

# **Individual Development Plan**

## **Plan I**

# **Plan I Individual Development Plan**

## **Purpose**

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan. Teachers hired prior to July 19, 2011 will complete four years of the plan for tenure. Teachers hired after July 19, 2011 will complete five years of the plan for tenure unless they are rated highly effective on three year-end evaluations, then the length of tenure would be four years. In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations.
2. educate beginning staff on the Dearborn Public Schools' Standards for Effective Teaching.
3. provide training and support for new staff.
4. provide ongoing professional development experiences.
5. promote professional self-reflection.
6. evaluate performance for continuing employment.

## Outline of Plan I - Individual Development

Teachers hired prior to July 19, 2011 will complete four years of the plan. All other teachers, regardless of experience, will complete five years of the plan unless they are rated highly effective on three consecutive Year End Evaluations, then it becomes four years. In order to continue in the plan, teachers must have successful evaluations.

### Years One and Two

*Multiple Formal Observations (minimum of two) each year (recommended prior to March 15).*

Each formal observation must have a:

- Pre-observation conference
- Post-observation conference within a reasonable amount of time, preferably within ten working days, if not sooner.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

### *Recommended timelines for Formal Observations*

**Prior to 9/30** - Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all probationary teachers. Teachers formulate their IDP and the Administrator meets with each teacher individually. The IDP should be submitted to HR by October 7<sup>th</sup>. **All first year probationary teachers must have an IDP in place by the first week of school or ASAP at the beginning of the school year.** Teachers will conduct an informal self-evaluation according to the performance rubric.

**Prior to 12/15** - First required formal observation to be completed.

**Prior to 3/15** - Second formal observation to be completed.

**Prior to 4/30** - Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

### *Observation Requirements*

Elementary – Multiple (minimum of two) formal observations, of sufficient duration that are no less than 40 minutes, to include classroom management and transition procedures.

Secondary – Multiple (minimum of two) formal observations of the same class period.

*Portfolio* - A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The administrator and mentor will review and discuss the portfolio with the teacher.

*Mentor* - The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for new teachers and year two for tenured teachers new to the district. They will follow district mentor procedures.

## **Outline of Plan I - Individual Development (continued)**

### **Years Three, Four and Five**

#### *Individual Development Plan*

The teacher and administrator will review and revise the Individual Development Plan in the areas of instruction, content, management, and professional development.

*Multiple Formal Observations* – (Minimum of two) prior to March 15

Each formal observation must have a:

- Pre-observation conference
- Post-observation conference

#### *Recommended timelines for Formal Observations*

**9/30** – Formulate IDP

**12/15** - The first formal observation to be completed.

**Prior to 3/15** - The second formal observation to be completed.

**Prior to 4/30** - The Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

*Mentor* - The mentor/mentee relationship will continue throughout year three.

## **Plan I -- Individual Development Plan**

### **Years One and Two**

#### **Required activities and recommended timeline for probationary teachers include:**

##### **An Individual Development Plan Meeting**

Prior to September 30, a building administrator will meet with all probationary teachers as a group to review the Individual Development Plan expectations, professional portfolio collections, and evaluation timelines. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms. IDPs should be submitted to Human Resources by October 7<sup>th</sup>, 2013.

#### 2013-14 Teacher Evaluation Weights to Comply with State Legislation

75% will be based on Observation Protocol and the 5 Standards for Effective Teaching.

This includes observations (formal and not formal), walkthroughs, other performance measures that are related to the teacher evaluation rubric which includes all 5 standards. Professional Responsibilities are included as one of the standards.

Student Growth Data (25%). The administrator and teacher will meet to determine growth measures that follow the weighted formula listed below.

- A. 5% District growth based on state accountability measures
- B. 10% Building Growth based on state or building or district common assessments (See Below)

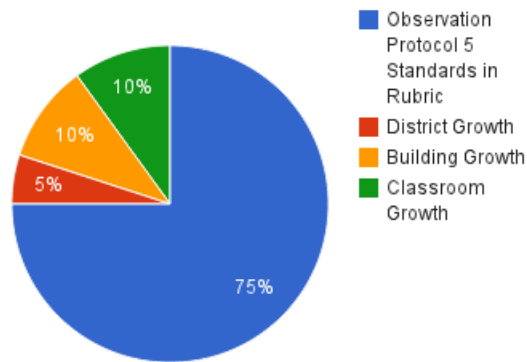
**Elementary** -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

**Middle School** -SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

**High School**- Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

- C. 10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments (ex. Performance or product measures or other formative assessments, pre and post tests are required).

