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**Introduction to the Individual Development Plan**

By now you have successfully completed your First Class Plan (FCP), as well as your Professional Growth Plan (PGP). Both processes included setting goals for yourself, which were probably a mix of goals specific to your team’s performance outcomes as well as your career development at AF and beyond. Now you are ready to build an Individual Development Plan (IDP) out of those goals.

It is easy to lose track of all the goals you set, and it is even easier to set goals that you never think about until PGP season. The Individual Development Plan is a tool to help you keep track of your *performance* and *development* goals. This tool will help you keep track of your goals and re-visit them throughout the year. It will enable you to keep your manager up to date on what you have achieved and what you would like to learn.

Many of you have expressed interest in maintaining regular discussions with your manager regarding your learning and development goals. We hope this tool helps you and your manager ensure these learning and development conversations stay alive throughout the year.

**Definition of Goals and Examples**

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|  | **Performance Goals** | **Development Goals** |
| **Definition** | These are the goals you are responsible for achieving. They are your FCP outcome goals, which you and your manager have discussed.  If you do not have First Class Plan goals, your performance goals can be based on what you and your manager agree upon as outcome goals for your role. | These are your professional learning goals. These are areas in which you would like to grow professionally and should ultimately help you achieve your FCP goals and to shape your career. |
| **Assistant level example** | Maintain 100% responsiveness to all of my manager’s direct reports and external contacts by responding to all emails and queries within 24 hours. | Learn how to manage a project from start to finish by developing and managing the project plan for the First Class Planning process. |
| **Director level example** | Ensure 90% of teacher candidates offered roles accept their offers (with no schools coming in at less than 75%) | Successfully deliver 2 high-quality management tune-ups that receive positive feedback from majority of attendees. |

**Process for Developing Your Individual Development Plan with Your Manager**

Here are some steps for how to create performance and development goals with your team:

1. Review your team’s FCP and determine who is responsible for which goals and FCP areas.
2. Pull out the FCP Outcome goals that you own and plug them into Section 1 of the Individual Development Plan sheet below.
3. Review your PGP and identify your professional development goals with your manager (you likely have already done this). Plug these development goals into Section 2.
4. (Optional) Fill out Section 3 with your personal priorities.
5. Review the FCP and the Individual Developmental Plan regularly with your manager during check-ins and/or step-backs.
6. Discuss progress and outcomes during your annual Professional Growth Plan conversation and during check-ins throughout the year. Make it a habit!

**Tips and Tricks**

1. **Goals vs. Milestones:** Try not to confuse milestones with goals. A milestone is a key achievement or stage in development within a larger project plan (*Example*: Approval of new school’s charter application). A goal is a specific and measurable outcome you would like to achieve. (*Example*: 100% of new team members receive a laptop and desk phone within 3 days of their start date).
2. **Make SMART goals**
   1. **Step 1: Be *specific*:** Determine what exactly you plan to accomplish. Narrowing in on the details that will clarify what needs to be accomplished.
   2. **Step 2: Make it *measureable*.** Measurable goals are easier to track, more likely to be accomplished, and will leave goal-setters with a stronger sense of achievement when the goal is completed. When possible, goals should be quantifiable (include specific numbers).
   3. **Step 3: Be sure it is *attainable*.** Keep the bar high, but realistic. Strong goals feel like a stretch, but not an impossible leap.
   4. **Step 4: Make sure it is *relevant*.** By identifying goals that make the difference in our professional practice, we increase our impact on our schools and our scholars.
   5. **Step 5: Check that it is *time-bound*.** A goal should be grounded within a stated time-frame. Including a specific window of time is another way of making sure the goal is specific, measureable and attainable.

**Section 1: Performance Goals: 2012-2013**

Please complete with your manager.

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| **What are your FCP OUTCOME goals for 2011-2012? These are your performance goals. In addition to goals that you own, you can also include shared goals such as those you share with schools or other Network teams.** | **Mid-Year (December): Provide an update on your progress** | **End-of-Year (June): Provide an update on your progress** |
| ***Director level example:*** *95% of Academic Deans agree or strongly agree that their cohort experience was valuable.* | *To date, 95% of Academic Deans agreed or strongly agreed that their cohort experience was valuable.* | *95% of Academic Deans agreed or strongly agreed that their cohort experience was valuable.* |
| ***Assistant level example:*** *Send out 95% of the School Leader Memos on time on a bi-weekly basis.* | *14 out of 15 (93%) School Leader Memos have been sent out on time on a bi-weekly basis.* | *29 out of 30 (97%) of School Leader Memos sent out on time and on a bi-weekly basis.* |
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**Section 2: Learning & Development Goals**

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| **What are your LEARNING & DEVELOPMENT GOALS for 2011-2012?  Determine three goals that will help you achieve your performance goals and help you develop as a professional.** | **SUCCESS: How do you measure success?** | **STRATEGY & SUPPORT: What will you do to get there? What support do you need?** | **Mid-Year (December): What do you plan to achieve my mid-year?** | **End-of-Year (June): What do you plan to achieve by the end-of-year?** |
| ***Director Example:*** *By June, successfully deliver 2 outstanding AF presentations that are rated positively by the attendees.* | *Presentation attendees give positive feedback on the feedback forms.* | *- Attend a Leading with Presence workshop.*  *- Prepare and practice with a small peer group.*  *- Ask for peer feedback.* | *Attend the workshop and practice the presentation on my own.* | *- Practice the presentation with peers and ask for feedback.*  *- Deliver the presentation and get attendee feedback.* |
| ***Assistant Example:*** *Efficiently manage the First Class Planning process with a strong project plan that ensures 95% of Network Support teams meet all FCP deadlines.* | *Build a strong project plan that helps the Network meet all deadlines and milestones in the FCP process.* | *- Ask for project management samples to review.*  *- Develop a draft project plan and ask for supervisor feedback.*  *- Consistently revise project plan and ask for supervisor input.* | *Maintain the project plan so that all deadlines and milestones are up-to-date. Manage up to ensure that all teams are informed of deadlines and deliverables.* | *Maintain the project plan so that all deadlines and milestones are up-to-date. Ensure that all teams submit their completed FCPs on time.* |
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**Section 3: Personal Priorities**

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| **What are your PERSONAL PRIORITES for 2011-2012? (Optional)** | **SUCCESS: How do you measure success?** | **STRATEGY & SUPPORT: What will you do to get there? What support do you need?** | **Mid-Year (December): What do you plan to achieve my mid-year?** | **End-of-Year (June): What do you plan to achieve by the end-of-year?** |
| ***Example****: To run a marathon in June.* | *Run it under 3.5 hours.* | *Run 3 days a week and do yoga every Sunday.* | *Ability to do long-runs with an 8-minute mile pace.* | *Run the marathon in under 3.5 hours.* |
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