



DL2 Professional Growth Planning Process

VERSION 2.0

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INTRODUCTION

The DL2 Professional Growth Planning Process (PGPP) engages educators and educational leaders in an intentional process for realizing their own and their district's performance goals. The activities in the PGPP reflect decades of research on learning that clearly show professionals improve when they intentionally exercise agency to lead their own learning¹ — when they use rich evidence to assess their strengths and areas for growth along a clear set of performance standards that they value; set meaningful growth goals; develop detailed Learning Plans to help realize their goals; take systematic action on those plans; and continuously monitor progress and make adjustments.

Why the PGPP?

Professional development in public school systems tends to get done *to* educators. For example, if you are a teacher or principal, chances are your district central office decides which workshops, coaching, and other opportunities you have to choose from and sometimes you have no choice. Much of that professional development happens after school hours and in school libraries or central office meeting spaces. But these formats directly conflict with research on adult and professional learning that has long emphasized the importance of professionals leading their own learning on the job in real time with their colleagues as they do their regular work². Some states and districts cast growth planning as important for low-performing educators, not all educators. As a result, even the best teachers and principals can become passive about their learning, waiting for the next workshop or coaching session, rather

than actively ensuring their own success. And the reality is, even in well-resourced districts, central offices cannot provide all the professional learning opportunities their school-level staff want or need. When teachers and principals rely predominately on the professional development provided to them, they likely are working without essential learning support.

If you work in a school district central office, chances are you have received little training about how to do your job, let alone how to do it well. You occasionally attend professional conferences, but those opportunities are few and far between and, as large events, not tailored to your specific needs. You also likely have no professional standards to guide your improvement efforts and receive little if any feedback on your work.

¹ Knowles M., Holton E. I., Swanson R. 2005. *The adult learner: The definitive classic in adult education and human resource development*. Burlington, MA: Elsevier; Taylor, D. C., & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, 35(11), e1561-e1572.

² Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (2010). Job-embedded professional development: What it is, who is responsible, and how to get it done well. National Comprehensive Center for Teacher Quality; Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Even in districts where leaders want to elevate educators' leadership of their own learning, available tools tend to provide limited support³. Many simply ask educators to set goals without much guidance on how to do so or how to use those goals to anchor their learning. Some offer educators a choice of professional development without helping educators work through the right processes for making strategic choices. In a recent national scan, we did not find any examples of professional growth planning tools that truly elevate educators' leadership of their own learning in ways essential to deep shifts and improvements in their practice.

About the PGPP

The DL2 PGPP aims to address these and other common challenges with professional learning in school systems by providing processes to help you lead your own learning — whether you are a teacher or principal or central office staff. Those processes are part of an iterative cycle of working with standards and evidence, relevant to you and your role, to develop, implement, and continuously improve your own Learning Plan.⁴ In each part, you will draft initial ideas, seek and use feedback from colleagues, reflect and adjust, and move forward.

We developed the DL2 PGPP based on similar processes that we observed teachers, principals, and central office staff using in districts we studied that made progress with improving central office and school performance. We also drew on research on adult learning that has long guided much of our scholarship and practical partnerships with districts.⁵ For this second version of the PGPP, we have streamlined instructions and adjusted prompts for easy adaption by various users.

Figure 1. The DL2 Professional Growth Planning Process



³ Honig, M.I. & Rainey, L.R. (2023). *From tinkering to transformation: How school district central offices drive equitable teaching and learning*. Harvard Education Press.

⁴ Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education*, 32(1), 3-24.; Schön, D. A. (1986). *The reflective practitioner: How professionals think in action*. Routledge.

⁵ Honig, M.I. & Rainey, L.R. (2020). *Supervising principals for instructional leadership: A teaching and learning approach*. Harvard Education Press; Honig, M.I. & Rainey, L.R. (2023). *From tinkering to transformation: How school district central offices drive equitable teaching and learning*. Harvard Education Press.

How to Use the PGPP

We recommend you start by reading over the entire document to familiarize yourself with the whole process. Then, begin with Part 1 and proceed in order since each step depends on the prior ones. Plan to work through the steps multiple times to continuously refine your thinking and your Learning Planning.

DL2 Professional Growth Planning Process

PART 1: SELF-ASSESS p.4

Conduct an evidence-based self-assessment of your own practice in relation to performance standards.

PART 2: DEVELOP A LEARNING PLAN p.10

Use your self-assessment to choose areas of focus, set ambitious-but-realistic performance targets, and create a plan to lead your own learning in ways likely to help you realize those targets.

