

UAS School of Education Teacher Candidate Improvement Plan

The Candidate needs to improve in the following areas(s). Check those that apply:

	Learner Development (InTASC.1)		Learning Differences (InTASC.2)		Learning Environments (InTASC.3)
	Content Knowledge (InTASC.4) or Application of Content (InTASC.5)		Assessment (InTASC.6)		Planning for Instruction (InTASC.7)
	Instructional Strategies (InTASC.8)		Professional Responsibilities (InTASC.9)		Leadership and Collaboration (InTASC.10)

Nature of the problem/concern (describe):

Identify any actions/recommendations that you have already taken/made with regard to this candidate or student teacher (include conference dates):

Action Plan for Improvement (describe):

Timeline: _____

This action plan must be met on the identified timeline as the identified problem may result in ineffective learning opportunities for students. If this is not rectified by an improvement plan, I understand that I may be asked to leave the placement and/or the program. If interventions are proven unsuccessful, the program will employ the dismissal procedures outlined in the [Candidate Dismissal Procedures](#).

Acknowledged:

Student Teacher Candidate Signature and Date: _____

Mentor/Host Teacher Signature and Date: _____

University Supervisor Signature and Date: _____

Program Coordinator Signature and Date: _____

~~~~~  
**Update/Resolution/Next Steps (describe):**

**Acknowledged:**

Student Teacher Candidate Signature and Date: \_\_\_\_\_

Mentor/ Host Teacher Signature and Date: \_\_\_\_\_

University Supervisor Signature and Date: \_\_\_\_\_

Program Coordinator Signature and Date: \_\_\_\_\_

| Tools/Genres                                | Possible Action Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Texts (books, articles) and teaching videos | <ul style="list-style-type: none"> <li>● Read text or view video; take note of ideas and questions</li> <li>● Respond to text or video (i.e., discuss with administrator, coach, or mentor)</li> <li>● Identify how teacher candidate will apply concepts to their classroom</li> </ul>                                                                                                                                                                                                                             |
| Observations of others                      | <ul style="list-style-type: none"> <li>● Observe with a focus aligned to growth area (e.g., to note transitions, identify questions asked, observe how student learning was monitored)</li> <li>● Observe a peer; inter-visitation; demonstration lesson by mentor teacher or coach</li> <li>● Debrief observation with coach, mentor teacher, and/or administrator: teacher shares what they learned from the visit and how they will apply it in their classroom</li> </ul>                                       |
| Self-observations                           | <ul style="list-style-type: none"> <li>● Videotape or audiotape own teaching for formative purposes</li> <li>● Conduct self-analysis and watch it with coach or administrator, focusing on growth area</li> <li>● Debrief: teacher candidate shares with coach or administrator what they learned from analysis</li> <li>● Identify strategies to improve teaching, and how they will apply it in their classroom</li> </ul>                                                                                        |
| Student work                                | <ul style="list-style-type: none"> <li>● Bring student work that demonstrates student mastery of the objective or evidence of improvement in growth area and discuss with coach or administrator</li> <li>● Case studies: analyze a few students' work</li> </ul>                                                                                                                                                                                                                                                   |
| Lesson plans and unit plans                 | <ul style="list-style-type: none"> <li>● Identify what to include in planning to support growth area (e.g., rationale for the objective(s); planning in detail student activities/actions; open-ended, text dependent questions)</li> <li>● Share with administrator and/or coach how often, when, and how feedback will be given on those planning strategies</li> </ul>                                                                                                                                           |
| Gather student feedback                     | <ul style="list-style-type: none"> <li>● Teacher candidate administers anonymous student survey related to growth area (e.g., poll if students feel that they clearly understand the criteria for high-quality work)</li> <li>● Teacher candidate interviews students (e.g., select students of varying performance levels about their understanding of purpose and context of a unit)</li> </ul>                                                                                                                   |
| Other teacher produced materials            | <ul style="list-style-type: none"> <li>● Identify a specific area to improve and strategies to try with teacher candidate shares materials to show improvement through ongoing cycle of discussion with administrator or coach: <ul style="list-style-type: none"> <li>○ Quizzes, tests, rubrics, grading criteria</li> <li>○ Project guidelines</li> <li>○ Sample homework assignments,</li> </ul> </li> <li>● Record keeping: students' grades; arrival/departure times; # of students sent from class</li> </ul> |
| Professional reflection                     | <ul style="list-style-type: none"> <li>● Reflect with guiding questions: What did I learn? How would I apply it? How would I improve it? <ul style="list-style-type: none"> <li>○ Post-lesson analysis</li> <li>○ Post-unit analysis</li> <li>○ Team Planning meetings or study group reflections</li> </ul> </li> </ul>                                                                                                                                                                                            |

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                    | <ul style="list-style-type: none"> <li>● Maintain learning log or write brief reflection on action step or discuss with coach or administrator</li> </ul>                                                                                                                                                                                                                                                                |
