

Teacher Candidate Improvement Plan

Student: _____

Mentor Teacher: _____

Date: _____

The candidate needs to improve in the following area(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:

Action plan for improvement:

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.

Student Teacher Signature: _____

Mentor/Host Teacher Signature: _____

Director of Program Signature: _____

Update/Resolution:

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

¹ Adapted from *The Skillful Leader* (Platt, Fraser, Ogden, Tripp & Fraser, 2000)