**Assistant Principal Development Plan**

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| **Name:**  **Current Role: Anticipated Role Next School Year:** |

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| **PART I: Diagnose** |

**READINESS CRITERIA:**

**School Leader and AP agree on a start of year diagnosis against the** School Leadership Progression and Readiness Criteria**.**

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| **School Leader Progression and Readiness Criteria** | **Start of Year Diagnosis of AP** |
| 1) Set vision and goals |  |
| 2) Relentlessly plan and prioritize |  |
| 3) Develop other Leaders (Teach and Insist) |  |
| 4) Lead school culture |  |
| 5) Attract, hire and retain the best talent |  |
| 6) Build expertise in instructional design (methods, time, curriculum) and standards |  |
| 7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems |  |

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| **PART II: Plan for Strategic Development** |

**FOCUS CRITERION:**

**[Start of Year] Based on identified areas of growth (against current role or if none in current role, then to future anticipated role next year), identify 1-2 readiness criteria on which to focus development. Insert your goals for development.**

**[Throughout the Year] Reassess areas of growth and determine check-point targets.**

**[End of Year] Reassess for final evaluation of development at end of year.**

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| **Developmental Goals based on 1-2 Focus Readiness Criteria** | **Start of Year** | |  | **Check Point 1** | |  | **Check Point 2** |  | **c**  **End of Year** | |
| **Start of Year**  [fill in at start of year] | **Check-Point 1 Target**  [fill in at start of year] |  | **Check Point 1 Actual**  [fill in at check-point 1] | **Check Point 2 Target**  [fill in at check-point 1] |  | **Check Point 2 Actual**  [fill in at check-point 2] |  | **EOY Goal**  [fill in at start of year] | **EOY Actual**  [fill in at end-of-year] |
| *Readiness Criteria & Developmental Goal:* | *[insert start of year diagnosis of the focus readiness criterion]* | *[insert target for growth on readiness criterion]* |  | *[insert evaluation of progress on readiness criterion]* | *[insert target for growth on readiness criterion]* |  | *[insert evaluation of progress on readiness criterion]* |  | *[insert end of year target for the focus readiness criterion]* | *[insert end of year evaluation of the focus readiness criterion]* |

**UNPACK DEVELOPMENT PATH: What competencies, technical and adaptive skills do you need to grow in to meet the readiness criteria? What strengths can you leverage to meet the readiness criteria?**

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**STRETCH OPPORTUNITY:**

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| *Theory of the Stretch Opportunity:*  If the leader is successful at X stretch opportunity, he/she will have demonstrated progress on his/her development goal Y and will move on the Readiness Criterion Z from this rating to this rating and we should see the following impact on the school. . .  **If the leader is successful at** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  **he/she will have demonstrated progress on his/her development goal** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  **and will move on the Readiness Criterion** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **and we should see the following impact on the school**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **PART III: Establish 70/20/10 Development and Monitor Progress**  *In the same way that you develop a teacher using action steps each week and providing coaching and support for those action steps, a School Leader should be constantly revisiting the stretch opportunity and planning for 70/20/10 development. Instead of investing heavily in planning for development on the front end, our strongest leaders are creating and adjusting development plans continuously. These AP Development Plans are more akin to a weekly observation tracker for a teacher where an action step is identified for the following week and debriefed in the next O3.* |

**CONTINUOUS 70/20/10 DEVELOPMENT:**

**Upfront, capture a few ideas for the AP’s development plan. Revisit the plan in AP/School Leader weekly O3. Make note of progress and identify an action step for the following week.**

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| **Date** | **70%  On-The-Job Action Step** | **20%  Coach or Manager I Do/We Do/You Do Support of Action Step** | **10%  Formal Learning** | **Notes on Progress from Previous Week** |
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| **PART IV: Celebrate Success and Adjust Plans** |

**After completion of the stretch opportunity or at pre-set regional “check-points,” re-evaluate against the School Leadership Progression and Readiness Criteria to see if AP has made progress against goals [REFER TO PART II]. You will then set the next check-point goal and begin the process again.**

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| **Check Point 1**  **RESTART PART II: Plan and Progress Monitor**   * Complete the boxes under “Check Point 1” * You may also need to adjust your plans and revisit the following sections of this plan:   + UNPACK DEVELOPMENT PATH   + STRETCH OPPORTUNITY   + CONTINUOUS 70/20/10 DEVELOPMENT |

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| **Check Point 2**  **RESTART PART II: Plan and Progress Monitor**   * Complete the box under “Check Point 2” * Ensure your EOY Goal is still in reach * You may also need to adjust your plans and revisit the following sections of this plan:   + UNPACK DEVELOPMENT PATH   + STRETCH OPPORTUNITY   + CONTINUOUS 70/20/10 DEVELOPMENT |