PART 3: PLAN TO TRACK YOUR PROGRESS p.20

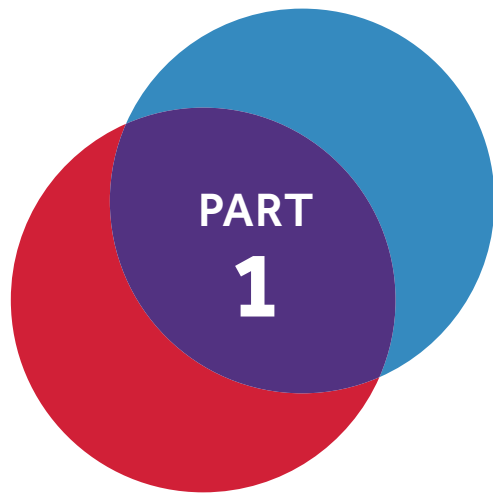
Develop a plan to track the implementation, quality, and impact of your Learning Plan.

PART 4: TAKE ACTION p.32

Hold yourself accountable for taking action on your Learning Plan and making evidence-based mid-course improvements.

PART 5: RE-ASSESS AND BEGIN AGAIN p.34

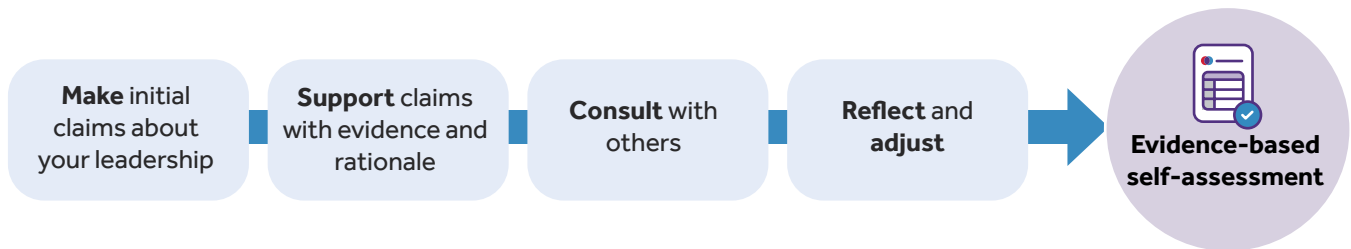
See how you have grown and plan to lead your learning into the next year.



SELF-ASSESS

PART 1: SELF-ASSESS

Leading your own learning in intentional and otherwise powerful ways starts with a clear, honest, and evidence-based understanding of your current practice. In this part, you will use standards and evidence to deepen your understanding of how you work now. By the end of this part, you will have an evidence-based self-assessment to anchor your Learning Planning.



Get Ready

First, determine which standards you will use as the basis for your Learning Plan. Possibilities include the standards in your district's evaluation process, those we suggest below, or ones you develop yourself. Whichever standards you choose, make sure they emphasize observable practices based on research connecting them to improved student learning. Standards that describe dispositions tend to be hard to measure. Those that involve participation in broad activities such as professional learning communities may not help you distinguish what kinds of participation reflects good practice.

Suggested Standards

Principals

- [Professional Standards for Educational Leaders \(PSEL\) 2015](#)
- [Wallace Foundation Principal Pipeline District Standards \(2013\)](#)

Principal Supervisors

- [DL2 Principal Supervisor Performance Standards, Version 3.0](#)
- [CCSSO Model Principal Supervisor Professional Standards \(2015\)](#)

Table 1.1 Self-Assessment

 Not Adopting I do not yet engage in practices consistent with the standard.	 Adopting I talk about my practice in ways consistent with the standard but my actual practice does not yet reflect the standard.	 Engaging at a Surface Level My practice is beginning to reflect the standard but not yet in ways that demonstrate I deeply understand what practices are consistent with the standard or why to engage in them.	 Engaging with Understanding My practice often reflects the standard and demonstrates my deepening understanding of what practices are consistent with the standard and why to engage in them.	 Mastery My practice routinely reflects the standard across contexts and over time in ways that demonstrate my deep understanding of what practices are consistent with the standard and why to engage in them.
Standard:	Claim:			
Evidence:				

Get Started

Download or create a version of the workspace in Table 1.1 to prompt and organize your thinking about your claims and evidence along each standard, creating new rows as necessary. In the process, consider the following definitions of claims and evidence and why they are important to your leadership of your own learning.

A claim is a clear, measurable statement about the quality of your current ability to lead along each standard.

You may be more familiar with rating yourself with numbers. But when you make a claim, you describe your practice in relation to each standard and see yourself more clearly than if you just choose a number. Note, too, that our scale avoids common labels such as “beginning” or “proficient” and instead draws on research on adult learning that captures how adults actually progress from novice to expert practice and that we have field tested with various educational leaders.⁶ Making claims with this kind of scale helps us focus on real markers of learning and come to see ourselves as on a trajectory toward mastery.⁷ The scale also defines observable shifts in practice, increasing the likelihood we will accurately assess our progress over time.

