluations from state
* Evaluations from district

**Coaching and Observations**

* Observing leader in everyday work
* Coaching on power skills

**Core Practices Planning**

* Culture Systems
* Staff Handbook/Systems
* Roles and Responsibilities

**Section I. Executive Summary of 2013-14 Performance**

**In this section, please summarize your work over the past year, including three areas of exceptional performance and three areas for growth in the space provided below.** You may comment on any section of the PGP when completing your summary. Please comment on the “what” (e.g., accomplishment of goals and outcomes) as well as the “how” (e.g., Core Values) of your work. The goal is to provide a clear picture of your overall performance in 2013-14.

After discussing them with your manager, copy and paste the top five most critical priorities and goals that you are focused on driving toward in your role this year. Evaluate the extent to which these goals were met or are on track to be met. **Please come to agreement on these goals with your manager before writing your self-evaluation. Add your school priorities and BHAGs to this executive summary and then evaluate your progress toward goals, using student data to support your ratings.**

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| **Team Member comments on achievement of 2013-14 goals including 3 areas of exceptional performance and 3 areas for growth:** |  |  |  |  |  |  |  |
| **Manager comments on achievement of 2013-14 goals including 3 areas of exceptional performance and 3 areas for growth:** |  |  |  |  |  |  |  |
| **Focus Area** | **Indicators** | **Progress toward Goal (use specific data – KPI, IA, etc)** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **N/D(1)** |
| **Student Achievement** (AF Report Card) | **Student achievement as captured the school report card:** On-track to meet student achievement goals on the report card | AF Report Card Rating from 2012-13: 2013-14 Benchmark Data:  |  |  |  |  |  |
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| **Priority #1 for School or Role** | BHAG for this Priority:  |  |  |  |  |  |  |
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| **Priority #2 for School or Role** | BHAG for this Priority:  |  |  |  |  |  |  |
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| **Priority #3 for School or Role** | BHAG for this Priority:  |  |  |  |  |  |  |
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| **Priority #4 for School or Role** | BHAG for this Priority:  |  |  |  |  |  |  |
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| **Priority #5 for School or Role** | BHAG for this Priority:  |  |  |  |  |  |  |
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**Section II. Core Values and Responsibilities**

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Results without Excuses or** **Shortcuts** | Works hard every day to deliver on the urgent promise to provide an outstanding education for all students; owns shortcomings and does not seek to blame external forces.  |  |  |  |  |  |
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| **Team and Family** | Cares about others and treats everyone with respect. Works hard to preserve a sense of family. Has fun with team and celebrates differences. Collaborates and shares best practices; pitches in when teammates are struggling.  |  |  |  |  |  |
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| **People Matter – Mightily**  | Honors his or her own personal, family and community commitments and those of others. Contributes to an environment that is exceptionally professional, collegial stimulating and supportive.  |  |  |  |  |  |
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| **Excellence is a Habit** | Strives to set the standard in everything he/she does. Relentlessly pursues excellence and does not settle for “so-so” from students or self.  |  |  |  |  |  |
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| **Sweat the Small Stuff** | Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does.  |  |  |  |  |  |
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| **First Things First** | Recognizes that the needs of students always come before adults and prioritizes students first.  |  |  |  |  |  |
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| **Whatever it Takes** | Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.  |  |  |  |  |  |
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| **Many Minds, One Mission** | Sees self as a partner in a national effort to improve the communities in which we live and work; is eager to learn best practices from other high-performing schools.  |  |  |  |  |  |
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| **Everything with Integrity** | Values integrity and models it for students; does not merely post the REACH values but allows them to drive actions and words; is humble, honest, and admits mistakes. |  |  |  |  |  |
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**III. Instructional Expertise and Leadership**

