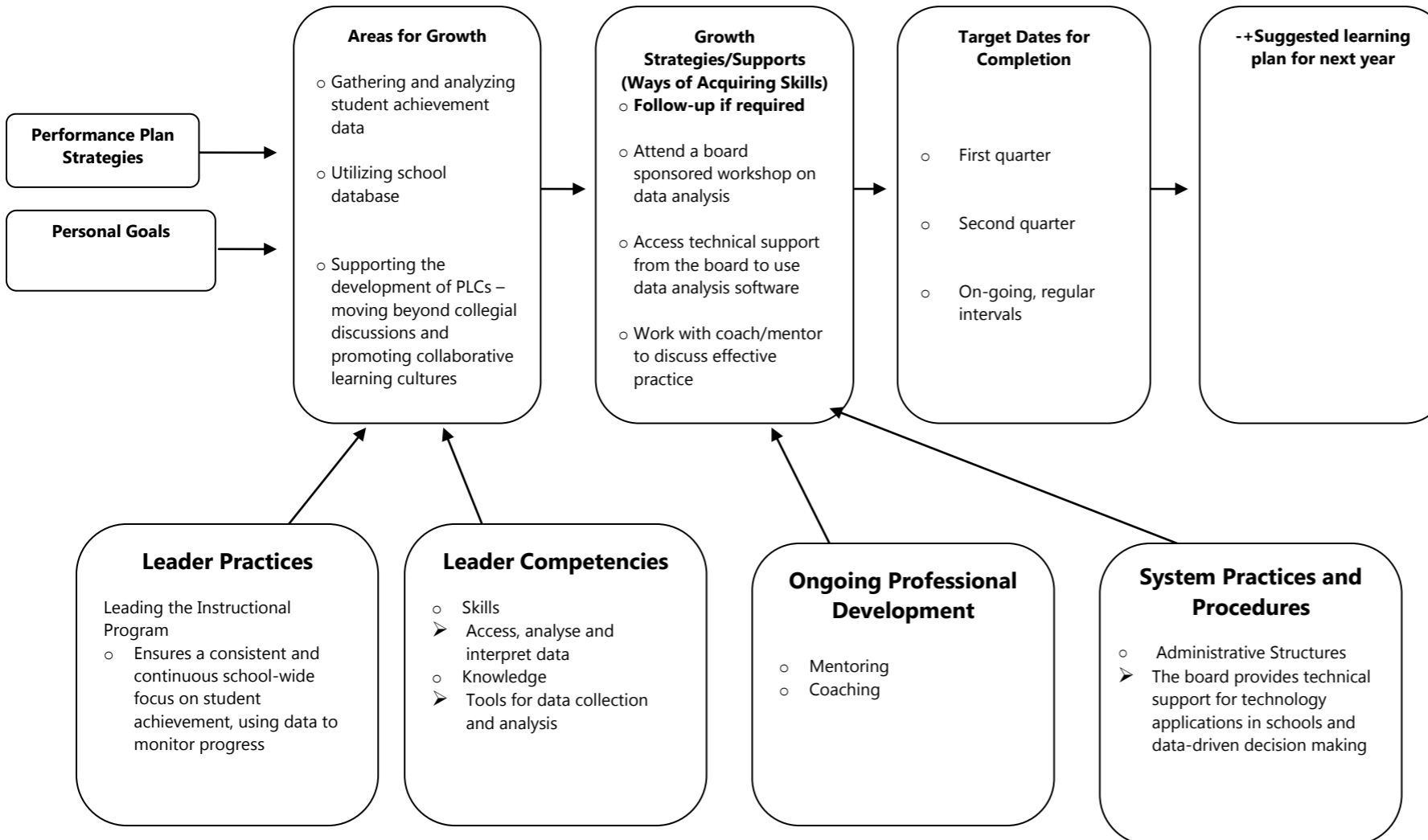# Appendix D: MENTORING LEARNING PLAN TEMPLATE – SAMPLE

(Note: this template is derived from the Principal Performance Appraisal (PPA) Growth plan template and can be used in the Mentoring context. When used in the context of PPA as a growth plan, it must be signed by a supervisor. In the context of Mentoring it remains confidential between the mentor and the mentee.)

Mentee:_____ **Mentor:**_____ **Date(s) Developed:**_____
Contact Consideration:
Frequency: _____ Meeting Location: _____
Email/phone/Adobe Connect/SharePoint: _____ School/Off Site: _____

Performance Plan Strategies

Personal Goals

Areas for Growth

o Gathering and analyzing student achievement data

o Utilizing school database

o Supporting the development of PLCs – moving beyond collegial discussions and promoting collaborative learning cultures

Growth Strategies/Supports (Ways of Acquiring Skills)
o **Follow-up if required**

o Attend a board sponsored workshop on data analysis

o Access technical support from the board to use data analysis software

o Work with coach/mentor to discuss effective practice

Target Dates for Completion

o First quarter

o Second quarter

o On-going, regular intervals

-+Suggested learning plan for next year

Leader Practices

Leading the Instructional Program
o Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress

Leader Competencies

o Skills
➢ Access, analyse and interpret data
o Knowledge
➢ Tools for data collection and analysis

Ongoing Professional Development

o Mentoring
o Coaching

System Practices and Procedures

o Administrative Structures
➢ The board provides technical support for technology applications in schools and data-driven decision making

Specific Focus Areas of Growth (Learning Goals) for Mentoring (these do not need to be shared with supervisor):

1. Developing Expertise in Using Data: Gathering, Analyzing and Making Decisions

Technical goal:
a) Become informed about how and what data to gather
b) develop expertise in how to analyze both qualitative and quantitative data

Adaptive goal:
c) Develop skills for building staff capacity and beliefs, to use data and make decisions for instruction that can impact student learning

Growth Strategies as a focus of Mentoring	Dates and timelines
1. Attend board hands-on workshop (lab) on how to use the "student data warehouse", using our own school data	September 28, 2009
2. a) Read "Data Driven Dialogue" by Wellman and Lipton b) Attend 2 day conference on this topic, discuss with mentor how this would apply to my professional practice	a) by January 2010 b) December 2009
3. Spend ½ day with Ms. D. at Data Driven High School to learn how this experienced principal works with her staff to translate data into action for students. Work with mentor on applications at my school.	October 14/09
4. Dialogue with teachers in Math and Science Departments, to develop an overview of gaps that exist between data available and how it is being used, and what is needed to impact students' learning, with mentor support	October 1, 2009- January 30.2010
5. Work with Student Success Team and	August 2009-