**Dearborn Teacher Evaluation Weights**



*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.*

### **An Individual Development Plan**

A building administrator will meet with each teacher to develop an Individual Development Plan based on the Standards for Effective Teaching (Individual Development Plan Form, page 12). The teacher may have multiple (minimum of two) goals, one sheet per goal.

### **Formal Observations**

Multiple (minimum of two) observations will be conducted prior to March 15. The Year End Evaluation should be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (Pre-Observation Conference Form, page 13). At least one of the formal observations will be conducted before the end of the first semester.

Multiple (minimum of two) observations will be at least 40 minutes in duration. At the elementary level, two will include an observation of classroom management and transition procedures. At the secondary level, multiple (minimum of two) observations of the same class period. (Classroom Observation Form, page 15).

## **Plan I --- Individual Development Plan Years One and Two (continued)**

Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be conducted within a reasonable amount of time following each of the observations, preferably within 10 working days, or sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation, Pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

### **A Professional Portfolio**

A cumulative professional portfolio will be created and maintained by the probationary teacher for the probationary period. The probationary teacher will benefit from a teaching portfolio in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary teacher, and mentor will review and discuss the portfolio at each scheduled evaluative conference. (See page 18 for suggested portfolio components). The portfolio will be used as a source of data for the performance evaluation. Two portfolio reviews are to be completed prior to April 30<sup>th</sup>.

### **A Mentor**

The administrator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for new teachers and through year two for tenured teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. (See page 20 for further information). Mentors and mentees must participate in a prescribed district mentor program experience.

## **Plan I --- Individual Development Years Three, Four and Five**

**The required activities for probationary teachers after the initial two years will include:**

### **An Individual Development Plan**

For years three, four and five, the teacher and administrator will review and revise the Individual Development Plan. The focus of this plan will be in the areas of instruction, content, management, and professional development. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms.

### **Formal Observations**

Multiple (minimum of two) formal observations will be conducted prior to March 15. The Year End Evaluation to be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. (Pre-Observation Conference Form, page. 13). At least one of the formal observations will be conducted before December 15. Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be scheduled within a reasonable amount of time, preferably within ten working days, if not sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio, if appropriate.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation Form, see pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

### **Mentor**

Throughout year three, the mentor-mentee relationship will continue. The mentor's role will be to guide and support the teacher as needed. (See page 20 for further information).



# Plan I

## Individual Development Plan Form

Individual Development Plan for: \_\_\_\_\_

Teacher Status:  Probationary    1    2    3    4    5 (Check One)

Tenured in Michigan    1    2 (Check One)

**Standard(s) Related to Goal** (*Check all that apply*):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	

**\*\*Goal:** \_\_\_\_\_

Purpose of Goal: _____
Teacher's Plan: _____
Indicators of Progress including student growth data: _____
Administrative Support: _____

Teacher's Signature and Date: \_\_\_\_\_

Administrator's Signature and Date: \_\_\_\_\_

*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be a significant portion of the evaluation.*

**Plan I --- Individual Development Plan  
Pre-Observation Conference Form**

*(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)*

Teacher: _____		Subject: _____
Grade Level: _____	Period/Time and Date of Lesson: _____	
Administrator: _____		

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)	
_____	
2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)	
_____	
3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)	
_____	
4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)	
_____	
5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)	
_____	
6. Please check the areas below in which you would like specific feedback from the administrator:	
<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities <input type="checkbox"/> VI. Other

## Plan I --- Individual Development Plan

### Classroom Observation Form

*(For administrator use during classroom observation)*

Teacher _____		School _____	
Date(s) _____	Area/Grade _____	Probation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Check year)	
Duration of Visit(s) _____		Number of Students _____	
Lesson(s) Observed _____			

