Resource – Suggestion for Improvement Bank

Topic, Subject, Components	Potential Suggestions for Improvement to be Provided to the teacher

Content mastery and pedagogy	• Work to not impose adult teaching preferences that may not align to how children think at given times
	
	• Work to understand brain development and stages of development of students at given ages
	
	• Demonstrate mastery of content and truly appear to drive instruction instead of being the facilitator of a textbook or canned curriculum
	
	• Use data to drive what instructional strategy you use to deliver what content – do not fall into routines or ruts
	
	• The ability of a teacher to provide clear goals to begin any unit is essential. It demonstrates the teacher knows what is important and to be valued so that the students may know the same .
	
	• Intentionally work to develop content knowledge or pedagogical skill through your choice of the following
	
	    ○ Online learning
	
	    ○ Graduate courses
	
	    ○ Conferences
	
	    ○ Articles, books, etc.

| Data, Knowledge of Students, Stage of Development | - Work so that students understand their own data and set ambitious, yet reasonable goals for themselves

- Give a survey and disaggregate results based on learning preferences, heritage, and student assessment of current skill at the beginning of semester or year

- Work to not impose adult teaching preferences that may not align to how children think at given times

- Work to understand brain development and stages of development of students at given ages

- Substantial student data are needed to determine the type and intensity of necessary intervention – work to gather such information for all students

- Note that students in intervention should be expected to grow more than one year in that time frame given the additional time and intensity of service |
| Instructional Outcomes | - Set a core goal for each unit

- Use student contracts to outline specific goals

- Employ *true* Essential questions

- Have students copy objectives each day and report out on their progress toward them sporadically during the unit

- Have students commit to writing their expectation for performance against each stated outcome prior to a unit beginning

- Clearly articulate learning outcomes daily and then measure student progress toward them. Once data is collected, make sure to adjust instruction, but leave instructional objectives |

	firm
	• The teacher providing clear direction as to where student learning will lead increases student achievement
	• Plan for differentiation – do not just react. Create multiple pathways to success for each essential outcome and continue to build tools to ensure you can serve all learners.
	• Take time to learn what differentiation truly means on a deeper level.
Understanding available resources	• Ensure that as a teacher you know all potential support systems available to a student in our district to provide intervention or enrichment
	• Be able to articulate how you matched resources to student skill level instead of simply accepting what was in the classroom
	• Create a log (electronic preferred) of available resources for all students
	• Identify one person outside of the school setting you can learn from and work with to better serve your students
	• Work to find mentors to match students with outside of the school environment. These can be professional mentors or simply someone to read with and to help with homework.
Coherent instruction, grouping plans, lesson planning	• Group students using a variety of criteria (academic data, common interest, past experience, introvert/extrovert)
	• Vary group sizes, roles within the group, and objective of the group setting
	• Design work around positive interdependence, group processing, social skills, promoting face-to-face interaction, and

	• understanding having responsibility to yourself and to the group
	• Two quick examples are QAR and Think, Pair, Share
	• Clear connections and goals are established linking their learning to desired outcomes and other disciplines when appropriate
	• Remember if you assign something and receive 25 similar products it was a recipe, not a project
	• Implement a tried and true lesson planning system or template such as Understanding by Design
Designing Assessment	• Feedback should be provided in a timely and *corrective* manner. (should inform kids as to how to improve)
	• Find ways for student self-assessment to take place where teacher's role is to validate student opinion
	• Allow for student led sessions to discuss overall feedback themes and allow for peer to peer teaching to take place based on general findings
	• Ensure student mastery over criteria being assessed to a point where they can predict their own performance – and have them communicate their expectations in writing
	• Formative assessment should align directly with both learning objectives and upcoming summative assessments
	• Formative assessments are only useful if that data are used to adjust teaching methods and/or provide additional support for

