

SAMPLE IMPROVEMENT PLAN

Board Name

(Sample Form)

The Improvement Plan must be prepared by the principal within fifteen school days after the principal has determined that a performance appraisal of a teacher has resulted in an unsatisfactory rating. This plan must set out steps and actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name**Last Name**

Improvement Plan

First Name

Sample

Name of School

Somewhere in Ontario

Name of Board

_____ District School Board

Assignment/class

Elementary Classroom Teacher

Principal's Name**Last Name**

Accurately

First Name

Stating

Competencies requiring Improvement

The following competencies were identified as requiring improvement in the Summative Report:

- 1.1 Teachers demonstrate commitment to the well-being and development of all pupils
- 1.3 Teachers treat all pupils equitably and with respect
- 1.4 Teachers provide an environment for learning that encourages pupils to be problem solvers, decision-makers, life-long learners and contributing members of a changing society
- 2.3 Teachers know a variety of effective classroom management strategies
- 3.1 Teachers use their professional knowledge and understanding of pupils,

- curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of their pupils
- 3.3 Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly
 - 4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools
 - 5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices

Expectations

10—“demonstrates a positive rapport with students”

As described in the Summative Report, the teacher caused student frustration by refusing to answer student questions. The teacher avoided engaging in conversation with students and became irritated when students indicated that they did not understand something. The teacher made demeaning comments to students. These negative interactions with students must stop. The teacher is expected to answer student questions in a positive way. The teacher will not display irritation when students do not understand the lessons. The teacher will stop making demeaning comments to students. These comments cause students to lose respect for the teacher and do not model correct student conduct.

23—“promotes polite and respectful student interactions”

During the observed lessons, the teacher responded only once to inappropriate student to student interactions, and ignored rude comments from one student to another. The teacher is expected to respond to all derogatory student to student interactions in a consistent way, because inconsistent actions by the teacher are creating a disrespectful classroom climate. The teacher must develop classroom rules with the students about respectful interactions and refer to the rules to encourage appropriate conduct. The rules must be posted in the classroom.

26—“addresses inappropriate student behaviour in a positive manner”

During the observed lessons, the teacher did not address inappropriate student behaviour in a positive manner. The teacher must implement consistently the classroom rules about such daily routines as pencil-sharpening, talking during lessons, and remaining seated during the presentation of the lesson. Sarcastic comments to students must cease. The teacher needs to learn classroom management strategies to avoid a confrontation with a student such as occurred in the incident with the hockey cards.

39—“promotes student self-esteem by reinforcing positive behaviours”

During the observed lessons, the teacher missed several opportunities to reinforce positive behaviours, as described in the Summative Report. The teacher refused student answers unless they were exactly what the teacher was expecting. The teacher is expected to acknowledge positive student behaviour in order to increase student self-esteem and to create a climate where students want to act in positive ways. The teacher must learn to build on answers given by students or to explain why the answer is not correct. The teacher’s written assessment of student work must include more examples of positive feedback.

58—“organizes instructional time by providing for the needs of all students”

The Summative Report describes deficiencies in the organization of instructional time. The teacher needs to consider the learning needs of all students and to provide a greater variety of activities to engage the interests of all students and address the different levels of ability in the class. The teacher must address the program modifications described in student I.E.P.s for two identified exceptional students. The teacher must plan activities to prevent “downtime” for students and provide more time on task for all students. The teacher needs to monitor the progress of all students during each class.

59—“systematizes routine procedures and tasks to engage students in varied learning experiences”

The teacher must develop and be able to articulate clear behaviour expectations for the students. The teacher must establish regular, effective routines for daily procedures because too much instructional time is being wasted, as described in the Summative Report. It is particularly important to start the day in an efficient way and to develop smooth transitions between lessons.

66—“uses appropriate strategies to manage discipline”

The teacher needs to learn and to implement effective strategies to manage discipline. Several inappropriate strategies were noted in the Summative Report. The teacher must avoid constant repetitions of directions to students and must stop shouting at students, because these actions result in lack of attention to the teacher’s initial directions. The teacher must implement these strategies consistently and avoid escalating situations by presenting a calm, professional manner.

