

Tucson Unified School District

Professional Growth Plan
Due October 1st

This is a collaborative opportunity between the principal and principal supervisor designed to develop professional goals that are in alignment with the Administrator Appraisal Tool. At a minimum, a mid-year benchmark review must be completed within the Professional Growth Year.

NAME: _____ SCHOOL: _____
ASSIGNMENT: _____ SCHOOL YEAR: _____
YEAR ONE: _____ YEAR TWO: _____ EMPLOYEE ID: _____

1). What is my desired outcome for professional growth?

2). *Using the Administrator Appraisal tool what standard (ISLLC/TUSD Quality Standards) will improve as a result of my work? Check one.*
_____ *ISLLC Standard One – Home & Community and Leadership*
_____ *ISLLC Standard Two- Instruction and Curriculum*
_____ *ISLLC Standard Three- Human Resource and/Organizational Management and Planning*
_____ *ISLLC Standard Four - Environment and Diversity*

How does the outcome relate to TUSD goals and my school's goals?

3). What data sources/rationales did I use to establish my outcome?

4). Which professional development options/techniques listed below will I use?

<input type="checkbox"/> Peer Reflection Conversations	<input type="checkbox"/> Study Group(s)
<input type="checkbox"/> Participation/Delivery of Workshops/Courses	<input type="checkbox"/> Action Research
<input type="checkbox"/> Audio/Video Tape Analysis	
<input type="checkbox"/> Review of Professional Literature	
<input type="checkbox"/> Writing an analytical or reflective journal	<input type="checkbox"/> Committee or Task Force Participation
<input type="checkbox"/> Other (be specific)	

Of the options/techniques chosen it is: Collaborative OR Independent

5). What data and/or evidence will I use to assess achievement of my outcome?

6). List anticipated/needed resources and, if applicable, identify collaborative partners:

7). Devise a tentative timeline for the implementation of your plan with benchmarks and/or gathered evidence to judge your progress.

TUSD Professional Growth Plan - Approval

Signature: _____ (Principal) _____ (Date)

Approval by *Principal Supervisor*: _____ (Signature) _____ (Date)

Tucson Unified School District**Professional Growth Plan
Mid-year Benchmark Review
*Due January 31***

NAME: _____ SCHOOL: _____

ASSIGNMENT: _____ SCHOOL YEAR: _____

BENCHMARK REVIEW: _____ EMPLOYEE ID: _____

1). What's been tried? What's working?

2). What are my next steps?

3). Are there any needed changes to my Professional Growth Plan? If yes, what changes are needed?

4). What additional support do I need to implement the plan?

Tucson Unified School District**Professional Growth Plan
End of Year Review
Elementary Principals Due Date May 1st
HS/MS/K-8 Principals Due Date May 31st**

NAME: _____ SCHOOL: _____

ASSIGNMENT: _____ SCHOOL YEAR: _____

EMPLOYEE ID: _____

To be completed by the principal before conference with principal supervisor.

1). What have I accomplished? How has it impacted student achievement/success?

2). What have I learned?

3). What new strategies have I used? What practices have I changed? What worked and what didn't?

4). What impact have these changes had on the students, school and/or community (share student work, performance, results)? What data were used?

5). What are the appropriate next steps in my professional growth to improve student learning and achievement?

GCO-E5 – Professional Growth Plan Exhibit FR 10/04/13

Tucson Unified School District**Professional Growth Plan
Professional Growth Options****Peer Reflection Conversations**

- Invite a peer to discuss and help you reflect on a specific aspect of your leadership
- Choose a reference point for these conversations such as work samples or data sources

Study Group

- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of teachers, students, and community

Delivery of Workshops/Courses

- Prepare, develop, and/or deliver courses or workshops
- Provide a measurable educational impact for peers, teachers, parents, students, or community

Action Research

- Analyze your own leadership practices (as an individual or with a group) to make formal decisions on ways to improve your leadership
- Engage in action research steps in the following sequential order: observe situation, identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions

Audio/Video Tape Analysis

- Create a tape to collect data for analysis and/or reflection
- Participate in a peer reflective conversation focused on the audio/videotape

Writing an analytical or reflective journal

- Reflect on or synthesize professional readings
- Critique your own teaching or the teaching of a colleague
- Record data from classroom observations; analyze trends

Committee or Task Force Participation

- Participate in a district committee or task force and share with your colleagues

Other