

Grayson W. McKinney
Dr. Sandra Standel
Human Resources Supervision and Management
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Development of an IDP for an Incompetent Teacher

Part I

To begin creating an IDP for a marginal teacher, I viewed a taped teacher lesson, found at <https://www.youtube.com/watch?v=iW0XsQ4X28s>. I chose to observe the teacher according to the first of the four Danielson Domains: **Planning and Preparation**. Below is the evidence I noticed for each of the sub-domains.

1A -DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Evidence for...

Unsatisfactory

- The teacher makes content errors. For example, he related the level of humidity in the atmosphere to the amount of sweat our bodies experience. This is not correct.
- The teacher does not consider prerequisite relationships when planning, for example, the students told him that they had learned about these things last year, and his lesson was not affected at all. He went ahead with his plans anyway.
- The teacher's plans use inappropriate strategies for the discipline. For example, introducing a unit of study with a word search is not appropriate, especially for the older age level of his students.

Basic

- The teacher's understanding of the discipline is rudimentary. For example, when a student asked what were the aurora borealis, his answer was most brief, and did not demonstrate command of the subject. He gave a direct answer, without inspiring any further thought or discussion.

1B DEMONSTRATING KNOWLEDGE OF STUDENTS

Evidence for...

Unsatisfactory

- The teacher does not understand child development characteristics and has unrealistic expectations for students. You could tell by the exasperated looks on the students' faces that they were feeling underwhelmed at the prospect of simply copying down notes, and trying to read the teacher's mind when answering lower level thinking questions.
- The teacher does not try to ascertain varied ability levels among students in the class, and seemed to "teach" to the whole group.

- The teacher is not aware of students' interests or cultural heritages. No sign was made of this awareness. I would follow up with a question about his understanding of his students.
- The teacher takes no responsibility to learn about students' medical or learning disabilities. Accommodations and modifications were not evident in the least in the classroom. No groupings or group work was undertaken.

1C SETTING INSTRUCTIONAL OUTCOMES

Evidence for...

Unsatisfactory

- Outcomes lack rigor. Word searches and copying down basic notes about the weather are not rigorous.
- Outcomes do not represent important learning in the discipline. The teacher twice stated how important weather was, but did not explain what he meant by that.
- Outcomes are not clear or are stated as activities. "We're going to do this word search".
- Outcomes are not suitable for many students in the class. The low level of rigor encouraged students to stray off task by doodling, talking with neighbors, and even throwing paper around the room at other students.

1D DEMONSTRATING KNOWLEDGE OF RESOURCES

Evidence for...

Unsatisfactory

- The teacher uses only district-provided materials, even when more variety would assist some students. Even this is questionable, since no reference texts were used. Handwritten notes were displayed on a projector, and students wrote in blank notebooks.
- The teacher does not seek out resources available to expand his own skill. No evidence of this either way. A follow-up question would be needed.
- Although the teacher is aware of some student needs, he does not inquire about possible resources. No evidence of this either way. A follow-up question would be needed.

1E DESIGNING COHERENT INSTRUCTION

Evidence for...

Unsatisfactory

- Learning activities are boring and/or not well aligned to the instructional goals. The students showed outward physical signs of boredom, and although they were compliant in completing the task, they seemed to be very disenchanted.
- Materials are not engaging or do not meet instructional outcomes. Students who were off task were not effectively redirected, and the students showed a lack of motivation to complete the task.

- Instructional groups do not support learning, as there were no instructional groups.

Basic

- Lesson structure is uneven or may be unrealistic about time expectations. Even when students told the teacher they were not finished, he said they needed to move on and to complete it for homework. The timing seemed random and inconsistent.

1F DESIGNING STUDENT ASSESSMENTS

Evidence for...

Unsatisfactory

- Assessments do not match instructional outcomes. I would have to ask what type of assessment he was planning, and how he had arrived at it. Was it completed through backwards design? What formative assessments would he use along the way to guide his instruction? If, as I suspect, no formative assessments have been designed, we have another problem.
- Assessments lack criteria. His open ended question did not have parameters for students to work within.
- Assessment results given by students do not affect future plans. When one student gave an answer that was not quite right, or related to the topic at hand, he moved on by saying “well that wasn’t too bad, I suppose.”

Using the rubric after viewing the lesson, I would rate the teacher based upon the evidence you observed as **UNSATISFACTORY**.

Part II

Due to poor performance, I will have to prepare an IDP for this teacher. Using the form and criteria from the Troy School District for an IDP, I will specify and document growth areas according to best educational practice. The goals will be measurable, specific and include a timeline.

Individualized Development Plan for Mr. New Zealand
Administrator: Mr. Grayson McKinney

Domain 1: Planning and Preparation

Goal 1: Daily lesson plans will represent high expectations and rigor for students while focusing on important learning in the discipline. The lesson plans will be connected to a sequence of learning. Teacher's plans and practice will reflect familiarity with a wide range of proven effective pedagogical approaches in the discipline. The lesson plan will demonstrate a significant cognitive challenge to the students.

Rationale: In order for students to grow academically, high expectations must be maintained for all students. A wide range of strategies must be used in order to engage students and simulate their thinking. The teacher must have a wide range of strategies to positively impact student learning.

Evaluation: Detailed lesson plans for each class will be turned in weekly. Lesson plans will include lesson objectives, materials needed, procedures, and methods of assessment (formative, summative, or both). The lessons will implement a wide range of effective pedagogical approaches in the discipline.

Administrative support: The administrator will ensure that Mr. New Zealand will have access to a mentor teacher / specialist, which will be available to him to review lesson plans. The administrator will also be available to assist in the development of effective lesson plans. Mr. New Zealand will arrange for these meetings. Mr. New Zealand will also have access to professional development in-services regarding earth science and meteorology areas. The administrator will communicate to Mr. New Zealand these opportunities. Mr. New Zealand will have the responsibility to register and actively participate in these opportunities.

Domain 1: Planning and Preparation

Goal 2: The teacher's explanation of content will be appropriate and connected with students' knowledge and experience. The lesson's structure will be highly coherent, allowing for reflection and closure. Pacing of the lesson will be appropriate for all students.

Rationale: In order for students to grow academically, a lesson must build sequentially and the concepts interconnected. The pacing of a lesson must move at a pace that is stimulating to the student and yet not so rapidly that students cannot process the information.

Evaluation: Each lesson will identify a new teaching strategy that has not been utilized by the teacher. These strategies will be highlighted in each lesson plan, which will be turned in weekly for each class. The lesson plan will include a rationale for the strategy.

Administrative support: The administrators will ensure Mr. New Zealand will have access to a curriculum specialist and other science teachers, which will be available to meet with him to review lesson plans. The administrator will also be available to assist in the development of effective lesson plans. Mr. New Zealand will arrange for these meetings.

Domain 5: Student Growth

Goal 3: The teacher will consistently use multiple indicators of student growth data to modify instruction and involve himself in a collaborative practice consistently within the science department, enhancing student growth.

Rationale: In order for students to grow academically, frequent assessments must be completed in order to develop meaningful instruction. Mr. New Zealand must then use this information to design and maintain the best instructional plan for each of his students.

Evaluation: Weekly reports containing student progress, student assessments and their outcomes, and changes in academic strategies will be turned into the building administrator. All assessments that are used for Mr. New Zealand's students will be organized in a folder and turned in weekly to the administrator with annotations focused on any changes in the strategies he will implement.

Administrative support: The administrator will ensure that Mr. New Zealand will have access to a curriculum specialist and other classroom teachers to discuss diagnostic information. The administrator will be available to meet with him to review the diagnostic results and strategies he will use with his students. Mr. New Zealand will arrange these meetings.

Timeline:

The teacher's progress on this IDP will be reviewed in May of 2016. Results of the IDP will be reflected in the teacher's performance evaluation for the 2015-2016 school year.

Teacher signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Part III

I will discuss giving feedback on this IDP using the strategies from *Crucial Conversations*. I will describe the practice conferencing with the teacher, setting up a meeting where the IDP would be reviewed.

First, I would “start with the heart,” and make it a safe place to have a difficult conversation. Here is a sample of something I might say to put the teacher at ease:

Mr. New Zealand, you know how much I respect you. You have been one of the most enthusiastic teachers on our staff. You’ve been supportive of some of the big initiatives that our district has undergone in the last year. I know you’re a team player, which is why I want to have an open and honest conversation today. As I say to my three-year-old almost every day, there’s no problem we can’t solve, and I want to be here to help you grow as an educator. So when we open up this IDP today, I want you to know it’s to help you improve. It’s going to give you some solid, tangible things you can improve on to make your teaching more effective. I think it will make a big difference in your classroom, and I think you will be really proud of yourself once we’re done.

Next, I know that things might get sticky when the teacher pushes back and doesn’t believe there is a problem. Here’s a sample of what I might say when the conversation turns “crucial”:

Mr. New Zealand, I want to help you improve your teaching. I want to help make you a lean, mean, science teaching machine. I don’t want you to feel threatened by the things we’re going to talk about, and I don’t want you to take my feedback personally. I don’t want you to think that I’m a know it all either, or that I have all the answers. Let’s find a way to find common ground, and walk away with some agreements for the year that we can both live with.

And finally, here is a sample of how I might conclude the conversation:

Mr. New Zealand, I think we’ve made some great progress today. Let’s come back together briefly in a week, to see if any new questions or wonderings have come up. After that, we’ll follow up regularly to talk. I want you to feel supported in this process. There’s no problem we can’t solve!