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| **Focus Area** | **Indicators**  | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **N/D(1)** |
| **Teacher Development** | * **Observation, Feedback and Practice:** Accurately Diagnoses the strengths and shortcomings of a lesson and prioritizes feedback that would most improve the lesson; facilitates effective feedback sessions that provide teachers with time to practice and build skill on concrete next steps; prioritizes observation, feedback and practice as a core responsibility and provides observation feedback to teachers in their portfolio at least once a week.
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|  | * **Professional Development Leader:** Maximizes the impact of formal PD time by ensuring all sessions are well-planned and ample practice time is prioritized; facilitates effective professional development sessions that result in improved teacher effectiveness; prioritizes the right focus areas for professional development time by aligning to school priorities and student and teacher data
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|  | * **Unit and Lesson Planning:** Effectively guides teachers through instructional planning processes . Ensures that teachers think with the end goals in mind and prepare strong unit and lesson plans
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| **Goal-Setting** | * **BHAGS:** Sets clear, measurable, motivating BHAGs at the beginning of the year for every grade/subject and every class; ensures team is bought into the goals and feels motivated and accountable to them. Ensures team is bought into the goals and feels motivated by and accountable to them.
* **Assesses Progress Towards Goals**: Keeps goals front and center and regularly assesses student progress toward goals.
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| **Content Knowledge**  | * **Strong Content Knowledge:** Knows essential content, standards, and highly effective teaching strategies in at least two subject areas .
* **Common Core Leadership**: Understands the paradigm shifts of the Common Core or NGSS (for science) and leads the instructional changes they require.
* **Facilitates Intellectual Engagement in Content:** Creates opportunities for teachers to deeply engage in the intellectual work embedded in understanding and planning from the standards.
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| **Data Analysis** | * **Facilitates Effective Data Meetings:** Leads effective data meetings that ensure teachers develop and execute strong Data Driven Plans that lead to stronger student achievement
* **Champions Effective Data Practices:** Creates a culture where data informs decision making in the classroom on an ongoing basis, not just on data days.
* **Strategically Uses Data:** Strategically uses data to assess school-wide priorities and resource allocation.
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| **Program and Curriculum Development** | * **Strategic School Schedule Design:** Designs a strategic school schedule, making sure that every minute is maximized to meet student needs.
* **Contributes to AF Best Practices:** Positively contributes to the evolution of best practices at AF by thoughtfully engaging in school-site and network-wide curriculum and program design.
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| **Interventions** | * **Systems for Intervention:** Ensures that there are systematic interventions happening whenever students are struggling. Monitors the effectiveness of these interventions to ensure that they are rigorous, disciplined, and high-impact.
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| **Great Teaching Culture** | * **Creates Great Teaching Atmosphere:** Creates an atmosphere where teachers are always pursuing great lessons and great results for students.
* **Embodies a Rigor Mindset:** Pushes the school team to look at everything they do through the rigor lens, asking “Is this the most our students can do?”
* **Models Great Teaching**: Models top-quality instruction and planning in the class that he/she teaches or at other whole school opportunities
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**Section IV. School Culture and Character Development**

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Relentless** **Around a Common Picture** | * **Vision of Great School Culture:** Has an incredibly clear vision of what a great school culture is and regularly articulates this vision to students and staff.
* **High Expectations for Student Behavior:** Persistently, insistently, and consistently reinforces the school’s high expectations for student behavior with all students all the time.
* **Sweats the Small Stuff:** Always sweats the small stuff and doesn’t give up on a student or on fixing a “broken window”.
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| **Systems Around School Culture** | * **Clear systems:** Has clearly articulated systems for how the school will function (attendance, homework, behavior/SDs, recognition, consequences, etc.).
* **Ensures Staff Use of Data:** Ensures that every staff member understands and uses systems consistently and effectively.
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| **Student Investment and Joy** | * **Invests Students:** Invests students in Achievement First’s mission, goals and core values.
* **J-Factor**: Actively develops a school culture where students find joy in learning and are curious, enthusiastic, and engaged. Ensures that their AF school is a place where students want to be and where it is “cool” to be smart.
* **Uses Variety of Venues:** Preaches core AF messages in 1-on-1, class/advisory, grade level and school-wide venues.
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| **Character Development** | * **Character Development Culture and Program:** Develops a culture and a program that intentionally teaches the REACH values and/or essential character strengths.
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| **Student Relationships** | * **Culture of Strong Student Relationships:** Creates a culture in which teachers build strong and lasting relationships with students, especially Kids We Love the Most.
* **Builds Relationships with Students:** Clearly communicates in words and actions his/her personal commitment and love for every child; builds personal relationships with a number of students and inspires these students to work hard and model good character.
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| **Parent Engagement** | * **Engages Families**: Engages families as partners in support of the school’s goals.
* **Culture of Teachers Reach Out to Parents:** Creates a culture and an expectation that teachers reach out to parents and enlist their proactive support in the dream – and the hard work – of getting all our scholars to college.
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**Section V. Talent Leadership**

