

EXPERIENCED TEACHER INDIVIDUAL GROWTH PLAN

Name:

School:

Academic Year:

INITIAL REVIEW

1. Teacher's Strategies

Teacher's Goals from School Improvement Plan	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths	Areas to be Strengthened	Personal Enrichment Goals

3. Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative

Teacher's Comments	Peer's Comments	Administrator's Comments
Teacher Signature: Date:	Peer's Signature: Date:	Administrator's Signature: Date:

EXPERIENCED TEACHER INDIVIDUAL GROWTH PLAN

Name:

School:

Academic Year:

MID-YEAR REVIEW

5. Evidence of Progress or Completion towards School Improvement Plan

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6. Evidence of Progress or Completion of Personal/Professional Goals

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7. Evaluation

	Peer Review	Administrator Review (Optional)			
		Above Standard	At Standard	Below Standard	Unsatisfactory
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.					
2. The teacher has made consistent progress towards personal/professional enrichment goals.					

8. Narrative

Teacher's Comments Teacher Signature: Date:	Peer's Comments Peer's Signature: Date:	Administrator's Comments Administrator's Signature: Date:
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EXPERIENCED TEACHER INDIVIDUAL GROWTH PLAN

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END-OF-YEAR REVIEW

9. Evidence of Progress toward or Completion of Teacher's Goals

10. Teacher's Analysis, Interpretation, and Reflection

11. Evidence of Progress or Completion of Personal?Professional Goals

12. Next Year's Focus

Number of license Renewal Credits completed:

(Please attach a list of license Renewal Credits or a Staff Development Activity Sheet)

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END-OF-YEAR REVIEW

13. Evaluation

	Peer Review	Administrator Review (Optional)			
		Above Standard	At Standard	Below Standard	Unsatisfactory
1. The teacher has successfully achieved or has consistently shown progress towards system /school/classroom goals					
2. The teacher has successfully or has consistently shown progress towards personal enrichment goals.					
3. The teacher has used the information from this year's personal goals and decided on next year's focus.					
4. The number and list of License Renewal Credits are provided.					

14. Policies and Procedures

	At/Above Standard	Below Standard		At/Above Standard	Below Standard
Compliance with school policies and procedures			Compliance with attendance at school functions		
Compliance with employee attendance policy			Compliance with record keeping		

15. Narrative

Teacher's Comments Teacher Signature: Date:	Peer's Comments Peer's Signature: Date:	Administrator's Comments Administrator's Signature: Date:
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EXPERIENCED TEACHER INDIVIDUAL GROWTH PLAN

Name:

School:

Academic Year:

REVISED INITIAL REVIEW

This form is used if the Initial Review requires modification

1. Teacher's Revised Strategies

Teacher's Goals from School Improvement Plan	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths	Areas to be Strengthened	Personal Enrichment Goals

3. Revised Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative-Revised

Teacher's Comments	Peer's Comments	Administrator's Comments
Teacher Signature: Date:	Peer's Signature: Date:	Administrator's Signature: Date:

DIRECTIONS

BEGINNING TEACHER'S INDIVIDUALIZED GROWTH PLAN (IGP)

1. Fill in identifying data on the beginning teacher and the mentor teacher. Specify the school year and indicate (by circling 1,2, or 3) if the beginning teacher is in the first, second, or third year of the Initial Licensure Program (on an SP1 License).
2. Review the 10 INTASC Standards for Beginning Teachers. Using the attached form, assess the beginning teacher's standing relative to each of the standards.
3. Based on the review of the INTASC Standards, identify the standard(s) on which the beginning teacher will focus for the IGP year.
4. Identify the Key indicators on which the beginning teacher will focus during the IGP year.
5. Identify the Activities/Strategies the beginning teacher will use to focus on the targeted Key Indicators during the IGP year.
6. Identify the resources (people, funds, materials, or time) needed to accomplish each activity/strategy.
7. Identify a target date for each activity/strategy.
8. Record the completion date for each activity/strategy.
9. Identify evidence of completion of each activity/strategy.
10. ***Near the end of the school year***, the beginning teacher, the mentor teacher, and the principal should each assess the progress of the beginning teacher in realizing the targeted Key Indicators. Each should sign and date the comments.
11. Throughout the year, periodic conferences (at least quarterly) should be conducted to assess the beginning teacher's progress in realizing the targeted Key Indicators. Summaries of these conferences should be recorded on the Assessment Conferences sheet. Additional copies of this page may be made as needed.

BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

School Year: _____ ILT Year 1 2 3 (Circle)

Name: _____ Position/Subject Area: _____ School: _____

Mentor: _____ Position/Subject Area: _____ School: _____

INTASC Standards for Beginning Teachers 1. Content Pedagogy 7. Planning 2. Student Development 8. Assessment 3. Diverse Learners 9. Reflective Practice: Professional 4. Multiple Instructional Strategies Growth 5. Motivation and Management 10. School & Community Involvement 6. Communication and Technology			Focus Standards:		
Key indicators:	Activities (Strategies)	Resources	Target Date	Completion Date	Evidence of Completion
Beginning Teacher's Summative Statement Signature: _____ Date: _____					
Mentor's Summative Statement Signature: _____ Date: _____					
Principal's Summative Statement Signature: _____ Date: _____					

ASSESSMENT CONFERENCES

Date	Beginning Teacher's Assessment/Comments	Mentor's/Principal's Assessment/Comments

