

Track IIA: Major Components of Self-Directed Teacher Enhancement Plan

Goal:

Each goal for the Self-Directed Teacher Enhancement Plan should emerge from the teacher's self-assessment using the framework. Likewise, each goal should reflect building and/or district goals whenever possible. There are many types of goals teachers might pursue depending on the type of growth they desire.

In the Track II process, teachers are encouraged to work in a way that best matches the goal(s) they establish for their Self-Directed Enhancement Plan. They can work individually or collaboratively with their peers, department colleagues, or any other combination of faculty members.

Teachers are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goal(s) and to choose specific indicators of progress to measure their accomplishment of the goal(s). These components are outline on the template for the Self-Directed Teacher Enhancement Plan that follows this section of text.

Goals are only valuable when their attainment can be and actually is assessed. Goals that can be effectively assessed:

1. Are specific and focused rather than broad and/or overly general.
2. Require reasonable resources and artifact/data collection for evidence.
3. Are tied to measurable outcomes.
4. Are, whenever possible, tied to student learning outcomes.

Examples of Goals

- Develop formative assessment tools used to determine student growth.
- Participate effectively as a leader in school improvement activities.
- Increase satisfaction of parents with the amount of quality communication they get regarding a class.
- Participate as a member of an Instructional Rounds team and implement an instructional strategy observed through the rounds process.
- Collaborate with my grade level team and implement a commonly developed lesson based upon an area of student weakness.

Rational for Goal

When determining the rationale for the goal(s), there are three key questions to consider:

1. What are the reasons or need for establishing the goal(s) for your Self-Directed Teacher Enhancement Plan?
2. How does it relate to your Self Assessment, the Framework, and the goals in your school and district?
3. What kind of goal best fits the professional growth you seek?

Strategies/Activities to Accomplish Goal(s)

When considering the strategies and activities to accomplish the goal(s), there are two key questions to consider:

1. What are the steps you plan to take to accomplish this goal(s)?
2. What are the strategies you will use and/or the activities that will lead you to the accomplishment of this goal(s)?

Examples of Strategies/Activities

- Action research
- Peer observations
- Simulations
- Visitation experiences
- Videotaping
- Examining student work with colleagues
- Designing lessons using and/or integrating technology
- Designing/publishing model lessons to share with other teachers via the Intranet (Moodle)
- Examining and implementing new technology plan
- Peer coaching (beyond mentoring)
- Professional writing (publishing)
- Instructional rounds
- Classroom observation
- Developing teaching materials/instructional units and/or discussion groups

Resources/Professional Development

When determining the resources and professional development necessary for the accomplishment of this goal(s), there are two key questions to consider:

1. What resources if any, will you need to insure the accomplishment of your goal(s)?
2. Are there any specific professional development experiences that you need to accomplish your goal(s), keeping in mind the district's current fiscal situation?

Examples of Resources & Professional Development

- Classroom materials
- Reflective journals
- Collegial time
- Administrative support
- Educational videotapes
- Formal coursework
- Student materials
- Seminars & training
- Professional books
- Release time
- Study groups
- Instructional Rounds teams
- On-line courses
- Video conferences

Evidence of Progress/Goal Accomplishment

When choosing artifacts and forms of data to collect to assess goal completion, there are three key questions to ask:

1. In what ways will your successful goal attainment be manifested? Specifically, what will happen if you are successful?
2. What document or pieces of information can you develop or collect that will indicate whether or not this happened, and to what extent it happened?
3. How will the artifacts/data provide specific evidence?

Examples of student artifacts and data are the items that will be collected to indicate progress made toward accomplishment of each goal. Each goal can be supported by one or more types of artifact/data. Evidence is some characteristic of the artifact or data that show the degree to which the goal was accomplished.

Examples of Indicators/Artifacts

- Student work portfolios/samples
- Administrator observations
- Anecdotal records
- Statistical measures
- Professional portfolio
- Peer observations
- Parent feedback
- Performance based assessments (e.g. fine arts performances)
- Written curriculum
- Reflective journaling
- Performance assessments
- Analysis of case study
- Student feedback & responses
- Benchmarks
- Achievement data
 - ITBS/MEAP/MME/EXPLORE/PLAN
 - Fountas & Pinnell
 - Common assessments (e.g. classroom, grade level, department)