| Ongoing professional learning (likely overlap with above ideas)                                    | <ul style="list-style-type: none"> <li>● Professional Learning Communities, study groups</li> <li>● Site meetings: grade-level, content-level, and faculty</li> <li>● External professional development: workshops, conferences <ul style="list-style-type: none"> <li>○ Teacher candidate shares what they learned from PD and plans for using it in their classroom with coach or administrator</li> </ul> </li> </ul> |
| <small>1 Adapted from The Skillful Leader (Platt, Fraser, Ogden, Tripp &amp; Fraser, 2000)</small> |                                                                                                                                                                                                                                                                                                                                                                                                                          |

**Appendix**  
**Professionalism Guidelines (detailed)**

| Not Acceptable                                                                                                                   | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ETHICS</b>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <input type="checkbox"/> Acts in a way that does not demonstrate professional ethics<br><input type="checkbox"/> Lack of honesty | <input type="checkbox"/> Demonstrates professional ethics, democratic principles, and collaborative learning communities<br><input type="checkbox"/> Maintains high ethical and professional standards (e.g., does not share confidential information)<br><input type="checkbox"/> Complies with program policies and professional practices and responds to these guidelines in appropriate ways<br><input type="checkbox"/> Complies with the UAS Student Code of Ethics, available in the UAS catalog, (e.g., prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission Code of Ethics (included in student handbook) |
| <b>ATTENDANCE</b>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <input type="checkbox"/> Frequently absent<br><input type="checkbox"/> (number of times___)                                      | <input type="checkbox"/> Perfect attendance record<br><input type="checkbox"/> Rarely absent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>PUNCTUALITY</b>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <input type="checkbox"/> Frequently late (number of times___)                                                                    | <input type="checkbox"/> Always on time<br><input type="checkbox"/> Generally punctual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PUNCTUALITY IN ASSIGNMENTS AND DUTIES</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <input type="checkbox"/> Frequent lack of preparation: chronic lateness in turning in assignments or performing duties           | <input type="checkbox"/> Assignments and class preparation always on time<br><input type="checkbox"/> Assignments and class preparation generally on time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Not Acceptable                                                                                                                                                                                                                                                                                                           | Acceptable                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Occasional late assignments or lack of preparation for tasks                                                                                                                                                                                                                                                      |
| <b>INITIATIVE/INDEPENDENCE/CREATIVITY</b>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Too passive, too dependent on others for directions, ideas, and guidance                                                                                                                                                                                                                        | <input type="checkbox"/> Creative, resourceful, implements plans independently<br><input type="checkbox"/> Self-starter: Identifies need and attends to them immediately<br><input type="checkbox"/> Has good ideas, works effectively with limited supervision                                                                            |
| <b>RELIABILITY/DEPENDABILITY</b>                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Frequently fails to complete assigned tasks and duties                                                                                                                                                                                                                                          | <input type="checkbox"/> Responsible: Attends to assigned tasks or duties on schedule without prompting<br><input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks or duties<br><input type="checkbox"/> Sometimes fails to complete assigned tasks and duties                                                 |
| <b>ORAL COMMUNICATION</b>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Inarticulate/hesitates to express self<br><input type="checkbox"/> Makes frequent grammatical errors                                                                                                                                                                                            | <input type="checkbox"/> Expressive, animated<br><input type="checkbox"/> Articulate in communications<br><input type="checkbox"/> Able to translate thoughts into clear explanations                                                                                                                                                      |
| <b>LISTENING SKILLS</b>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Appears not to listen: interrupts<br><input type="checkbox"/> Shows limited regard for speaker                                                                                                                                                                                                  | <input type="checkbox"/> Learns from others<br><input type="checkbox"/> Demonstrates appropriate conversation skills                                                                                                                                                                                                                       |
