

Running head: TEACHER IMPROVEMENT PLAN

PBL: Teacher Improvement Plan

in Richmond Public Schools

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PEDU 671

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Abstract

Teacher B is a middle school physical science teacher who is in his third year of teaching. Teacher B's state test scores have been approximately 20% lower than his peers despite having a mix of lower and upper performing students. Teacher B writes approximately 30-40 discipline referrals each year and you as the principal have been called down to his class several times during the year to handle problems.

Teacher Improvement Plan

Objectives

To develop an improvement plan to assist Teacher B in constructing and implementing an effective lesson plan that includes appropriate instructional strategies to improve student performance and addresses student behaviors in Physical Science class.

Performance Deficiencies within the Standard to be Corrected

Data collected during classroom walkthroughs and classroom observations show that Teacher B needs a structured implementation of the lesson plan, a clear and concise explanation of the learning targets to foster students' independent learning, and reliable student performance data to drive instruction.

Walkthrough 1	Walkthrough 2	Walkthrough 3	Observation
Topic: Scientific Method Worksheet Answers on the board Few students engaged	Topic: Energy and Energy Resources Worksheet Chapter 5 -Quizlet Some students off-task	Topic: States of Matter Worksheet Chapter 8 - States of Matter Some students engaged	Topic: Mixtures, Solubility, and Acid/Base Solutions Teacher B played a video describing molecules and mixtures. After the video, students completed a guided note worksheet. Students completed a sort (task cards)
Feedback	Feedback	Feedback	Feedback
Teacher B lectured on the scientific method. Two students	Teacher B lectured on Energy and Energy Resources.	Teacher B lectured on the States of Matter. Nine students were	Teacher B played a video on Mixtures, Solubility, and

<p>completed the worksheet. Twelve students were talking to each other and one was on her phone.</p>	<p>Ten students were filling out the worksheet provided. Three students were talking. Two students were on their phones with earbuds in.</p>	<p>completing the worksheet. Three students were talking. One student on the phone. Two students are absent.</p>	<p>Acid/Base Solutions During the video: Two students had their heads down with their earbuds in. Two students played on their phones with earbuds in. Two students watched the video. Nine students were talking. During the guided worksheet: Four students participated in the worksheet activity. Two students scribbled on their papers. Two students played on their phones. Two students continued to sleep. Five students talked.</p>
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Teacher Name:	TEACHER B	Location:	Middle School
Subject/Grade:	PHYSICAL SCIENCE	School Year:	2020-2021

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided</i>	<i>Activities to be Completed by the Employee</i>	<i>Target Dates</i>
<i>Standard 2: Instructional Planning</i>	<p>Teacher B's lesson plans lack the opportunity to challenge, engage, or empower students.</p> <p>Teacher B's plan did not demonstrate rigor.</p> <p>Teacher B's lesson plans lack the necessary means of obtaining student data. (See Standard 4)</p>	<p>Teacher B will research lessons that will engage students (such as outside activities and experiments).</p> <p>Teacher B will plan with his department PLC weekly to incorporate rigor into the lesson.</p> <p>Instructional Coach Sessions Teacher B will receive coaching sessions to develop an effective lesson plan.</p>	<p>Develop and submit weekly lesson plans that include strategies and interventions specific to the needs of the students in the class.</p> <p>Teacher B will utilize the VDOE Curriculum Framework to prepare lesson plans aligned with the essential knowledge and skills outlined in the Curriculum Framework.</p> <p>Teacher B will use a pacing guide to stay on track and to ensure curricular continuity.</p> <p>Incorporate bell-ringer activities, collaborative activities, student self-assessment activities, and learning targets.</p>	Weekly
<i>Standard 3: Instructional Delivery</i>	Teacher B attempts to get students actively involved, but many	Teacher B will meet with the administrator bi-weekly for coaching sessions during designated planning times	Teacher B will discuss lessons before implementation with a mentor.	Weekly

	<p>students are disengaged.</p> <p>Teacher B attempts to accommodate students with their learning but with mixed or limited success.</p> <p>The following areas need development: engagement and application.</p> <p>Engagement: The teacher lectures to passive students or has those complete assignments with little guidance, no rubric for students to follow, or exemplars for students to reference.</p> <p>Application: Teacher B fails to utilize in-the-moment checks for understanding and moves on at the end of each lesson without providing lesson closure.</p>	<p>proposed by Dept. Chair and school administration.</p> <p>Teacher B will implement best practices introduced in professional learning from “Teach Like a Champion 2.0” to increase student engagement and scaffold assignments and help prepare lessons that are rigorous, on track with the pacing guide, and engaging for all students.</p>	<p>Teacher B will use a spreadsheet to track student responses and engagement.</p> <p>Teacher B will correlate data obtained from assignments to engagement.</p> <p>Teacher B will use an online timer to provide wait-time for student responses.</p>	
<p>Standard 4: <i>Assessment of/for Student Learning</i></p>	<p>Teacher B is not collecting data as a planning tool.</p>	<p>Teacher B will work with the data coach to learn the tools of collecting and interpreting data.</p> <p>Teacher B will incorporate his data into his lesson plans to meet student educational needs.</p>	<p>Teacher B will include data results in lesson plans.</p> <p>Teacher B will tie the data results to the lesson plan.</p>	<p>Bi-weekly</p>
<p>Standard 5: <i>Learning</i></p>	<p>Teacher B must provide a classroom management system</p>	<p>Teacher B will work with his PLC to design lessons that provide specific times for</p>	<p>Teacher B will report back at each weekly meeting describing</p>	<p>Weekly</p>

