

Framework for Evaluation & Professional Growth

FOCUSED **A**SSESSMENT

Training Manual

Revised: 2006

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

Professionally Licensed Personnel

Introduction

Educators holding a Professional License (tenure may also be required by an LEA) begin their evaluation with a Goal Setting Conference. A self-assessment is completed by the educator based upon evidence of student performance collected through a variety of assessment techniques. The evaluator will review the results of previous evaluations. As the educator and evaluator share this information, an area(s) of strength and an area(s) for growth are identified. Using this data in addition to the Tennessee School Improvement Planning Process (TSIPP) as appropriate, the educator and the evaluator craft a Professional Growth Goal. This goal should be connected to identified areas for growth and improved student performance.

There are several pathways to use in reaching goal attainment. Those pathways may include classroom observations, research and study, action research, and collaborations. The resulting growth plans will include initial knowledge building, application and implementation, evaluation and communication of successes to others (productive leadership). All plans should be grounded in current research and may provide for contextual testing of strategies/techniques through action research.

**Self-Assessment with student performance information and
a review of previously collected data**



Goal Setting



Design of Action Plan with Appropriate Evaluation Methods & Criteria



Mid-Point Conference



Submission of Implementation Summary with Information Regarding Student Impact



Goal Evaluation Conference with Focused Assessment Summative Report

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

Teacher and Evaluator Activities

Target Group: to be used only with Professionally Licensed personnel. A growth goal and plan are designed by the teacher with administrator input. This plan may be designed so that all steps of the plan are not completed during one evaluation period.

Teacher Activities:

- Complete a Self-Assessment which identifies areas of strength and areas for growth
- Craft a professional goal which reflects an individual, grade, school or system area for growth
- Design and implement a Professional Growth Plan with the following components:
 1. An Action Plan which identifies what knowledge is to be gathered and how this may be used by the teacher.
 2. A timeline for completion which may be more than one year.
 3. Identification of the Evaluation Methods/Criteria used to assess progress/growth as a result of the implementation of the plan.
 4. Statement of Expected Benefits with emphasis placed upon the impact of the educator's growth on student performance.

The teacher's Professional Growth Goal may call for an Action Plan which includes any combination of the following - research and study in a content, pedagogical or professional skills area; action research; collaborations; classroom observations and/or the use of a cognitive coach to hold planning/reflecting conversations surrounding the implementation phase with students.

Evaluator Activities:

- Review and approve the Growth Plan for implementation based on the following criteria:
 1. Does the plan logically address an identified area(s) for growth for the teacher, grade level, school and/or system?
 2. Does the plan provide evidence that the teacher's planned growth has the capacity to improve student performance?
 3. Do the identified evaluation methods provide appropriate monitoring of the teacher's and students' progress?
- Monitor the implementation of the plan and conduct a Goal Evaluation Summative conference at the end of the evaluation period where the Focused Assessment Summative Report is completed. The evaluator retains the right to conduct classroom observations and review other data as needed.

Focused Assessment & Professional Development

Instrument Section

Self-Assessment (Worksheet)

EDUCATOR'S NAME: _____

Self-Assessment:

Using the appropriate Performance Standards and corresponding Rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas. (Write out the Domain and Indicator).

Identify three areas of strength and three areas which you would like to strengthen (areas(s) for growth) and be prepared to discuss your reasons for selecting these.

Areas of Strength*	Reasons for Selecting (Use appropriate data)
1.	
2.	
3.	

***Use the appropriate Performance Standards to identify and list areas of strength.**

Areas to Strengthen [Area(s) for Growth]*	Reasons for Selecting (Use appropriate data)
1.	
2.	
3.	

***Use the appropriate Performance Standards to identify and list areas of strength.**

PROFESSIONAL GROWTH PLAN

EDUCATOR'S NAME: _____ SCHOOL NAME: _____

Choose an area for growth from Domains I-IV and design a Professional Growth Plan to enhance your development in this area.

Focus for Growth: State the Performance Standard.

Rationale: Why did you choose to enhance your growth in this area?

Professional Growth Goal(s)/Objective(s) of this Plan: State your professional growth goal(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the **Expected Benefits** section.)

Action Plan: Describe the actions you plan to take to accomplish this goal(s)/objective(s), including timelines for completion of each action. If working collaboratively, identify the role of each participant. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)/objective(s)?) .

Evaluation Methods and Criteria: Describe the methods and criteria you plan to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)

Expected Benefits: Describe the educational benefits you expect to accrue as a result of your implementation of this Professional Growth Plan. **(Student objectives are appropriate to discuss here.)**

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year _____ and ending _____.

Educator's Signature

Date

Evaluator's Signature

Date

PROFESSIONAL GROWTH PLAN IMPLEMENTATION SUMMARY

Modifications/Adjustments to the Plan:

Evaluation Results: Describe the results obtained from your evaluation.

Effects on Students' Learning: Describe the impact on student performance derived from your implementation of this Professional Development Plan.