| <b>CAPACITY FOR CLEAR THINKING</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Is unable to process multiple perspectives<br><input type="checkbox"/> Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information<br><input type="checkbox"/> Demonstrates inability to set priorities                              | <input type="checkbox"/> Reflects on teaching ideas, practice, and student results to decide on next steps<br><input type="checkbox"/> Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner<br><input type="checkbox"/> Poses probing questions and problems once issues are identified |
| <b>TACT/JUDGMENTS (with students, peers and/or instructor)</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                            |
| <input type="checkbox"/> Demonstrates limited sensitivity and diplomacy<br><input type="checkbox"/> Appears thoughtless: Insensitive to other's feelings and opinions<br><input type="checkbox"/> Is abrasive with peers or instructor<br><input type="checkbox"/> Demonstrates lack of judgment in decisions or actions | <input type="checkbox"/> Is diplomatic: highly sensitive to other's feelings and opinions<br><input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly<br><input type="checkbox"/> Makes reasonable judgments in complex situations                                    |

| Not Acceptable                                                                                                                                                                     | Acceptable                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    | <input type="checkbox"/> Takes thoughtful risks                                                                                                                                                                                           |
| <b>COLLEGIALITY</b>                                                                                                                                                                |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Is reluctant to share ideas and materials<br><input type="checkbox"/> Prefers to work alone<br><input type="checkbox"/> Responds negatively to colleagues | <input type="checkbox"/> Willingly shares ideas and materials: committed to professional discourse<br><input type="checkbox"/> Prefers being part of a team; strong group interaction skills; supports a collaborative learning community |
| <b>RESPONSE TO FEEDBACK/ SUPERVISION</b>                                                                                                                                           |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Is receptive, but doesn't implement suggestions.<br><input type="checkbox"/> Is defensive and unreceptive to feedback                                     | <input type="checkbox"/> Solicits and implements suggestions and feedback from others<br><input type="checkbox"/> Is receptive to suggestions and feedback                                                                                |
| <b>SENSE OF SELF</b>                                                                                                                                                               |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Is unsure of self as a teacher<br><input type="checkbox"/> Holds inaccurate self-perception--unable to accurately assess strengths and weaknesses         | <input type="checkbox"/> Holds accurate self-perception of strengths and weaknesses<br><input type="checkbox"/> Is confident, resilient, flexible                                                                                         |
| <b>ATTITUDE</b>                                                                                                                                                                    |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Shows lack of confidence<br><input type="checkbox"/> Negative: sense of distress<br><input type="checkbox"/> Demonstrates inability to handle stress      | <input type="checkbox"/> Is confident<br><input type="checkbox"/> Is pleasant<br><input type="checkbox"/> Shows sense of humor                                                                                                            |
| <b>PROFESSIONAL APPEARANCE</b>                                                                                                                                                     |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Demonstrates unprofessional attire<br><input type="checkbox"/> Has poor grooming habits                                                                   | <input type="checkbox"/> Always maintains a professional appearance.<br><input type="checkbox"/> Usually maintains a professional appearance                                                                                              |
| <b>OTHER</b>                                                                                                                                                                       |                                                                                                                                                                                                                                           |
|                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
| <b>OTHER</b>                                                                                                                                                                       |                                                                                                                                                                                                                                           |
|                                                                                                                                                                                    |                                                                                                                                                                                                                                           |