Framework for Evaluation & Professional Growth

FOCUSED ASSESSMENT

Training Manual

Revised: 2006

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH
Professionally Licensed Personnel

Introduction

Educators holding a Professional License (tenure may also be required by an LEA) begin their evaluation with a Goal Setting Conference. A self-assessment is completed by the educator based upon evidence of student performance collected through a variety of assessment techniques. The evaluator will review the results of previous evaluations. As the educator and evaluator share this information, an area(s) of strength and an area(s) for growth are identified. Using this data in addition to the Tennessee School Improvement Planning Process (TSIPP) as appropriate, the educator and the evaluator craft a Professional Growth Goal. This goal should be connected to identified areas for growth and improved student performance.

There are several pathways to use in reaching goal attainment. Those pathways may include classroom observations, research and study, action research, and collaborations. The resulting growth plans will include initial knowledge building, application and implementation, evaluation and communication of successes to others (productive leadership). All plans should be grounded in current research and may provide for contextual testing of strategies/techniques through action research.

Self-Assessment with student performance information and a review of previously collected data

▼

Goal Setting

▼

Design of Action Plan with Appropriate Evaluation Methods & Criteria

▼

Mid-Point Conference

▼

Submission of Implementation Summary with Information Regarding Student Impact

▼

Goal Evaluation Conference with Focused Assessment Summative Report

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH
Teacher and Evaluator Activities

Target Group: to be used only with Professionally Licensed personnel. A growth goal and plan are designed by the teacher with administrator input. This plan may be designed so that all steps of the plan are not completed during one evaluation period.

Teacher Activities:

- Complete a Self-Assessment which identifies areas of strength and areas for growth
- Craft a professional goal which reflects an individual, grade, school or system area for growth
- Design and implement a Professional Growth Plan with the following components:

  1. An Action Plan which identifies what knowledge is to be gathered and how this may be used by the teacher.
  2. A timeline for completion which may be more than one year.
  3. Identification of the Evaluation Methods/Criteria used to assess progress/growth as a result of the implementation of the plan.
  4. Statement of Expected Benefits with emphasis placed upon the impact of the educator's growth on student performance.

The teacher's Professional Growth Goal may call for an Action Plan which includes any combination of the following - research and study in a content, pedagogical or professional skills area; action research; collaborations; classroom observations and/or the use of a cognitive coach to hold planning/reflecting conversations surrounding the implementation phase with students.

Evaluator Activities:

- Review and approve the Growth Plan for implementation based on the following criteria:
  1. Does the plan logically address an identified area(s) for growth for the teacher, grade level, school and/or system?
  2. Does the plan provide evidence that the teacher's planned growth has the capacity to improve student performance?
  3. Do the identified evaluation methods provide appropriate monitoring of the teacher's and students' progress?

- Monitor the implementation of the plan and conduct a Goal Evaluation Summative conference at the end of the evaluation period where the Focused Assessment Summative Report is completed. The evaluator retains the right to conduct classroom observations and review other data as needed.

Focused Assessment & Professional Development

Instrument Section

Self-Assessment
(Worksheet)

EDUCATOR'S NAME: _____

Self-Assessment:
Using the appropriate Performance Standards and corresponding Rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas. (Write out the Domain and Indicator).

Identify three areas of strength and three areas which you would like to strengthen (areas(s) for growth) and be prepared to discuss your reasons for selecting these.

