



Relationship Building in Support of Academic Achievement

A Year-Long Teacher Improvement Plan



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Introduction



Teacher A

Elementary School teacher currently teaching second grade

- Several grade levels throughout her 20-year career
- History of sub-standard teaching performance
- Placed on an improvement plan ten years ago
- PALS scores continue to remain below expectations
- Colleagues, students, and families describe strained relationships

Today's Topics:



01

Areas in Need of
Improvement

02

Reaching Goals ←

03

Timeline

04

Professional
Learning
Opportunities



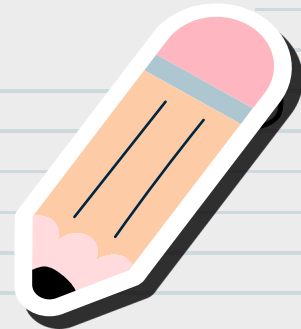


LCPS Licensed Evaluation Standards

Figure 3: Licensed Staff - Calculating a Score Using the Weighted Scale

Standard	Weight	Sample Rating	Weighted Score (Rating x Weight)	Total
Professional Knowledge	1.25	4	5	3.4 = Effective
Instructional Planning	1.25	3	3.75	
Instructional Delivery	1.25	3	3.75	
Assessment of/for Student Learning	1.25	3	3.75	
Learning Environment	1.25	3	3.75	
Culturally Responsive	1.25	4	5	
Professionalism	1.25	4	5	
Student Academic Progress	1.25	3	3.75	
Summative Rating = (Weighted Score / 10)				

"The Teacher Plan of Assistance Program is designed to provide support for a continuing contract teacher when a principal has determined that the teacher's performance is less than satisfactory. The principal must consult with the Assistant Superintendent for Personnel Services to determine a Teacher Plan of Assistance is appropriate" (LCPS, Board Docs)



01

Areas in Need of Improvement

Standard 7: Professionalism

- Nurture professional relationships

Standard 8: Student Academic Progress

- Enhance student outcomes on the PALS assessment by 10% from Fall- Spring

SMART Goal

By June 2024, I will:

- Develop positive and collaborative relationships with parents and colleagues (Standard 7).
- Improve student test scores by implementing effective instructional strategies and interventions (Standard 8).

02

Reaching Goals

(Semester 1)

Goal #1: Develop positive relationships with parents and colleagues by improving:

- Communication Lines
- Collaboration with Colleagues (Engaged in team meetings, Seeking Feedback, Sharing ideas with colleagues)
- Presence in Professional Learning Communities

(Semester 2)

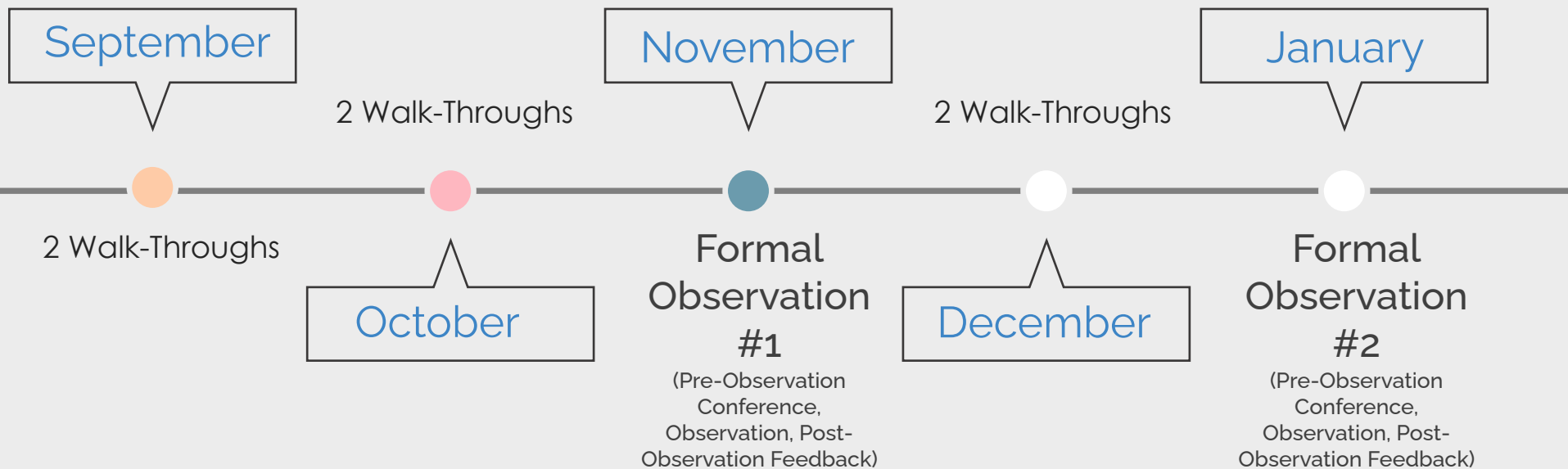
Goal #2: Increase student PALS scores by 10% on Spring assessment by implementing effective instructional strategies and interventions with support from:

- School-based teacher leaders (to determine prioritized needs of students)
- Data from more frequent formative assessments
- Targeted Professional Development (Literacy Instruction)

03

Timeline

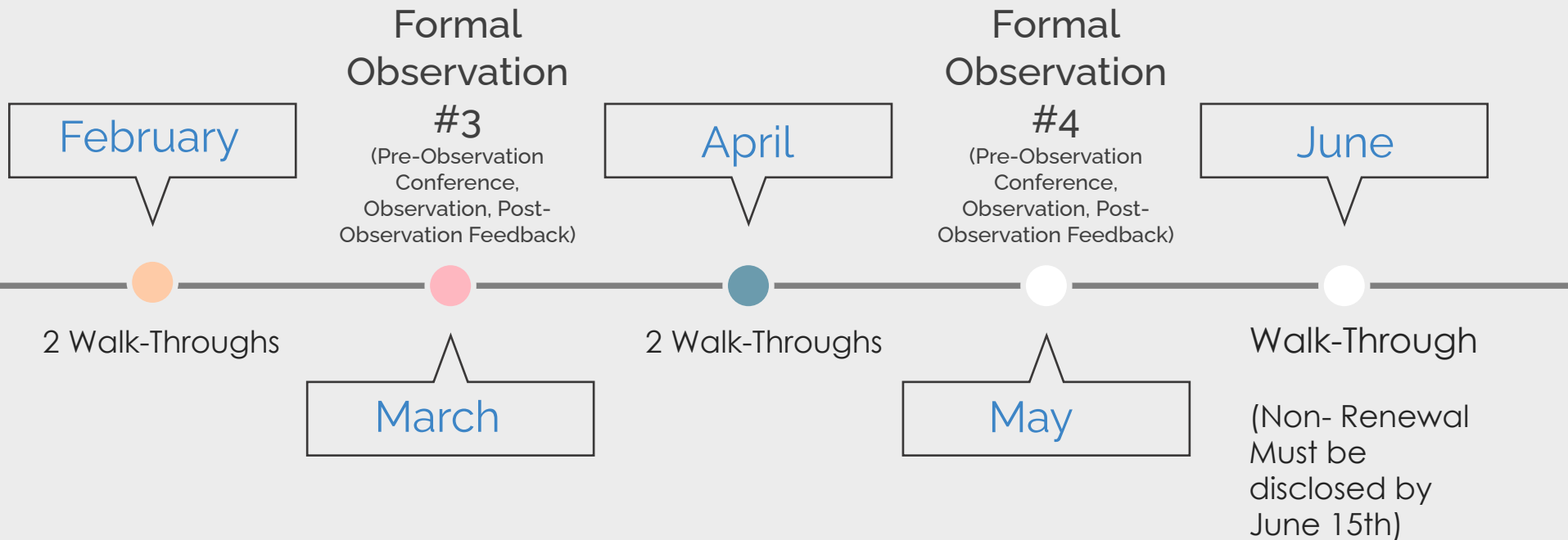
Semester #1



Focus on Standard 7- Professionalism

Timeline

Semester #2



Focus on Standard 8- Student Academic Progress



04

Professional Learning Opportunities

School-Based (Provide Modeling, Timely Feedback, Strategies, Collaboration)
Mentor
Instructional Facilitator
Interventionists

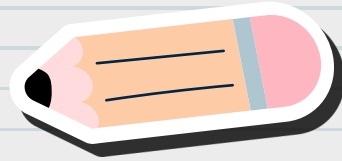
County-Based (Provides training that is relevant and aligned to standards)
Targeted Literacy Instruction (Through Office of Professional Learning; FAST Reading Assessments Part 1 & 2)
Access to Learning Communities that align with Teacher's Area of Need (County-Wide Reading Cohort)
PD Sessions Promote Growth-Mindset (Teachers Collaborating)





Conclusion

This year-long Teacher Improvement Plan aims to foster professionalism and rapport in support of enhanced academic achievement. By prioritizing relationships, the plan is intended to create positive outcomes for both Teacher A and her students.



Teachers often enter the profession with a heart of service though they may not be fully equipped with the tools that are needed to positively impact student learning. With empathy and professional guidance, I believe most can succeed.



References

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