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

Educator's Signature

Date

**FOCUSED ASSESSMENT & PROFESSIONAL GROWTH
MID-POINT CONFERENCE RECORD**

EDUCATOR'S NAME: _____

DATE: _____

Objective of the Professional Growth Plan:

Modifications of the Plan:

Summary of Progress:

Support Needed to Enhance and/or Complete:

The signatures below indicate that the above information has been reviewed and approved.

Educator's Signature

Evaluator's Signature

Date

FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

Summative Report

Summative Criteria Scoring Rubrics

DIRECTIONS FOR COMPLETING FOCUSED ASSESSMENT - SUMMATIVE REPORT

1. **Collect** and **review** all pertinent data which should include: Professional Growth Plan with Implementation Summary and completed Observational Data as appropriate.
2. Using the Summative Criteria-Scoring Rubrics for the Focused Assessment, **determine the appropriate rating for Criteria 1 and Criteria 2**. Appropriate comments should be entered to provide specific information regarding the educator's professional growth and application.
3. **Complete the ongoing commitment to professional development section**. In this area, record the plans for future growth/application for this educator. This may include the continuing refinement and implementation of the current growth plan or may identify a different focus for the educator's growth in the future.
4. List current license.
5. **Purpose for Evaluation**. Complete this blank listing the reason identified for the evaluation. Examples might include: Recertification, required local evaluation, etc.
6. Check the appropriate blank if either or both Criteria I and 2 have been determined to be Limited or Missing.
7. **The Recommendation** box should be completed with information appropriate to this educator's evaluation. If either Criteria 1 or 2 has been checked as missing, then a follow up evaluation will occur during the next school year. The follow up may consist of the completion of the agreed upon Action Plan or Comprehensive Assessment.

If either Criteria 1 or 2 has been determined to be limited, then the recommendation for future growth might be to further refine and implement the plan as an ongoing commitment to professional development.

Additionally, this box should contain the recommendation for continued employment as appropriate.
8. **Areas of Strength**. List the domain(s) and indicator(s) which have been identified as exceeding expectations. For this educator the information may go beyond the scope of the growth plan and encompass classroom methodology, parental involvement, or other appropriate areas.
9. **Areas for Future Growth**. Domains and Indicators listed here will be identified as areas for future professional development. These areas may come from any of the six domains in the Performance Standards.
10. **The Comments section** is provided to allow the educator to enter remarks in the evaluation file.
11. After **sharing** and **discussing** the **Summative Report** with the educator, sign and date.

Summative Criteria-Scoring Rubrics Focused Assessment

Criterion 1: Evidence of growth in professional knowledge, skills and/or attitudes.

Missing: Evidence of professional growth is missing due to the failure to implement the agreed upon action plan.

Limited: Evidence of growth may be limited due to any or all of the following:

- Knowledge, skills, attitudes gained through the implementation of the Action Plan may be minimal as the sources for information were limited in format and/or number.
- The information gained through the Action Plan may not link directly to the priorities for growth.
- The educator may have had limited involvement in creating, planning, and researching the information necessary to produce the expected professional growth.

Meets Expectations:

Teacher learning has been applied which has the capacity for enhancing student learning. A clear and logical plan for implementation has resulted/will result in the potential for improved student performance. The relationship between teacher learning and student learning is appropriate in scope and has the potential for ongoing impact on learning for these and future students.

Criterion 2: Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning

Missing: Evidence of application is missing due to failure to implement the agreed upon Action Plan.

Limited: Evidence of application may be limited due to one or both of the following:

- The steps in implementation may not have been logically sequenced which limited the capacity to enhance student learning.
- The relationship between teacher learning and student learning is limited in that the scope and breadth of the application to students was narrow.

Meets Expectations:

Teacher learning has been applied which has the capacity for enhancing student learning. A clear and logical plan for implementation has resulted/will result in the potential for improved student performance. The relationship between teacher learning and student learning is appropriate in scope and has the potential for ongoing impact on learning for these and future students.

FOCUSED ASSESSMENT SUMMATIVE REPORT

EDUCATOR'S NAME: _____ POSITION: _____

SCHOOL NAME: _____ YEAR: _____

V. PROFESSIONAL DEVELOPMENT Goal(s) /Objective(s) of Plan:

SUMMATIVE CRITERIA:

1. Evidence of growth in professional knowledge, skills and/or attitudes:

Missing () Limited () Meets Expectations () Exceeds Expectations ()*

Comments:

2. Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning:

Missing () Limited () Meets Expectations () Exceeds Expectations ()*

Comments:

Ongoing commitment to professional development:

*Describe the growth/application which exceeded the expectations

Current License: _____

Purpose for Evaluation: _____

Criteria Identified as Missing _____ 1 _____ 2 (check as appropriate)

Criteria Identified as Limited _____ 1 _____ 2 (check as appropriate)

Recommendations:

Areas of Strength:

Areas for Future Growth:

Comments (Educator)

The signatures below verify that a conference has been held to discuss the information contained in the Summative Report and that professional growth will continue as recommended above.

Educator's Signature

Date

Evaluator's Signature

Date