Skills for Success Practitioner **GROWTH PLAN**

SKILLPLAN

Canada

SRDC 25 **SRSA**
SOCIAL RESEARCH AND DEMONSTRATION CORPORATION
SOCIÉTÉ DE RECHERCHE SOCIALE APPLIQUÉE

Introduction

The Skills for Success Practitioner Growth Plan is a tool to help you determine next steps in your professional development. Use it to reflect on your role as a Skills for Success practitioner, prioritize your self-assessment results, set professional development goals, track your progress and reflect on your results.

Checklist ✓

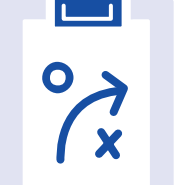Complete the following six steps to create your growth plan.

Step 1:
SELF-ASSESS

Step 2:
REFLECT

Step 3:
PRIORITIZE

Step 4:
MAKE A PLAN

Step 5:
TRACK PROGRESS

Step 6:
REFLECT

Step 1:
SELF-ASSESS

Begin your growth plan by completing one or more of the online self-assessment tools: http://es-prof.delta-cloud.com/self-assessment-tools/

There are four self-assessment tools available to promote self-reflection and provide a snapshot of your proficiency in each domain of the competency framework: Skills for Success Common Core, Design, Deliver and Assess.

Each self-assessment takes approximately 15 minutes to complete. You will receive a summary report of your results with links to further information, supporting knowledge and resources within the competency framework.

Explore these links to learn more about your areas of strength and areas for growth as a Skills for Success practitioner.

Step 2:
REFLECT
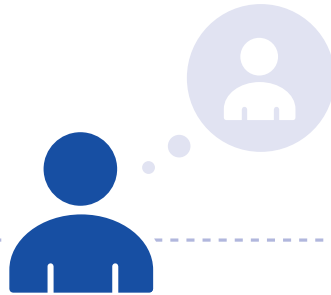
Reflect on the following guiding questions to help determine how the competency framework and your self-assessment results relate to your professional growth as a Skills for Success Practitioner.

You could discuss your responses with a colleague or manager, write your responses for future reference and/or simply think through each one. Your reflection will help set up the next steps of your growth plan.

Your Role as a Skills for Success Practitioner

- What is the nature of your work as a Skills for Success Practitioner?
  What programs are you involved in?
  What is your role?

- How do the four domains of the competency framework (SFS, design, delivery, assess) relate to the work you do?

- What does instruction look like in your training room?

- What distinguishes you as a unique educator?

Space to Reflect

Your Self-Assessment Results

- Which results do you most agree with? Why?

- Which results do you disagree with or find surprising? Why?

- What do your colleagues and managers identify as your areas of strength and areas for growth?

Space to Reflect

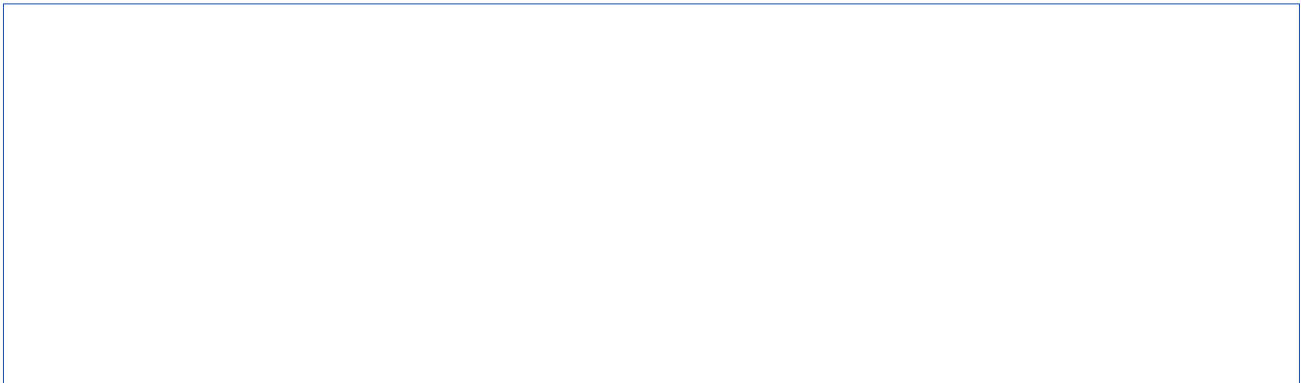## Your Current and Future Professional Objectives

- Which competencies and/or performance indicators do you think are most critical to your current role?

- How do you foresee your role or career changing in the next few years?

- Which competencies and/or performance indicators do you think will become more critical for you in the future?

Space to Reflect

Your Organization's Objectives

- Which competencies and/or performance indicators do you think are current priorities for your organization?

