

# North Carolina Department of Health and Human Services Beginning Teacher Individual Growth Plan

Name:  I. Try Harder  School:  High Outcome Middle School

Assignment:  Lang. Arts Grade 8  School Year:  2004-5  ILT Year:  1

Mentor:  Mrs. High Achievement  Assignment:  Lang. Arts Grade 9

## Directions

1. Fill in the identifying data on the beginning and mentor teachers. Specify the school year and circle the correct number to indicate if the beginning teacher is in the first, second, third, year, etc.
2. Using the SERVE Teacher Assessment and Growth (TAG) Matrix, the mentor and the beginning teachers identify the Beginning Teacher's strengths and areas for Improvement.
3. Choose 3 Performance Dimensions to focus on for the year.
4. Identify the Activities/Strategies that the Beginning Teacher will use to focus on the targeted Performance Dimensions during the school year.
5. Identify the Resources (people, materials, workshops, time, etc.) needed to accomplish the Activities/Strategies.
6. Identify a Target Date for each Activity/Strategy.
7. Record the Completion Date for each Activity/Strategy.
8. Identify the Evidence of Completion for each Activity/Strategy.
9. Throughout the year, evaluation of the Beginning Teacher's progress toward the targeted Performance Dimensions occurs at post-observation conferences. The Beginning Teacher, Mentor Teacher, and Supervisor should summarize that progress on the Assessment Conferences form.

## SERVE Teacher Assessment and Growth Worksheet

The Mentor and the Beginning Teacher need to collaborate on the needs assessment for the Beginning Teacher. Years 1 and 2 begin with a review of the Beginning Teacher's strengths and areas for improvement based on the SERVE Teacher Assessment and Growth Matrix. Record the results below. In year 3, the Beginning Teacher should perform a self-assessment, shares it with the mentor, and records the results.

Performance Dimension	Strengths	Areas for Improvement
1 (Year 3)		
2 (Year 1)	Plans align with IEP goals for students	Coordinate NC SCS with IEP goals of students
3 (Year 1)	Very organized; always has materials ready	
4 (Year 1)	Knows some of the students' prior knowledge	Needs to find more ways to connect to state expectations

5 (Year 2)		
6 (Year 3)		
7 (Year 2)		
8 (Year 2)		
9 (Year 1)	Individualizes activities based on students' IEPs	Needs to learn more strategies for individualizing plans
10 (Year 2)		
11 (Year 3)		
12 (Year 2)		
13 (Year 1)	Excellent verbal feedback	Feedback needs to praise as well as give guidance for improvement
14 (Year 1)	Rules developed by class are posted	Needs more strategies to handle disruptive behavior
15 (Year 1)	High expectations; teaching with rewards	Rewards need to be less extrinsic
16 (Year 1)	Students are interested in class topics	Activities need to be more realistic
17 (Year 1)	Supports students a bit too much	Needs to encourage more independence
18 (Year 1)	Can documents students' progress through formal and informal assessment	Needs to work on how to adjust planning to match progress of students
19 (Year 2)		
20 (Year 2)		
21 (Year 1)	Sends notes home to parents each week	Explore ways to get parents more involved in students' learning
22 (Year 1)	Meets with other professionals when necessary	Work on strategies for more collaboration with colleagues
23 (Year 1)	Records are well-organized and easy to understand	Records need to be submitted on time

## Beginning Teacher Growth Plan

Targeted Performance Dimension Goals	Strategies and Activities	Resources	Target Completion Date	Evidence Of Completion	Date Completed
<p>13: Quality of Feedback to Students</p> <p>Provide better feedback to students so that they know how to improve in addition to that they did a good job or “need to try harder”</p>	<ol style="list-style-type: none"> <li>1. Observe other teachers’ paying attention to their feedback</li> <li>2. Have the mentor observe and record feedback phrases; analyze for improvement</li> <li>3. Create cards for students to handout with feedback for improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplished teachers</li> <li>2. Mentor; feedback chart</li> <li>3. Phrases to put on cards</li> </ol>	<ol style="list-style-type: none"> <li>1. By 11/30/04</li> <li>2. By 1/30/05</li> <li>3. By 2/28/05</li> </ol>	<ol style="list-style-type: none"> <li>1. Notes from observations</li> <li>2. Chart completed by the mentor</li> <li>3. Observations by mentor and administrator with card system</li> </ol>	
<p>14: Expectations and procedures</p> <p>Develop strategies to handle disruptive student behavior so that other students’ learning is not interrupted</p>	<ol style="list-style-type: none"> <li>1. Attend NCI training</li> <li>2. Observe accomplished teachers</li> <li>3. Discuss situations and possible solutions weekly with mentor</li> </ol>	<ol style="list-style-type: none"> <li>1. NCI Training</li> <li>2. Accomplished teachers</li> <li>3. Mentor</li> </ol>	<ol style="list-style-type: none"> <li>1. By 8/31/04</li> <li>2. By 10/31/04</li> <li>3. Through the year</li> </ol>	<ol style="list-style-type: none"> <li>1. Certificate</li> <li>2. Notes from observations</li> <li>3. Notes from mentor meetings</li> <li>4. Observations by mentor and administrators</li> </ol>	
<p>22: Interaction with Professional Community</p> <p>Collaborate with professionals more frequently</p>	<ol style="list-style-type: none"> <li>1. Meet with all student services professionals to learn more about what they do</li> </ol>	<ol style="list-style-type: none"> <li>1. Service professionals and mentor</li> <li>2. Service professionals and</li> </ol>	<ol style="list-style-type: none"> <li>1. By 9/30/04</li> <li>2. Once per month until May, 2005</li> </ol>	<ol style="list-style-type: none"> <li>1. Notes from visits</li> <li>2. Calendar of meetings/notes</li> </ol> <p>Notes from mentor</p>	

to benefit students	2. Conference with colleagues at least once per month about students	mentor		meetings to provide follow-up	
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**Signatures and Dates at Time of Implementation**

**Beg. Tchr.** \_\_\_\_\_  
**Mentor** \_\_\_\_\_  
**Admin.** \_\_\_\_\_

**Signatures and Dates at Time of Completion**

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## Assessment Conferences

Use this form to record comments from the beginning teacher, mentor, and supervisor from each post-observation conference. These coincide with the observations done by the supervisor, not the peer observation.

Date	Beginning Teacher Comments and Signature	Mentor Teacher Comments and Signature	Supervisor Comments and Signature
	Signature _____	Signature _____	Signature _____
	Signature _____	Signature _____	Signature _____
	Signature _____	Signature _____	Signature _____