Setting up a Growth Plan

From the iObservation Home screen, select GROWTH > PLANS

User s will then be taken to a new screen that allows them to create a new plan.

Click on the Create New Plan Button.
At this point the teacher will then be able to begin developing their Growth Plan.

**Step 1: Take Self-Assessment**

- Click on Domain 1: Classroom Strategies and Behaviors
- Rate yourself on an element that you want as a focus for the remainder of this year.
  - Click on the word “SCALE” to view the actual scale of the element
  - Click on the rating that best describes where you are at this time based on the scale
- Scroll down to the bottom of the page and click on “Table of Contents”
- Repeat the process for at least ONE more element (need to have a minimum of 2 elements for this year.
- Click on “Finish” at the top of the page if you are completely finished
- Click on “Save Draft” at the top of the page if you are NOT completely finished.

**Step 2: Select Target Elements**

- Click on “+ Select Target Elements”
- Click on “Configure” on one of the elements
  - Answer the questions:
    - Your starting performance level for the element.
    - Click on the rating that applies
- What level of achievement is your MIDPOINT goal for the element?
  - Click on the rating that applies
- What level of achievement is your FINAL goal for the element?
  - Click on the rating that applies
- Describe the current student behavior/learning that you want to see improve as a result of focusing on the element. (short sentence)
- Describe the changes in student behavior/learning you expect to see as a result of focusing on the element (short sentence)
- State your growth goals for the element (this needs to be done in a SMART format).
  - Click on “Save”
  - Repeat these steps for the other element(s)
  - Click on “Back to Plan”

Step 3: Identify Action Steps

- Click on “+ Develop a plan for growth”
  - 2 steps are present
    - Principal will review DP plans
    - Principal will review progress on DPP
- Add at least one additional step
  - Click on “+ Add a Step”
  - Click on “Action Step Ideas” (drop down menu)
    - Select one or write your own
  - Click on Date
    - Write the date or put ONGOING
  - Click on “Element” (drop down menu)
    - Select all if you want to apply the action step to all the elements OR
    - Select the element you want to apply the action step
  - Click on “Add a Resource” (optional)
- Click on “Save Action Step”
  - Click on Save Action Step Order

Step 4: Put Your Plan into Action

- Click on “Submit for Approval”
  - Principal will review and approve or return to the teacher.
Monitor Your 2012-2013 Growth Plan

Start Date: Feb 20, 2013
Mid-Point: Mar 31, 2013
End Date: Apr 30, 2013

Target Elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Start Point</th>
<th>Mid-Point Goal</th>
<th>Final Goal</th>
<th>Current Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Classroom Strategies and Behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing Students for Cognitively Complex Tasks</td>
<td>Developing</td>
<td>Applying</td>
<td>Applying</td>
<td>NA</td>
</tr>
<tr>
<td>Engaging Students in Cognitively Complex Tasks Including Hypothesis Generation and Testing</td>
<td>Beginning</td>
<td>Developing</td>
<td>Applying</td>
<td>NA</td>
</tr>
</tbody>
</table>

Track Progress through Apr 30, 2013:

Organizing Students for Cognitively Complex Tasks

Innovating:  

Applying:  

Developing:  

Beginning:  

Not Using:  

Engaging Students in Cognitively Complex Tasks Including Hypothesis Generation and Testing

Innovating:  

Applying:  

Developing:  

Beginning:  

Not Using:  

Reflection Logs:

Action Steps:

Filter by Status: All Steps

Filter by Element: All

Principals will review DP Plans

Date: February 22, 2013

Elements: All

Attachments:

Comments:

Status: Not Started

**Element Questions:**

**Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing**

Describe the current student behavior/learning that you want to see improve as a result of focusing on Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing.

I would like to see the students more actively engaged in the lessons. At this point in time the class is more of lecture by me rather than students using the "inquiry" method of learning.

Describe the changes in student behavior/learning you expect to see as a result of focusing on Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing.

I would like for students to be able to use higher order thinking skills = using prediction and testing.

State your growth goals for Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing.

By the end of the year the students will use higher order thinking skills throughout the lessons being taught = prediction and testing as evidenced by lesson plans, journals, and exit tickets. I will monitor the journals and exit tickets to see the progress being made and make adjustments as necessary.

**Organizing Students for Cognitively Complex Tasks**

Describe the current student behavior/learning that you want to see improve as a result of focusing on Organizing Students for Cognitively Complex Tasks.

I want to see the students grouped in a way that will enhance the learning while working on cognitively complex tasks. Currently the students are in straight rows with very little interaction throughout the lesson.

Describe the changes in student behavior/learning you expect to see as a result of focusing on Organizing Students for Cognitively Complex Tasks.

I would like to see the students working together, talking with each other regarding the test at hand and be able to use each other to better understand the concept being taught.

State your growth goals for Organizing Students for Cognitively Complex Tasks.

By the end of the school year the students will be comfortable working in cooperative groups as evidenced by the comments on exit tickets. I will monitor the students' behavior throughout the class and the statements made on the exit tickets and make adjustments as necessary.