Evidence includes concrete support for your claim about your practice.

Evidence should make your practice visible and distinguishable as practice that reflects your claim. Strong evidence moves beyond statements that you did something to demonstrate how you engaged in a particular practice consistent with your claim. For example, instead of saying “I often use data and other evidence like survey results and my evaluation reports” describe specific instances when you used particular data and how you did so.

If this is your first year doing this kind of intensive self-assessment, you may have limited evidence of your own practice. That’s okay. One purpose of this entire process is to prompt you to collect and use progressively richer data about your own practice over time. In the meantime, consider various information you do already have about your practice such as your calendar, evaluation results, and e-mails with comments from colleagues.

Table 1.2 provides an example of how a principal supervisor wrote a claim with evidence using Standard 1 of the DL2 Principal Supervisor Standards.

⁶ Grossman, P., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education*, 108(1), 1-29; Honig, M.I. & Rainey, L.R. (2020). *Supervising principals for instructional leadership: A teaching and learning approach*. Harvard Education Press.

⁷ Holland, H., Lachiotte, W., Skinner, D., & Cain, C. (2001). *Identity and agency in cultural worlds*. Harvard University Press.

Table 1.1 Self-Assessment Example

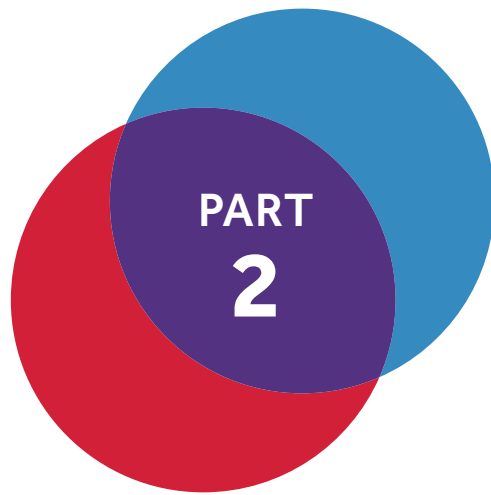
Standard 1: <i>Dedicates their time to helping principals grow as instructional leaders</i>	Claim: <i>I talk about my leadership practice in ways consistent with dedicating my time to helping principals grow as instructional leaders, but my actual practice does not yet reflect that I do this routinely, including by actively protecting my time.</i>
Evidence: <i>My colleagues have observed me telling principals that my job is to focus as much of my time as possible on their instructional leadership. For instance, my supervisor's scripted notes at the January 6th meeting show I said, "I'm in this with you. While you are maximizing your time with teachers, I am maximizing my time with you." But a review of my calendar shows that between January and May, I spent only about 35 percent of my time in a given week working directly with principals. For example, the week of February 6th I spent about two hours each in 4 schools and otherwise was in central office and community meetings related to school staffing, high school reform, school boundaries, and parent complaints.</i> <i>I took the staffing meeting to make sure the new process for emergency licenses makes sense for principals, but I actually spent too much time on other things they asked me about. Which helped build relationships but that's the old way and I could have done that by helping them understand my focus on principals instructional leadership.</i>	

Share Your Work

Find a partner or two and think critically together about the fit between your claims and evidence. Feedback from colleagues can help you increase the accuracy of your self-assessments and, in the process of giving others feedback, you may deepen your understanding of your own self-assessment process.

Sample protocol (~15 minutes per standard)

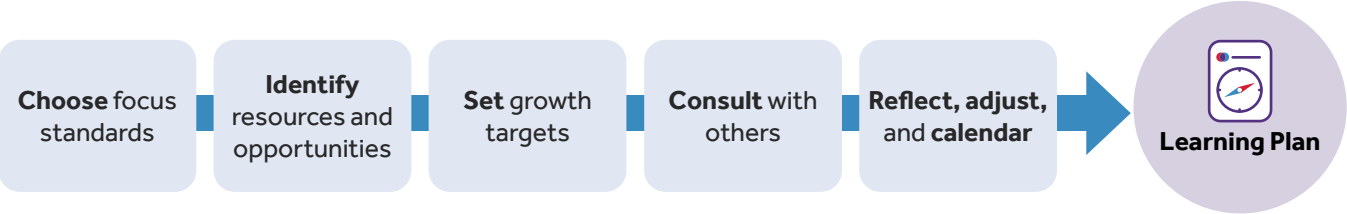
- 1 Choose one claim and evidence set to start and give your partner a chance to read over your work.
- 2 Pose questions to solicit feedback such as:
 - What clarifying questions do you have about this claim-evidence set?
 - How clear is my claim about the quality of my practice along the specific standard?
 - How well does my evidence help you see the quality of my practice? For example, do I simply state that I did something or do I describe *how* I did it with specific evidence? Suggestions for improvement?
 - How well does my evidence support my claim? Suggestions for improvement?
 - Anything else?
- 3 Switch roles with your partner, providing them with feedback.
- 4 Repeat for other standards. Note that your work on 1-2 may provide you with enough input to strengthen others.
- 5 Use the feedback to improve your self-assessment.



