



### XXXXXXX Improvement Plan

**FROM:** Mandy Tham

**To:** XXXXXXXX

**RE:** Improvement Plan

**CC:** Kelly Moore: Multiple Subject Coordinator, Dr. Eric Engdahl: Department Chair

#### **PART 1: Instructional Planning**

**TPE 9:** The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students' current level of achievement.

- 1) XXXXXXXXXX will write complete lesson plans, using the template provided, for all observed lessons.
- 2) XXXXXX will submit said lesson plans at least 48 hours in advance of facilitating the lesson for feedback from his Cooperating Teacher.
- 3) He will make any and all recommended changes to the lesson plan.
- 4) He will submit lesson plan to his supervisor, reflecting the incorporated changes, no later than 24 hours in advance of the observation.

#### **PART 2: Classroom Management**

**TPE 11:** Social Environment: The candidate sets clear expectations for students' academic and social behavior. Additionally, the candidate establishes and maintains a positive and productive climate for learning.

- 1) XXXXXXXXXX will develop and maintain clear expectations for social behavior, particularly, before every transition.

#### **PART 3: Professional Growth**

**TPE 13:** The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

- 1) XXXXXXXXXX will solicit feedback and engage in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies with his cooperating teacher.
- 2) He will write a reflection for each lesson that he facilitates. Reflections need not be long, but they must be thoughtful. Please focus on how the students have progressed in relation to your presented lesson - what went well and what you will improve the next time. You may write your reflections right on the LP.
- 3) XXXXXXXXXX will use reflection and feedback to formulate and prioritize goals for increasing his subject matter knowledge and teaching effectiveness.
- 4) XXXXXXXXXX will email lessons and reflections to Mandy Tham on a weekly basis.
- 5) XXXXXXXXXX will ensure that his binder is updated and current before each observation, using the Expectation handout he received at the beginning of the placement as his guide.

#### **Part 4: Accountability**

- 1) Mandy Tham will check in with both XXXXX and cooperating teacher on a weekly basis to assess progress, and to make necessary adjustments to assist XXXXXX in growth toward becoming an effective educator.
- 2) Final assessment that appropriate progress has been made will be on November 14, 2016.

Failure to comply with this Improvement Plan may result in a range of consequences from receiving a "No Credit" for your current field placement to declassification from the credential program.

I have read the above improvement plan and I agree with its contents.

\_\_\_\_\_  
XXXXXX Student Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
XXXX Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mandy Tham Supervisor

\_\_\_\_\_  
Date

Cc. Department Chair: Dr. Eric Engdahl, Multiple Subject Coordinator: Kelly Moore



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December 5, 2016

TO: XXXXXXXXXX  
FROM: Eric Engdahl, Chair  
IN RE: Improvement Plan

This Improvement Plan is the product of observation visits by Barbara Taylor and Eric Engdahl. The following must be completed by mid-January, 2017 to meet the requirements of this improvement plan:

- Read Part One: Introduction to Management in *The Skillful Teacher*. Adopt one strategy at a time for managing the class. For example, “proximity” like we talked about. You are welcome to use other resources, e.g., Lemov’s *Teach Like a Champion*. The point is to consciously build an arsenal of classroom management strategies one at a time. In mid-January, I would like to read in your binder a list of the strategies you have adopted and how you have made them successful and authentic. (TPE 2, TPE 5)
- Work on ways to reorganize your seating charts to minimize student misbehavior. (TPE 8)
- As you go forward in crafting lesson plans pay attention to scaffolding the lessons. You need to give the content in smaller chunks and give the students opportunities to demonstrate that they understand the material. Create formative and informal assessments in which students clearly demonstrate their learning to you in concrete ways. (TPE 3, TPE 4, TPE 9)
- In your lesson plans divide the sections in small and more discrete portions. 90 minutes is a long time to sit and pay attention (for anyone) so find ways to have direct student involvement, get students purposefully talking, take stretch breaks, dance breaks. Give them opportunities to express their learning in multiple ways. For more information on this look in *The Skillful Teacher* on pacing (also on lesson planning). (TPE 3, TPE 4, TPE 9)
- Have students contribute to the classroom rules and procedures, and post them. (TPE 5, TPE 11)
- Minimize referrals. Referrals are a win for the student, “Thank you, I am out of my seat and that boring class!” If you can be the teacher who doesn’t send students out of the room they are going to minimize misbehavior because it won’t give them what they want – a leisurely stroll down the hallway. Find ways to motivate students, again see *The Skillful Teacher*. (TPE 8, TPE 11)

Barbara and I will review your binder in mid-January to see how these improvements have been implemented. We will then change the focus to be on reinvigorating rules, routines and procedures.

Failure to comply with this Improvement Plan may result in a range of consequences from receiving a “No Credit” for your current field placement to declassification from the credential program. Your university supervisor can add to this plan.

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XXXXXX Student Teacher

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Date

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Barbara Taylor Supervisor

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Date

CC: Dania Massey  
Barbara Taylor  
Eric Engdahl  
Credentials Student Service Center