TESS Intensive Support Professional Growth Plan

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| Educator: | Position/Organization: | School Year: |
| 1. Basis for educator placement in a position for additional support*[The classroom or specialty teacher has received low performance ratings on a summative evaluation which rates all rubric components]* | The educator* is not continuously improving professional practice;
* has not demonstrated commitment to students, the school, and the profession;
* fails to demonstrate growth or progress in professional practice after receiving targeted feedback and support;
* has not achieved awareness or proficiency as required by the Right to Read Act 6-17-429;
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[complete additional area of concern] |
| 2. Aligned TESS Rubric Component(s)  | Domain(s)/Component(s) |
| 3. Intensive Support Growth Goal [Each goal must have a plan.]  |  |
| 4. Timeline for this goal to be achieved | Starting date: | Completion Date: |
| *[Intensive support status does not last for more than two (2) consecutive semesters unless the educator substantially progresses and the leader and leader supervisor agree in writing to extend the status for up to two (2) more consecutive semesters.]* |
| 5.Professional Learningor Activity | Timeframe &Support to be Given | Results IndicatorsSources of Data |
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| *These signatures confirm we have met and established an Intensive Growth Plan.* |
| Educator: | Supervisor: | Date: |
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| Review Date | Progress on the Goal | Comment |
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| Final Review Date | Goal Achieved/Substantial Progress Made | Comment |
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| Final Recommendation: |  |

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| *It is understood a copy of this document will be kept in the educator’s file for future reference.* |
| Educator: | Supervisor: | Date: |
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