

Improving Instruction Through Documentation and Intervention Plans

Randy Carroll

Assistant Principal

R.L. Paschal High School, FWISD

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What this session should not be...



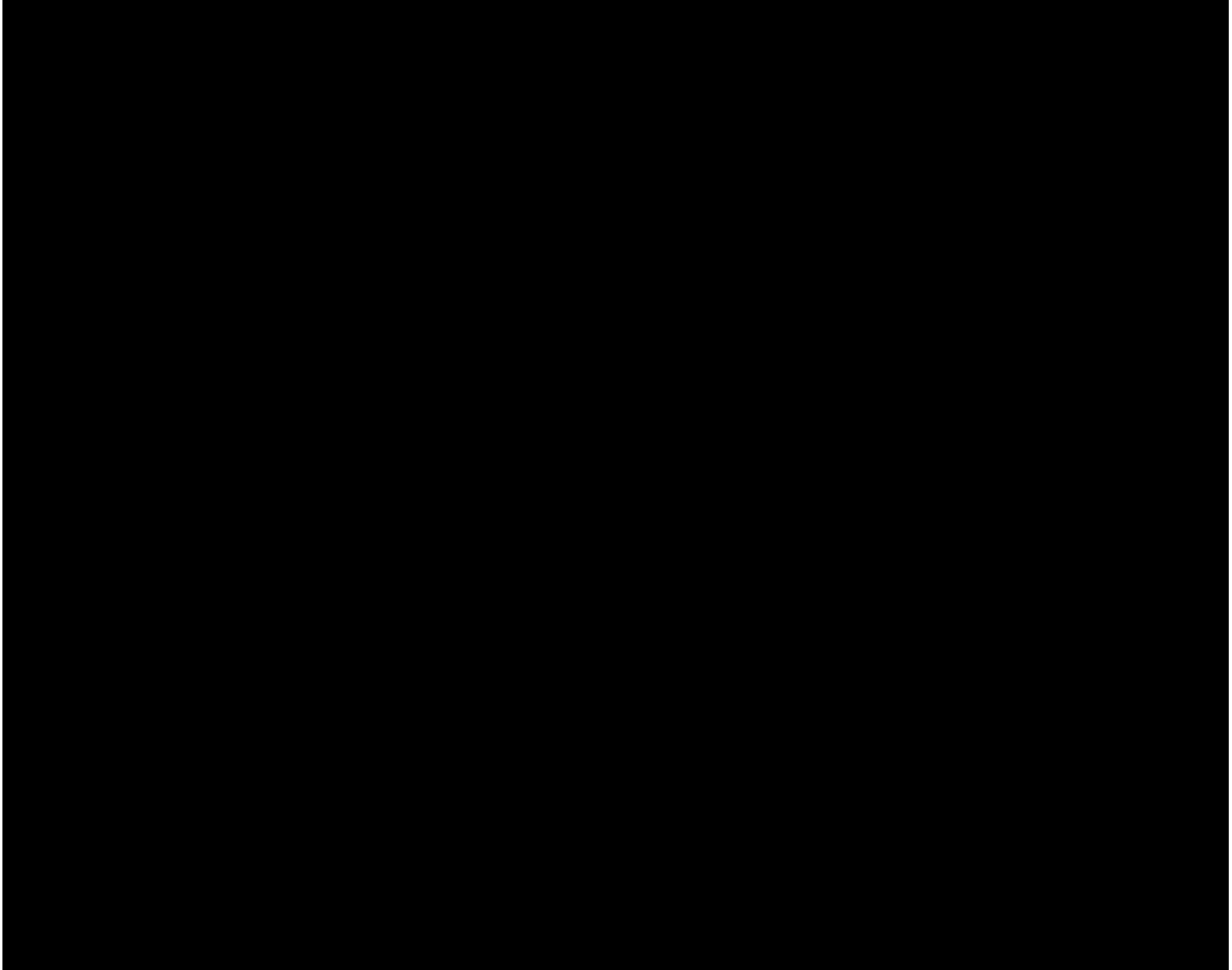
"I hope I die during an in service, because the transition from life to death will be so subtle."

Teaching In the News...

Leadership and Improving Instruction

- Intimately intertwined, whether good or bad
- Don't ask your teachers to do something you couldn't do or haven't done
- What leadership shouldn't be...

