

Teaching Improvement Plans

Feedback and guidance are the most essential parts of developing the skills of a new teacher. Many times administrators do not have time to give proper feedback and support for new teachers. Indeed, many associate the administrator as the evaluator of one's teaching ability. For the first-year teacher, the presence of an administrator in the classroom heightens anxiety and generates stress. "Will he think I'm incompetent?" "I hope the students don't blow it for me." "She's going to fire me for sure." These distressing thoughts pull the teacher away from teaching and focusing on the students. Instead, the teacher is worried about the evaluation that is sure to come.

ACC's program focus is to provide all parties with the tools for assisting the intern teacher with all aspects of the first year of teaching. The ACC supervisor visits with the practiced eye of one who has benefited from years of teaching and administration. This strategic resource will observe the intern, make suggestions, share concerns and conversations, and work with the mentor and campus staff on the behalf of the intern.

The mentor teaches in the same department, possibly the same subject. The mentor carries no evaluative powers nor is he or she concerned with whether or not the beginning teacher is an expert in the classroom. The role of the mentor is to offer support, feedback, and valuable observations about what is happening in the classroom in ways that the first-year teacher is unable to access while in the process of teaching. The mentor's viewpoint will assist the intern, supervisor, and TCP staff in facilitation of a successful first year.

Basics:

Identify Areas of Need: The intern teachers should explore their teaching and identify which areas of their teaching they seek to improve. Potential areas might include classroom organization, procedures, giving directions, transitions from one activity to the next, handling misbehavior, and questioning/discussion strategies. Supervisors and mentors will direct the intern to consider the initial areas of need to facilitate the first weeks of school and continue intern growth, confidence, self-efficacy, and success. During shared conversations, interns should select two or three areas of teaching as they reflect on each week's progress.

Conversation and Documentation: The intern, supervisor, and mentor will discuss specific areas the intern would like to develop. A Teaching Improvement Plan (TIP) will address these concerns and needs with specific guidance in HOW to tackle concerns. Supervisors will work with the TIP during the year, assist the intern and document intern's progress and success. Interns should be mindful of the steps and deadlines and use the TIP as a helpful tool.

The TIP will be initiated by the Supervisor and the Mentor. Study the sample listed for basic understanding of the process. Interns will work with TIPS during the first year of teaching, and second year goals should come from the TIP.

Electronic version of TIP on <http://www.austincc.edu/teacher/induction>

Sample Teacher Improvement Plan (TIP)

Date/Pre-Conference _____ Date/Observation _____ Date/Coaching _____

Areas the Intern Has Chosen to Improve: _____
(Supervisors will address all clusters and standards; mentors focus on clusters 2 and 3.)

Standards Chosen for Further Development	Action/s to Be Taken	Mentor's/Supervisor Responsibilities	Intern Responsibilities	Timeline for Completion	Success Indicators <i>Use tangible or visible indicators to determine success for the chosen Standard.</i>	Improvements Made & Documented
2c Managing Classroom Procedures	Teacher's record keeping and other non-instructional responsibilities take a minimum of class time.	Discuss alternative routine for maximizing instructional time.	Check attendance at the door, empower students to use routine and readily-available resources to maximize teaching time.	by October 3	Additional time for direct teaching is observed.	✓ 20% more direct teaching time observed on Oct. 4 visit.
3c Engaging Students in Learning	Engage all students in learning TEKS.	Suggest available resources for manipulatives for related TEKS being taught.	Set up an area where students can get materials for a hands-on project that challenges them to explore and apply the TAKS strands being covered.	by October 30	Students engaged in hands-on activities, working both collaboratively and independently throughout the class period.	✓ Students engaged 90% of the period with appropriate teacher re-direction as needed.
3b Using Questioning and Discussion Techniques	Planning to include higher level of questioning including application and synthesis.	Gives suggestions for questioning techniques that address higher level thinking.	Have 3 challenging questions on the overhead as students enter the room. Draw from Bloom's Taxonomy.	by November 10	Intern using questioning to elicit higher level thinking for all students.	Intern asking 5/20 students for higher level thinking answers.

