# Professional Remediation Plan

**Sample Teacher**

**Teacher – 2014-15 School Year**

***Area(s) of Strength:***

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| Administrator | **The teacher seems to have a desire to improve her instructional and assessment practices. She acknowledges the areas where she needs to grow and adapt.** |

***Area(s) in Need of Improvement:***

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| ***Role*** | **Problem Description w/ Evidence** | **Suggested Improvement Strategies** | **Evidence of Attainment w/ Timeline** |
| Administrator | **Student Engagement**- The students have not seemed very engaged within her lessons. During observations, I have witnessed s students with their heads down, not taking part in discussion, and other actions that demonstrate an absence of motivation towards mastery of the content she is presenting. Lack of instructional planning is evident within the lesson as there is no clear connection from the lesson objective, process, and evidence. | The teacher needs to structure the process of her class in a manner so students are actively participating. The lessons are very teacher-centered and she seems to transmit the lesson rather than facilitate it. She needs to structure the lesson so the students take more ownership in their learning. I would encourage you to limit your instruction to no more than 15 minutes per period in an attempt to provide a variety of strategies aimed at deepening student understanding. This should be reflected in your lesson plans for the week. You need to articulate the process for each lesson in your plans and provide a list of activities you will have planned. Your lecture needs to be more focused on discussion rather than you transmitting your insight to them. | The teacher will provide detailed lesson plans to Mrs. Street by 8:00 a.m. on the first school day of the week. Plans must include each period of instruction for the whole week. Plans must include objective, standards (both content and literacy), process, evidence, and reflection. Mrs. Street will review your lesson plans and provide you written recommendations for improvement when needed. |

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| Administrator | **Refining the Assessment Techniques Used**- As evident by observations and conferences, The teacher is not incorporating researched-based assessment practices with fidelity to assist students in building a level deep enough to demonstrate mastery of the intended standards. | The teacher needs to examine how she is assessing students within her classes. She needs to incorporate rubrics and checklists tied to her performance assessments. She needs to provide the students the success criteria for each project and help use these to build mastery of the standards. | The teacher will work with Mrs. Street to develop rubrics for her projects that are tied to the standards. She will need to unwrap the standards and determine what the essential learning for the projects are. The rubric and checklists for the projects must be centered around the essential learning areas.  The teacher will read How to Create and Use Rubrics for Formative Assessment and Grading by Susan Brookhart and provide a summary of each chapter and will reflect on how the chapter can enhance her assessment practices. The written summary and reflection must demonstrate deep thought and failure to do so will result in having to strengthen the writing. This will be completed and turned in within the first 30 days of the improvement plan. |
| Administrator | **Building Collaboration within the Instruction** - As evident by observations, The teacher fails to provide effective student collaboration within her instruction. She does not seem to have routines established that will allow for collaboration. | The teacher needs to work on providing collaboration opportunities that will allow her students to use each other to support mastery towards the intended learning outcomes. She needs to set clear expectations and establish routines for student collaboration in order to get collaborative work product that will lead to independence in learning for all students. | The teacher will read Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding by Douglas Fisher and Nancy Frey and provide a summary of each chapter and will reflect on how the chapter can enhance her instruction. The written summary and reflection must demonstrate deep thought and failure to do so will result in having to strengthen the writing. This will be completed and turned in within the second 30 days of the improvement plan. |

***Resources Needed for Improvement Plan***

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| Improvement  Area | Administration | Teacher |
| **Student Engagement** |  | Weekly Lesson Plans |
| **Refining the Assessment Techniques Used**- | Copy of How to Create and Use Rubrics for Formative Assessment and Grading by Susan Brookhart | Summary of Book and Reflection Writing |
| **Building Collaboration within the Instruction** | Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding by Douglas Fisher and Nancy Frey | Summary of Book and Reflection Writing |

***Signatures:***

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|  |  |  |  |  |
| Teacher |  | Association Representative |  | Administrator |
|  |  |  |  |  |
| Date |  | Date |  | Date |