

**Example of MFR for logic and reasoning of TINA plan**



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MEMORANDUM FOR RECORD

FROM: Mr. Administrator

RE: Logic and reasoning for Mr. Teacher's TINA plan

The Teacher In Need of Assistance plan was made in cooperation with Mr. Teacher, Ms. Principal, and me. The goal of this plan was to improve the instruction in Mr. Teacher's classes, thus improving student success. The plan primarily addressed Domains I and II of the PDAS in which Mr. Teacher scored below expectations. We tried to be as specific as possible by providing quantifiable, measureable components to ensure success and compliance with the directives in the plan. Again, the bottom line was to improve instruction in Mr. Teacher's classes in order to foster student success.

The first part of the TINA plan (section 2) involved professional improvement components. Mr. Teacher was instructed to attend the fall COMP (Classroom Organization and Management Program). This program provides tools and strategies that can be implemented immediately. Mr. Teacher was to meet with the math Lead Content Teacher (LTC) Ms. LCT at least once a week to develop and review teaching strategies. Ms. LCT is able to provide materials, strategies, and techniques from various sources including literacy strategies, IFL strategies, handouts, tips, and resources from her teaching experiences to Mr. Teacher. As additional professional improvement, Mr. Teacher was to observe math teachers within the department to see how they operate in their respective classrooms. I directed Mr. Teacher to visit Mr. Geometry's, Mrs. Algebra's, and Mr. Calc's classes and included specific foci to observe in those classes. I also offered to model a lesson if needed. Mr. Teacher was also directed to complete co-teaching with Ms. LCT, Ms. Retire, and/or Ms. Rehire.

The second part of the plan (section 3) addressed evidence used to determine if the plan was operating as it should. Mr. Teacher was required to turn in his lesson plans to me by Monday for that week. The lesson plans were to list the strategies and techniques discussed with Ms. LCT. The lesson plans served a three fold purpose: 1) To provide me an idea of what should be happening in the classroom as far as instruction, 2) To show the two strategies/techniques discussed in the meeting with the Ms. LCT, and 3) To provide hard-copy evidence for classroom observations to see if what was discussed and written was being applied in the class. The lesson plans are a vital component to this TINA plan. Without them, I would have no evidence as to what should be happening according to the plan, or if Mr. Teacher was in fact, producing them at all. Another important component of this section is the synopsis of the strategies discussed in the meetings with the LCT; these synopses were due to me within 48 hours of the LCT meeting. The reason for these summaries is two fold: 1) Provided a reflective opportunity for Mr. Teacher to digest the information and how to implement it in his lessons, and 2) It gave me the opportunity to review the issues discussed during the teacher-LCT meetings and to see if the strategies/techniques were being included in his lesson plans and then delivered in the classroom. The last component in this section was the reflective summary from classroom observations of various math teachers. They were due to me within 48 hours of the class observation. These summaries were to allow

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Mr. Teacher the opportunity to see various teacher's techniques, instructional strategies and how he could implement changes, based on his observations, in his classroom.

The third part of the plan (section 4) stated the directives for changes in behavior. Lesson plans were due by Monday for the week; he was to engage at least 80% of students during lessons, use at least two different strategies per week in the lessons, and to show relevance to real-world situations within the math disciplines.

Part four (section 5) listed the evidence that would be used to determine if the TINA plan was being adhered to.

This TINA plan used specific, quantifiable, and measurable components to ensure adherence and monitoring of the plan. The components were integrated; from the LCT meetings, the lesson plans, teacher observations, and the two types of summaries to ensure proper intervention and improvement for Mr. Teacher's success, consequently and most importantly, improved student achievement.