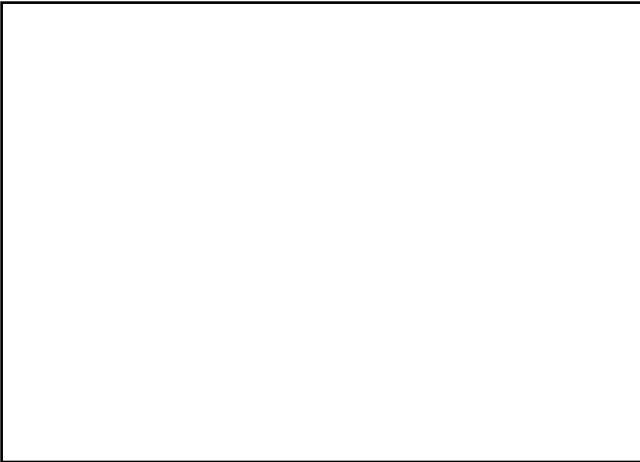| Areas of Strength*	Reasons for Selecting (Use appropriate data)
1.	
2.	
3.	
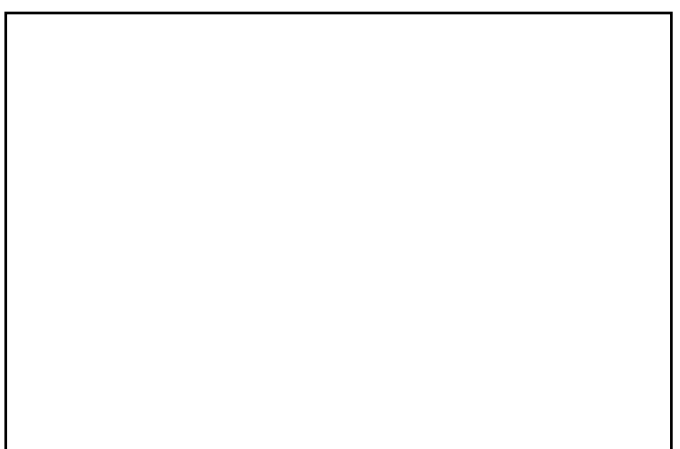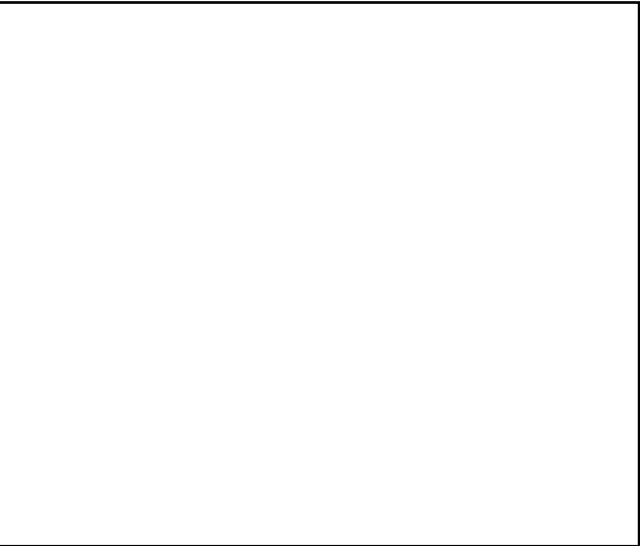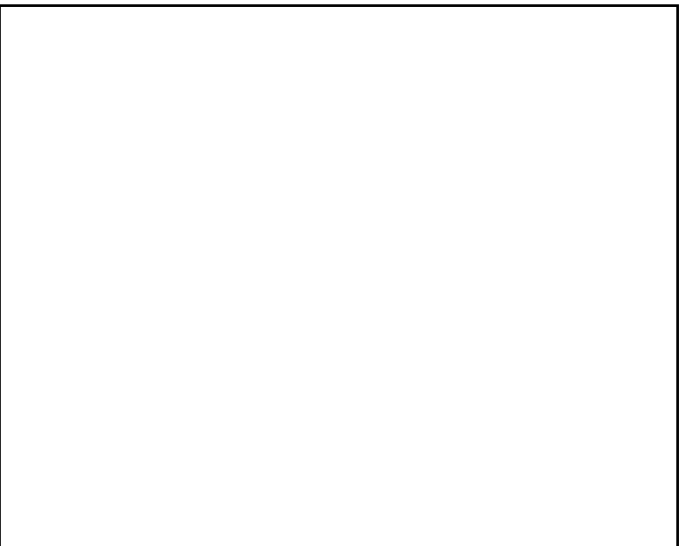
*Use the appropriate Performance Standards to identify and list areas of strength.

Areas to Strengthen [Area(s) for Growth]*	Reasons for Selecting (Use appropriate data)
1.	
2.	
3.	

*Use the appropriate Performance Standards to identify and list areas of strength.

PROFESSIONAL GROWTH PLAN

EDUCATOR'S NAME:_____ **SCHOOL NAME:** _____

Choose an area for growth from Domains I-IV and design a Professional Growth Plan to enhance your development in this area.

<u>Focus for Growth</u>: State the Performance Standard.