- How do you foresee your organization or industry changing in the next few years?

- Which competencies and/or performance indicators do you think will become more critical for your organization in the future?
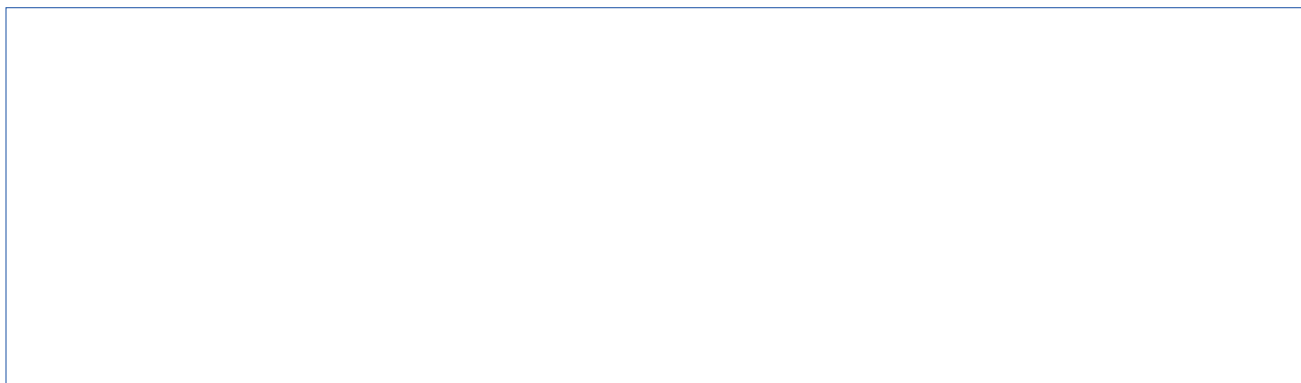
Space to Reflect

Your Participants' Needs

- What are the greatest learning challenges facing the participants you train?

- Which competencies and/or performance indicators are related to supporting participants to overcome these challenges?

Space to Reflect

Step 3:
PRIORITIZE

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Using your self-assessment results and reflection from the previous steps, determine which specific competencies and/or performance indicators are most relevant to your role and objectives as a Skills for Success Practitioner.
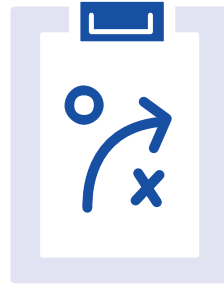
Fill in each column to focus your growth plan.

COLUMN 1:	COLUMN 2:	COLUMN 3:
What are your "top 3" areas of strength and areas for growth? List each competency statement / performance indicator and its number.	How relevant are the competencies / performance indicators to your personal interests, role and organization? • **Personal interests:** consider your motivation, curiosity and desire to learn more • **Role:** consider your current job, possible career shifts and promotions • **Organization:** consider your organization's projects, priorities and goals within the short to medium-term Rate each competency from 1 (not very relevant) to 5 (very relevant). **1.** Not at all relevant **2.** Slightly relevant **3.** Somewhat relevant **4.** Mostly relevant **5.** Very relevant	Add up the total score for each competency. The highest totals are your priority areas. Use these priority areas to set goals in the next step.

	1	2			3
	Competency / Performance Indicator	**Rate the relevance to your:**			**Total Score**
		Personal interests	**Role**	**Organization**	
Areas of Strength					
Areas for Growth					

Step 4:
MAKE A PLAN

Translate the priority areas you identified in Step 3 into professional development goals.

Use the growth plan template to develop your goals and articulate the strategies, timelines and resources that will help you achieve them. Complete a separate template for each goal.

Use the following instructions to complete each section of the template. There is a completed template included at the end of this guide for your reference.

SECTION A – Goal Setting

Consider the priority areas you identified in Step 3. How could developing these competencies or performance indicators improve the work that you do?

SPECIFIC GOAL:

Develop a specific goal statement that applies the competency area to your work context. Consider the SMART goals framework to ensure your goal is: Specific, Measurable, Achievable, Relevant and Time-bound. Most importantly, make a goal that is meaningful and motivating to you.

Set a start date and end date for your goal.

SUPPORTING COMPETENCIES AND PERFORMANCE INDICATORS:

List the competencies and performance indicators that support the goal. This list may extend beyond the ones you identified as priorities in Step 3, such as competencies and performance indicators from other domains of the framework. Include the specific number so that you can easily retrieve supporting knowledge, skills and resources in the framework.

RATIONALE:

Provide a rationale for why you have chosen this goal. Why is it relevant? What are its potential benefits?

