Improvement Plan

FROM: Mandy Tham
To: XXXXXXXXX
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) XXXXXXXXX will write complete lesson plans, using the template provided, for all observed lessons.
2) XXXXXXXXX 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) XXXXXXXXX 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) XXXXXXXXX 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) XXXXXXXXX will use reflection and feedback to formulate and prioritize goals for increasing his subject matter knowledge and teaching effectiveness.
4) XXXXXXXXX will email lessons and reflections to Mandy Tham on a weekly basis.
5) XXXXXXXXX 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 XXXXXX and cooperating teacher on a weekly basis to assess progress, and to make necessary adjustments to assist XXXXXXX 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.

__________________________________________________________________________  ________________  
 XXXXXXX  Student Teacher  Date

__________________________________________________________________________  ________________  
 XXXX  Cooperating Teacher  Date

__________________________________________________________________________  ________________  
 Mandy Tham  Supervisor  Date

Cc. Department Chair: Dr. Eric Engdahl, Multiple Subject Coordinator: Kelly Moore
December 5, 2016

TO: XXXXXXXXX
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 clear 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.

__________________________________________
XXXXXXX   Student Teacher               Date

__________________________________________
Barbara Taylor       Supervisor               Date

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