<u>Rationale</u>: Why did you choose to enhance your growth in this area?

<u>Professional Growth Goal(s)/Objective(s) of this Plan</u>: State your professional growth goal(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the **<u>Expected Benefits</u>** section.)

Action Plan: Describe the actions you plan to take to accomplish this goal(s)/objective(s), including timelines for completion of each action. If working collaboratively, identify the role of each participant. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)/objective(s)?) .

Evaluation Methods and Criteria: Describe the methods and criteria you plan to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)

Expected Benefits: Describe the educational benefits you expect to accrue as a result of your implementation of this Professional Growth Plan. **(Student objectives are appropriate to discuss here.)**

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year _____ and ending _____.

_____   _____

Educator's Signature   Date

_____   _____

Evaluator's Signature   Date

PROFESSIONAL GROWTH PLAN
IMPLEMENTATION SUMMARY

Modifications/Adjustments to the Plan:

Evaluation Results: Describe the results obtained from your evaluation.

Effects on Students' Learning: Describe the impact on student performance derived from your implementation of this Professional Development Plan.

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

_____   _____
Educator's Signature   Date

FOCUSED ASSESSMENT & PROFESSIONAL GROWTH
MID-POINT CONFERENCE RECORD

EDUCATOR'S NAME:._____ **DATE:** _____

Objective of the Professional Growth Plan:

Modifications of the Plan:

Summary of Progress:

Support Needed to Enhance and/or Complete:

The signatures below indicate that the above information has been reviewed and approved.

_____   _____   _____
Educator's Signature   Evaluator's Signature   Date

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

Summative Report

Summative Criteria Scoring Rubrics

DIRECTIONS FOR COMPLETING FOCUSED ASSESSMENT - SUMMATIVE REPORT

1. **Collect** and **review** all pertinent data which should include: Professional Growth Plan with Implementation Summary and completed Observational Data as appropriate.

2. Using the Summative Criteria-Scoring Rubrics for the Focused Assessment, **determine <u>the appropriate rating for Criteria 1 and Criteria 2</u>**. Appropriate comments should be entered to provide specific information regarding the educator's professional growth and application.

3. **<u>Complete the ongoing commitment to professional development section</u>**. In this area, record the plans for future growth/application for this educator. This may include the continuing refinement and implementation of the current growth plan or may identify a different focus for the educator's growth in the future.

4. List current license.

5. **<u>Purpose for Evaluation.</u>** Complete this blank listing the reason identified for the evaluation. Examples might include: Recertification, required local evaluation, etc.

6. Check the appropriate blank if either or both Criteria I and 2 have been determined to be Limited or Missing.

7. **The Recommendation** box should be completed with information appropriate to this educator's evaluation. If either Criteria 1 or 2 has been checked as missing, then a follow up evaluation will occur during the next school year. The follow up may consist of the completion of the agreed upon Action Plan or Comprehensive Assessment.

   If either Criteria 1 or 2 has been determined to be limited, then the recommendation for future growth might be to further refine and implement the plan as an ongoing commitment to professional development.

   Additionally, this box should contain the recommendation for continued employment as appropriate.

8. **<u>Areas of Strength</u>**. List the domain(s) and indicator(s) which have been identified as exceeding expectations. For this educator the information may go beyond the scope of the growth plan and encompass classroom methodology, parental involvement, or other appropriate areas.

9. **<u>Areas for Future Growth</u>**. Domains and Indicators listed here will be identified as areas for future professional development. These areas may come from any of the six domains in the Performance Standards.

10. **<u>The Comments section</u>** is provided to allow the educator to enter remarks in the evaluation file.

11. After **<u>sharing</u>** and **<u>discussing</u>** the **Summative Report** with the educator, sign and date.

Summative Criteria-Scoring Rubrics Focused Assessment

Criterion 1: Evidence of growth in professional knowledge, skills and/or attitudes.

Missing: Evidence of professional growth is missing due to the failure to implement the agreed upon action plan.

Limited: Evidence of growth may be limited due to any or all of the following:
- Knowledge, skills, attitudes gained through the implementation of the Action Plan may be minimal as the sources for information were limited in format and/or number.
- The information gained through the Action Plan may not link directly to the priorities for growth.
- The educator may have had limited involvement in creating, planning, and researching the information necessary to produce the expected professional growth.