DEVELOP A LEARNING PLAN

PART 2: DEVELOP A LEARNING PLAN

Leading your own learning involves intentional steps to create a detailed Learning Plan that keeps you focused on the right activities over time. By the end of this part, you will have developed an intentional, anchoring Learning Plan.



Get Ready

First, download or create a version of the Learning Plan template in Table 2.1 or a similar format that prompts you to be specific and intentional about what you will do to advance your own learning toward your goals, and articulate why you think those strategies will support your growth.

Table 2.1 Learning Plan

A. FOCUS STANDARDS	B. LEARNING RESOURCES AND OPPORTUNITIES	C. GROWTH GOALS
I am starting at this level related to my focus standards.	And if I utilize these learning resources and opportunities in these particular ways...	Then I will be able to make this claim about my practice along my focus standards by the end of this school year.

Get Started

Start to draft your Learning Plan using the following research-based guidance.

A. Choose Focus Standards

Review your self-assessment and identify 2-3 strengths — standards on which you are already performing at a relatively high level. Enter your claims about those standards in the first column of Table 2.1. We start with two to three focus standards because research on the development of expertise shows that

adults grow in multiple areas by going deep in a few and transferring that learning to other areas.⁸ Further, building on strengths appears more effective than focusing on weak areas, especially early in learning processes when novices tend to find their limited performance on new activities demotivating.⁹

B. Identify Learning Resources and Opportunities

In Table 2.1, Column B, you will add resources and opportunities you will access to support your learning along each standard. First, use Tables 2.2a and 2.2b to expand and organize your thinking. The prompts there stem from research on adult learning that shows adults develop their practice mainly as they learn on the job in real time with colleagues of various experience levels in a common, valued direction.¹⁰ Formal workshops are actually among the least supportive forms of professional growth. The heuristic called the “70-20-10 rule” reflects these ideas in recommending you focus on on-the-job learning (~70%) with some learning from others like external coaches (~20%) and little

(10%) reliance on formal learning experiences such as workshops and “pull-out” professional development that tend to be the main approaches in many school districts.

In Table 2.2a, brainstorm various learning resources and opportunities that may be useful. Put each one in the appropriate column, and, in the process, pay attention to elaborating the first column which, per the 70-20-10 rule, should comprise most of your Learning Plan. Then, use Table 2.2b as a drafting space to align particular resources and opportunities to your focal standards, elaborate how specifically you will tap those resources and opportunities, and explain why you think they will help you grow.

⁸ Ericsson, K. A. (2004). Deliberate practice and the acquisition and maintenance of expert performance in medicine and related domains. *Academic Medicine*, 79(10), S70-S81; Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. In K.A. Ericsson (Ed.), *The Cambridge handbook of expertise and expert performance* (pp. 685-705). Cambridge University Press.

⁹ Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338; Bouskila-Yam, O., & Kluger, A. N. (2011). Strength-based performance appraisal and goal setting. *Human Resource Management Review*, 21(2), 137-147; Csikszentmihalyi, M., & Seligman, M. E. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14; O'Connell, B. H., O'Shea, D., & Gallagher, S. (2016). Enhancing social relationships through positive psychology activities: A randomised controlled trial. *The Journal of Positive Psychology*, 11(2), 149-162.

¹⁰ Chao, G. T. (1997). Mentoring phases and outcomes. *Journal of Vocational Behavior*, 51(1), 15-28; Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. Wenger, W. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press; Tharp, R. G., & Gallimore, R. (1991). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge University Press. Wenger book

When you have exhausted your work in Table 2.2b, add your detailed descriptions of your learning supports in the appropriate rows of your Learning Plan (Table 2.1, column B).

Remember that the same learning resource or opportunity could help you grow along multiple standards, so don't assume you need an entirely new set of resources and opportunities

for each standard. *Do* try to distinguish *how* you would need to engage with each resource or opportunity to support your growth on a particular standard. In the process, avoid shorthand, which may suggest you are not thinking deeply enough about your Learning Plan and which may be hard for you to decipher later.

