

**Professional Growth Plan
AF Network Support: Team Members**

**2015-2016**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Team Member** |  | **Manager** |
|  |  |  |
|  |  |
| **Position** |  | **Team** |
|  |  |  |
|  |  |
| **Date: Self-Evaluation Submission** |  | **Date: PGP Conversation** |

**Why does Achievement First have a Professional Growth Plan process?**

In order to achieve our ambitious goals, Achievement First is committed to investing in our most important resource – our talented people. Professional Growth Plans are one tool used to provide consistent, aligned, on-going feedback and training throughout the network. Opportunities to self-evaluate, receive feedback, and discuss progress towards goals are foundational to the professional growth and development of individual team members and to the network as a whole.

**What will Network Support team members gain by participating in the Professional Growth Plan process?**

At Achievement First, we believe that deep engagement in the Professional Growth Plan process will increase your effectiveness in your role. By identifying strengths, growth areas, and concrete, actionable goals with your manager, you will gain a clearer sense of where you are and what you must do to continue to grow and develop. This process is an opportunity for you to step back from your day to day responsibilities and formally connect with your manager. Taking the time to talk about your professional growth is time well spent.

**Directions for Network Support Team Members:**

1. **Find time to reflect**
* Thoughtfully reflecting on your performance and completing this document will take approximately 2 hours. While this is a substantial amount of time, reflection for continued growth is worth the time investment. Choose a time and space that will be conducive to the task at hand and include thorough comments.
1. **Format and save your PGP**
* Click on the header at the top of this page and change “Team Member Name” to your name.
* Save a copy of your PGP on your computer. When saving the document, please change the name to: “Network Suppport\_Your Last Name\_Your First Name\_ 2015-2016 PGP. (For example: NetworkSupport\_Doe\_Jane\_2015-2016 PGP).
1. **Complete your self-evaluation.**
* For your self-evaluation, please rate your performance over the past year. Include three highlights and three areas of growth. Cite specific evidence in the executive summary to support your rating. Whenever possible, tie the evidence to specific data. You may use 360 feedback to support your ratings. Please note that you do not need to include examples or comments for each rating.
* Include your ratings and comments in the WHITE sections. Mark each rating with a capital letter “X”.
* For each section, select and mark the rating that most accurately describes your performance over the past year. Example behaviors are listed in each section. You may select 1, 2, 3, 4 or 5 only. You may not assign a fraction (e.g. 3.2, 1.5 etc.). For a description of each rating, please review the text box below.
* Before your meeting, please think through “Learning and Development Goals: Part One” and come prepared to discuss with your manager. As a follow-up to your PGP conversation, you will capture your L&D goals for the coming year in the template provided.
1. **Connect with your manager**
* When completed, email your PGP to your manager at the date he/she specified. Your manager will add his/her appraisal directly underneath yours, in the GRAY sections, thus creating a written dialogue. *Your manager will also complete the GRAY “overall rating” box at the top of each section.* This box is intended to give you a clear sense of your overall performance on each section of the PGP. You will receive your manager’s written feedback 24-48 hours before your PGP conversation.
* The PGP feedback conversation is an opportunity to discuss both your own self-ratings and your manager’s ratings of your performance. It is an opportunity to identify strengths, to identify areas for improvement, and to set goals for your learning and development. This meeting will occur within 2 weeks of the date you submit your PGP self-evaluation to your manager.
* After the PGP feedback conversation and any revisions to the PGP, [managers will submit electronic versions of the completed PGP, including the goal setting sheet, using Many Minds](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCoS/NSPGP/_layouts/15/Upload.aspx?List=%7b72AFAE3A-E22A-4763-8174-0A81D0D60825%7d&RootFolder=). Fall Cycle PGPs are due by **January 31, 2016** and Spring Cycle PGPs are due by **May 31, 2016**.

**Ratings**

**5 – Role model:** Team member shows exceptional skill in this area, leads internal thinking and learning in this area.

**4 – Exceeds expectations**: Consistently delivers exceptional results, is a model for others to follow, rare.

**3 – Meets expectations:** Team member consistently meets expectations and is solid for this standard. Note: Strong team members will have mostly 3s on their PGP.

 **2 – Partially meets expectations:** Team member meets this standard some of the time but is not yet consistently solid.

**1 – Does not meet expectations:** Team member consistently does not meet expectations for this standard. This is an area for growth; the team member should work with supervisors and/or colleagues to improve in this area.

**N/A – Not Observed:** Team member is not responsible for meeting this standard or the manager does not have enough data to evaluate the standard. If not applicable, the team member and the manager will both leave the rating blank or write N/A.

**Section I. Executive Summary of Performance**

**In this section, please summarize your work over the past year, including three areas for growth, in the space provided below.** You may comment on any section of the PGP when completing your summary. Please comment on the “what” (e.g., accomplishment of goals and outcomes) as well as the “how” (e.g., Core Values) of your work. The goal is to provide a clear picture of your overall performance during the past year.