Meets Expectations:
Teacher learning has been applied which has the capacity for enhancing student learning. A clear and logical plan for implementation has resulted/will result in the potential for improved student performance. The relationship between teacher learning and student learning is appropriate in scope and has the potential for ongoing impact on learning for these and future students.

Criterion 2: Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning

Missing: Evidence of application is missing due to failure to implement the agreed upon Action Plan.
Limited: Evidence of application may be limited due to one or both of the following:
- The steps in implementation may not have been logically sequenced which limited the capacity to enhance student learning.
- The relationship between teacher learning and student learning is limited in that the scope and breadth of the application to students was narrow.

Meets Expectations:
Teacher learning has been applied which has the capacity for enhancing student learning. A clear and logical plan for implementation has resulted/will result in the potential for improved student performance. The relationship between teacher learning and student learning is appropriate in scope and has the potential for ongoing impact on learning for these and future students.

FOCUSED ASSESSMENT
SUMMATIVE REPORT

EDUCATOR'S NAME: _____ POSITION: _____

SCHOOL NAME: _____ YEAR: _____

V. PROFESSIONAL DEVELOPMENT Goal(s) /Objective(s) of Plan:

SUMMATIVE CRITERIA:

1. Evidence of growth in professional knowledge, skills and/or attitudes:

Missing ☐   Limited ☐   Meets Expectations ☐   Exceeds Expectations ☐

Comments:

2. Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning:

Missing ☐   Limited ☐   Meets Expectations ☐   Exceeds Expectations ☐

Comments:

Ongoing commitment to professional development:

*Describe the growth/application which exceeded the expectations

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Current License: _____

Purpose for Evaluation: _____

Criteria Identified as Missing ☐ 1 ☐ 2 **(check as appropriate)**

Criteria Identified as Limited ☐ 1 ☐ 2 **(check as appropriate)**

Recommendations:

Areas of Strength:

Areas for Future Growth:

Comments (Educator)

The signatures below verify that a conference has been held to discuss the information contained in the Summative Report and that professional growth will continue as recommended above.

_____   _____
Educator's Signature   Date

_____   _____
Evaluator's Signature   Date

RESOURCES

RESOURCES

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Self-
Assessment   Preview of
                                              previous info.
        ↓   ↓

              | Sharing of Information |

                        ↓

    | Selection of |
    | Evaluation Component |

              ↓   ↓

    Comprehensive   *or*   Focused
    Assessment   Assessment

              ↓   ↓

    | Area for Growth | | Focus for Growth |

                                          ↓

                                    Professional
                                    Growth Goal

FOCUSED ASSESSMENT STEPS

- **Self-Assessment Discussion/Goal Setting Conference**

- **Growth Plan Developed**
  Action Plan Created
  Evaluation Methods/Criteria Identified/Expected Benefits Described

- **Review/Approval of Plan by Evaluator**

- **Implementation of the Plan**

- **Mid-Point Conference**

- **Goal Evaluation Summative Conference**
  Rubrics

  Evaluation of Growth
  Evidence of Student Impact
  Sharing Results

- **Future Growth Plan**

DATA SOURCES

ARCHIVAL	CURRENT COLLECTIBLES	DATA SAMPLES
Test Results	Surveys	Parents
Report Cards	Checklists	Students
Attendance	Journals	School Staff
Plan Book	Portfolios	Community
Grade Book	Work Samples	Members
Retentions	Audio Tapes	Central Office
Referrals/Suspensions	Video Tapes	School Board
% of students on	Interviews	Former
free/reduced lunch	Anecdotal Notes	Students
Title 1		College/Univ.
Special Ed		Consultants
Letters		
Memo		
Meeting Minutes		
Newsletter		

CRAFTING AN APPROPRIATE GOAL

- **Measurable or observable**

- **Stated in terms of teacher's growth**

- **Manageable and reasonable in light of available resources/time**

- **Reflects greatest priority for enhancing teacher and/or school performance that can be acted on this year and possibly continue over the next few years**

Examination of the Plan

- **What resources are included in this plan?**

- **What methods will be employed?**

- **What is the timetable?**

PROFESSIONAL GROWTH PLAN

EDUCATOR'S NAME: Ima Wright   **SCHOOL NAME: Get Better Elementary School**

Choose an area for growth from Domains I-IV and design a Professional Growth Plan to enhance your development in this area.