	struggling students
Classroom Environment, Teacher-Student Relationships	• Earn trust by showing trust to students • Students do not care how much know until they know how much you care • Provide students with not only an objective, but with the WHY as to its importance and the HOW as to how they will need to show you they understand • View your job as creating a roadmap for learning for each child. The child should be able to tell you where they are at along the way (at any given time)
Classroom Culture	• Intentionally teach grit • Personalize recognition for hard work and high quality performance • Use PPP Pause, Prompt, Praise for students who are struggling or need additional scaffolding • Have students keep a weekly log of EFFORT and ACHIEVEMENT – provide feedback • Student expectations for their own performance is a great predictor of actual performance – create an environment and strategies for them to set their own standard which you support them in reaching as opposed to you setting the standard for them • For students to assume ownership of their learning, they must be given certain levels of autonomy and the ability to take risks • Teacher provides laser like focus for students as to what needs to be learned, why it is important, and how they can demonstrate mastery

Classroom Procedures	• Clear learning intentions apply to routines and classroom based skills as well as essential curricula. Clarity in expectations help to allow students to take ownership of classroom procedures. • Take time to teach the desired behavior and then demand it is executed • If you (the teacher) demonstrate how valuable class time is the students will begin to value it as such as well
Classroom Management, Student Behavior	• Clear, unwavering, equitable behavior expectations are the key to a well-managed class • Operate from the paradigm that students misbehaving are not doing so to disrespect you, but are acting out based on the crises taking place in other parts of their lives. Do not take it personal • Referrals are a part of the management process, however, they indicate that internal (classroom) management processes did not yield the desired results. Referrals mean that student behavior should change – and it should also indicate adult behavior should change.
Physical Environment	• Remove physical barriers between teacher and students • Spend more time among students than in front of them • Work tirelessly to ensure classroom accessibility for all students – should be a top priority when designing the physical layout of the classroom • Discussions work best when students can see other face-to-face. Given that classroom

	discussion is a high yield strategy keep that in mind when organizing your room
	• Add one new technology tool to your repertoire each month
Communicating with Students, Teacher Clarity	• Using metaphors and similes intentionally help to provide opportunities for connection for students – do so intentionally and daily
	• Clearly communicate the learning objectives in a manner students can use to ultimately self-assess their own learning
	• Increase power and presence in speaking by eliminating pauses, Umms, Oks, You Knows, etc.
	• Use explicit knowledge of student preferences to tailor individual instruction to their needs (skill deficiency – not learning style). This is particularly useful when working with struggling learners
	• Set a core goal for each unit and each day, and explain why it is important and how students need to be demonstrate their understanding
Questioning and Discussion	• Ask students to identify similarities and differences using Venn diagrams and other graphic organizers
	• Have students use figurative language, metaphors, and similes to explain important concepts
	• Make use of content frames or semantic feature analysis
	• Ask students to predict what would happen if one or two elements of a situation were

	changed
	• Use the popsicle stick method of calling on students with a redundant system to provide 'security' for students
	• Employ Hypothesis Proof note taking
	• Employ at least a 5 second wait time after asking questions and NEVER answer your own question
	• Effective questioning can serve as ongoing formative assessment for the classroom as well as individuals
	• Question scaffold based on Bloom's taxonomy
	• Teaching students the Piagetian stages of development and Bloom's taxonomy explicitly will help students to think through their thinking
	• Remember answering questions is a subtle way to formatively assess – call on non-volunteers
	• Script 3 to 5 higher order questions for each class period designed to instigate authentic classroom discussion
Student Engagement	• All note-taking should involve a student generated further questions and summarization section
	• Employ Graphic organizers – they force students to manipulate content instead of simply regurgitate
	• Strategies include:
	o Content Frames
	o Semantic Feature Analysis

