

**Western Carolina University
Individual Growth Plan
(WCU IGP)
Required Format**

Candidate's Name:

Major: (Ex: Middle Grades: Language Arts/Social Sciences)

Semester: (Ex: Fall 2007)

Seminar Instructor: (Ex: Sarah Meltzer)

IGP Area: (Ex: Technology)

I. Self-Assessment

Strengths:

List standard and indicators from Technology Standards and Indicators. Candidates must list at least one Standard and Indicator.

(Ex: **Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.**

Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.)

Explanation:
examples.

State why particular strengths are identified and provide

(Ex: The unit and lesson plans I taught in internship I and plan for my Teacher Work Sample use Smart Board technology. In addition, I found digital video examples of sub-Saharan ecology online that I used to illustrate the main points of the lesson. I created a Jeopardy-like game to review a section of the content. I enlarged a test on the copier for a student with visual impairment.)

Areas for Improvement:

List standard and indicators from Technology Standards and Indicators. Candidates must list at least one Standard and Indicator.

(Ex: **Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.**

Indicator 3: Teachers apply technology to develop students' higher order skills and creativity.

Indicator 4: Teachers manage student learning activities in a technology-enhanced environment.)

Explanation:

State why particular areas for improvement are identified and provide examples.

(Ex: The technology I have used has helped to illustrate main points and keep students' attention while I am talking; however, I have not been able to challenge the more capable students to really use their problem-solving skills. Also, I have not learned how to keep some students engaged while helping others with the technology. It takes me a while to set up each activity. If there are some better ways to manage the class with the help of technology, I am open to them.)

II. Plan to Improve

- Focus Area:** Identify the particular Area for Improvement as the target for professional development. List standard and indicator identified in Areas for Improvement. List one or more closely-aligned indicators.
- Strategy:** Identify steps to be taken to improve the focus area.
(Ex:
1. I will ask my mentor to help me identify teachers who have a reputation for using technology effectively. I will talk to at least three teachers about my focus area and ask for suggestions.
 2. I will review online resources such as The Daily Lesson Plan (<http://www.nytimes.com/learning/teachers/lessons/index.html>) to help identify strategies that I can use.
 3. With my mentor, I will make a plan to try one suggestion I have learned that is most relevant to my situation.
 4. I will try the plan, evaluate, reflect and discuss with my mentor.)
- Resources:** List resources needed. Be specific. Resources should include school-based, online, and other resources.
- Target Date:** Identify a target date and timeline for completion.
- Success Indicators:** Explain how success will be measured. Be specific.
(Ex: I will ask mentor or another teacher to observe a particular class a couple of times before I implement a suggestion and after I implement a suggestion to see if there is a difference in class management using technology. I will focus on a decrease in “dead-time” or “off-task” behavior. I will keep a log of my assessment each day for two weeks regarding “on-task behavior” in the class where I implement the strategy. More “on-task behavior” as perceived by the observer and me would be the indicators of success. My written log would document the success.)

Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.

Indicator 1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners.

Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.

Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.

Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.

Technology Standard 3: Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.

Indicator 3: Teachers apply technology to develop students' higher order skills and creativity.

Indicator 4: Teachers manage student learning activities in a technology-enhanced environment.

Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Indicator 1: Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Indicator 2: Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Indicator 3: Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.

Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

Indicator 3: Teachers apply technology to increase productivity.

Indicator 4: Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 1: Teachers model and teach legal and ethical practice related to technology use.

Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator 3: Teachers identify and use technology resources that affirm diversity.

Indicator 4: Teachers promote safe and healthy use of technology resources.

Indicator 5: Teachers facilitate equitable access to technology resources for all students.

**Rubric for Individual Growth Plan
(WCU IGP)**

	Above Standard (4)	At Standard (3)	Below Standard (2)	Unsatisfactory (1)
Individual Growth Plan	<p>Strong evidence of a beginning teacher individual growth plan in two areas.</p> <ul style="list-style-type: none"> • Follows required format. • Addresses two areas. • Technology is one of the areas. • Completes realistic self-assessment relative to two of the required sets of state standards. • Plan for improvement uses school-based, online, and other resources. • Plan for improvement indicates clear indicators for success. • Plan for improvement is useful and realistic, neither too easy nor too difficult for a beginning teacher. • IGP is 	<p>Appropriate evidence of a beginning teacher individual growth plan in two areas.</p> <ul style="list-style-type: none"> • Follows required format. • Addresses two areas. • Technology is one of the areas. • Completes realistic self-assessment relative to two of the required sets of state standards. • Plan for improvement uses school-based, online, and other resources. • Plan for improvement indicates clear indicators for success. • Plan for improvement is useful and realistic, neither too easy nor too difficult for a beginning teacher. 	<p>Weak evidence of a beginning teacher individual growth plan in two areas.</p> <ul style="list-style-type: none"> • May deviate from format. • Includes technology but fails to address second area. • Self-assessment is not relative to state standards. • Self-assessment is not realistic. • Plan for improvement lacks required elements. • Plan for improvement is not useful and realistic. 	<p>Beginning teacher individual growth plan is missing major required elements or lacking in usefulness or relevance.</p>

	perceptive, relevant, and innovative.			
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