67—“implements the behaviour code with consistency”

The teacher did not uphold the school behaviour code with respect to boys wearing hats in class and made no reference to the code. This lack of support for school rules undermines the work of other educators and causes lack of respect for the teacher in question. The teacher must engage in a collaborative effort with all staff members to enforce the school behaviour code.

80—“develops clear and achievable classroom expectations with the students”

As noted in the Summative Report, the teacher has not developed clear and achievable classroom expectations with the students. The teacher must develop these expectations, with student input, and insist that students achieve this standard of behaviour each day. The lack of classroom expectations is resulting in a great deal of off-task student behaviour and a lack of learning opportunities.

87—“establishes and maintains standards for student behaviour that support learning and respects the dignity of the students”

As noted throughout the Summative Report, the teacher has not established and maintained standards for student behaviour and does not respect the dignity of students. The teacher must stop making negative comments to students and must prevent all students from making rude and hurtful comments to others. The teacher must greatly increase the amount of time on task during instructional time.

94—“uses a clear and consistent format to present instruction”

As described in the Summative Report, the teacher did not present instruction in a clear and consistent format. The teacher must consider the required prerequisite knowledge, anticipate student questions about the lesson, and review instructions carefully at the beginning of an activity. The teacher must constantly monitor student progress throughout the lesson. The lack of careful planning of instruction is causing much of the student confusion and disruption that is evident in class.

108—“gathers accurate data on student performance and keeps comprehensive records of student achievements”

The teacher does not have accurate data on student performance and this is contributing to a lack of student initiative and interest. The teacher must insist that work is completed and handed in on time. The teacher must begin immediately to gather accurate data for each student for each subject taught. It is expected that the teacher will be able to provide evidence of a suitable mechanism to record a variety

of student assessment data. The teacher must have records of student achievements and exhibits of typical student products from each child, so that the teacher can describe to students and parents exactly what each student is achieving now, and describe the next learning objectives.

126—“works co-operatively with colleagues to solve student, classroom and school concerns”

The teacher has not expressed an interest in working co-operatively with colleagues to solve student, classroom and school concerns. The teacher must work with other members of the staff to enforce the school code of behaviour and provide a positive learning climate in the school. The teacher is strongly advised to seek help in classroom management from colleagues and to take advantage of school and board resources to improve teaching performance. The teacher must recognize that the teacher’s classroom management is unsatisfactory and must be improved.

155—“observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices”

The teacher is expected to address these deficiencies immediately by implementing the Improvement Plan and by aligning the Annual Learning Plan with these same objectives. The teacher has previously ignored recommendations by the principal. The teacher must now take action to address the unsatisfactory performance in classroom management. If this performance is not improved, and the teacher receives a second consecutive unsatisfactory rating, the principal will place the teacher on review status. The “on review” process can lead to termination of employment.

Steps and Actions for improvement (input of teacher must be taken into account)

The teacher will:

1. exhibit commitment to students and respect for students.
2. promote polite and respectful student interactions.
3. establish effective classroom routines.
4. provide evidence of careful planning of lessons.
5. use appropriate strategies to manage discipline.
6. collect and record a variety of assessment data.
7. provide modified lessons for students with exceptional needs.
8. observe at least one other teacher to acquire best practices and will apply these practices in the classroom.

Sample Improvement Plan Page 6

The following specific steps and actions were discussed and agreed upon at our meeting of (date and time). The teacher will be expected to greet the students at the door when they enter the classroom. Lessons and question and answer periods will exhibit the following teacher behaviours: courtesy, enthusiasm and patience. The teacher will not display irritation when students ask questions. The teacher will acknowledge positive student work and behaviour. The teacher will access the “Effective Teaching and Learning” website at www.etln.org.uk/page29.html. We will discuss the content available at the site at our next meeting on (date and time).

In order to promote appropriate student interactions the teacher will use role-playing situations to teach students how they are expected to speak to each other. The role-plays are to be used to develop a set of clear guidelines which the students may illustrate as posters in their next art lesson. The teacher will model the expected behaviour in all interactions with students. The teacher will stop making demeaning comments to students and will stop shouting at students. The teacher will avoid confrontations with students by the use of such strategies as anticipating problems and providing guided choices.