Table 2.2a Brainstorm Learning Resources and Opportunities

 70% On-the-job experiences Examples: • Co-teaching or co-leading with a more experienced colleague • Integrating routines for self-reflection such as journaling into your regular work day • Learning a new practice or system while engaging in it	 20% Other mentoring Examples: • Working with an outside coach • Videotaping your practice for feedback from supervisors or colleagues • Discussions in professional learning communities	 10% Formal professional development Examples: • Districtwide professional development sessions • Professional conferences • On-line courses

Table 2.2b Resources & Opportunities Map (ROMp)

FOCUS STANDARD	LIST Resources/ opportunities that could help me grow along this standard from Table 2.2a	DETAIL How specifically will I tap those resources & opportunities?	EXPLAIN Why do I think that tapping those resources/opportunities in those ways will help me grow along this standard?
1.			
2.			

Table 2.2b Example

FOCUS STANDARD	LIST	DETAIL	EXPLAIN
<i>Uses teaching-and-learning moves when leading principal communities of practice</i>	<i>Simone</i>	<i>Co-facilitate the December meeting on leadership of multi-lingual learning with Simone. Take detailed notes on her teaching moves related to that content. Ask her to provide real-time feedback as you facilitate.</i> <i>Schedule a pre-meeting with Simone to discuss this process as a learning support for me along this standard.</i>	<i>If I see examples of Simone leading this meeting, take detailed notes on her practice, and discuss it with her before and after, then I will increase my knowledge of leadership for multi-lingual learning and develop concrete images of how to facilitate meetings on that kind of leadership, especially in a linguistically mixed group of principals. I learn best with those kinds of examples and real-time coaching so ensuring Simone helps me with those things will likely be high-leverage for me.</i>

C. Set Growth Targets

How far you are likely to grow in your practice with the resources and opportunities you identified in your Table 2.2b? Could you grow one whole level on the scale on Table 1.1? Part or most of the way toward that level? Work iteratively between drafts of growth goals (Table 2.1, Column C) and the opportunities and resources (Table 2.1, Column B), adjusting both until they sufficiently align — meaning the opportunities and resources you have specified are likely to help you grow to the new target.

Share Your Work

Feedback at this point may be especially helpful to ensuring you are being intentional about the resources and opportunities in your Learning Plan and following the 70-20-10 rule. The following protocol may be useful for this purpose:

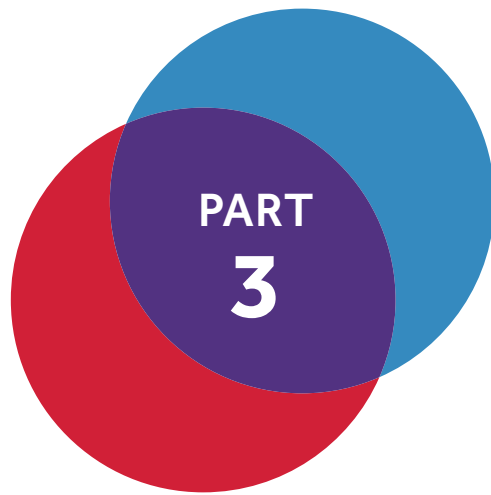
Sample protocol (~15 minutes per standard)

- 1 Choose your plan for growth along one of your focus standards to start and give your partner a chance to read over your work.
- 2 Pose questions to solicit feedback such as:
 - How well have I specified what I will do when? Suggestions for improvement?
 - To what extent does my Learning Plan reflect the 70-20-10 rule? Suggestions for improvement?
 - Other resources and opportunities I might consider?
 - How likely are the resources and opportunities I identified likely to help me realize my growth goal? Suggestions for improvement?
 - Anything else?
- 3 Switch roles with your partner, providing them with feedback.
- 4 Repeat for your other focus standard(s).
- 5 Use the feedback to improve your Learning Plan.

Calendar

Move the tasks in your Learning Plan into your work calendar. For example, if someone else manages your calendar, ask them to help you keep on track by protecting the time for your Learning Plan activities help keep you on track, especially as the year progresses and demands increase.

For example, remember that feedback you wanted to get from your colleagues? When will you connect with them before the observation to brief them on what would be helpful? Is the session they will observe on their calendars? Have you blocked off time to prepare for the session? When will you debrief?

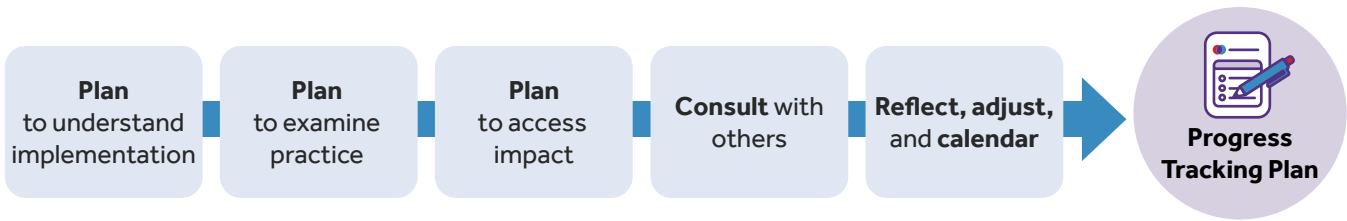


PLAN TO TRACK YOUR PROGRESS

PART 3: PLAN TO TRACK YOUR PROGRESS

Leading your own learning includes collecting and analyzing meaningful evidence about your own progress. In this part, you will ensure you will have the information you need and build data collection and analysis activities into your regular work, rather than adding them on top of existing work in unmanageable and unsustainable ways. That information will answer the following three questions fundamental to professional growth planning:

- 1 Implementation: Am I doing what I said I would do in my Learning Plan?**
Sometimes we do not realize our growth goals, not because we did not develop the right plan, but because we did not fully implement it. Track the quality of your Learning Plan implementation to make that important distinction.
- 2 Practice: What is the quality of my daily work along each standard?**
Too often, educators and leaders lack evidence necessary to understand their growth because they do not collect evidence that helps them see their own practice. Identify and use meaningful measures and information to make the quality of your practice visible.
- 3 Impact: To what extent has my practice had a demonstrable positive impact directly or indirectly on student learning?**
Influences on student learning are many and even teachers can face challenges in pinpointing their impacts. Construct a logic model to help you understand your own influence on student learning.



Get Ready

First, download or create versions of the templates in Tables 3.1-3.3 that prompt you to be specific and intentional about how you will measure implementation, practice, and impacts and which data you will collect on each. If you work directly with students, adapt Table 3.3 to include only the first column about your practice and the last column about results for students. If you are a principal or central office staff person, use a fuller version of Table 3.3 to track your impacts on other adults who work progressively closer to students.

Table 3.1 Implementation Tracking Plan

LEARNING RESOURCES & OPPORTUNITIES If I actually access these learning resources and opportunities... (from Table 2.1, column B)	MEASURES My doing so will be apparent if I track...	DATA COLLECTION ACTIVITIES Which I will document in the following ways over the course of the academic year...
		Who:
		What:
		When:
		Who:
		What:
		When:

Table 3.2 Practice Tracking Plan

GROWTH GOALS	MEASURES	DATA COLLECTION ACTIVITIES
If I am progressing toward this growth goal... (from Table 2.1, column C)	Then I will see the following in my own practice...	Which I will document in the following ways...
		Who:
		What:
		When:
		Who:
		What:
		When:

Table 3.3 Impact Tracking Plan

GROWTH GOALS	DIRECT IMPACT [Adults]	INDIRECT IMPACT [Adults]	ULTIMATE IMPACT [Students]
If I realize these growth goals... (from Table 2.1, column C)	Then I am likely to see these changes in [INSERT: the adults I work with most directly]...	Which in turn may lead to these changes in the practice of [INSERT: other adults]...	Which may contribute to these improvements in student learning

Get Started

A. Plan to Track Implementation

First, use Table 3.1 to capture your initial thinking about how you would track the implementation of your Learning Plan — that is, whether and how you are actually accessing the learning resources and opportunities in your plan.

A measure is what you would see happening if implementation were occurring at a particular level.

If you are just checking that something happened, you can simply make a note of that occurrence. But tracking the *quality* of implementation requires you to capture events in more detail. While capturing such detail takes time, the information you collect is often more instructive to your learning than simple counting of occurrences.

Data collection activities are what you will do to capture information about whether and how those things are happening.

Identify data you will collect over time and indicate when, how, and where you will keep the information so you can access it easily later. This step is essential to ensuring you actually capture the data you need to understand implementation. In the process, remember that implementation happens over time, so plan to collect data over time.

Also consider, who else can help you with collecting the data? For example, can your administrative assistant or a colleague take notes or video during meetings and observations? Are others already collecting data you can use to understand implementation? Build those other data sources into your initial plan.

Table 3.1 Example

LEARNING RESOURCES & OPPORTUNITIES If I actually access these learning resources and opportunities... (from Table 2.1, column B)	MEASURES My doing so will be apparent if I track...	DATA COLLECTION ACTIVITIES Which I will document in the following ways...
<i>Co-facilitation of December meeting on leadership of multi-lingual learning with Simone. Take detailed notes on her teaching moves related to that content. She provides real-time feedback on my facilitation.</i>	<i>Meeting and debrief/feedback sessions occur.</i> <i>I have a detailed set of observation notes at a sufficient level of detail to help me understand aspects of Simone's facilitation.</i> <i>The notes are at a sufficient level of detail that they will help me understand the quality of my practice along my focus standard.</i>	Who: <i>My assistant</i>
		What: <i>Color code activities on my calendar as I complete them. Make sure notes are uploaded into OneNote folder.</i>
		When: <i>Within 24 hours of each activity/task</i>