Escalator video

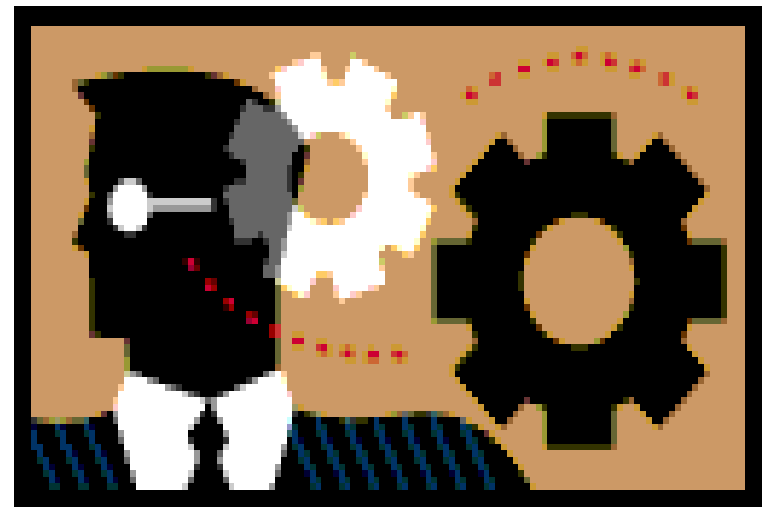


Documentation

- Required by Law [19 TAC §150.1003(f)] within 10 days if it influences evaluation
- Refer to *Texas Documentation Handbook*, Kremerer & Crain
- Know your Local PDAS Procedures

5 General Components of Documentation:

- Dated
- Factual/Specific
- Explicit: Relationship to domain and criteria
- Behavioral
- Valid/Directives

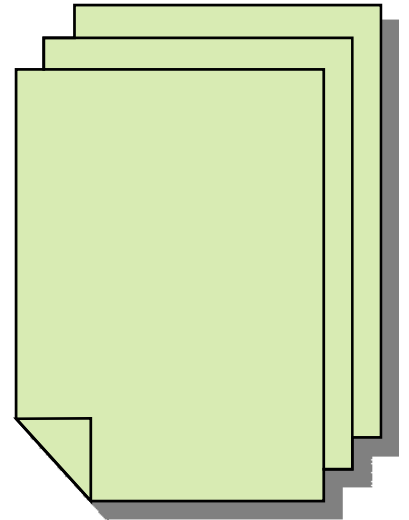


Types of Documentation...?



Examples of Documentation

- Formal observations
- Walk-through observations
- MFR's (memo for record)
- Letter of concern/reprimand
- Specific incidences
- Third-party information, documented



What do you think of when you hear “Intervention Plan”?

- Take 2 minutes to discuss with your neighbors; I’ll ask a couple of people to respond to this question



Goal:

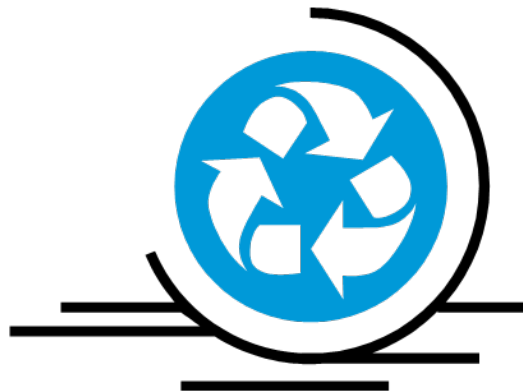


To Improve Classroom
Instruction

Through behavioral change

Frame of Reference

- Based on TEA's Professional Development and Appraisal System (PDAS)
- Can be adapted to any appraisal system



Concept of Operation

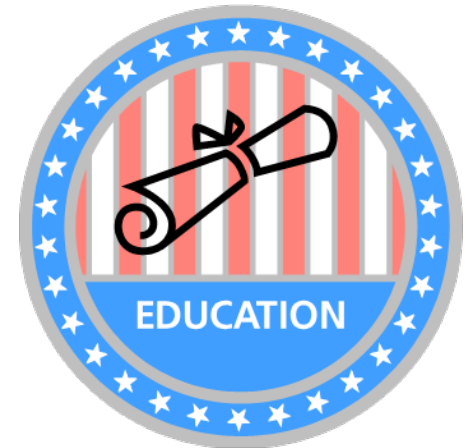
- Plane provides a detailed, structured method of providing:
 - Professional Development
 - Mentoring
 - Directives
 - Feedback
 - Monitoring
 - Evaluation

Title of Components...(revised)

- Section 1. Domains needing improvement
- Section 2. Directives for changes in teacher behavior
- Section 3. Directives for professional improvement

Components...continued

- Section 4. Directives for change
- Section 5. Evidence used to evaluate plan



Breakdown Of Section 1 (Revised)

- Domain to be addressed
- Suggest that no more than two domains be addressed with a TINA plan
- Behavior that is causing the problem



Breakdown of Section 2

- Directives for change: (specific and measurable)
- Lesson plans by Friday for next week
- Engage at least 80% of students
- Use two different strategies per week
- Show real-world relevance of lessons

Breakdown of Section 3

- Professional development directives:
COMP, Kagan, Kilgo, ESC training, etc.
 - Meet with Lead Content Teacher, Mentor,
Coach
 - Literacy strategies
 - IFL strategies
 - Etc.
- Classroom observations



Breakdown of Section 4

- Evidence of professional development
- Specific, quantifiable, measureable
 - Lesson plans
 - Coaching meetings
 - Synopsis of coaching meeting
 - Reflective summary of class observations

Breakdown of Section 5

- Evidence used to determine if behavior has changed:
- Walk-through observations
- Student information/survey
- Required summaries



Specific, Quantifiable Examples

- Attend professional development, turn-in summary within 48 hours. Summary should show what changes will be made in the classroom.
- Meet with LCT once per week. Meeting summary turned-in within 48 hours. Two teaching strategies should be discussed for next week and shown in summary.