***Note: Not all talent leadership indicators apply to all deans. If an indicator does not apply to you, please skip it.***

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Performance Management** | * **High Bar for Performance:** Communicates a high bar for performance and goals in a manner that supports, challenges and inspires each team member.
* **Mid-Year and Teacher Evaluation:** Ensures that every team member has a formal mid-year check-in (for teachers) or professional growth plan (for leaders) process that provides focus and strategies for development.
* **Teacher Career Pathway Evaluations:** Leads Teacher Career Pathway implementation to ensure all teachers receive fair and consistent evaluations (lesson observations, surveys and student achievement measures).
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| **Retention of Talented Staff** | * **Manages and Retains High Performers:** Works hard to recognize, stretch, retain, reward, and career plan for top performers.
* **Retention:** Retains 85% of teachers who received offer letters.
* **Manages Low Performers:** Engages aggressively when team members are struggling and employs a transparent process to help them improve. Removes persistent low performers.
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| **Recruiting and Selecting**  | * **Recruits and Inspires Top Talent:** Does “whatever it takes” to recruit top talent, participates actively in Team Recruit events, is very responsive to candidates, and inspires people to work for AF.
* **Strong Selecting Record:** Has a strong eye for talent and a track record of hiring outstanding teachers.
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| **Develop Leadership Team and Leader Pipeline** | * **Develops Leadership Team:** Invests in the learning and development of deans and the leadership team more broadly.
* **Cultivates High-Potential Leaders:** Identifies high-potential leaders among staff, cultivates leadership skills of these staff members through coaching and stretch opportunities.
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| **Diversity and Inclusiveness** | * **Organizational Leadership**: Actively seeks opportunities to engage in formal and informal conversations about race, class and other issues of diversity to improve the school and outcomes for students.
* **Builds Relationships**: Builds productive working and/or mentoring relationships with those from diverse backgrounds, particularly with someone from a different cultural and socioeconomic background.
* **Talent Development**: Actively seeks to recruit, retain and develop a diverse staff, emphasizing efforts for staff members who share similar backgrounds with our students (Black, Latino, Multi-racial and First Generation College).
* **Self-awareness:** Models the importance of self-awareness around diversity & inclusiveness and initiates ongoing opportunities for others to do the same; reflects on the role that diversity plays in his/her work and personal development and actively seeks to identify and combat potential blind spots.
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**Section VI. Vision and Inspiration**

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Keeps the Mission Front and Center** | * **Reinforces the Mission:** Actively seeks ways to reinforce the mission with staff and inspire them to act on the mission every single day. Instills staff with a feeling that they are contributing to something greater than themselves.
* **Mission Drives School-Based Decisions:** Uses the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students.
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| **Presence and Public Speaking** | * **Public Speaking:** Speaks with confidence and credibility to a variety of stakeholders.
* **Presence:** Exudes a strong, positive presence in a group.
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| **J-Factor** | * **J-Factor for Staff:** Cultivates joy by fostering relationships between staff members.
* **Models J-Factor:** Models joy by being among the most positive people in the building.
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| **Recognition, Relationships, and Air Cover** | * **Recognizes Staff:** Ensures staff knows they are cared for and valued; publically and privately compliments individual staff members and the team as a whole on specific strengths and contributions they have made to the mission.
* **Listens to Staff:** Regularly checks in with staff; listens and has a keen sense for how everyone on the team is doing.
* **Builds Relationships and Provides Air Cover:** Builds strong relationships with staff, takes care of them and backs them up when they need air cover; in turn, the leader is appreciated and respected by staff.
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| **Network Leadership** | * **Strengthen the Network:** Provides input to strengthen Network Support teams, seeks to cultivate a partnership rather than an “us-them” relationship, and proactively works to ensure a true feeling of team and family throughout the organization.
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**Section VII. Management**

