

# Elizabethtown Independent Schools

(Principal and Assistant Principal Form)

## Reflective Practice and Professional Growth Planning Template

<b>Principal or Assistant Principal</b>	
<b>School</b>	

### Part A: Reflection on the Principal Standards

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

Stand ard	Self- Assessment				Strengths and areas for growth
<b>1: Mission, Vision, and Core Values</b> <i>Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>2: Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>3: Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>4: Curriculum, Instruction, and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	

<p><b>5: Community of Care and Support for Students</b>  <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i></p>	I	D	A	E	
<p><b>6: Professional Capacity of School Personnel</b>  <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>7: Professional Community for Teachers and Staff</b>  <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>8: Meaningful Engagement of Families and Community</b>  <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>9: Operations and Management</b>  <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>10: School Improvement</b>  <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i></p>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

## Part B: Data Reflection

### Survey Results

Working Conditions Survey

Other Survey

### Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

What elements of the school's climate/culture need additional review, attention, and/or improvement?

List factors that might have influenced the results.

**Part B: Data Reflection (cont.)**

**Other Data**  Student Achievement Data  Non-Academic Data  CSIP

District Strategic Plan  Other \_\_\_\_\_

Data Selected and Results	Plans

## Part C: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

Based on the areas of growth identified in Self-Reflection and Part B.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my practices that will effectively impact student learning?</li> <li>How can I develop a plan of action to address my professional learning?</li> <li>How will I know if I accomplished my objective?</li> </ul>	
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<b>Connection to Standards</b>
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The Principal/Assistant Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.

<b>Action Plan</b>
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<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

*The evaluator will maintain the original copy of this form. A copy will be provided to the principal or assistant principal.*

Evaluator's Signature:	Date:
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Principal/Assistant Principal's Signature:	Date:
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