

Certified Teacher Evaluation System Individual Growth Plan

Millburn District 24



What is The Individual Growth Plan? (IGP)

The Individual Growth Plan process asks teachers to develop an Individual Growth Goal based on Danielson's Framework for effective teaching. The goal a teacher selects and the work s/he conducts should focus on one or more components of the four domains in the Danielson Framework.

What is The Individual Growth Plan? (IGP)

All goals selected by the teacher should reflect individual professional needs following a self-assessment of current practices.

Self-Assessment

Self-assessment should begin with an honest, confidential look at individual teaching practices as they relate to the expectations defined by the Framework.

Teachers should be encouraged to look critically at actual documentation of their practice such as student work samples, planning books, parent letters, disciplinary referrals, etc.

Refer to page 41 in the Evaluation Plan

Goals

It is important to note that the ability to take risks in setting challenging goals is crucial.

Evaluators recognize the need to establish a risk-free environment to encourage pursuit of more challenging goals.





Goals

- When a teacher sets a goal in a particular area, the evaluator is not to interpret that as a red flag to be used later in scoring a summative evaluation
- Aspiring to a higher level of performance should never be penalized
- Teachers often fear admitting they have areas that need attention simply because they are afraid it will be held against them

Guidelines for Goals

- Reflect the results of a self-assessment of current teaching practices and/or special interest in pursuing a topic of interest related to the individual's teaching.
- Alignment with school and district goals
- Reflect specific areas of classroom practice in need of improvement



Guidelines for Goals

- Have some articulated connection to improve student learning
- Result in a means of documenting progress
- Goals should not be so broad as to be unrealistic, “to improve state test scores”
- Goals should not be so narrowly defined that they can be accomplished with little additional teacher learning “clean my science closet”



Guidelines for Goals

- Goals should address a specific area of classroom practice, not “completing my masters program”
- Evaluators should not assign a growth goal
- Teachers must be committed to an accomplishment of a goal, greatly enhanced when the teacher “discovers” his/her area of need through a self-assessment



Guidelines for Goals

- Teachers should not be persuaded into accepting a specific growth goal
- The goals should simply state what the teacher is working toward in his/her practice
- Goals should be developed using the S.M.A.R.T format



S.M.A.R.T.

A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and timebound. Below is a definition of each of the S.M.A.R.T. goal criteria.

S.M.A.R.T. SPECIFIC

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you should address the “WWWD” formula:

- **When:** Provide a timeframe for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List the specific area of teaching / student learning that needs to be improved.
- **Data Source:** List data tool(s) that will measure the progress of the goal. Data tools include rubrics, check sheets, tests, etc

S.M.A.R.T. SPECIFIC

For example: "To increase the number of students with high grades in math" is unspecific. However, "To increase the number of students with Grade A in math this month from 7 to 10 in the class" is more specific.

S.M.A.R.T. MEASURABLE

Establish concrete criteria for measuring progress toward the attainment of each goal you set.

To determine if your goal is measurable, ask questions such as . . .

How much? How many? How will I know when it is accomplished?

For example: "Increase of participation in class from 60 percent to 90 percent," is a measurable goal.

S.M.A.R.T. ATTAINABLE

Attainable goals are those that take into account shortcomings and strengths involved in achieving a task.

When you identify goals that are most important to you, you begin seeing opportunities to bring yourself closer to the achievement of your goals.

For example: If you aim to lose 20lbs. in one week, we all know that isn't attainable. But setting a goal to lose 1-2lbs. per week is reasonable and attainable.

S.M.A.R.T. RESULT ORIENTED

Result-oriented goals are, essentially, those that are in line with the objectives of the school.

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be.

Goals should measure outcomes, not activities.

For example, completion of lesson plans and coverage of course content is a teacher's goal that is vital to the school's plan as well.

S.M.A.R.T. TIME BOUND

Time-bound goals are set to be achieved within a specific date or duration in time.

With no time frame tied to a goal, there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But If you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.



Sample Goals

- In the current school year, 100% of my students will show measurable growth in the subject area of math. At least 80% of my students will meet or exceed the benchmark for the end of the year math test. (4th grade)
- By Spring of 2013, 85% or more of our students will perform at or above “meet standards” on the 3rd grade ISAT.



Sample Goals



- Using the President's Challenge physical fitness program components, all students will increase their physical fitness, with 85% of students performing at or above the 50th percentile on all 5 components. (physical education)
- In the current school year, 100% of my students will show measurable growth in English. At least 85% of my students will meet or exceed the benchmark.



Sample Goals

- Eight out of ten students enrolled in Algebra II at the mid-term will demonstrate acquisition of appropriate levels of critical thinking and mathematical processes by earning a “C” or better in the class.
- 85% of the students will increase their fluency by at least 1.5 words per week as measured by Aimsweb. The fluency goal is for all students to reach 125 wpm by mid-term.



Sample Goals

- This year, at least 93.6% of our students will meet or exceed the proficiency standard on the State Algebra Assessment.
- During the 2012-13 school year, non-proficient students will improve their vocabulary skills by 5% as measured by an increase in the percentage of students scoring in the “high” and “proficient” levels on the vocabulary assessment.

So What's Next?

- Review the general information pages 38-40 in the Evaluation Plan
- Use page 41-42 - *Self-Assessment Worksheet* - as as you begin developing your IGP
- Page 43 - *SMART Goal Form* - is due to your evaluator by October 1st
- Page 44 – *IGP Action Plan* – is due to your evaluator by October 15th



So What's Next?

- By November 1st the Individual Growth Goal and aligned Action Plan will be formally signed by Evaluator and Teacher
- The Plan and Forms are all located on the school website under Staff – Teacher Evaluation System. Use the same password as you use for the Electronic Forms.
- www.millburn24.net

