**Performance Improvement Plan (Teacher)**

***Improvement Plan Team Members***

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| **Primary Evaluator:** Carrie Appel |
| **Other Team Members:*** Kristen Danusis: Math Department Chair
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***Note to Improvement Plan Team Members:***

Additional documentation should be kept describing interactions with educators to support their work toward achieving the goal listed in the Improvement Plan. This documentation can be uploaded using the Artifact Upload Tool. Additional Performance Improvement Plan forms can be assigned to the educator if additional growth goals are needed.

***Growth Goal***

***State your goal below. The goal should be specific and measurable.***

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| By June 2021, I will improve my Professional Practice scores from consistent 2s to at least 3s in the component Using Assessment in Instruction (3d) through the following, consistent actions:1. Make all assessment criteria public and allow for opportunities that engage students in self-assessment 2. Monitor students’ learning through use of formative assessment techniques and adjust my instruction accordingly3. Offer feedback to students that is specific and actionableI will measure success through improved observation scores in 3d, written feedback from Ms. Appel, informal feedback from Ms. Danusis, and increased student learning as measured through STAR, quarter grades and common assessments.  |

***Alignment to Professional Practice***

*Select all that apply.*

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| * 2a: Creating an Environment of Respect and Rapport
 | * 3a: Communicating with Students
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| * 2b: Establishing a Culture for Learning
 | * 3b: Using Questioning/Prompts and Discussion Techniques
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| * 2c: Managing Classroom Procedures
 | * 3c: Engaging Students in Learning
 |
| * 2d: Managing Student Behavior
 | * 3d: Using Assessment in Instruction
 |

***Alignment to Professional Responsibilities***

*Select all that apply.*

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| * PR1: Understands and participates in school/district-based initiatives and activities
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| * PR2: Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress
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| * PR3: Acts on the belief that all students can learn and advocates for students’ best interests
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| * PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions
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| * PR5: Acts ethically and with integrity while following all school, district, and state policies
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| * PR6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning
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| * PR 7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice
 |
| * PR 8: Plans effectively based on accurate knowledge of how children learn and develop
 |
| * PR9: Uses data appropriately to plan instruction for a diverse group of learners
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***Action Steps***

*Action Steps should describe what you will do to acquire the knowledge and skills necessary to achieve your goal. You should specify the anticipated date for completion of the action step and when you will check in with your evaluator to update progress toward each action step.*

***Action Step #1:***

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| Students will assess their own work against established criteria. Every Monday during my 6th period prep, I will meet with my department chair, Kristen Danusis, who has agreed to help me revise my assessments and scoring rubrics to ensure they are standards-aligned and clear. She will then observe me during a mutually agreed upon time to give me feedback on implementation at least 3 times per quarter. She will also help me develop quick and uncomplicated Google Forms to support students’ self-assessments. I will bring evidence/artifacts to the MOY Conference with my evaluator to report on progress and to discuss 3d scores thus far.  |

***Action Step #2:***

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| Monitor students’ learning through use of formative assessment techniques and adjust my instruction accordingly. I will read two different recommended texts on formative assessment use by November 1, 2020: 1. *The Formative 5: Everyday Assessment Techniques for Every Math Classroom* (Corwin Mathematics Series) 1st Edition2. *Formative Assessment & Standards-Based Grading (Classroom Strategies)* by MarzanoDepartment Chair Danusis, will also observe and offer feedback in my use formative assessment use and my response to student understanding (or lack thereof) when she is already observing me during those 3 mutually agreed upon times. Additionally, I will observe her at least 2x/month using the 3d rubric so that I can see a Highly Effective Teacher demonstrating these techniques in an authentic environment and adjusting instruction accordingly.  |

***Action Step #3:***

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| Offer feedback to students that is specific and actionable.First, I plan to arrange my classroom in table pods versus the rows that I’ve historically used. Based on available data, I will purposefully group my students so that I can more easily offer feedback on discreet skills and knowledge. This arrangement will also better lend itself to for students to offer feedback to each other. I will rearrange pods based on data at the beginning of every new unit. I will also circulate during group work more than I even have before. I will use a new app for my Apple Watch that buzzes at timed intervals so that I can be sure that I’m getting to all groups equitably within the class period. I will keep track of groupings and resulting feedback in a spreadsheet that I will share with my evaluator at our MOY Conference.  |

***Evidence of Achievement***

***What evidence will you use to demonstrate that your goal was met?***

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| * Improved scores on 3d
* Written feedback from my evaluator regarding developing my knowledge and skill with implementing 3d
* Informal feedback from my department chair on my progress based on her observations of me
* Increased student learning as evidenced through STAR, quarter grades, and common assessments
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***Summary of supports provided to achieve your goal:***

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| * Department Chair: development sessions, observations of me, observations of her
* Texts to read and implement
* Observations from my evaluator with feedback
* Collection of relevant evidence
* Supportive classroom arrangement
* Personal use of technology (i.e. app for watch)
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***Evaluator comments:***

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| Ms. Annavarjula has spent a lot of time developing this plan. I have absolutely no reservations about her ability to meet her objective. She knows that much relies upon her department chair and so I will regularly check in with Ms. Danusis to ensure that action steps involving her are followed through with. If, at our MOY conference, we determine that sufficient progress has not been made, we will revise the PIP at that time to make any necessary revisions.  |

***Performance Improvement Plan Artifacts***

***Evidence*:**

Use the Artifact Upload Tool, accessible from your Educator Dashboard, to upload evidence for your Performance Improvement Plan or attach artifacts here.

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***At the end of the year, identify the extent to which the goal has been achieved.***

**Goal Status** (Circle One)**:**

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| --- | --- | --- |
| Achieved | Not Achieved | In Progress |

***Additional comments:***

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