Plan II – Professional Growth
Teacher Evaluation Goal Outline Form

Teacher

School

Grade/Dept./Team

SS 10

Initial Meeting Date 10/1/2013

Evaluation Meeting Date

Standards for Effective Teaching addressed in this plan (Check all that apply)

☐ I. Classroom Environment
☒ II. Preparation and Planning
☐ III. Instruction
☒ IV. Assessment
☐ V. Communication and Professional Responsibilities

Student Achievement/Growth Goal(s): ______

100% of the students will illustrate a higher performance on the ACT/MME type assessments by stressing a literacy component through comprehension and the analysis of data driven prompts.

Focus on the improvement of the Student’s Core Knowledge by evaluating the students’ pre knowledge, so that we are able to assess the mastery of Core Content material at the end of the year for all learning styles (visual, tactile, audio) through chapter and Final exams over content specific questions.

Incorporate content literacy techniques in the classroom through 6+1 Writing, Reading Apprenticeship, Formative Assessment and SIOP. By incorporating these strategies students will increase their achievement and perform higher on standardized tests and on content work in the classroom. This will be measured through formal assessments of their progress, through achievement rubrics and exit slips.

Best Practice Professional Growth Goal(s): ______

Continue training in Formative Assessment, Reading Apprenticeship, SIOP, and 6+1 writing, so that I can improve my fluency in these strategies, and use them effectively in the classroom.
Develop clear learning goals that reflect the Common Core, State Standards, and Learning targets, so that all teaching is aligned, students will have a clear goal, and so I can assess if my learning goal was met.

Incorporate the proposed Common Core Standards implemented by the state into the curriculum over the course of the semester to improve all students’ knowledge of US History with a focus on increasing literacy.

Continue to develop and improve my website (mrwhalen.weebly.com) to provide students and parents with information about course content, assignments, and access to materials like the textbook and video clips used in class to supplement instruction.

Incorporate more technology into daily classroom activities that will help facilitate the delivery and understanding of ACT/MME type assessments related to reading comprehension and the analysis of data driven prompts.

***The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.
Plan II --- Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected: __________

ACT/MME type assessments related to reading comprehension and the analysis of data driven prompts incorporated on each chapter assessment will be collected and student progress will be charted throughout the course of each semester.

A pre- and post test of U.S. History based on common core standards will be provided to measure student progress throughout the course of each semester.

Student performance on binders will be monitored and collected periodically throughout the course of the semester to check for organization and understanding of the subject matter.

Resources needed for plan activities: __________

1. Textbooks
2. Primary and Secondary Documents
3. Computer/Internet
4. Release time with colleagues to develop and agree on common ACT/MME type prompts for assessments... as well as time to add to and modify my website.
5. Administrative support.

☐ See attachments:

Teacher’s Signature: __________

Administrator’s Signature and Date: __________
Plan I

Individual Development Plan Form

Individual Development Plan for: 

Teacher Status: □ Probationary  □ 1  □ 2  □ 3  □ 4  □ 5 (Check One)
□ Tenured in Michigan  □ 1  □ 2 (Check One)

Standard(s) Related to Goal (Check all that apply):

| I. Classroom Environment | IV. Assessment |
| II. Preparation and Planning | V. Communication and Professional Responsibilities |
| III. Instruction |

Achievement Goals:
All students will increase writing proficiency each semester as measured by a one point gain in organization on the 6 traits rubric for persuasive writing.

All students will improve reading comprehension each semester as measured by a one point gain on the district’s close and critical reading assessment.

Best Practice Professional Goals:
Implement a common writing planner for the ACT persuasive essay and for the SBAC argumentative writing.

Increase RA close reading by implementing “talk to the text” with informational reading selections and to allow students opportunity to practice critical reading skills. By the end of each semester, I will model how to close read in my content area and ask students practice two times before assessing the skill.

Purpose of Goals:
- To improve organization in student writing. This will be measured by the 6+1 Traits rubric as well as by various other formative and summative assessments.
- To improve students’ meta-cognitive processing of text.