The teacher will establish washroom and milk order routines to go into practice before my next classroom visit. The students will be involved in the development of these routines and they should be able to explain them to each other or a classroom guest. A note of these routines must be incorporated into the teacher’s “Guide for an Occasional Teacher” binder.

To assist with classroom behaviour management, the teacher will work cooperatively with the students to create a classroom code of conduct. The ETFO document- Classroom Beginnings pg.28-30, provides a useful outline. The teacher will demonstrate a consistent response to inappropriate student behaviour, with reference to the classroom code of conduct.

The teacher will present lessons regarding the expectations of the code to help students to understand why we have a particular rule, what it looks like to break the rule and what reasonable consequence would follow. The code will be posted in the teacher’s room and shared with parents in a letter prior to the school Open House on (date). The teacher will enforce the school code of conduct.

The teacher will create clear daily plans that outline the activities for the day. These plans will be kept on file to be examined during the appraisal process. The lesson plans will show the modifications that have been made to address the I.E.P.s for two students.

Prior to our next meeting the teacher will create an evaluation and assessment binder with separate sections for each of the subject areas. A plan for how this binder will be

used will be outlined and attached to this Improvement Plan following our next meeting.

Marking of student work will be kept up- to- date and evidence must be provided regarding teacher follow -up with students who have incomplete assignments.

The teacher must take ownership of the deficiencies in classroom management and seek assistance to improve.

Support (for example, from principal, from board)

Supply teacher coverage will be arranged for next Wednesday afternoon (date). At this time, the teacher will accompany the class on rotary for period 5- Core French, and period 6- Music. The teacher will observe how the students conduct themselves in these classes. Following these observations, the teacher will make arrangements to meet with the French and Music teachers to discuss strategies that they find helpful in dealing with issues of behaviour management. Be advised that additional supply teacher coverage is available should further visits/observations be requested.

The following will be provided:

- Visitations to at least 2 other classrooms.
- Meetings with the principal, after school, on Tuesdays.
- Suggestions and information from the principal about peer coaching.
- Access to resources requested from the “Improving Classroom Management Guide.”
- The Professional Library at the _____ DSB central office.
- Visitations from ETFO representative (if requested) and/or Division Resource Staff

Sample indicators of success

Student posters depicting appropriate social interactions will be on display in the classroom. The classroom “Code of Conduct” will be posted in the classroom and a copy of the letter to parents will be provided. The teacher will refer to the code when addressing inappropriate behaviour and students will demonstrate knowledge of the code.

Washroom and milk order routines will be established, filed and known by the students. Planned student activity will begin within five minutes of entering the class.

The number of questions left unanswered by the teacher will be reduced by at least half by the next monitoring classroom visit. Students will receive praise and positive feedback for appropriate actions. There will be no examples of demeaning comments

or shouting by the teacher. Examples of student work of high quality will be evident in the classroom.

Student daily work, notebooks and assignments will be completed, assessed and recorded. Students not completing tasks on time will be required to complete them as appropriate. The teacher will be able to produce folders or portfolios of dated student work.

Date of next performance appraisal (yyyy/mm/dd)

An explanation of the date entered in this section must be provided because of the timeline requirements in the Education Act. Is the date entered the day of the next observation, the final observation in the appraisal cycle or the date the next Summative Report will be written? Be specific. Timelines are stated in the TPA Manual (p. 20, #4) and may be shorter than the maximum number of school days allowed in the legislation as governed by board policy/procedure. Principals should consult with their supervisory officer. The principal must keep a record of the times and dates of classroom visits to monitor the Improvement Plan, leading up to the performance appraisal in this section.

Teacher's comments on the Improvement Plan

Principal's comments on the Improvement Plan

Principal's Signature
(yyyy/mm/dd)

Date

My signature indicates that I developed this Improvement Plan with the teacher's input.

Teacher's Signature
(yyyy/mm/dd)

Date

My signature indicates that I provided input into the Improvement Plan.