After discussing them with your manager, copy and paste the top five most critical goals from last year’s IDP below. Evaluate the extent to which these goals were met in a timely manner. **Please come to agreement on these goals with your manager before writing your self-evaluation.**

|  |  |
| --- | --- |
| **Overall Performance Rating:**(manager chooses an overall rating of 1-5 for this section with 5 being the strongest)  |  |

|  |
| --- |
| **Team Member comments on achievement of goals including 3 areas for growth:** |
| **Manager comments on achievement of goals including 3 areas for growth:** |
| **Top Goals**  | **Results:** | **R****(5)** | **E****(4)** | **M****(3)** | **P****(2)** | **D****(1)** |
| **Goal 1:** |  |  |  |  |  |  |
|  |  |  |  |  |
| **Goal 2:**  |  |  |  |  |  |  |
|  |  |  |  |  |
| **Goal 3:**  |  |  |  |  |  |  |
|  |  |  |  |  |
| **Goal 4:** |  |  |  |  |  |  |
|  |  |  |  |  |
| **Goal 5:**  |  |  |  |  |  |  |
|  |  |  |  |  |

**Section II. Core Values**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Focus Area** | **Indicators** | **R****(5)** | **E(4)** | **M(3)** | **P(2)** | **D(1)** |
| **Results without Excuses** | Takes responsibility for making sure that our students succeed, and if we fall short, does not make excuses or blame others. Sets clear, ambitious goals and works with urgency to achieve them. Regularly analyzes data, celebrates success, confronts brutal facts, and owns and fixes personal and collective shortcomings. Sees results as an opportunity to learn, focusing on what we can do better in the future, always maintaining deep optimism that we will prevail. |  |  |  |  |  |
|  |  |  |  |  |
| **Excellence is a Habit** | Will not be satisfied until our students are among the highest achieving in the world. Knows that excellent outcomes are the result of excellent habits and that deliberate practice, reflection, and feedback are critical drivers of continuous improvement. Focuses on sweating the small stuff and believes taht getting the details right makes the difference between mediocre and magnificent.  |  |  |  |  |  |
|  |  |  |  |  |
| **Team and Family** | Cares about, values, supports, and invests in teammates. Believes that truly supporting teammates involves being both warm and demanding. Invests in relationships, cheers for colleagues, and supports those who are struggling. Works hard while also recognizing and honoring the personal, family and community commitments teammates have outside of work.  |  |  |  |  |  |
|  |  |  |  |  |
| **Whatever It Takes** | Feels tremendous urgency to go the extra mile to make a life-changing difference for our students. Is relentless and creative in finding solutions to problems and pushing him/herself to find better ways or make them. Believes that “whatever it takes” is a team sport and that we achieve our excellent outcomes not through unsustainable individual sacrifices, but by developing systems, strategies, and teams that collectively work smarter to do what we need to do for our students, families, and communities.  |  |  |  |  |  |
|  |  |  |  |  |
| **Many Minds, One Mission** | Believes we can go further faster when we work together. Actively supports and challenges teammates to pursue real excellence. Works hard to create an environment where everyone safely, openly and respectfully contributes their opinions and challenges those around them to be even better. Practices being “open source” and proactively shares with and learns from others doing this important work. |  |  |  |  |  |
|  |  |  |  |  |
| **Everything With Integrity** | Says what s/he means, and does what s/he says. Believes “what” you achieve and “how” you do it both matter, and works hard to make sure his/her actions speak as powerfully as his/her words. Never loses sight of our mission to get our students to and through college, and uses this mission as the ultimate litmus test for all decisions.  |  |  |  |  |  |
|  |  |  |  |  |
| **360 Rating (peers)** | The average rating by 360 feedback survey responders who are not your direct reports for this section. |  |