Teacher’s Plan:
- I will implement a school-wide common writing planner. I will be utilize my co teacher to help guide small group instruction, and assist in implementing best practices for writing in the classroom. I also plan to attend professional developments on essay writing and structure.
- Increase RA close reading by implementing “talk to the text” with informational reading selections and to allow students opportunity to practice critical reading skills. By the end of each semester, I will model how to close read in my content area and ask students practice two times before assessing the skill.
**Indicators of Progress including student growth data:**
- Formative assessment data/student work
- Students writing scores from first to last persuasive writing assignment
- Student survey at the end of the semester indicating thoughts and opinions about writing improvement
- The district's close and critical reading assessment

**Administrative Support:**
- Professional developments on essay writing
- Close and critical professional development
- Monthly Reading Apprenticeship meetings via LA Plus support
- Daily oral language books

Teacher's Signature and Date: [Signature]

Administrator's Signature and Date: [Signature]

*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be a significant portion of the evaluation.*
Plan II --- Teacher Evaluation Goal Outline Form
(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>Grade/Dept./Team</th>
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Initial Meeting Date 10.17.13 Evaluation Meeting Date __________

Standards for Effective Teaching addressed in this plan (Check all that apply)

- [ ] I. Classroom Environment
- [ ] II. Preparation and Planning
- [ ] III. Instruction
- [ ] IV. Assessment
- [ ] V. Communication and Professional Responsibilities

Student Achievement Goal(s):
Reading Goal
   1) All students will improve 2 points on the district common reading assessment in a semester.

Writing Goal:
   All students will improve 6 points overall on their persuasive writing based on the 6+1 writing rubric.

Best Practice Professional Growth Goal(s):
- Using differentiated instruction in Language Arts classes through the use of effective strategies aligned with theoretical teaching pedagogies and models, mainly SIOP. I will use a variety of strategies and facilitation techniques to ensure that all students are receiving targeted instruction towards learning goals.
- Based on the professional development offered on 6+1 trait writing as a writing model for my building, I will follow the given writing framework by modeling, implementing, and facilitating the writing process for all my students. I will have at least one sample of the persuasive writing based on 6+1 trait scoring rubric for every student in my class by the end of each marking period.

Plan II --- Teacher Evaluation Goal Outline Form (continued)
Indicators of progress to be collected:

Performance assessment

- Students will demonstrate the ability to launch into writing and improve their writing skills through the produced work shown in their artistic artifacts and written pieces based on 6+1 trait writing.
- A pre-reading assessment will be given to students to assess their literacy skills upon the use of SIOP strategies, Reader’s Apprenticeship,
- A pre-writing assessment will be given to 9th grade students to assess their progress on 6+1 writing framework.
- A posttest in reading and writing will be given to students to assess their growth in literacy skills upon the use of SIOP strategies, reader’s apprenticeship, and 6+1 writing framework.

Student responses:

- Item analysis on pre and post test will inform about the effectiveness of the instruction.

Resources needed for plan activities:

6+1 trait adapted writing rubric, SIOP research-based strategies will provide activities needed to promote students’ writing.

Attending Workshops on literacy

☐ See attachments:

Teacher(s) Signature and Date: _______________________________  
10-17-2013

Administrator Signature and Date: _____________________________  
[Handwritten date]
Plan II --- Professional Growth
Goal Outline Form

(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

Teachers School Grade/Dept./Team

Performing Arts
Performing Arts

Plan Start Date 2013 Mid-Year Date ______ Completion Date ______

Standards for Effective Teaching addressed in this plan (Check all that apply)

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Specific Goal(s): ______

Student Achievement Growth/Goal:
Focus on improvement and retention of Music Literacy skills through rehearsal, audio and visual recordings and performance.

Best Practice Professional Growth Goal:
Enhanced information in Best Practice procedure through attendance at Professional Conferences (i.e. Somatic Voicework (sm) - The LoVetri Method Workshops, The Voice Foundation, Michigan Music Conference, etc.)

Activities to meet the goals of this plan:
Student Achievement Growth/Goal: (Music Literacy)
1. Student Assessment Pre and Post Performance
2. Peer to Peer collaboration (modeling)
3. Parent response - via student performances, Open House, or Parent/Teacher Conferences
Plan II --- Professional Growth Goal Outline Form (continued)

Indicators of progress to be collected:
Student Achievement Goal: (Music Literacy)
1. Performance Assessment - Pre/Post MSVMA and MSBOA Rubrics
2. Benchmarks - D.P.S. Board certified curriculum and National Standards

Resources needed for plan activities:
Audio and Video Recordings of EFHS Performing Ensembles
Audio and Video Recordings of comparable HS and Professional Ensembles
Workshops (District generated or supported Professional Development; i.e., Michigan Music Conference, The Voice Foundation, Somatic Voicework(sm) - The LoVetri Method
Workshops
Audio and Visual Recording and Playback Media
Collaborative Assessment Planning Time

☐ See attachments:
Teacher Signature: __________________________ Date: __________________________
Plan I

Individual Development Plan Form

Individual Development Plan for [Blank]

Teacher Status: □ Probationary  □ 1  □ 2  □ 3  □ 4  □ 5 (Check One)

□ Tenured in Michigan □ 1  □ 2 (Check One)

Standard(s) Related to Goal (Check all that apply):

☐ I. Classroom Environment
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**Goals: Achievement Goal:**
By comparing Pre-Test and Post-Test scores on basic design principles and illustrator program proficiency, by the end of the semester (January 2013), the number of students passing will be increased to 90%.

