

## Improvement Plan Matrix SAMPLE

Plan Start Date: XXXXXXXXX (will fill in at initial meeting)

Employee Name: XXXXXXXXXX

Employee Number: XXXXXX

Grade/Subject: Social Studies 8/ESL 6

School Location: XXXXXXXXXX

Evaluator: XXXXXX

Cc: Personnel File

Please mark with an 'X' below:

- \_\_\_\_\_ District Improvement Plan (2.0-2.49 points - Minimally Effective)
- X   District Intensive Evaluation Plan (1.0-1.99 points – Ineffective) type score here, 1.9

To fill in the Matrix below, please use the language from the NMTeach Teacher Observation Tool for the Domain. For the Concern and Expectations, you may cut and paste some language, but you must include specific information from observation. Use bullet points and phrases when possible to reduce length.

<b>Domain</b> <span style="color: red;">From Rubric</span>	<b>Concern</b>	<b>Expectations</b>	<b>Support Plan</b>
	Cut and paste from rubric – add specifics if needed although the rubric is fairly descriptive in this area—can delete rubric language that does not apply	Use less of the rubric language and more specific language here for what you will look for	Do not add in this column. Once Consulting Teacher begins work, she/he is the support plan.
<b># NM TEACH 2B: Organizing physical space</b> <ul style="list-style-type: none"> <li>• To what level do all students have equal access to learning resources and materials?</li> <li>• To what level does the classroom environment support the day's lesson?</li> </ul>	<b>The teacher organizes the classroom in such a way that</b> <ul style="list-style-type: none"> <li>• essential learning is not accessible to all students (some students cannot see board – objective not posted)</li> <li>• moderate use of physical resources, including technology;</li> <li>• seating arrangement is not conducive to collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are posted and referenced</li> <li>• Physical space encourages variety of groupings</li> <li>• Use visuals (anchor charts, graphics, technology)</li> </ul>	PAR Consulting Teacher Learning Loop Videos in Oasys Review of weekly lesson plans Grade Level PLC/Collaboration Observe other teachers Bi-Weekly Plan Progress Conferences Employee Handbook

<p><b># NM TEACH 2D:</b> Managing classroom procedures</p> <ul style="list-style-type: none"> <li>To what level is the classroom culture and routine maximizing instructional time?</li> <li>To what level does the teacher use developmentally appropriate procedures to maximize instructional time?</li> </ul>	<p><b>A majority of instructional time is lost due to</b></p> <ul style="list-style-type: none"> <li>inefficient classroom routines (little work done during bell ringer, students calling out randomly)</li> <li>inefficient use of supplies and materials; (student notebooks unorganized, while teacher is writing this on board only 1 student is capturing the information their notes)</li> </ul>	<p>Little instructional time is lost.</p> <ul style="list-style-type: none"> <li>Establish routines and expectations (bell ringer, handing in work, partner work).</li> <li>Establish rules for student discussion and use consistently.</li> <li>Create and teach structure for using notebooks. Monitor notebook use.</li> </ul>	
<p><b># NMTEACH 2E:</b> Managing student behavior</p> <ul style="list-style-type: none"> <li>To what level are student behavior expectations consistently monitored and reinforced?</li> </ul>	<p><b>Minimal evidence that standards of conduct have been established as demonstrated by</b></p> <ul style="list-style-type: none"> <li>some evidence of a student behavior management plan;</li> <li>minimal effort to monitor students' behavior;</li> <li>inconsistent response to student misbehavior; and</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>students laughing/ joking during the work time</li> </ul>	<p>Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another.</p> <ul style="list-style-type: none"> <li>Rules and consequences are clearly established, posted and referenced</li> <li>Consistent responses to misbehavior are fair and respect student dignity</li> </ul>	

<p>Insert additional rows for all elements that scored 1 or 2</p>	<ul style="list-style-type: none"> <li>• rules posted on the door but no one is paying attention to them or to instruction</li> <li>• teacher does not address or redirect misbehavior</li> </ul>		
<p>Leave this row as is with this standard language</p> <p>Essential Functions and Policies:</p> <p>Serve as a leader in the school and community to promote and support student success. Maintain professional relationships and works cooperatively with administration, employees, students, the community and other professionals.</p>		<p>Turn in lesson plans for upcoming week every XXXXX by XXX a.m / p.m.</p> <p>Comply with APS Employee Handbook.</p> <p>Comply with job description.</p> <p>Comply with School Handbook.</p>	<p>Employee Assistance Program (EAP)</p> <p>District has published the APS Employee handbook on its website at <a href="http://aps.edu/human-resources/current-employees/employee-handbook">aps.edu/human-resources/current-employees/employee-handbook</a>. A copy of your job description will be given to you.</p>

This section will be filled in at the meeting.

45 work day Target Date: \_\_\_\_\_

(Count days excluding holidays & weekends)

90 work day Target Date: \_\_\_\_\_

(Count days excluding holidays & weekends)

Conference Dates to review progress of plan: \_\_\_\_\_

(Specific dates every other week)

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_