Grinnell-Newburg Community School District

INDIVIDUAL PROFESSIONAL (CAREER) DEVELOPMENT PLAN

TRACK III: PART A

The purpose of Individual Professional (Career) Development Plans:

* To support professional growth and career development for teachers.
* To focus teacher growth in instruction using student data.
* To encourage learning through the exploration and application of best practices and new methods.
* To use reflection as a tool for growth.
* To align individual career development goals with building student achievement goals, the G-N Comprehensive School Improvement Plan and G-N Career Development Plan.
* To encourage learning through collaboration.

1. The individual Career Development Plan form is completed annually by the teacher. It will identify any other staff members who are working collaboratively with the teacher as part of the plan.

2. Before September 15 all employees except those who are probationary employees, or are on

intensive assistance (Track IV), will submit a completed Individual Professional (Career)   
Development Plan form to his/her evaluator. A signed copy will be returned to each employee

by October 1.

3. Informal discussions of the progress of the plan may be initiated by either the teacher or the evaluator at any time.

4. If during the term of the plan a teacher wishes to modify the plan, the teacher will meet with the evaluator to discuss proposed changes and to submit a revised plan for any agreed upon changes. Both the teacher and evaluator will have a copy of the revised plan.

5. If the evaluator identifies a skill area deficit, a Skill Development Plan will be implemented. (Track III: Part B)

6. An annual conference will occur to review progress in meeting the goals outlined in the plan, to review collaborative work with other staff on student achievement goals, and to modify the plan as necessary. The Individual Professional (Career) Development Plan review questions will be used to guide the discussion of the teacher and evaluator.

7. In the year in which the teacher is on cycle for a Comprehensive Performance Review, the Individual Professional (Career) Development Plan Performance Review written summary will be completed by the teacher on or before April 1.

Grinnell-Newburg Community School District

**Individual Professional Development Plan 2017-18**

TRACK III

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| TEACHER: | BUILDING: | DATE: |
|  | Grinnell High School | 2017-18 |

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| GENERAL FOCUS OF THE PLAN: To increase student achievement in the areas of reading comprehension,  math, and science. |

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| G-N DISTRICT CORE BELIEFS  1. All Children Can Grow Academically   * Engaging instruction and assessment accommodate a variety of learning styles and aptitudes.   2. Everyone Is Accountable and Responsible For Their Learning   * Learning is a shared responsibility among students, staff, and families   3. Clear & Direct Communication is Used By All   * A commitment to effective, open communication, continual feedback, and specific, attainable, and data-driven goals increase achievement   4. Every Child Receives A Challenging and Rigorous Curriculum   * Curricula and instruction are based on sound research, high expectations, and innovative learning environments   5. All Students and Staff Will Operate in a Safe Environment   * A healthy and safe learning environment encourages relationship building and supports a positive self-concept and acceptance   G-N DISTRICT LONG RANGE GOALS:  1. Promote high levels of student achievement in all subject areas with special emphasis on improving literacy, math, science, and 21st Century Skills.  2. Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.  3. Provide a safe environment that supports student intellectual, social, emotional, and behavioral development.  4. Productively engage with families and community stakeholders in support of student learning goals.  5. Employ efficient, effective, and equitable use of resources to support student learning goals. |

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| GHS 2017-18 BUILDING GOALS:  1.  During the 2017-18 school year, 50% of students in grades 9-11 will meet or exceed a year’s NSS growth in Reading Comprehension on the Iowa Assessments. *(Aligned with district long-range goal #1):*  2.  During the 2017-18 school year, the following percentage of students will be engaged in cognitively complex tasks involving disciplinary literacy skills.  *(Aligned with district long-range goal #2)*             a.  Students engaged in IPI Level 5 & 6 tasks will increase from 34% to 39%             b.  Students engaged in tasks aligned with AIW standards will increase from 46% to 51%             c.  Students engaged in technology-based tasks highlighting critical thinking, problem solving, &                  decision-making skills (as reported by students on the Clarity Survey) will increase from                  Proficient to Exemplary.  3.  By the 2019-20 school year, the culture and climate of Grinnell High School will improve as per the following indicators:  *(Aligned with district long-range goal #3)*             a.  Student 4 year graduation rates will increase from 90% (in 2015-16) to 95% (in 2019-20)             b.  Student 5 year graduation rates will increase from 91% (in 2014-15) to 96% (in 2019-20) |

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| INDIVIDUAL GOAL(S) (Written in a manner that allows for progress to be measured):  ACTION PLAN: |

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| RATIONALE FOR THE PLAN: |
| 1. What student learning concerns will this plan address? |
| 1. What specific strategies and activities will help to accomplish your goal? |
| 1. What artifacts will be available for you to use as evidence that your plan is working? |

HIGHLIGHT OR **BOLD** THE IOWA TEACHING STANDARDS THAT ARE ADDRESSED IN THIS PLAN:

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| 1. Enhance Student Achievement  *a. Provides multiple forms of evidence of student learning and growth to students, families, and staff*  *b. Implements strategies to support district goals*  *c. Uses data to guide decision-making*  *d. Creates a classroom culture that supports learning*  *e. Creates an environment of respect & fairness*  *f. Participates & contributes to a collegial culture*  *g. Communicates with students & families* | 5. Monitoring Student Progress  *a. Aligns classroom assessment with instruction*  *b. Communicates criteria to students & parents*  *c. Uses the results of assessments to guide instruction*  *d. Guides students in goal setting and self-assessment*  *e. Provides timely feedback to students & parents*  *f. Works with colleagues to analyze student progress* |
| 2. Content Knowledge  *a. Understands key concepts, themes, & relationships in the content area*  *b. Uses knowledge of student development to make learning experiences meaningful.*  *c. Relates ideas & information within & across content areas*  *d. Understands and uses instructional strategies that are appropriate to the content area* | 6. Classroom Management  *a. Creates a learning community with positive interactions & active engagement for all students*  *b. Establishes & communicates standards of responsible student behavior*  *c. Develops and implements classroom procedures and routines that support high expectations for learners*  *d. Uses instructional time effectively to maximize student achievement*  *e. Creates a safe & purposeful learning environment* |
| 3. Planning and Preparation  *a. Uses student data to plan for instruction*  *b. Sets high academic & behavioral expectations for all*  *c. Uses student developmental needs, backgrounds, & interests to plan for instruction*  *d. Selects strategies to engage all students in learning*  *e. Uses available resources in development of instruction* | *7. Professional Growth*  *a. Demonstrates habits & skills of continuous inquiry and learning*  *b. Works collaboratively to improve professional practice*  *c. Applies research, knowledge, & skills from professional development to improve practice*  *d. Establishes & implements a professional development plan of action*  *e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and districtwide tests.* |
| 4. Instructional Strategies  *a. Aligns classroom instruction with district standards*  *b. Uses research-based instructional strategies to address a full range of cognitive abilities*  *c. Demonstrates flexibility to meet students needs*  *d. Engages in varied experiences to meet varied needs*  *e. Connects with students’ prior knowledge & interests*  *f. Uses available resources in the delivery of instruction* | 8. Professional Responsibilities  *a. Adheres to board policies, district procedures, & contractual obligations*  *b. Demonstrates professional & ethical conduct as defined by state law and district policy*  *c. Contributes to efforts to achieve district & building goals*  *d. Demonstrates an understanding of and respect for all learners*  *e. Collaborates with students, families, & colleagues to enhance student achievement* |

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| Resources desired to implement the plan: |

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| Indicators that will be used to document the accomplishment of this goal: |

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Teacher Signature Date Administrator Signature Date

Grinnell-Newburg Community School District

**Individual Professional Development Plan**

**Mid-Year Reflection**

School Year: 2017-18

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| Teacher: | Date: |
| Dept/PLC: | Building: Grinnell High School |

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| Reflection Questions:  1) What progress have you made toward completion of the plan?  2) What artifacts have you collected that evidence your accomplishments?  3) As you reflect upon your plan, what are your strengths? What issues still need to be addressed?  4) What are you learning?  5) What impact has this learning had on your students?  6) What are your next steps? |

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| What revisions need to be made in your plan? Why? |

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*Teacher Signature Date Administrator Signature Date*

Grinnell-Newburg Community School District

**Individual Professional Development Plan**

**Year End Written Summary**

School Year: 2017-18

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| Teacher: | Date: |
| Dept/PLC: | Building: Grinnell High School |

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| Reflection Questions:  1) What are the results, outcomes, and/or products of this plan?  2) What does the data, including classroom assessment, indicate relating to student learning concerns?  3) What has been learned as a result of this plan?  4) As a result of this experience, what might the focus of the next career development plan be?  5) List strategies and activities implemented.  6) Summarize progress toward indicators. |

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*Teacher Signature Date Administrator Signature Date*

Grinnell-Newburg Community School District

SKILL DEVELOPMENT PLAN

TRACK III: PART B

(To be completed by Employee and Evaluator)

Employee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: Grinnell High School

Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start date of plan:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End date of plan:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(NOTE: Duration not to exceed three (3) months)

1. Identification of the concern(s) related to G-N/Iowa Teaching Standards:

2. Plan to remedy the concern:

3. Date(s) to review implementation of the plan:

4. Signatures of employee and evaluator documenting that a discussion of the concern has occurred,

a plan of action for remediation has been developed, and date(s) to review the effectiveness of the

plan has been established.

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*Employee Signature Date Evaluator Signature Date*

Grinnell-Newburg Community School District

SKILL DEVELOPMENT PLAN

TRACK III: PART B

EVALUATOR RECOMMENDATION/DECISION

NOTE: After review of implementation of the plan of action, the evaluator recommends:

\_\_\_\_\_ 1. Concern resolved.

* Employee is removed from Track III – Part B and is assigned to Track III – Part A
* This form will be filed only at the building level.

\_\_\_\_\_ 2. Insufficient progress toward resolving concern: continue remediation.

* Employee will continue on Track III – Part B until:\_\_\_\_\_\_\_\_\_\_\_

(Time period not to exceed three additional months)

* This form will be filed only at the building level.

\_\_\_\_\_ 3. Insufficient progress toward resoling concern: continue remediation.

* Employee will be assigned to “on cycle” status of Track II.
* This form will be filed only at the building level.

\_\_\_\_\_ 4. Concern not resolved.

* Employee will be assigned to Track IV.
* This form will be forwarded to the Superintendent for filing in the employee’s personnel file.

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*Employee Signature Date Evaluator Signature Date*

*NOTE: Signatures verify that recommendations/decision has been communicated to employee. The signature does not denote that the employee agrees with the decision.*