

## **Individual Growth Plan Forms and Scoring Matrix**

## Individual Growth Plan -- Initial Review

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

### 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's Signature: _____ Date: _____	Peer's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

## Individual Growth Plan -- Mid-Year Review

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

**5. Evidence of Progress or Completion towards School Improvement Plan**

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

**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**

<p><b>Teacher's Comments:</b></p>     <p>Teacher's Signature: _____ Date: _____</p>	<p><b>Peer's Comments:</b></p>     <p>Peer's Signature: _____ Date: _____</p>	<p><b>Administrator's Comments (Optional):</b></p>     <p>Administrator's Signature: _____ Date: _____</p>
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# Individual Growth Plan -- End-of-Year Review

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

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

## 10. Teacher's Analysis, Interpretations, 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)



## Individual Growth Plan -- Revised Initial Review

*This form is used if the Initial Review requires modification.*

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

### 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's Signature: _____ Date: _____	Peer's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

## Scoring Rubric for Individual Growth Plan

Initial Review of IGP	
<b>1. The teacher's strategies support the school improvement plan and classroom goals.</b>	
Acceptable	Modification Needed
All strategies are aligned with the goals and support the school improvement plan.	Some strategies are not related to the goals.
<b>2. The expected outcomes are measurable and related to the teacher's strategies.</b>	
Acceptable	Modification Needed
The outcomes are measurable and related to specific strategies.	The outcomes are poorly defined and difficult to link to identified strategies.
<b>3. The teacher has identified personal/profession strengths, areas to be strengthened, and personal/professional enrichment goals.</b>	
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, 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			
<b>1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.</b>			
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</u> or <u>initiatives</u> are 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.
<b>The teacher has made consistent progress towards personal/professional enrichment goals.</b>			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates the 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 the 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**

<b>1. The teacher has successfully achieved or has consistently shown progress toward school improvement plan.</b>			
<b>Above Standard</b>	<b>At Standard</b>	<b>Below Standard</b>	<b>Unsatisfactory</b>
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.
<b>2. The teacher has successfully achieved or has consistently shown progress towards personal/professional enrichment goals.</b>			
<b>Above Standard</b>	<b>At Standard</b>	<b>Below Standard</b>	<b>Unsatisfactory</b>
The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of personal/professional enrichment 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 goals. If evidence indicates the 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.
<b>3. The teacher has used the information from this year's personal/professional goals and decided on next year's focus.</b>			
<b>Above Standard</b>	<b>At Standard</b>	<b>Below Standard</b>	<b>Unsatisfactory</b>
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 it 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.
<b>4. The number and list of license renewal credits are provided.</b>			
<b>Above Standard</b>	<b>At Standard</b>	<b>Below Standard</b>	<b>Unsatisfactory</b>
License renewal credits are sufficient for continued employment and staff development completed relates 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 relates 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.