Focus for Growth: State the Performance Standard.

2B   Uses research – based classroom strategies that are grounded in higher thinking, problem solving, and real world connections for all students.

Rationale: *Why did you choose to enhance your growth in this area?*

1. 96% of students in the 5th grade scored below on the state writing assessment. Only 4% scored 4 or above.
2. A survey I took to determine student attitudes toward writing indicated that none of the students felt they were good writers and they felt anxious many times when a writing assignment was made.
3. When I looked over my plan books for the last two years, I found fewer than four planned writing activities per month. More time has been spent on isolated language arts skills (worksheets) than actually writing.

Professional Growth Goal(s)/Objective(s) of this Plan: *State your professional growth goal(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the **Expected Benefits** section.)*

Goal: To have a wider repertoire of strategies which will make writing more meaningful to students by relating writing activities to other subject areas, "real life" purposes, expressions of both feelings and information, and ways of acquiring language arts skills.

Action Plan: *Describe the actions you plan to take to accomplish this goal(s)/objective(s), including timelines for completion of each action. If working collaboratively, identify the role of each participant. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)/objective(s) ?)*

1. Discuss the writing program with teachers in the 1-4 grades. (September- October)
2. Search professional literature for motivational and instructional strategies in writing especially in terms of book publishing and integrated *writing* activities. (September-January)
3. Read about rubrics, their construction, and use in identifying patterns of skill attainment (December-February)
4. Design writing activities based on the readings that will integrate with social studies (move to science) (January forward).
5. Initiate a book publishing project. (April).
6. Design and use rubrics for evaluation writing—for teacher use and student use. (March forward).

Evaluation Methods and Criteria: *Describe the methods and criteria you plan to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)*

Methods

- Keep a log of all reading which includes a summary of the reading (what I am learning about writing), how this might fit into a unit I have planned, and how my perspective about writing is changing.
- Write in a reflective journal after each new innovation, especially about how it went, what surprised me about it and how I might implement this the next time.
- Videotape students as they participate in selected writing activities, especially the presentation of their books. Examine body language, verbal dues and time on task as ways of determining student attitude and engagement in the writing process being used.
- Use plan book to track number of planned writing activities.
- Solicit student input by conferencing with students concerning their writing.
- Share strategies with peers and ask for feedback.
- Work samples from the students will be collected periodically as a record of skill level in writing.

Indicators of Success

- Information from student conferences will indicate 10-15 students feel good about their writing.
- Identify 4 strategies to be carried over and continue for implementation next year.
- 6-8 writing activities will be planned/evaluated per month.
- By end of next school year, 10% of students will score 4 or above on writing assessment.

Expected Benefits: *Describe the educational benefits you expect to accrue* as a *result of your implementation of this Professional Growth Plan. (Student objectives are appropriate to discuss here.)*

- Majority of students will have a positive attitude toward writing as a form of communication and see themselves as more competent writers. (self checklists/surveys-students and parents)
- Student scores will improve on the writing assessment
- Students will write more often and in more meaningful contexts.
- Language arts skills will be integrated into the writing process, rather than evaluated on workbook sheets.
- Students will be able to understand rubric scoring of their writing and actually use rubrics to evaluate their own writing.
- Students will be able to write narratives about their own lives and incorporate social studies people/contexts to incorporate into their own personal books.

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year_____

_____
Educator's Signature   Date

_____
Evaluator's Signature   Date

PROFESSIONAL GROWTH PLAN IMPLEMENTION

Modifications/Adjustments to the Plan:

Evaluation Results: *Describe the results **obtained** from your evaluation.*

Effects on Students' Learning: *Describe the impact on student performance derived from your implementation of this Professional Development Plan.*

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

_____

Educator's Signature   Date

PROFESSIONAL GROWTH PLAN

EDUCATOR'S NAME: Stacey Strategy   **SCHOOL NAME:** _____

Choose an area for growth from Domains I-IV and design a Professional Growth Plan to enhance your development in this area.

Focus for Growth: State the Performance Standard.

> IIB. Uses research-based classroom strategies that are grounded in higher order thinking, problem solving and real world connections for all students.

Rationale: Why *did you choose to enhance your growth in this area?*

To stay abreast of the latest developments and therefore better meet the needs of the students and get them involved in the learning.

Professional Growth Goal(s) of this Plan: State your professional growth *goal*(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the **Expected Benefits** section).

> I will research and experiment with activities so that I will be able to evaluate the needs of students and increase my knowledge of specific strategies.

<u>Action Plan:</u> *Describe the actions you plan to take to accomplish this goal(s)/objective(s), including timelines for completion of each action. If working collaboratively, identify the role of each participant. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)/objective(s) ?)*

I will complete at least three of the following activities:

1. Visit at least one class activity in another classroom
2. Attend a workshop
3. Read five current periodical articles
4. Implement one or more alternative activities in class

<u>Evaluation Methods and Criteria:</u> *Describe the methods and criteria you plan to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)*

1. Maintain a journal of ideas and activities
2. Develop one or more activities for students and determine the value of the activity

Expected Benefits: *Describe the educational benefits you expect to accrue* as a *result of your implementation of this Professional Growth Plan. (Student objectives are appropriate to discuss here.)*

These experiences will increase my knowledge of specific strategies and will provide the support I need to better develop alternative activities which will enhance the curriculum.

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year _____

_____   _____

Educator's Signature   Date

_____   _____

Evaluator's Signature   Date

PROFESSIONAL GROWTH PLAN
IMPLMENTATION SUMMARY

Modifications/Adjustments of the Plan:

Evaluation Results: *Describe the results obtained from your evaluation.*

Effects on Students' Learning: *Describe the impact on student performance derived from your implementation of this Professional Development Plan*

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

_____   _____
Educators' Signature   Date

FOCUSED ASSESSMENT – SUMMATIVE REPORT

EDUCATOR NAME: <u>Ima Wright</u>   **POSITION: 5TH Grade Teacher**

SCHOOL NAME: <u>Get Better Elementary School</u>   YEAR: <u>2006</u>

V. PROFESSIONAL DEVELOPMENT
Goal(s)/Objective(s) of Plan:

> Uses research-based classroom strategies that are grounded in higher order thinking problem solving and real world connections for all students.

.

SUMMATIVE CRITERIA

Evidence of growth in professional knowledge, skills and/or attitudes:
Missing ( )   Limited ( )   Meets Expectations (✓)   Exceeds Expectations   ( )*

Comments:

Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning:

Missing ( )   Limited ( )   Meets Expectations (✓)   Exceeds Expectations   (   )*

Comments:

- Ongoing commitment of professional development:

  Completion of steps 5 and 6 of Action Plan by end of next school year. Activities and learning started this school year will be continued and refined during next year.

*Describe the growth/application which exceeded the expectations.

Current License/Certificate: <u>Professional</u>

Purpose of Evaluation <u>Required Local</u>

Criteria Identified as Missing _____1   _____2   (check as appropriate)

Criteria identified as Limited: _____1   _____2   (check as appropriate)

Recommendations:

Continued Employment

Areas of Strength:
   IIC Regular incorporation of language arts/social studies concepts.
   Activities were tailored to student interests as well as for integration of content.

   VA Quality collaboration with teachers in grades 1-4.
   Regular contributor to other teachers' professional growth

Areas of Future Growth:

   IIIA Ms. Wright has identified the need for more information regarding the design of rubrics with sufficient time for revisions/modifications.

Comments (Educator):

The signatures below verify that a conference has been held to discuss the information contained in the Summative Report and that professional growth will continue as recommended above.

_____   _____
Educator's Signature   **Date**

_____   _____
Evaluator's Signature   **Date**

PROFESSIONAL GROWTH PLAN

EDUCATOR'S NAME: <u>Ms. Holt, Ms. Smith and Ms. Jones</u>   **SCHOOL NAME:**_____

Choose an area for growth from Domains I-IV and design a Professional Growth Plan to enhance
your development in this area.

Focus for Growth: *State the Performance Standard.*

> I. Planning
>> B.   Plans instruction and student evaluation based on an in-depth understanding of the content,
>> student needs, curriculum standards, and the community.

Rationale: *Why did you choose to enhance your growth in this area?*

> One of the goals of our school is to develop an integrated curriculum which supports overall student
> retention of knowledge and its applicability to other disciplines. As members of the fifth grade team,
> we became concerned about the disjointedness of the learning opportunities which were provided to
> our students. In our self-assessments, we each had mentioned the need to interrelate skills among the
> disciplines as well as within our discipline.

Professional Growth Goal(s)/Objective(s) of this Plan: *State your professional growth
goal(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but
may be stated in the **Expected Benefits** section.)*

> Our goal is to have an integrated Language Arts and History curriculum on the fifth
> grade team and to use authentic assessments to measure the student learning.

Action Plan: *Describe the actions you plan to take to accomplish this goal(s) /objective(s), including timelines for completion of each action. If working collaboratively, identify the role of each participant. (What will you do to increase our knowledge in accomplishing your professional growth, goal(s)/objective(s)?*

The plan will encompass a two-year period. Year 1 will involve knowledge building and the construction of units. Year two will build upon year 1 adding more units and incorporation feedback from year 1.

The basic steps of Action Plan are:

1) Read and research books and articles pertaining to integrated instruction beginning with those relating to our subject areas.
2) Cooperatively evaluate the current curriculum and determine modifications needed to achieve desired subject are integration.
3) Cooperatively develop units of study and lesson plans for effective integration of both subject areas.
4) Analyze the strengths and weaknesses of these plans to evaluate their effectiveness and make appropriate adjustments.

Specifically, each of our responsibilities are:

1) Ms. Smith will read, react to, share and apply knowledge gained from books and articles. (January 2006).
2) Ms. Holt will attend two workshops on integrated learning—one offered by the staff development department in September a one offered through the local university in October 2006). Ms. Holt will share knowledge gained through these workshops with Ms. Smith and Ms. Jones. (December 2006)
3) Ms. Jones will research authentic assessment methods particularly the use of student portfolios and develop a plan of implementation beginning with a selected class. This knowledge will be shared with other members of the team and they will collaborate on the implementation of the portfolio assessment (January, 2007).
4) Ms. Smith will search for pieces of literature centered around historical periods of study and compile a list to share with other team members. (February, 2007).
5) All three team members will work together to devise, implement, and analyze integrated learning plans and activities. (April 2007).

Evaluation Methods and Criteria: Describe the methods and criteria you plan to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)

Methods

A. All three team members will use journals during the implementation process. These journals will serve as a self-evaluation to determine strengths and needed adjustments both personally and professionally. We will look to these journals for evidence of professional growth and introspection.

B. All three team members will examine and evaluate the amount of knowledge retained by students to determine the value added integrated instruction. We will compare the gains of the students using integrated instruction to one class of our students in traditional language and history classes. Similar classes will be chosen for study purposes. End-of-term tests will be used for this.

C. Student surveys will be used to determine if there are positive attitudinal changes in students as a result of participation in awareness of the importance of the learning in its application to other disciplines as one component.

D. The administrator will observe a minimum of three (3) lessons this year. A minimum of two conferences with the administrator will be held during which units of study will be shared and discussed.

E. Student portfolios will be assessed to determine evidence of student academic growth. Additionally, an evaluation of the design of the portfolios will be conducted in order to make needed adjustments before year 2.

Indicators of Success

- Students who used integrated instruction will score higher on the end-of-term assessment than students in traditional classes. In addition, student portfolios will document authentic student performance of the concepts.
- During classroom observations, the administrators will see students actively involved and able to articulate the importance of the day's learning/activities.
- Analysis of the teachers' journals will identify three areas of strength for continuing in year two, and three areas to strengthen prior to year two.

Expected Benefits: Describe the educational benefits you expect to accrue as a result of your implementation of this Professional Growth Plan (Student objectives are appropriate to discuss here).

The team members will benefit from each choosing to seek knowledge and share with each other. The scope of information is broadened through this methodology. The students will benefit from units of study planned in collaboration with opportunities for integrated learning rather than skills learned in isolation. The use of student portfolios will increase students' reflective skills and focus our attention on performance skills.

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year
_____   and ending _____

_____   _____

Educator's Signature   Date

_____   _____

Evaluator's Signature   Date

PROFESSIONAL GROWTH PLAN
IMPLEMENTAION SUMMARY

Modifications/Adjustments to the Plan: