

# North Carolina Department of Health and Human Services

## EE-IGP FORMATIVE CYCLE SAMPLE

Name  Mrs. High Achievement  School  High Expectations School

Assignment  K-12 Classroom Teacher  Renewal Cycle  2006  -  2011

### 1. Self-Assessment

**A. Strengths** List your strengths and briefly explain how they positively impact your learning community.

- Strong instructional practice: Enables me to help students learn through a variety of instructional strategies and to model those strategies for other teachers
- Good relationships with colleagues: Provide others with a listening ear for both personal and professional concerns
- Extensive subject area knowledge: Helps me answer students' questions and to present material in a variety of ways; Know where to go to find resources; can evaluate resources based on their content
- Frequently involved in school activities: See students in a variety of settings so that I can learn more about their interests and living situations which enables me to prepare lessons that are more relevant

**B. Areas to be Further Strengthened** List areas you would like to strengthen and explain their potential impact on your learning community.

- Better communication with students' parents/guardians and other service providers: Would help me address students' individual needs better
- Stronger skills in student assessment: Could plan more accurately and provide more precise information about students in IEP meetings or meetings with parents/guardians/other professionals
- More information on trends in student input into IEPs and the relationship between that and self-advocacy as adults: Could help me help students participate more on their own behalf in writing their IEP and doing their transition planning

### 2. Alignment of Individual Goals to State Board of Education and School Improvement Goals

Choose your goals from the areas listed above. Then, complete the chart below to show how your three individual goals align with the state and school/facility goals (listed on the next page).

| Individual Goal  | SBE Goal Addressed | School/Facility Goal Addressed  |
|--|--------------------|---|
| <b>A. Learn more about assessment and how to use that data to increase student performance</b> | 1.2,1.3            | <b>SIP #1: Every student will exhibit measurable growth in math, reading, and writing.</b>  |
| <b>B. Practice better communication between me and parents/guardians</b>                       | 4.2                | <b>SIP #6: The number of opportunities will increase for parents and community members to engage in meaningful involvement...</b> |
| <b>C. Learn more about student input into IEPs</b>   | 1.5                | <b>SIP #5: GMS will provide a comprehensive plan for transition... to every student....</b>                                       |

# North Carolina State Board of Education Goals

## **Priority 1: High Student Performance**

- 1.1 Every child ready for school
- 1.2 Rigorous and relevant academic standards and assessment systems for every student
- 1.3 Every student masters essential knowledge and skills
- 1.4 Every student graduates from high school
- 1.5 Every student a lifelong learner and ready for work

## **Priority 2: Safe, Orderly and Caring Schools**

- 2.1 Learning environments inviting and supportive of high student performance
- 2.2 Schools free of controlled and illegal substances and all harmful behavior
- 2.3 Mutual respect of students, teachers, administrators, and parents
- 2.4 Adequate, safe education facilities that support high student performance

## **Priority 3: Quality Teachers, Administrators, and Staff**

- 3.1 Professional preparation aligned with state priorities
- 3.2 A system to develop, train, and license a B-K professional staff for public schools
- 3.3 A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff
- 3.4 A system to ensure high performance of teachers, administrators, and staff
- 3.5 A system of continuous learning and professional development to support high performance of all employees
- 3.6 High ethical and professional standards for all employees

## **Priority 4: Strong Family, Community, and Business Support**

- 4.1 State education priorities responsive to the needs of the family, community, and business customers
- 4.2 A comprehensive and aligned system of support for the academic success and General well-being of all children
- 4.3 A system to build the capacity of local districts to create, respond to, and sustain Meaningful partnerships

## **Priority 5: Effective and Efficient Operation**

- 5.1 Components of the education system aligned to achieve high performance
- 5.2 Decision making authority and control at the most appropriate level closest to the classroom
- 5.3 Information and accountability systems capable of reporting strategic and operational results
- 5.4 A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement

## Formative Cycle Individual Growth Plan Sample

| <b>Individual Goal</b><br>(Note SERVE dimensions for Formative Year)  | <b>Actions</b>   | <b>Timeline</b>   |
|---|--|---|
| <b>A. Learn more about assessment and how to use that data to increase student performance; Share that data with parents/guardians to benefit student success</b><br><b>SERVE Dimensions for Formative Profile of Performance:</b><br><b>1, 5, 11, 12, 13, 18, 21, 23</b> | <ol style="list-style-type: none"> <li>1. Establish assessment notebooks for all my students</li> <li>2. Survey students and parents/guardians about assessment to determine what they know/believe/want to know</li> <li>3. Create new long and short-range planning format for me which shows a clear link to all assessment data</li> <li>4. Attend any workshops offered by OES, NCDPI, or WCPSS on student assessment</li> <li>5. Research planning and assessment on internet, using sites recommended by NCDPI and LEARNNC</li> <li>6. Attend NCAE Fall Conference sessions on assessment</li> <li>7. Develop rubrics for assignments that help students understand what is being assessed</li> <li>8. Encourage students to assess their own strengths and areas for improvement and to set goals for their own learning through the use of journals</li> <li>9. Elaborate on Grading Policy about assessment for the year</li> <li>10. Have students track their progress in their assessment journals</li> <li>11. Provide more than grades and general comments on interim reports; Offer assessment conferences to parents/guardians after each interim period</li> <li>12. Survey students and parents/guardians about assessment to determine what they know/believe/want to know</li> <li>13. Compile survey results; compare to student journals and actual growth</li> <li>14. Track planning and assessment for the year; Find examples of where adjustments made differences</li> </ol> | <ol style="list-style-type: none"> <li>1. By September 15, 2008</li> <li>2. By September 30, 2008</li> <li>3. By August 31, 2008</li> <li>4. Throughout the year, especially before December</li> <li>5. Ongoing but more by November 1, 2008</li> <li>6. October 11 and 12, 2008</li> <li>7. Throughout the year; start after OES workshop in August, 2008</li> <li>8. Set up journals by October 21, 2008; journal entry once a week through May</li> <li>9. Grading Policy sent to parents/guardians, students by August 31, 2008</li> <li>10. See #8</li> <li>11. By April 15, 2009</li> <li>12. By April 15, 2009</li> <li>13. By April 15, 2009</li> <li>14. By April 15, 2009</li> </ol> <ul style="list-style-type: none"> <li>▪ Will share documentation of all materials at Formative Interview Conference between April 15 and May 15, 2009</li> <li>▪ Would request two, 30-minute observations on how assessment is being used by administrator (one by December 1, 2008 and the other by March 31, 2009)</li> </ul> |