B. Plan to Track Your Practice

Use Table 3.2 to develop a plan for understanding the quality of your actual practice in relation to your focus standards. In the process, consider:

- Data about your practice is just that — information about moves you make day to day. Understanding practice requires you to collect information at a sufficient level of detail to make visible not just what you do but how you do it. Plan to move beyond lists of what you did to capture descriptive or low-inference data about the quality of your work.
- As you grow along your focus standards, you may progress along others. Plan to collect evidence of your growth along one or two other standards by adding them to Table 3.2. In the process, do not add activities to your Learning Plan — which risks diluting your plan's focus. The idea here is to ensure you have systematic data about your practice along multiple standards as you implement a focused Learning Plan.

See an example on the following page.

Table 3.2 Example

GROWTH GOALS If I am progressing toward this growth goal... (from Table 2.1, column C)	MEASURES Then I will see the following in my own practice...	DATA COLLECTION ACTIVITIES Which I will document in the following ways...
FOCUS STANDARD: <i>I often use uses teaching-and-learning moves when leading principal communities of practice and demonstrate deepening understanding of what those moves entail and why to use them.</i>	Score above 3.5 on the DL2 Annual Survey of Principals on Joint Work, Modeling, and Tool Use in 1-1 settings	Who: <i>My assistant</i>
		What: <i>Prep the online survey, follow up on any unreturned surveys, and provide me with the results</i>
		When: <i>Survey prep: May 10</i> <i>Follow up: May 11-15</i> <i>Results to me: June 1</i>
SECONDARY STANDARD: <i>I am leading the learning of principals in ways that will help them grow as instructional leaders and demonstrate I understand what such a stance involves and why to take one.</i>	Score above 3.5 on the DL2 Annual Survey of Principals on Joint Work, Modeling, and Tool Use in communities of practice meetings. My lesson plans for my principals' meetings contain differentiated prompts that are designed to support particular learning for each of my principals.	Who: <i>My assistant</i>
		What: <i>Prep the online survey, follow up on any unreturned surveys, and provide me with the results</i>
		When: <i>Survey prep: May 10</i> <i>Follow up: May 11-15</i> <i>Results to me: June 1</i>

C. Plan to Track Your Impact

Use Table 3.3 to develop a plan for understanding possible impacts of your work. In the process:

- Distinguish direct and indirect impacts — sometimes called leading and lagging indicators. Some of our most meaningful outcomes in education take many years, people, and resources to accomplish. And unless you are working with students directly and regularly yourself, your impact on students will come through changes in the behavior of other adults and likely not in your first few years of an intentional Learning Plan. Aim for what you value and also think through the changes you are likely to see first if you are on a trajectory to hitting your ultimate targets.
- Use a theory of action approach. The text in Table 3.3 prompts you to develop a theory of action or logical throughline from shifts in your practice to your ultimate impacts on students can help. Use those prompts to help you think through your likely direct, indirect, and ultimate impacts if you implement your Learning Plan and realize your growth goals.

The following page provides one example using Table 3.3.

Table 3.3 Example

GROWTH GOALS	DIRECT IMPACT [Adults]	INDIRECT IMPACT [Adults]	ULTIMATE IMPACT [Students]
If I realize these growth goals (from Table 2.1, column C)	Then I am likely to see these changes in [INSERT: the adults I work with most directly]...	Which in turn may lead to these changes in the practice of [INSERT: other adults]...	Which may contribute to these improvements in student learning
<i>I often use uses teaching-and-learning moves when leading principal communities of practice and demonstrate deepening understanding of what those moves entail and why to use them.</i>	<i>On the DL2 Annual Survey of Principals, at least 80% of my principals will report that they increased the amount of time they spend on Instructional Leadership tasks, that they have grown in their ability to engage in instructional leadership, and that the principals meetings I have facilitated have supported them with both.</i>	<i>The percentage of teachers my principals rate as proficient or highly proficient will go down, because they are deepening their understanding of what counts as high quality teaching.</i>	<i>No expected impact in this first year. By next year, climate surveys will show that students are significantly more likely to report that their teachers care about and challenge them.</i>

Share Your Work

Feedback at this point may be especially helpful to ensure you collect the right data and tap others to assist you with data collection. The following protocol may be useful for this purpose:

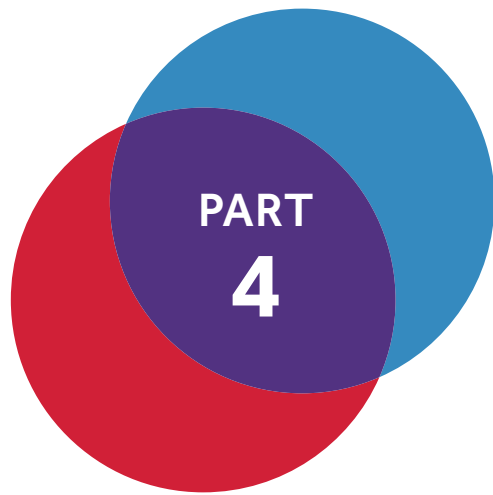
Sample protocol (~20 minutes per plan)