INTASC STANDARDS ASSESSMENT

1. Content Pedagogy	2. Student Development	3. Diverse Learners	4. Multiple Instructional Strategies	5. Motivation and Management
+	+	+	+	+
Δ	Δ	Δ	Δ	Δ
6. Communication/Technology	7. Planning	8. Assessment	9. Reflective Practice	10. School/Community Involvement
+	+	+	+	+
Δ	Δ	Δ	Δ	Δ

Individual Growth Plan for Experienced Teachers

The Individual Growth Plan (IGP) is used to collect information that demonstrates the alignment of the teacher's efforts to the system and school's goals. Because teachers have very different roles in the school, the IGP will vary from teacher to teacher, but the evaluation of each teacher needs to be consistent. IGPs are required for all teachers in the state of North Carolina and are part of the process of making license renewal more rigorous.

Procedures

During the beginning of the year orientation, the teacher should receive a copy of the system and school goals, IGP form, IGP scoring rubric, and be given the opportunity to ask clarifying questions. If the teachers are not familiar with the terminology included in the rubric or need additional help regarding specific parts of the rubric, assistance must be given.

Initial Conference

The principal or principal's designee will meet with the teacher to evaluate the teacher's **strategies, expected outcomes/goals, and personal assessment**. All outcomes should be **relevant** to the school and/or teacher's job and **specific** enough to obtain a **measurable** outcome. Examples of how to write goals should be provided to the teacher, and assistance should be given if a teacher asks. The scoring rubric should be used to rate each outcome. Scores of "below standard" or "unsatisfactory" will result in the teacher having to modify the IGP.

Mid-Year Conference (Peer Review)

All experienced teachers should document their progress towards their established goals. The mid-year review will provide an opportunity for a peer/peer committee to review the experienced teacher's progress and share suggestions and recommendations. If a teacher is on an action plan, the principal or principal's designee will meet one-on-one with the teacher to evaluate mid-year progress and provide guidance if needed. The scoring rubric should be used to rate each outcome.

End-of-Year Conference

The principal or principal's designee will meet with the teacher to evaluate end-of-year progress and focus for next year. The scoring rubric should be used to rate each outcome.

The scoring rubric for rating the IGP is on the next two pages.

Scoring rubric for Individual Growth Plan

Initial Review of IGP	
1. The teacher's strategies support the school improvement plan and classroom goals	
Acceptable	Modification Needed
All strategies are aligned with the goals and support the school improvement plan.	Some strategies are not related to the goals.
2. The expected outcomes are measurable and related to the teacher's strategies.	
Acceptable	Modification Needed
The outcomes are measurable and related to specific strategies	The outcomes are poorly defined and difficult to link to identifiable strategies
3. The teacher has identified personal/professional strengths, areas to be strengthened and personal/professional enrichment goals.	
Acceptable	Modification Needed
The teacher has identified personal strengths and areas to be strengthened. The personal enrichment goals are related to the teacher's overall performance on previous evaluations and/or school improvement goals.	The teacher has identified personal strengths and areas to be strengthened, and personal enrichment goals that are unrelated to the teacher's overall performance on previous evaluations and/or school improvement goals.

Mid-Year Review of IGP			
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that should be approved in advance. Progress towards goals relates to <u>leadership roles or initiatives</u> is evident.	The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance.	The teacher has provided minimal progress towards goals.	No evidence of progress towards goals has been made.
2. The teacher has made consistent progress towards personal/professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates that goals may not be met, the teacher provides modifications that were approved in advance. <u>Expertise</u> development is evidenced by products or presentations that are <u>shared</u> with colleagues.	The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates that goals may not be met, the teacher provides modifications that were approved in advance.	The teacher has provided evidence of minimal progress towards personal/professional enrichment goals	No evidence of progress towards personal/professional enrichment goals is indicated.

End-Of-Year Review of IGP			
1. The teacher has successfully achieved or has consistently shown progress towards the school improvement plan.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Evidence is provided for assistance given to colleagues in personal and/or school goal attainment.	The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
2. The teacher has successfully achieved or has consistently shown progress towards personal/professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of personal/professional goals. If goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Products or presentations that are <u>shared</u> with colleagues evidence expertise development.	The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of personal/professional goals. If goals were not met, the teacher justifies modifications needed.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
3. The teacher has used the information from this year's personal/professional goals and decided on next year's focus.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has used the experience from this year to plan next year's focus. The focus is related to the teacher's position. Additionally, the teacher has plans for direct leadership responsibility or initiative for the upcoming year.	The teacher reports next year's focus, which is related to this year's performance and/or next year's school improvement goals.	The teacher reports next year's focus but does not relate to this year's performance and/or next year's school improvement goals.	The teacher does not report next year's focus.
4. The number and list of license renewal credits are provided.			
Above Standard	At Standard	Below Standard	Unsatisfactory
License renewal credits are sufficient for continued employment and staff development completed related directly to professional, personal, and/or school improvement goals. Additionally, the teacher has shown initiative in accomplishing school improvement goals, has conducted workshops, training, or served as a mentor.	License renewal credits are sufficient for continued employment and staff development completed related directly to professional, personal, and/or school improvement goals.	License renewal credits are sufficient for continued employment but have no direct relationship to teaching assignment or self-improvement goals.	License renewal credits are insufficient for continued employment and/or not in keeping with agreed upon improvement goals.