Supervisor/Mentor's Signature: _____

Date _____

Intern's Signature: _____

Date _____

Supervisor/ Mentor Recommendation: _____

TIP Documentation Samples

Observation	Mentor or Other Teacher	The mentor (or other person the intern is comfortable with) can observe the classroom. This person will focus on taking notes about the specific area of concern that the intern is developing. The intern should have a pre-observation conversation to inform the observer as to what should be documented.
Video/Audio Recording	Intern/Mentor	In some cases, the intern may setup a video recording of the classroom or audio-recording of themselves speaking. Video recordings can be used to determine pacing, discipline concerns, teaching tendencies, and a variety of other teaching behaviors. The audio-recording can be used to ascertain skills such as questioning, discussion techniques, re-directions of students, quality of explanations or directions of activities. It important that the intern follow all procedures required by the school, which might include obtaining permission from the parents of the students to be videotaped.
Grade book and Assessments	Intern	The intern teacher can use grade book data to determine if a success indicator is being achieved. For example, an intern wants to increase the ability of certain students to complete homework. The action on the TIP might include contacting parents of students who fail to complete homework. The success indicators might include a decrease in the number of zeroes in the grade book. Data from the grade book can be used as support that the TIP has been successful.
TAKS Benchmarks, reading inventories	Intern	The intern begins collecting data in the fall semester via EDTC 3004, and then continues with data collection and student case studies in the EDTC 3005 course.
Social improvement	Intern, Mentor	The intern begins collecting data in the fall semester via EDTC 3004, and then continues with data collection and student case studies in the EDTC 3005 course. To understand the correlation between the academic and social behavior areas, interns also add Social Improvement to their studies and interventions. Interns can use surveys, observations of student behavior in class, mentor observations, and other sources to determine the source of the problem and how it may be resolved.

Spring Semester Documentation for TIP Success

Once the **Teaching Improvement Plan (TIP)** has been created by the intern and the mentor as well as the supervisor and intern, the next step is to document whether or not the goals of the TIP are being met.

Providing clear, observable documentation of teacher improvement is significant because it allows interns to generate, analyze, and use data to for interventions as well as determine whether or not they are meeting the success indicators of their Teacher Improvement Plan. Also, the documentation can demonstrate professional growth and development of the intern and should be helpful for use on the evaluative standards of the school and district.

Both the mentor and intern should consider the act of teaching as involving many variables. What works in one class may not work for another. One way to address these variations is to observe and collect data in only one class. Because the TIP sequence stresses growth, the intern teacher should select a class that presents a challenge. As the teacher develops, dramatic changes in his/her teaching can be easily documented for that specific class.

Documentation Instrument	Who Collects the Data	Description
Samples of student work	Intern	The intern may collect samples that illustrate a specific success indicator on the TIP. These samples should represent of a range of students in the classroom (high achieving, average, slow). The work sample might also be focused on specific students. For example, if the success indicator calls for students who are easily distracted to complete work in the classroom time allowed, work samples from such students which indicate that the success indicators are being met are appropriate. (We recommend that names are blacked out with a marker to protect confidentiality.)
Walk-Through Observation	Mentor	A walk-through can be made by the mentor during specific times of the lesson. For example, if the intern wants to improve how he/she begins the classroom, the mentor might walk-in at the beginning of the classroom session, using the walk-through form used for intern observations.
Data Collection	Intern/Mentor	Here either the intern or mentor can collect data about what students are doing. For example, if the intern wants students to work on a warm-up at the beginning of the class, he/she can take notes on how many students are not engaged with the warm-up within the three minutes of the class. He/she can determine if the number is decreasing or increasing. Likewise, a mentor can collect data for the intern teacher while visiting the room.

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