**III. Essential skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Focus Area** | **Sample Indicators** | **R****(5)** | **E(4)** | **M(3)** | **P(2)** | **D(1)** |
| **Reflective and adaptive** | * Reflects on his or her actions and adjusts behavior and systems accordingly.
* Regularly asks for feedback and seeks out thought partners; models humility and admits mistakes.
* Creatively and calmly handles unanticipated issues or ambiguity; is flexible and resourceful in pursuit of results.
* Is relentless; removes barriers to attain results; driven to surpass objectives.
* Bases recommendations and decisions on analysis of data, even if this reveals hard truths.
 |  |  |  |  |  |
|  |  |  |  |  |
| **Organization and self-management** | * Has a robust personal organization system that ensures all work is captured, prioritized, and ultimately accomplished.
* Plans time to ensure that top priorities are addressed and models excellent follow-through by accomplishing tasks efficiently and on time.
* Arrives on-time and ready to work at all meetings.
* Returns calls and emails within 48 hours, even if to say “I need more time”.
* Meets deadlines for assignments without the need for reminders or oversight (or proactively reschedules when necessary).
 |  |  |  |  |  |
|  |  |  |  |  |
| **Relationship building** | * Connects with others on a meaningful, personal level and builds effective professional relationships.
* Seeks to understand individuals’ interests, motivations and points of view; practices active listening; asks clarifying questions.
* Shares opinions and responds to opposing perspectives without appearing defensive or critical.
* Demonstrates a healthy curiosity about AF schools and a basic understanding of school-level roles and activities; fosters school relationships by interacting with scholars and teachers outside normal responsibilities.
 |  |  |  |  |  |
|  |  |  |  |  |
| **Communication and Engagement** | * Writes concise, clear emails, memos and other communications to a variety of stakeholders.
* Communicates verbally with confidence and clarity; exudes a strong, positive presence in a group.
* Actively promotes sharing of information and ideas, resulting in a safe environment for direct and open discussions.
* Maximizes time at meetings so that it is a productive, positive experience for team members, including sending out materials/agendas in advance and following up with outcomes, action items, decisions, and open questions
* Uses appropriate resources, including Many Minds, to organize and share documents and deliverables, especially to facilitate institutional knowledge sharing
* Thinks about and executes on systematically and consistently disseminating knowledge from his/her individual work with appropriate audiences
 |  |  |  |  |  |
|  |  |  |  |  |
| **Planning and project management** | * Manages projects effectively by communicating short-term and long-term objectives, developing comprehensive plans, and prioritizing critical path items.
* Actively seeks to understand the perspectives of critical stakeholders and leverages their input to improve project outcomes.
* Proactively anticipates and communicates key messages and information to all stakeholders and through all vehicles (land, air, sea), multiple times if necessary, so that everyone has the information they need to be successful.
 |  |  |  |  |  |
|  |  |  |  |  |
| **Network leadership** | * Models investment in the larger Achievement First Mission and vision; works to support the success of all the Achievement First schools.
* Supports common decisions and works to foster a trusting relationship across the broader AF family.
* Acts as a thought leader for the network by sharing solutions to complex problems and positively contributing to the evolution of the AF model.
* Proactively contributes to network priorities outside his or her team (ex: supporting PD Day, participating in interview days, etc).
 |  |  |  |  |  |
|  |  |  |  |  |
| **Diversity and Inclusiveness** | * Applies solid understanding of race and class inequities and their impact to identify and combat behaviors and practices that perpetuate inequalities at AF
* Models the importance of self-awareness of one’s identity, biases, and privileges and applies that knowledge to positively impact our work
* Builds productive working and/or mentoring relationships with staff and stakeholders from diverse cultural and socioeconomic backgrounds
* Actively seeks and initiates new opportunities to make AF a more diversity-minded organization and leverage those experiences to improve outcomes for scholars
 |  |  |  |  |  |
|  |  |  |  |  |
| **360 Rating (peers)** | The average rating by 360 feedback survey responders who are not your direct reports for this section. |  |

**Learning and Development Goals**

Directions: before your meeting, please think through this section and come prepared to discuss with your manager. As a follow-up to your PGP conversation, you will capture your L&D goals for the coming year in the template below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are your LEARNING & DEVELOPMENT GOALS for the upcoming year?  Determine three goals that will help you achieve your performance goals and help you develop as a professional.** | **SUCCESS: How do you measure success?** | **STRATEGY & SUPPORT: What will you do to get there? What support do you need?** | **Mid-Year: What do you plan to achieve my mid-year?** | **End-of-Year: What do you plan to achieve by the end-of-year?** |
| ***Director Example:*** *By June, successfully deliver 2 outstanding AF presentations that are rated positively by the attendees.*  | *Presentation attendees give positive feedback on the feedback forms.* | *- Attend a Leading with Presence workshop.**- Prepare and practice with a small peer group.**- Ask for peer feedback.* | *Attend the workshop and practice the presentation on my own.* | *- Practice the presentation with peers and ask for feedback.**- Deliver the presentation and get attendee feedback.* |
| ***Assistant Example:*** *Efficiently manage the First Class Planning process with a strong project plan that ensures 95% of Network Support teams meet all FCP deadlines.* | *Build a strong project plan that helps the Network meet all deadlines and milestones in the FCP process.*  | *- Ask for project management samples to review.**- Develop a draft project plan and ask for supervisor feedback.**- Consistently revise project plan and ask for supervisor input.*  | *Maintain the project plan so that all deadlines and milestones are up-to-date. Manage up to ensure that all teams are informed of deadlines and deliverables.*  | *Maintain the project plan so that all deadlines and milestones are up-to-date. Ensure that all teams submit their completed FCPs on time.*  |
|  |  |  |  |  |

**Personal Priorities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are your PERSONAL PRIORITES for the upcoming year? (Optional)** | **SUCCESS: How do you measure success?** | **STRATEGY & SUPPORT: What will you do to get there? What support do you need?** | **Mid-Year: What do you plan to achieve my mid-year?** | **End-of-Year: What do you plan to achieve by the end-of-year?** |
| ***Example****: To run a marathon in June.* | *Run it under 3.5 hours.* | *Run 3 days a week and do yoga every Sunday.* | *Ability to do long-runs with an 8-minute mile pace.* | *Run the marathon in under 3.5 hours.*  |
|  |  |  |  |  |
|  |  |  |  |  |