Professional Growth Prioritization and Planning

The Folio Collaborative Team is committed to helping our members drive change at their schools. We do this by partnering with our schools to design effective methods for aligning their professional growth priorities with the school's broader strategic pillars.

As we considered how this partnership might look this year, we consistently returned to a desire to help our schools "do the work" — to give our schools the tools and resources they need to strengthen their understanding of effective professional growth practices and to organize this work into a streamlined, focused strategy. We asked:

• How can we help schools make professional growth essential, rather than additive, especially as the list of essentials expands to include pandemic preparations?

• How can we help schools design a professional growth approach that helps them reach their school-wide goals while also supporting individual growth?

• How can we help schools maximize their use of myFolio as a tool to drive their professional growth approach?

We have created this **Professional Growth Strategy: Prioritization and Planning** resource for school leadership teams to use as they develop their school's professional growth approach for this coming academic year. As you'll see, this resource is designed to result in the school's comprehensive plan for professional growth, inclusive of the school's myFolio work and all supporting professional growth work.

We hope this resource is helpful as you continue your preparations for the new school year. As always, we are here to do this work alongside you. To review this resource, email us at members@foliocollaborative.org.

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Overview of the Process

Step 1

**Determine your school's myFolio Themes and supporting focus areas
(here's a [useful tool](#) to use with your leadership team).**

- In the new version of the myFolio experience, aspects of your school's professional growth process are driven by your school's strategic priorities. These are your school's Themes.
- Themes tap into the individual's need for connection to a larger purpose and move everyone in your school community in a common direction.

Step 2

Determine your school's Professional Growth Priorities for the year, using these Themes as the foundational elements.

- To do this, first think about your "starting point": How would you describe your faculty and staff's current skill level in relation to these Themes?
- Identify any potential roadblocks: What do you foresee as the faculty and staff's biggest challenges in achieving these Themes?
- Articulate your approach to addressing these challenges
  - these will become your school's Professional Growth Priorities.
  - Use the "A More Beautiful Question" format to formulate your school's Professional Growth Priorities — we recommend focusing on 1-2 (no more than three) per year (here's a [helpful resource](#) for understanding why using questions is so powerful)

Step 3

Map out your school's Professional Growth Plan & Schedule for SY 20-21.

- Use the Professional Growth Strategy: Planning template to start planning out key events, by quarter.
- Be sure to list and describe the ways that you will use specific myFolio features to help you reach these priorities.

School Name: Folio Academy
Professional Growth Prioritization and Planning Process: SY 2020-2021

Determine your school's myFolio Themes and Focus Areas
 	
Here's a <u>useful tool</u> to use with your leadership team.
	myFolio Theme #1: Distance Learning: Social Emotional Learning (SEL) focus
	• At Folio Academy, we are focusing on the following two focus areas for our Theme of Distance Learning:
	  – Distance learning should prioritize social-emotional learning and community building
	  – Distance learning should provide additional support and differentiated learning opportunities for the students who need them most.
	
	myFolio Theme #2: Equitable Learning Opportunities: Equitable Engagement focus
	• At Folio Academy, we are focusing on the following two focus areas for our Theme of Equitable Learning Opportunities
	  – Classroom set-up (design) and instructional methods should provide equitable engagement opportunities for all students.
	  – Instructional materials should reflect diverse perspectives.

Determine your school's Professional Growth Priorities for the year, using these Themes as the foundational elements. To do this, first think about your "starting point": • How would you describe your faculty and staff's current skill level in relation to these Themes?	**Social Emotional Learning (SEL) Theme** • At Folio Academy, faculty and staff are very skilled at designing face-to-face learning opportunities with a rich SEL focus; they are less comfortable building in these SEL opportunities in a distance learning environment. • At Folio Academy, faculty and staff struggle to differentiate instruction for students with executive functioning challenges; distance learning has magnified these challenges. **Equitable Engagement Theme** • We've just started thinking about what equitable engagement opportunities look like in a face-to-face physical classroom so faculty and staff are not yet familiar with what this looks like in a virtual classroom. • Our Teaching and Learning committee is currently conducting an audit of our secondary literature texts so our HS English teachers are becoming more familiar with these concepts; we have not yet started this work for our other teachers.
Identify any potential skill gaps and roadblocks: What do you foresee as the faculty and staff's biggest challenges in achieving these Themes?	**For our social-emotional learning Theme...** • Faculty and staff don't always feel supported to prioritize SEL for their students and are fearful that SEL is seen as "additional but not necessary," less important than content coverage. • Faculty and staff also lack knowledge about how to translate their "go-to" community building activities into a virtual learning environment. **For our Equitable Engagement Theme...** • Faculty and staff really struggled with what they saw as "limited" ways that they could engage with students virtually. They will need direct support in learning more about how to translate their in-class engagement strategies (proximal distance, small group, one-on-one, etc.) into a distance learning environment. • Faculty and staff are also fairly attached to their "way of doing things," which includes their selection of specific instructional materials and texts. It's been difficult to shift teachers' mindsets about why these texts need to expand to be more inclusive (our own version of the Canon Wars!)

Articulate your approach to addressing these challenges - these will become your school's Professional Growth Priorities. Use the "A– More Beautiful Question" format to formulate your school's Professional Growth Priorities- we recommend focusing on 1-2 (no more than three) per year. Here's a <u>helpful resource</u> for understanding why using questions is so powerful.	**How might we _____ so that _____** • How might we clearly communicate and reinforce shared priorities for faculty and staff so that faculty and staff feel supported in leaning into an SEL focus? • How might we encourage a growth mindset for our faculty and staff in order to facilitate teachers' understanding of why it's so important to adopt more inclusive texts?