<p>Environment</p>	<p>in the classroom to modify student behavior.</p> <p>Teacher B has a limited disciplinary repertoire, and students are frequently off task. The class has numerous disruptions, including but not limited to students not focused on the lesson.</p> <p>Teacher B needs to engage in daily outreach to students who miss class or are not completing assignments.</p>	<p>activities and a framework for classroom management.</p> <p>Teacher B will complete three (3) peer observations for classroom management and engagement. The subject administrator will establish the schedule.</p> <p>Teacher B will use documents to re-establish classroom norms each marking period and discuss learning targets with students.</p> <p>Teacher B will make phone calls to parents and document them in a log.</p>	<p>the effectiveness of the modifications.</p> <p>Teacher B will maintain a log of peer observations and report to the subject administrator.</p> <p>Teacher B will document daily phone calls to parents in the attendance spreadsheet and weekly review with the subject administrator.</p> <p>Teacher B will select a date and lesson to be videotaped and share a reflection focused on improvements with the subject administrator.</p>	<p>Week One</p> <p>Daily</p> <p>Week Three</p>
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Teacher B will discuss the proposed plan with the administrative team (Principal, Assistant Principal) and the department chair. The improvement plan is a confidential document to be shared with Human Resources. The professional improvement plan (PIP) aims to help teacher growth as a professional and provide opportunities to affect positive student outcomes. It is the administrator's responsibility to support and guide teachers in the educational setting. PIPs are meant to give struggling teachers the targeted support they need to improve. "Principals share in the responsibility of providing support and resources to help teachers accomplish their goals for improvement (Network for Educator Effectiveness, 2019)." Therefore, we must share the PIP with the pertinent stakeholders to provide accountability for both the administrative team and the teacher.

Results of Performance Improvement Plan

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates</i>
Standard 2	Lesson Design	Teacher B met with PLC but has not implemented the changes found in his lesson plan. Teacher B is not adhering to the pacing guides. Teacher B missed 3 meetings with administrator.	12/15/2020 01/13/2021 02/03/2021 03/03/2021 04/07/2021
Standard 3	Engagement	Teacher B has not utilized the new lesson plan to engage students with wait time, open-ended questions, or other opportunities. Teacher B is not using the spreadsheet to determine student engagement.	12/17/2020 01/20/2021 02/10/2021 03/10/2021 04/17/2021
Standard 3	Application	Teacher B does not provide ample opportunity for in-the-moment checks for comprehension.	01/27/2021 02/17/2021 03/17/2021 04/14/2021
Standard 3	Video Lesson	Teacher B did not complete this task.	04/05/2021 05/05/2021
Standard 4	Data Collection	Teacher B is not using data to determine student engagement in the classroom. Teacher B is not using his data in lesson planning.	02/24/2021 03/24/2021 04/21/2021 05/05/2021
Standard 5	Peer Observations	Teacher B completed 1/3 of the peer observations.	02/05/2021 03/05/2021 04/07/2021

Final recommendation based on the outcome of Improvement Plan (Check One):

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated “Proficient.”
- Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

Shawn M. Weisser May 5, 2021

Although Teacher B completed some of the tasks, such as meeting with his PLC and data coach, he did not implement the training he received into the practice of teaching. In our followup discussion, his explanations as to why the PIP was not completely fulfilled were inadequate. He met with his PLC team as was required and they assisted him in writing a cohesive lesson according to the pacing guide and included the data from his recent tests and homework assignments; however, he did not change the way in which he presented the lesson to the students. Teacher B has continued to lecture the students, show videos or a slidedeck to accompany the lecture, and does not provide enough wait-time before moving on.

Teacher be has neither created a record keeping tool to analyze which students are responding and which are not, nor has he created a time management system to make certain he is providing ample time for student feedback. He has been given the tools and provided instruction to use them but has not changed his instructional presentation. He has had a mentor in his first year and a buddy in his second year. The reports from each have been marginally compliant, his referrals have increased, and his test scores are lower than acceptable. As his administrator I would not recommend him for continued employment based upon his reluctance to apply what he has agreed within the PIP.

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PBL Log

Date	Time In	Time Out	Contact Hours
1/19/2021	2:30 PM	3:00 PM	0:30
1/21/2021	1:05 PM	2:05 PM	1:00
1/26/2021	1:05 PM	2:05 PM	1:00
1/28/2021	1:55 PM	2:55 PM	1:00
1/29/2021	1:05 PM	2:05 PM	1:00
2/1/2021	8:00 AM	10:00 AM	2:00
2/9/2021	1:55 PM	2:10 PM	0:15
2/11/2021	1:55 PM	2:10 PM	0:15
2/16/2021	1:55 PM	2:55 PM	1:00
2/21/2021	3:00 PM	4:00 PM	1:00
2/24/2021	9:26 AM	9:36 AM	0:10
3/4/2021	9:30 AM	9:45 AM	0:15
	10:45		
3/4/2021	AM	11:00 AM	0:15
3/9/2021	9:30 AM	10:15 AM	0:45
	10:35		
3/12/2021	AM	11:20 AM	0:45
3/12/2021	9:30 AM	9:40 AM	0:10
3/16/2021	1:55 PM	2:40 PM	0:45
3/24/2021	9:30 AM	9:45 AM	0:15
3/30/2021	9:45 AM	10:00 AM	0:15
	10:20		
3/30/2021	AM	10:35 AM	0:15
4/1/2021	1:40 PM	1:55 PM	0:15
4/2/2021	1:55 PM	2:15 PM	0:20
4/15/2021	1:40 PM	1:55 PM	0:15
4/15/2021	1:55 PM	2:25 PM	0:30
4/25/2021	12:30 PM	4:00 PM	3:30
4/26/2021	8:00 PM	9:00 PM	1:00
4/27/2021	4:00 PM	5:15 PM	1:15
4/27/2021	9:50 AM	11:30 AM	1:40
			0:00
			0:00

Total Contact Hours		21:35
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