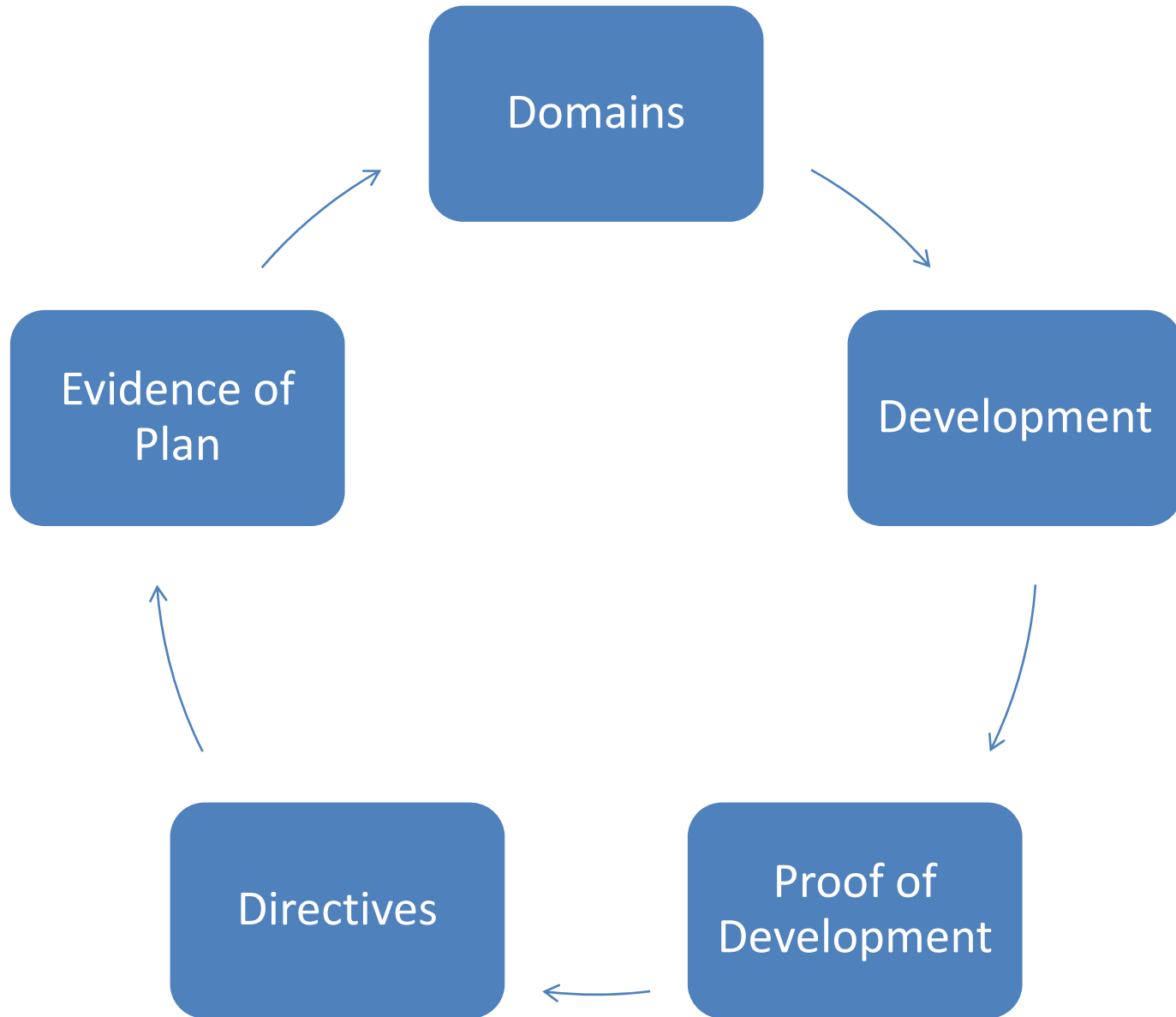
Specific, Quantifiable Examples

- Lesson plans turned-in by Friday for following week. Plans should show two strategies discussed with LCT and documented in LCT meeting summary.
- Observe one other class per week, as determined by AP. Reflective summary of observation turned-in within 48 hours of observation.

Some things to remember...

- Requirements should be aimed at improving instruction in the classroom
- Intervention plans and documentation is a lot of work! (when done properly)
- Elements of intervention plan should tie in together (see next slide).
- Use MFR's to document meetings with teacher, logic of your TINA plan, etc.





Goal:



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What if TINA plan is not successful?

- Communicate with teacher, principal
- Move to nonrenewal/termination
- District review
- Legal review
- School board review
- Follow time-lines, district policies

Review of Documentation Packet...



Questions?

- Email:
steven.carroll@fwisd.org
- Phone: 817.814.5000
- Please take the time to go online and complete the survey: tassp.org

And finally, does your day seem like
this?