	○ KWL ○ QAR ○ Hypothesis Proof Note Taking - Formalize a goal-setting process that engages student in a daily self-assessment of their progress toward a goal - Script 3 to 5 higher order questions for each class period designed to instigate authentic classroom discussion
Assessment, Instructional Assessment, Formative Assessment	- Work to ensure that neither you or a student are ever surprised by a student's performance on an assessment - Formative assessment should directly tie to summative assessment which should directly tie to Essential Outcomes/Core Standards, etc. - Measurement of a lesson's success should be the student progress toward the daily outcome – use a variety of strategies to measure ○ Exit tickets ○ Journal entries ○ Individual whiteboard responses ○ One minute essay ○ Any number of tech-aided survey tools such as Kahoot or Flubaroo ○ Three Facts and a Fib ○ My Favorite No - Assessment data – both local and screener should guide intervention programs and SAT referrals.

	• Instruction should always change to meet the needs of students who have failed to master content as originally presented
Teacher Flexibility, Teachable Moments	• Have the courage to allow students to stir the conversation and you as the expert can work to highlight teachable moments and reign in off topic rants

• Learning matters more than coverage – always leverage opportunities to deeply engage your students

• Work to create lesson plans that allow for adaptation and increased depth of conversation when appropriate

BONUS RESOURCE WITH LOTS OF SOLID DOMAIN 3 IDEAS |
| Reflection | • Great reflection is based on data, not feelings. Formative evaluation should fuel whether or not a teacher found the lesson effective or not

• Employ micro-teaching

    o Video a lesson to get a better understanding of what actually is taking place during a lesson

    o Work with a cohort of teachers to observe each other and provide thorough feedback and suggestions for improvement

• Improvement suggestions provided by the teacher indicate depth of thought and not just more of the same slower, faster, better, |

	etc.
Record Keeping	• Students should have a responsibility in keeping their own records and progress toward stated goals • Grade books should be updated regularly – falling behind in grading is not appropriate • Students can be in charge of creating late and missing work folders for students that are not in attendance • Students can update social media and other electronic platforms with learning objectives, notes, and pending assignments
Parent Communication	• No parent, student, or teacher should ever be surprised by a summative assessment score. Formative assessment should provide information to proactively address student skill deficiencies • Communicate based on the "Fence and 2" method. Anyone on the fence of an A or an F and/or anyone who has rapidly moved two grade values deserves attention – whether positive or negative • Employ student led communication in all facets, including PTCs • Leverage student technology to your advantage – if you have two minutes at the end of class have students email their parents a current self-created progress report and CC you on the message
Team Mindset, Role within the School, Participating in a PLC	• A poor district has no leadership, in a good district administration leads, in a great district – teachers lead. We need you. Find something you are passionate about: o Join a pre-existing committee

	○ Drive work in an area you are [passionate](#) about ○ Do not fear anything being too big or too small – if you are interested in brain based learning then start a group, etc. [Lead the effort to install a peer to peer observation practice in our schools](#)
Self-Growth, Personal Professional Development	- Take time to micro-teach mini-lessons with colleagues providing feedback or to video your own classroom to provide yourself a different perspective to inform future improvement efforts [**Read** – Join a professional scholarly journal, go online and read educational blogs, or read some literature on education. Knowledge is power.](#) **Participate** – Go to educational conferences or workshops, or attend online seminars. Participation in these types of event will make you a more effective teacher. **Join a Group** – There are many groups you that you can join, online and off. All of these groups are a great source of information as well as inspiration. You can learn a lot from other professionals who have years of experience. **Observe Your Peers** – An effective teacher takes the time to observe other teachers. These teachers can be a great source of knowledge for you. You can find a new strategy to teach or behavior management plan to implement. **Share –** Once you have improved your performance, then you should share your knowledge with others. Contribute to your

	profession, and others will be thankful.
Professionalism	[Be a champion for those traditionally underserved](#) [Our goal is not equality, our goal is doing what it takes to ensure all kids are successful (equity)](#) [Do not allow work in teams, grade levels, or PLC to devolve into anything outside of talk that best meets the needs of our students](#)