Define progress metrics for each Professional Growth Priority.
 	
What does success look like?
 	
How will you measure it?
	How might we clearly communicate and reinforce shared priorities for faculty and staff so that faculty and staff feel supported in leaning into an SEL focus?
	• Progress toward this Priority looks like:
	  – the majority of faculty and staff Goals include focus on SEL;
	  – lesson and unit plans include consistent and explicit time for SEL work and community building;
	  – in at least 75% of classes observed, SEL work was clearly evidenced;
	  – during pre and post observation conversations, the majority of faculty and staff were able to clearly articulate their approach to integrating a SEL focus in their instruction;
	  – at least 60% of faculty and staff report (via an anonymous faculty survey) feeling "safe" or "very safe" in prioritizing students' SEL over content coverage, if necessary.
	
	How might we encourage a growth mindset for our faculty and staff in order to facilitate teachers' understanding of why it's so important to adopt more inclusive texts?
	• Progress toward this Priority looks like:
	  – the majority of faculty and staff reflections following PD series on growth mindset and DEI illustrate a firm understanding of these principles;
	  – during pre and post observation conversations, the majority of faculty and staff were able to identify at least two modifications they made to their course materials and articulate why those changes were made;
	  – end of year faculty and staff reflections show clear evidence of an increase in growth mindset.

List and describe the specific myFolio features that you will use to help you reach these Goals.	**How might we clearly communicate and reinforce shared priorities for faculty and staff so that faculty and staff feel supported in leaning into an SEL focus?** • Via Themes • Individual teacher Goals • Custom Classroom Observation Note (to include lesson review, a field for SEL observer look-fors, a pre-observation conversation prompt for having the teacher describe his/her approach to incorporating SEL, a post-observation conversation prompt for having the teacher reflect back on a specific SEL practice from the observed lesson) • Staff survey **How might we encourage a growth mindset for our faculty and staff in order to facilitate teachers' understanding of why it's so important to adopt more inclusive texts?** • Professional Development Reflections (include specific prompt) • Custom Classroom Observation Note (to include a question about describing any lesson modifications and the rationale for making these changes) • End of Year Reflection Note (include custom reflection prompt)

Professional Growth Strategy: Planning

Directions: Use this template to start planning your school's professional growth activities for this year. For each Professional Growth Priority, detail the timeframe, the intended outcomes, the structures and leadership actions, and specific calendar information.

We've started a sample plan to help guide you through this process.

Professional Growth Priority #1 : How might we clearly communicate and reinforce shared priorities for faculty and staff so that faculty and staff feel supported in leaning into an SEL focus?

Associated Theme: Distance Learning
Focus Area: Distance learning should prioritize social-emotional learning and community building.

Timeframe	Intended Outcomes	Structures and Leadership Actions - to include: • Faculty & Staff Meetings • Resources to share • myFolio Features and Milestones • PD Events & Series (workshops, presentations, speakers	Calendar
Fall	Introduce and reinforce "why" SEL is important Gather baseline information about faculty understanding, buy-in, and implementation of SEL practiceS	Share context for why SEL has been prioritized this year, within the distance learning Theme (Opening faculty meetings) Assist with faculty and staff with setting myFolio Goals aligned with this Theme Build understanding of why SEL is so important right now (Use Community Feed to share relevant articles, to spur conversation around this topic and share best practices; Bring in adolescent therapist to present on importance of SEL focus - have faculty and staff complete PD reflection) Include SEL item(s) on beginning of the year faculty and staff survey Look for SEL strategies during classroom observations and conferences (create Custom Observation Note to include specific SEL prompts for pre and post observation conversations and SEL "look for" as field for observation notes)	August 29th - 10 am September 1 - September 8 Beginning August 29th Post to Community Feed minimum once per week Submit PD reflection within 24 hours of the PD session Distribute third week September Fall Observation Cycle Oct 1 - Nov 15
Winter			
Spring			
Summer			

School Name:
Professional Growth Prioritization and Planning Process: SY 2020-2021

Determine your school's myFolio Themes and Focus Areas Here's a <u>useful tool</u> to use with your leadership team.	
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Identify any potential skill gaps and roadblocks: What do you foresee as the faculty and staff's biggest challenges in achieving these Themes?	
Articulate your approach to addressing these challenges — these will become your school's Professional Growth Priorities. Use the "A– More Beautiful Question" format to formulate your school's Professional Growth Priorities — we recommend focusing on 1-2 (no more than three) per year. Here's a <u>helpful resource</u> for understanding why using questions is so powerful.	
Define progress metrics for each Professional Growth Priority. What does success look like? How will you measure it?	
List and describe the specific myFolio features that you will use to help you reach these Goals.	

Professional Growth Strategy: Planning

Directions: Use this template to start planning your school's professional growth activities for this year. For each Professional Growth Priority, detail the timeframe, the intended outcomes, the structures and leadership actions, and specific calendar information.

Professional Growth Priority #1:

Associated Theme: Focus Area:

Timeframe	Intended Outcomes	Structures and Leadership Actions - to include: • Faculty & Staff Meetings • Resources to share • myFolio Features and Milestones • PD Events & Series (workshops, presentations, speakers	Calendar
Fall			
Winter			
Spring			
Summer			

Professional Growth Priority #2:

Associated Theme: Focus Area:

Timeframe	Intended Outcomes	Structures and Leadership Actions - to include: • Faculty & Staff Meetings • Resources to share • myFolio Features and Milestones • PD Events & Series (workshops, presentations, speakers	Calendar
Fall			
Winter			
Spring			
Summer			