SECTION B – Activities

STRATEGIES:

Fill in the strategies column with actions you will take to achieve your goal. You might employ several different strategies. Here are a few ideas to get you started:

- Conducting research

- Incorporating new instructional techniques

- Developing and revising curriculum, assessments and/or learning materials

- Participating in a professional community of learning, book club, etc.

- Integrating technology

- Designing an action research project

- Conducting data collection & analysis

- Examining participant work

- Participating in peer coaching & team teaming

- Requesting a performance appraisal

- Attending a workshop, conference, course, etc.

- Observing colleagues' lessons and instruction

- Videotaping and self-reflecting on lessons

TIMELINE:

Add a timeline for each strategy, such as start and end dates, check-in points, frequency, etc.

RESOURCES:

Identify resources you will access to support each strategy. These could include websites, articles, books, workshops, organizations, colleagues, mentors and learning communities.

SECTION C – Measurement

INDICATORS OF SUCCESS:

How will you know when you have accomplished your goal? What does success look like for you and your training participants? Make a list of proposed indicators of success.

EVIDENCE:

List potential evidence you can use to demonstrate and document achievement of your goal.

GROWTH PLAN TEMPLATE

Section A | Goal Setting

Specific Goal:

Start Date:

End Date:

Supporting Competencies and Performance Indicators:

Rationale:

Section B | Activities

STRATEGIES	TIMELINE	RESOURCES

Section C | Measurement

| INDICATORS OF SUCCESS	EVIDENCE / DOCUMENTATION

Step 5:
TRACK PROGRESS

Plan check-in dates to review progress and make any necessary adjustments to the plan.

Update the table to make a record of meeting details, changes to the plan, indicators of success, etc.

Track progress independently or discuss your findings with a colleague, manager or team.

PROPOSED CHECK-IN DATES	ACTUAL CHECK-IN DATES	PROGRESS UPDATE

Step 6:
REFLECT
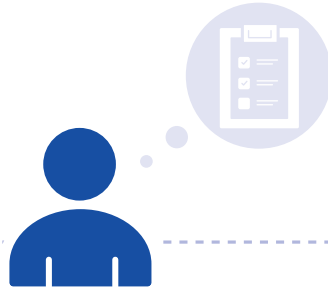
Reflect on the following guiding questions to summarize your progress in achieving your goal(s).

You could discuss your responses with a colleague or manager, write your responses for future reference and/or simply think through each one. Your reflection will help deepen your learning and set up your next growth plan cycle.

- How successful have you been in reaching your goal?

- What worked well in achieving your goal?

- What would you have done differently in achieving your goal and why?

- In what ways was this personally meaningful?

- How will this affect your instructional practices?

- How has participant learning improved?

- How could you share what you have learned with others and contribute to the Skills for Success community?

- What goal(s) will you pursue next?

Space to Reflect

GROWTH PLAN TEMPLATE (Example)

Section A | Goal Setting

Specific Goal:

> *To integrate more formative assessment and feedback into the 4-week health pathways training program*

Start Date:

> *January 2022*

End Date:

> *May 2022*

Supporting Competencies and Performance Indicators:

> *Skills for Success 2.7 Incorporates ongoing formative assessment and feedback to track progress of Skills for Success outcomes*
>
> *Skills for Success 2.7.5 Focuses feedback on the specific strengths and areas for growth that have the greatest impact on participant performance*
>
> *Assess 2.2.1 Uses formative assessment data to plan a range of supplemental activities for use with participants who are struggling to achieve learning outcomes or who would benefit from extra challenge*
>
> *Assess 3.1.2 Delivers formative feedback using a variety of tools and approaches*

Rationale:

> *More formative assessment will help identify struggling participants earlier in the course and identify specific areas where they need support. Earlier and more focused intervention will improve participant achievement of learning outcomes.*

Section B | Activities

STRATEGIES	TIMELINE	RESOURCES
Analyze current assessment framework	January 10-15	Assessment Framework Document and specific assessment files
Conduct online research on evidence-based formative assessment	January 20-31	Digital Resource Library, Google Scholar, department recommendations
Create daily check-in quizzes on LMS	February 1-15	E-learning administrator, instructional design team
Research approaches to giving effective formative feedback	February 16-30	Curriculum team, RISE model: www.risemodel.com

Section C | Measurement

INDICATORS OF SUCCESS	EVIDENCE / DOCUMENTATION
Implementation of 15 daily check-in quizzes	LMS quiz results Participant feedback survey
Participants who are receptive to feedback and feel motivated to improve	Participant feedback survey
By the end of the first week, struggling participants and areas for growth have been identified	Pre-assessment results Week 1 quiz results Results broken down by level/area of difficulty Class list highlighting scores below 60%
Improved participant performance on post-assessment by 15%	Pre and post-assessment results Data from previous cohorts