

Creating a Culture of Professional Growth

THE WHY: Supporting the growth and development of your faculty and staff is work worth doing because...

A growth minded organization is made up of learners who remain curious and invested in the development of the work.

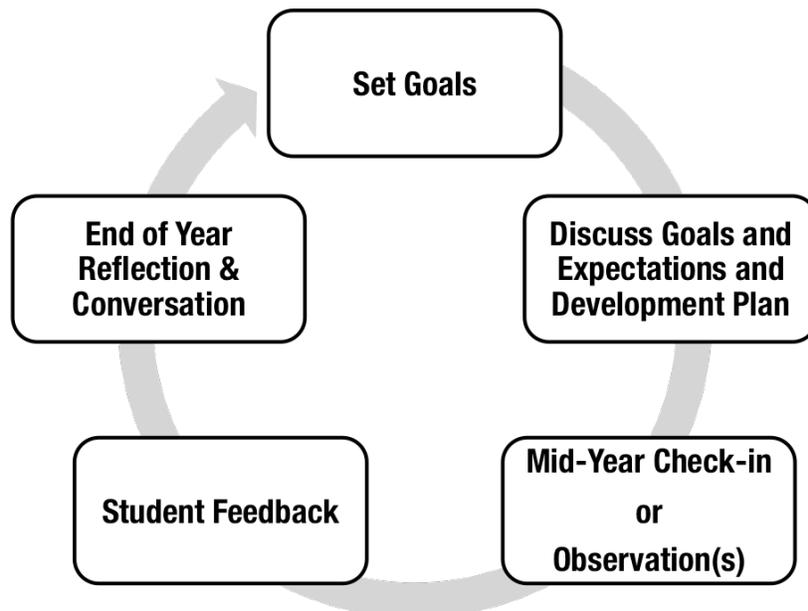
“...learning is done by the learner through an active intellectual process. That is, for teachers to learn, it’s important for the teacher to be the one doing the intellectual work.”

- Charlotte Danielson, *Talk About Teaching: Leading Professional Conversations*

10 Things Extraordinary Bosses Give Their Employees by Jeff Haden (from inc.com)

1. Autonomy and Independence
2. Clear Expectations
3. Meaningful Objectives
4. A True Sense of Purpose
5. Opportunities to Provide Significant Input
6. A Real Sense of Connection
7. Reliable Consistency
8. Private Criticism
9. Public Praise
10. A Chance for a Meaningful Future

It's a formative process not a summative one.



Basic Lessons Learned From Member Schools in the FolioCollaborative:

- Leadership and carving out time dedicated to this process are both crucial
- Getting the right process in place is different for every school culture
- Reflection and conversation have to remain at the center of the process
- Keep it "caveman simple"
- Do what you say you are going to do - follow through!!
- Your community needs to understand and trust your intentions for the process
- Creating a culture of feedback, trust, and growth takes time

The Folio Process as a Teacher

Each teacher shares the following with their supervisor over the summer/at the start of school:

About Me - the online resume or profile

Accomplishments - broken down into professional and personal categories

Narrative - the living document that changes as a teacher's experiences evolve, a place for reflection or a philosophy of education statement

Goals - Personal and professional growth is best accomplished by taking small but steady steps forward, building on the progress made year after year

Our Approach to goal-setting:

Goal-Setting - Moving from where you are to where you want to be

We recommend you set two to five goals, and each goal should have at least three measurable and time-bound action steps. Goals and action steps should be concrete and achievable, allowing you to measure your progress toward completion over the course of the year.

Some Inspiration for Goals

- Institutional mission
- Departmental goals
- Comments from a previous conversation
- Key job roles and responsibilities
- Honest feedback from a trusted friend
- Innovative areas of exploration that further the school's mission
- Potential leadership areas
- Where do you want to be in five years?

Goals v. Action Steps

Goals - larger ideas/vision/big picture - Consider framing this in the form of a question that is:

1. ambitious yet actionable
2. going to shift your thinking around an idea
3. going to serve as a catalyst for growth or change

Action Steps - specific action items that will help an individual advance the goal

- S - Specific
- M - Measurable
- A - Attainable
- R - Realistic
- T - Time bound

For more information, read *A More Beautiful Question* by Warren Berger

“More Beautiful” Questions to Consider:

- What am I doing in my classroom and what is it causing in students?
- How can I enhance the quality of feedback I am providing (to colleagues, students, parents...name your stakeholder)?
- What small adjustments can I make to help me manage my time when it comes to _____?
- How can I create more opportunities for students to make relevant connections between my content and their lives?

“It’s through conversation that teachers clarify their beliefs and plans and examine, practice, and consider new possibilities...and see patterns of both student behavior and the results of teacher actions.”

- Charlotte Danielson, *Talk About Teaching: Leading Professional Conversations*

The Folio Process as a Supervisor

“The conversation is the relationship” **-Susan Scott from Fierce Conversations**

“Thoughtful, intentional questions can cause teachers to reflect and to think critically about their own art of teaching. The goal of such questioning is to assist and train teachers to learn to self-assess/reflect on their own practice on a regular basis.”

- Shawn Blankenship, Connected Principals

Some Sample Questions to Provoke Thinking and Learning:

- What is the most important thing we should be discussing today?
- What is it that you are hoping I won't bring up in our conversation?
- Where do you see yourself in the long run?
- What do you hope to be doing in five years?
- What goals do you think I (as your supervisor) should be working on this year?
- Are you clear about the expectations for this role?
- What support do you need to accomplish that goal?
- Can you give me an example of that?
- What barriers prevented you from accomplishing this goal in the past?
- How will this goal/decision/approach affect your students?
- How does this fit with the school's mission/vision/strategic plan?
- What do you make of the patterns in your student feedback?
- What is exciting to you about this goal?
- What other options have you considered?
- What concrete steps do you need to take in order to accomplish that?
- If the same thing happened again, what would you do?
- What will you take away from this?
- What does this mean for next year?
- What outcome do you envision?

Helpful Resources:

- Twitter Handle @FolioCollab
- *Drive* by Daniel Pink
- *Switch* by Chip and Dan Heath
- *A More Beautiful Question* by Warren Berger
- *Schooling by Design* by Grant Wiggins and Jay McTighe
- *Fierce Conversations* by Susan Scott
- *MindSet* by Carol Dweck