***Note: Not all management indicators apply to all deans. If an indicator does not apply to you, please skip it.***

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Distributed Leadership and Delegation** | * **Distributes Leadership/Maximizes Individual Strengths:** Embraces and effectively manages a model of distributed leadership. Effectively distributes tasks and projects in a way that maximizes strengths of individual staff members; resists the impulse to “do it on my own,” freeing time to tackle the most critical issues.
* **Clear Roles, Responsibilities and Performance Metrics:** Defines clear roles, responsibilities, and outcomes/metrics for all staff so that everyone is clear and invested in what they “own” and on how their performance will be evaluated.
* **Differentiated Support:** Differentiates support to staff based on skill level and project.
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| **Creative Problem Solving** | * **Identifies and Addresses Weaknesses:** Constantly identifies areas of school or team weakness and finds ways to establish or revise processes to address those weaknesses.
* **Finds New Solutions:** Relentlessly pushes through brick walls to find new solutions to complex problems and seeks best practices from other AF schools.
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| **Crisis Management** | * **Handles Unexpected Issues**: Creatively and calmly handles unanticipated issues or ambiguity.
* **Positive, Resilient Mindset**: In times of crisis, maintains a positive, solution-oriented mindset; embodies resilience and perseverance.
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| **Giving and Receiving Feedback** | * **Gives High-Quality Feedback:** Gives on-going, real-time, specific positive and constructive feedback. Does not shy away from the most challenging conversations and provides targeted feedback to staff on problem areas.
* **Delivers Feedback in a Productive Manner:** Delivers fair and accurate feedback in a way that maximizes the chance of improvement and fosters a “we’re on the same team” feeling.
* **Receives Feedback in a Productive Manner:** Openly receives feedback in a non-defensive way and implements feedback.
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| **Meeting Facilitation** | * **Meeting Facilitation:** Facilitates productive, organized and positive meetings for the teams, one-on-one check-ins and/or whole staff
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| **Fiscal Responsibility** | * **Successful Fiscal Management:** Works with the Director of School Operations (and subsequently, the teachers) to ensure that the school operates within its budget and is a model of fiscal responsibility.
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| **Board Engagement** | * **Effective Board Engagement:** Partners effectively with the school’s Board of Directors. Communicates with board members regularly and invests them in the work of the school.
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**Section VIII. Personal Organization & Effectiveness**

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| **Focus Area** | **Indicators** | **RM****(5)** | **E(4)** | **DS(3)** | **B(2)** | **ND(1)** |
| **Reflection****Constant Learning** | * **Reflection:** Reflects on his or her actions and adjusts behavior and systems accordingly.
* **Constant Learning:** Regularly asks for feedback; models humility and admits mistakes; seeks out thought partners.
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| **Organization and Self-Management** | * **Personal Organization System:** Has a robust personal organization system that ensures all tasks or “To Do” items are captured, prioritized, and ultimately accomplished.
* **Excellent Follow-Through:** Plans each day and week to ensure that top priorities are addressed and that he/she models excellent follow-through by accomplishing tasks efficiently and on time.
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| **Communication** | * **Communicates Effectively with all Stakeholders:** Effectively utilize all forms of interpersonal communication (written and oral) to staff, students, and parents in order to advance the school’s agenda.
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|  | * **Communicates through a Variety of Vehicles:** Communicates key messages, events, and procedures multiple times through different vehicles (land, sea, and air) to make sure that everyone is on the same page.
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| **Planning and Project Management** | * **Long-Term Quadrant Two Planning:** Leads a culture of proactive planning and systematic operations. Invests significant time in Quadrant Two planning (important, but non-urgent planning).
* **Core Practices Planning:** Starts the school year ready with a clear set of priorities and plans; prepares in advance to effectively achieve these goals.
* **Consensus Driven Action Plans:** Generates consensus around action plans that include clear goals, deadlines, action steps, and expectations for work product/deliverables.
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| **Timeliness / Responsiveness** | **Timeliness and Responsiveness:** Returns calls and emails to staff within 48 hours, even if to say “I need more time”; meets deadlines for assignments (including PGPs). |  |  |  |  |  |
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**Performance Summary and Goal Setting 2013-2014** 

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| **Key Strengths** | **Next Steps to build this strength and to leverage this strength for the school** |
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| **Based on the key areas of growth identified in your PGP, what are the specific GOALS you hope to reach by the end of the school year?**  | **WHEN and HOW will we assess progress toward your goals?** | **What SUPPORT do you need in order to reach your goals?** |
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| **(Optional) What are your PERSONAL PRIORITIES?** | **HOW will you maintain your priorities?**  | **What SUPPORT do you need?** |
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