

# Alternative Evaluation Growth Plan

*This plan is available to teachers who have taught for at least three years (one being in the Fayetteville district) and have demonstrated effective performance in the competencies identified by the traditional teacher evaluation document. The role of the evaluator is to provide assistance, monitor the process, and communicate strengths and concerns.*

Teacher \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ School \_\_\_\_\_

(Check one)

\_\_\_\_\_ **Instructional Development** - One or more teachers focus on an instructional approach or a specific aspect of teaching to improve student learning. The participant/s identify goals and develop plans to reach those goals. The objective is to create a better understanding and use of effective teaching and learning strategies, techniques and approaches. Some activities may include review of literature, development of special units, supplemental curriculum development and classroom observation.

\_\_\_\_\_ **Action Research** - This plan provides teachers an opportunity to (1) develop hypotheses about teaching and learning, (2) test and try strategies and techniques to confirm or reject these hypotheses, (3) collect and analyze data that help determine effective approaches and insights into approaches. Thus, the gap between research and practice narrows. A research topic may emanate from a building or district initiative or from teacher/s interest. Professors, service agency personnel and others can be very helpful. Teachers involved in action research develop formative and evaluative methods for collecting data and evaluating results.

List other persons and positions involved.

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Describe outcomes or product expected.

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Explain how this plan will improve student learning and how you will measure its effect.

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Teacher's Signature      Date

\_\_\_\_\_  
Evaluator's Approval      Date