- 1 Start with one plan to track progress and give your partner time to read your work.
- 2 Pose questions to solicit feedback such as:
 - In your own words, what do you understand this plan involves in terms of measures and data collection?
 - How well have I specified actual measures of progress? How likely are those measures to help me understand my progress? Suggestions for improvement?
 - How likely are my data collection methods to help me assess my progress well? Am I drawing on existing data sources and also creating new ones?
 - Who else might be able to help me collect data?
- 3 Switch roles with your partner, providing them with feedback.
- 4 Repeat for your other progress tracking plan(s).
- 5 Use the feedback to improve your Learning Plan.

Calendar

Move the data collection tasks from your tracking plans into your work calendar and that of others who will help you with data collection.

For example, remember that meeting you intended to conduct to practice engaging others in challenging conversations about racial equity? If someone will take notes for you at that meeting, make sure the meeting is on their calendar. Also put a reminder on your calendar to collect and clean up the notes, as necessary. At this time, you may want to set up a system for cataloging data over time.

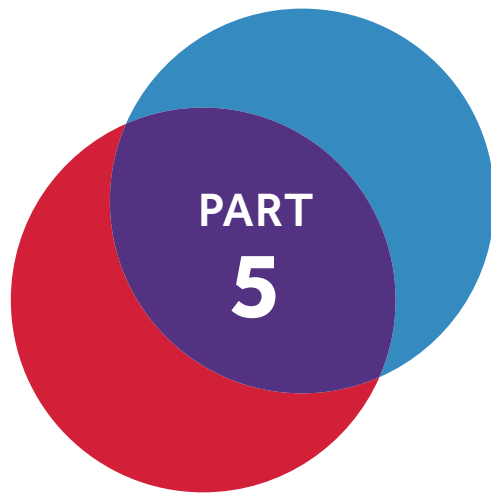


TAKE ACTION

PART 4: TAKE ACTION

Taking action on your professional growth means ensuring you implement your learning and progress tracking plans and that you use your experience to make adjustments along the way. To help you do so, take the following steps.

- 1 Go back through your Table 2.1 (Learning Plan) and Tables 3.1-3 (Progress Tracking Plans) and make sure you note work tasks, times, and milestones on your calendar. Many on-line calendaring programs will allow you to create a separate calendar for these activities and view it alongside your regular work calendar to help keep you on track.
- 2 Plan to hold yourself accountable for following through by considering:
 - With whom will I check in regularly (i.e., at least monthly) to help me hold myself accountable? When will we meet? What will I prepare for those meetings? Add meeting dates and preparation time to your calendar now.
 - How will I use my meetings with my supervisor to hold myself accountable? What will I do to prepare for those meetings? Add preparation time to your calendar just before each supervisory meeting.



RE-ASSESS AND BEGIN AGAIN

PART 5: RE-ASSESS AND BEGIN AGAIN

Even though you will have been monitoring your progress throughout the year, take time before you turn your mind to the next school year and return to Part 1 and re-assess your ability to lead along each of your standards. Now, you should have the benefit of more data to reflect on and, likely, celebrate. If you are engaging in professional growth planning with your team, consider scheduling an end-of-year celebration to share areas for growth and lessons learned.

As you re-assess, consider these process suggestions:

- Assess your work before this year ends when your data and experiences are fresher in your mind, rather than when you turn ahead to the next school year in the fall.
- Your self-assessment in Part 1 may now require more time since you should have more data about your practice to consider and a better understanding of the standards. Give yourself the gift of that time!
- Your ratings may be lower now than they were at the start of the year. That's okay and potentially a good sign. Research on the development of expertise shows that novices tend to rate themselves higher than experts in part due to their limited initial understandings.¹¹ So lower ratings can actually be a sign of your growing expertise.
- This professional growth planning process is yours to develop. Throughout this document, we highlighted processes research suggests to follow such as intentional use of data. How do you want to adapt this process to use next year? Consider making those shifts to your working protocols now while your experience is fresh in your mind.

¹¹ Burson, K. A., Larrick, R. P., & Klayman, J. (2006). Skilled or unskilled, but still unaware of it: How perceptions of difficulty drive miscalibration in relative comparisons. *Journal of Personality and Social Psychology*, 90(1), 60-77; Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment implications for health, education, and the workplace. *Psychological Science in the Public Interest*, 5(3), 69-106.