The Standards for Effective Teaching are the basis for the following comments:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

*\*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

# Plan I --- Individual Development Plan

## Post-Observation Conference Form

*(Completed by the administrator and discussed with the teacher at the Post-Observation Conference. This document serves as a mid-year evaluation document in compliance with state legislation for first year employees with an IDP.)*

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Summarize the following areas from the Individual Development Plan:  
Standards of Effective Teaching:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

## Post-Observation Conference Form (continued)

The Professional Portfolio Review Dates:

\_\_\_\_\_ Date reviewed

\_\_\_\_\_ Date reviewed

**Teacher Comments:** \_\_\_\_\_

**Administrator Comments:** \_\_\_\_\_

**Observed/Reviewed:**  Lesson Plan  Student Engagement  State Curriculum

**Total Days Absent (School year to date):** \_\_\_\_\_ Illness \_\_\_\_\_ Care of Family  
\_\_\_\_\_ Personal

Business \_\_\_\_\_ Conferences \_\_\_\_\_ District Related

\_\_\_\_\_ Other (Please Explain: \_\_\_\_\_)

**District PD attended (list dates):** \_\_\_\_\_

Teacher's Signature and Date: \_\_\_\_\_

Administrator's Signature and Date: \_\_\_\_\_

cc: Personnel file

*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth*

*and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

**Plan I --- Individual Development Plan  
Year End Evaluation Form**

Teacher \_\_\_\_\_

Administrator \_\_\_\_\_

Evaluation Date \_\_\_\_\_

**Summarize the following areas from the Individual Development Plan:  
Standards for Effective Teaching:**

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____
VI. Student Growth Data included in evaluation*: _____

*\*\*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*





**Year End Evaluation Form (continued)**

**The Professional Portfolio Review Dates**

- \_\_\_\_\_ Date reviewed
- \_\_\_\_\_ Date reviewed

<b>Portfolio Comments/Recommendations:</b> _____
<b>Teacher Comments:</b> _____
<b>Administrator comments on Student Growth Data (Must be weighted at 25% of the overall evaluation).</b> _____
<b>Recommendation:</b> _____

- Ineffective    Minimally Effective    Effective    Highly Effective (Check one)

**Recommended for Continued Employment?**

- Yes    No    See Attachment(s)    Recommended for tenure (if applicable)

<b>Total Days Absent (Current School year to date):</b> _____ _____Illness   _____Care of Family   _____Personal Business   _____Conferences _____District Related   _____Other (Please Explain: _____) <b>District PD attended (list dates):</b> _____
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Teacher's Signature and Date: \_\_\_\_\_

Administrator's Signature and Date: \_\_\_\_\_

cc: Personnel file

*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation. Goals should be discussed at the year-end evaluation meeting for the subsequent school year. The teacher should draft goals for the subsequent year.*

## *Professional Development Portfolio Suggestions*

Each portfolio contains items intended to provide a unique profile of an individual teacher. Therefore, each portfolio will be different.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback



## Plan I – Individual Development Plan

### **The Mentor/Mentee Program**

1. Leadership of the Mentor/Mentee Program is the responsibility of the Instructional Services.
2. A mentor will be an experienced professional with Dearborn Public Schools.
3. The use of experienced, successful teachers to mentor new teachers is mandated in the State of Michigan. It is an effective way to improve the induction of new teachers, promote best practices in teaching and encourage teachers to remain in the profession.
4. A pool of DFT members will be sought in each building to serve as mentors. Mentor assignments will be appointed by the building administrator.
5. Mentors and mentees will be required to attend two after school training sessions during the school year. The agenda and dates for the sessions will be determined by the leadership in Instructional Services.
6. Mentors and mentees are expected to attend a professional development session together, which supports the needs of new teachers and the specific classroom assignments.
7. Coaching new teachers to become reflective about their own teaching is a responsibility of the mentor teacher. Mentors and mentees are expected to complete a communication log to document contact time.
8. The critical and specialized role of teacher mentors should be acknowledged.
  - Mentors can commit to a new teacher for the three year term as required by the state.
  - Mentors will receive a \$300 stipend for the school year, provided all conditions of mentoring have been met.