Best Practice Professional Growth Goal:
To begin my conversion to a CTE teacher. Begin to realign my curriculum to the standards of 11.0801. In addition, begin developing lesson plans follows the GAP Analysis.

Purpose of Goal:
To begin growing my professional responsibilities and become CTE certified under Digital Multimedia (11.0801), and to begin to prepare my curriculum to follow the Digital Multimedia GAP Analysis.

Teacher’s Plan:
I plan to have my application done and turned in by December 6th, as well as begin modifying and aligning existing lessons to the GAP Analysis. Modify ways to present pre-existing assignments/lessons to meet the standards of 11.0801. Additionally, create new lessons to follow standards that current curriculum is lacking.
Indicators of Progress:

Turn in application for CTE 11.0801.
Fill out GAP Analysis spread sheet.
Discover and address where strengths and weaknesses are in current curriculum.
Begin aligning GAP analysis standards to pre-existing assignments/lessons.
Add Lessons to cover standards where current curriculum is weakest at.

Administrative Support:

Teacher's Signature and Date:

Administrator's Signature and Date:

*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be a significant portion of the evaluation.
Plan II --- Teacher Evaluation Goal Outline Form

Teacher ____________________________  School ____________________________  Grade/Dept./Team ____________________________

CTE/Science 10th-12th

Initial Meeting Date ______  Evaluation Meeting Date ______

Standards for Effective Teaching addressed in this plan (Check all that apply)

I. Classroom Environment  II. Preparation and Planning  III. Instruction

IV. Assessment  V. Communication and Professional Responsibilities

Achievement Goal(s):

Since the district Biology has recently undergone restructuring (new scope and sequence, aligned to Next Generation Science Standards), these measures are targeted at establishing both student growth, as well as some baseline data for future evaluations.

1) Achievement Goal—Honors Biology: I will use the district common assessments in biology to show student growth.
   a. 100% of Honors Biology Students at ______ will achieve a passing (72% or higher) score on the District Common Assessment in Biology.
   b. The mean score (x̄) of scores for all Honors Biology Students at ______ on the District Common Assessment in Biology will be 75% or greater and the standard deviation (s.d.) less than or equal to 10.0. This is an indication of a narrow “achievement gap” and a statistically relevant mastery of the Biology Standards by all students.

2) 100 Percent of students will score 72% on the Honors Biology Final Exam (Post Test) and/or show a 20 point improvement over their pre-test score.
Best Practice Professional Growth Goal(s):

This year I will focus on fostering student metacognition (ie. "thinking about thinking") in my class. Examples of this will include:

- “Read Aloud” opportunities in class where instructor models thought process involved in reading selected passages from text and technical materials.
- “Think Aloud” opportunities where students have an opportunity to answer questions, then share their reasoning for why they think their answer is correct.
- “Reflective Meta-Analysis” of tests, where students reflect why they got test questions wrong.
- “Data Driven” planning in class, where both students and teachers use statistical analysis of assessment grades to isolate, track and target problem areas and improve student performance on future assessments.
- “Differentiated Assessment” opportunities, where students may choose from multiple options for assessment allowing them to focus on their unique talents to complete assignment (oral/written language, computational, technological, creative, artistic, etc.). I have created a summative sub-category in my grading scale to accommodate this approach without diluting the impact of homework, classwork and traditional assessment.
- “Peer Review” opportunities, where students evaluate each other’s work to analyze how it meets the requirements of the assignments and discover opportunities for improvement.
Plan II --- Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected:

Student Achievement Goals:
- District Common Assessment Results (ClassA)
- Honor’s Biology Pre/Post Test Results (MiStar)

Best Practice Professional Growth Goals:
Since this goal is focused on creating a classroom culture, multiple indicators of progress must be used to analyze the effectiveness of these efforts including:
- Administrator observations (formal and informal)
- Peer-teacher observations (informal)
- Grade book data
- Parent feedback (parent-teacher conferences, email, etc.)
- Student work (in student possession and posted in room)
- Online resources (iLean, Website, Blogs, etc.)

Resources needed for plan activities:
- Administrative, peer, parent and student support
- Appropriate technology and timely, effective technical support
- Access to and permission to use district common assessments in Biology
- Adequate planning time to develop new lessons, track student progress and analyze results.
- Time to share materials and experiences with colleagues both inside and outside the program(s)
- Adequate budget for required instructional and enrichment materials.

☐ See attachments:

Teacher Signature:

Administrator Signature and Date: