

EASTON AREA SCHOOL DISTRICT

INDIVIDUALIZED PROFESSIONAL

GROWTH PLAN

FOR THE

INFORMAL OBSERVATION CYCLE

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OVERVIEW

Individualized Professional Growth Plan For Teachers Who Are On The PDE 428 Informal Evaluation Process

Teachers, who will be informally evaluated by their principals, are to select a goal for professional growth, develop a plan to meet that goal, and spend a year working toward successfully completing it.

To begin the goal selection process, review the rubrics of the framework and assess your teaching practices. Highlight your performance on each component of the four domains. Then reflect upon your strengths, as well as focus on a specific area of a domain, in which you would like to improve. You will need to select a single component based upon which would yield the most direct benefit to your students.

You will use the rubric to clearly define your current level of performance and how you would like to enhance that performance level. (Example – Basic to Proficient)

Now you are ready to think about how you can improve student performance and design a plan, which will include activities and techniques for your classroom.

Once you have designed this portion of your plan, compare it again to the rubric to confirm that it will move you to the next performance level. At this point, make a decision as to whether your plan is sufficient or needs to be enhanced to meet your goal.

The activities and techniques that you choose should yield evidence. Once your plan is complete, you will submit it to your evaluating principal for review, suggestions, and approval.

Upon completion of your IPGP, you will submit your collection of evidence and reflection to your evaluating principal, which will indicate the impact that the goal/activities had on your teaching practices.

IPGP

Activity Options

Peer Coaching

Peer coaching encourages reflection on teaching practices with a colleague who is willing to collaborate to further develop instructional skills. The peer coaching relationship offers support, guidance, and “coaching”, to ensure that professional development is truly what it should be...”Growing and learning as a professional”.

Getting Started

- **Year 1**
 - Training (iHours, Act 48 hours) – workshops, videos and practice.
- **Year 2**
 - Pair up with a trained partner of your choice.
 - Discuss your areas of focus (ex. presentation skills, questioning, classroom management, active learning, etc.)
 - Peer observations.
 - Follow-up meetings.
 - Evaluation.

Book Study

A book study is a group of teachers interested in collegial study and action. Participants can meet to study and support one another as they do the following:

- Design curriculum and instruction innovations.
- Integrate a school’s practices and programs.
- Study the latest research on teaching and learning.
- Monitor the impact of new practices on students and staff.
- Analyze and target a school-wide need.

Getting Started

- Form a group of two or more teachers who share a common goal.
- Decide on desired outcomes wanted to achieve.
- Choose a professional book.
- Read book.
- Form discussion groups.
- Evaluate

Framework Mini-Course

Seven ready-made workbooks which give suggestions for activities that focus on specific competencies within the four domains.

1. Engaging Students In Learning
2. Growing And Developing Professionally
3. Questioning To Enhance Student Learning
4. Communicating With Families
5. Designing Coherent Instruction
6. Demonstrating Knowledge Of Students
7. Managing Student Behavior

Getting Started

- Choose one workbook.
- Read and participate in activities.
- Keep a journal (do not write in workbook).
- Implement ideas and practices into classroom.

Action Research

Action research is the process of asking important questions. This option and looking for answers can revitalize the entire learning community, as well as, help teachers change or reflect on their classroom practices.

Getting Started

(Five phases of action research)

Phase I – Problem Identification

- Why do you want to do it? Is it an important and practical problem, something worth your time and effort, something that could be beneficial to you, your students and others?
- Is the problem stated clearly and in the form of a question? Is it broad enough to allow for a range of insights and findings? Is it narrow enough to be manageable within your timeframe and your daily work?

Phase II – Plan of Action

- Will you develop and implement a new strategy or approach to address your question? If so, what will it be?
- Will you focus your study on existing practice? If so, which particular ones?
- What is an appropriate timeline for what you are trying to accomplish?

Phase III – Data Collection

- What types of data should you try to collect in order to answer your question?
- How will you ensure that you have multiple perspectives?
- What resources exist and what information from others might be useful in helping you to frame your question, decide on types of data to collect, or to help you in interpreting your findings?

Phase IV – Analysis of Data

- What can you learn from the data? What patterns, insights, and new understandings can you find?
- What meaning do these patterns, insights, and new understandings have for your practice? For your students?

Phase V – Plan for Future Action

- What will you do differently in your classroom as a result of this study?
- What might you recommend to others?
- How will you write about what you have learned so that the findings will be useful to you and to others?

Techniques for Gathering Data

1. **Interviews** with students, parents, teachers.
2. **Checklists** of skills, behaviors, abilities, movement, procedures, interactions, resources.
3. **Individual files** of students' work (e.g., tapes samples of work, art work, memos, photos of models/projects, reports), of students' opinions; of student attitudes, of students' experiences.
4. **Diaries/journals** written by teachers, students, parents, class groups, teachers.
5. **Field notes/observation records** – informal notes written by a teacher.
6. **Logs** of meetings, lessons, excursions, school expectations, and material used.
7. **Student-teacher discussion/interaction** – records of comments and thoughts generated by students.
8. **Questionnaires** of attitudes, opinions, preferences, information.
9. **Audiotapes** of meetings, discussions in class or about data gathered, games, group work, interviews, whole class groups, monologues, readings, lecture, demonstrations.
10. **Videotapes** of classrooms, lessons, groups, demonstrations, a day in a school, lunch times.
11. **Still photography** of groups working, classrooms, faces, particular students over time, at fixed intervals in a lesson.
12. **Time-on task analysis** of students, teachers; over a lesson, a day, a week.

PEER COACHING (TRAINING) - EXAMPLE

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:
4e. Growing and developing professionally. _____

2. I wish to enhance my level of performance towards:
Proficient to distinguished. _____

3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):

(1) Participation in a peer coaching workshop. _____

(2) Practice peer coaching skills with a workshop participant. _____

(3) Write a reflection of the experience. _____

(4) Develop a plan for applying peer coaching to Domains 2 or 3. _____

(5) _____

4. My collection of evidence to demonstrate goal attainment may include:

(1) Description of workshop (including verification of completion). _____

(2) Description of peer coaching practice activity (including tools). _____

(3) Reflection (to include plans for application of skill). _____

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

Teacher's Signature

Evaluating Principal's
Approval of Plan

Evaluation Principal's
Certification of Plan
Completion

BOOK STUDY EXAMPLE

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:
1a. Demonstrating knowledge of content and pedagogy. _____

2. I wish to enhance my level of performance towards:
Proficient to distinguished. _____
3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):
 - (1) Read *Conversations* (by Reggie Routman) _____
 - (2) Discuss impact of book with study group. _____
 - (3) Design instruction that makes a connection with reading. _____
 - (4) Discuss classroom impact with group. _____
 - (5) Write a reflection of total experience. _____
4. My collection of evidence to demonstrate goal attainment may include:
 - (1) A list of questions – developed while reading book. _____
 - (2) A log of book study group activities. _____
 - (3) Lesson plan(s), which include an activity from the book. _____

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

Teacher's Signature

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MINI-COURSE EXAMPLE

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:
2d. Managing student behavior.

2. I wish to enhance my level of performance towards:
Basic to proficient.

3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):

(1) Completion of "PATHWISE" framework mini-course.

(2) Become a member of school district discipline committee.

(3) Conduct a survey of student behavior.

(4) Conduct a student evaluation pertaining to the implementation of classroom code of conduct.

(5) _____

4. My collection of evidence to demonstrate goal attainment may include:

(1) Record/log number of discipline issues from August to June.

(2) Student evaluation pertaining to your classroom code of conduct.

(3) Classroom will be posted with clear, concise code of conduct and be available to parents at open house.

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

Teacher's Signature

Evaluating Principal's
Approval of Plan

Evaluation Principal's
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Completion

ACTION-RESEARCH (TRAINING) – EXAMPLE

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:

1e. Designing coherent instruction.

2. I wish to enhance my level of performance towards:

Basic to Proficient

3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):

(1) Attending academy workshop on lesson planning and design.

(2) Visit classrooms to observe SOPIMCGC.

(3) Design lessons that include SOPIMCGC.

(4) Create a sequence of lesson plans which lead to student mastery of standards.

(5) _____

4. My collection of evidence to demonstrate goal attainment may include:

(1) Action Plan – Include workshop handouts.

(2) Learning log.

(3) Notebook – collection of lesson plans with SOPIMCGC.

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

Teacher's Signature

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ACTION-RESEARCH EXAMPLE

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:

3c. Engaging students in learning.

2. I wish to enhance my level of performance towards:

Proficient to distinguished (utilizing journal writing).

3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):

(1) Read literature on "Grammar in Journal Writing".

(2) Discuss journal-writing techniques with peers.

(3) Attend workshop or class on grammar in context of journal writing.

(4) _____

(5) _____

4. My collection of evidence to demonstrate goal attainment may include:

(1) Action Plan – to improve grammas instruction with journals.

(2) Log of activities – (including list of readings).

(3) Examples (student work) and assessment of effectiveness.

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

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Pathwise Framework Observation Program: Feedback Form

Domain 1: Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teachers knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value, or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Pathwise Framework Observation Program: Feedback Form

Domain 2: The Classroom Environment

Component Level of Performance

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students, and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom does not represent a culture of learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs.
2e: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Pathwise Framework Observation Program: Feedback Form

Domain 3: Instruction

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussions, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d: Providing Feedback to Students	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Pathwise Framework Observation Program: Feedback Form

Domain 4: Professional Responsibility

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: Contributing to the School and District	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f: Showing Professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

INDIVIDUALIZED PROFESSIONAL GROWTH PLAN

Name: _____ Building: _____ School Year: _____

1. My self-assessment on the twenty-two components of professional practice shows my focus to be:

2. I wish to enhance my level of performance towards:

3. The activities I will participate in that will lead toward my goal will include (minimum of two activities):

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

4. My collection of evidence to demonstrate goal attainment may include:

- (1) _____
- (2) _____
- (3) _____

Note: Final product will be submitted at the completion of the goal to your evaluator.

5. Reflection

The collection of evidence will include a self-assessment to indicate the impact that the goal/activities have had on your teaching.

Teacher's Signature

Evaluating Principal's
Approval of Plan

Evaluation Principal's
Certification of Plan
Completion