

# Professional Improvement Plan (PIP)

## Targeted Strands

### I. Planning and Preparing for Learning

- a. Knows the subject matter well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans the year for students to meet standards and prepare for assessments.
- d. Designs lessons based on measurable objectives aligned with unit goals meeting the content standards.
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Designs lessons that use an effective mix of materials and various teaching strategies.
- h. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

### II. Delivery of Instruction

- a. Gives students a clear sense of purpose by posting the lesson's objectives.
- b. Activates students' prior knowledge and hooks their interest in each unit and lesson.
- c. Uses clear explanations, appropriate language and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and classroom groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Uses some upper level questioning that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate student's learning needs.
- i. Has students summarize what they have learned and apply it in different contexts.

### III. Building Relationships with Students

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Usually creates a classroom environment that nurtures positive relationships.
- e. Usually smiles and uses a friendly tone of voice.
- f. Usually seeks student input relating to curriculum.
- g. Usually builds a comfort level that allows students to take risks.
- h. Sometimes allows students choices in instructional activities.
- i. Usually uses effective praise to reinforce success.

### IV. Classroom Management

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Teacher makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective classroom procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

### V. Monitoring, Assessment, and Follow-Up

- a. Provides clear criteria for proficiency, including rubrics and examples of student work.
- b. Uses a variety of assessments to diagnose and monitor student growth
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and units and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records grades in a timely manner for students and parents to see.
- h. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- i. Has students set goals, self-assess, and know where they stand academically at all times.

### VI. Family and Community Outreach

- a. Communicates respectfully with parents and is sensitive to different families' cultures and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on the unfolding curriculum and suggest ways to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses conferences, report cards, emails and phone calls to give parents feedback on their children's progress.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

### VII. Professional Responsibilities

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility for grade-level and school-wide activities; volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticisms.
- h. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- i. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.