



TEACHER SUPPORT

PROFILE

LALITA WAITES

GRADE LEVEL: 6TH GRADE (3 TEACHERS):

TEACHERS:

1. 1 NEW TEACHER (2 YEARS OF TEACHING EXPERIENCE)

PLAN COMPONENTS:

1. MENTORSHIP PROGRAM:

- PAIR THE NEW TEACHER WITH AN EXPERIENCED MENTOR TEACHER WHO CAN PROVIDE GUIDANCE, SUPPORT, AND RESOURCES TAILORED TO THE SPECIFIC NEEDS OF A NEW TEACHER.
- SCHEDULE REGULAR MEETINGS BETWEEN THE MENTOR AND MENTEE TO DISCUSS LESSON PLANNING, INSTRUCTIONAL STRATEGIES, CLASSROOM MANAGEMENT, AND PROFESSIONAL GROWTH OPPORTUNITIES.

2. PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

- LITERACY COACH WILL OFFER TARGETED PROFESSIONAL DEVELOPMENT SESSIONS FOCUSED ON FOUNDATIONAL TEACHING SKILLS, SUCH AS EFFECTIVE INSTRUCTIONAL DELIVERY, DIFFERENTIATED INSTRUCTION, AND ASSESSMENT STRATEGIES.
- ENCOURAGE PARTICIPATION IN WORKSHOPS OR COURSES SPECIFICALLY DESIGNED FOR EARLY-CAREER TEACHERS TO ENHANCE THEIR PEDAGOGICAL KNOWLEDGE AND CONFIDENCE IN THE CLASSROOM.

GRADE LEVEL: 6TH GRADE (3 TEACHERS):

3. COLLABORATIVE PLANNING MEETINGS:

- FACILITATE REGULAR PLC TEAM MEETINGS WHERE TEACHERS CAN COLLABORATE ON CURRICULUM PLANNING, LESSON PACING, AND ASSESSMENT DESIGN.
- INSTRUCTIONAL COACH PROVIDES SUPPORTS TO PLC LEADERS IN HAVING STRUCTURED AGENDAS AND RESOURCES TO GUIDE DISCUSSIONS AND ENSURE THAT THE NEW TEACHER'S VOICE AND IDEAS ARE VALUED AND INCLUDED.

GRADE LEVEL: 7TH GRADE (4 TEACHERS)

TEACHERS:

1. 2 VETERAN FULL-TIME TEACHERS
2. 2 TEACHERS (3 YEARS OF TEACHING EXPERIENCE) WITH AN ADDED SEGMENT OF SOCIAL STUDIES

PLAN COMPONENTS:

1. SUBJECT-AREA PLCs:

- FACILITATE REGULAR PLC TEAM MEETINGS WHERE TEACHERS CAN COLLABORATE ON CURRICULUM PLANNING, LESSON PACING, AND ASSESSMENT DESIGN.
- INSTRUCTIONAL COACH PROVIDES SUPPORTS TO PLC LEADERS IN HAVING STRUCTURED AGENDAS AND RESOURCES TO GUIDE DISCUSSIONS AND ENSURE THAT THE NEW TEACHER'S VOICE AND IDEAS ARE VALUED AND INCLUDED.

2. PEER OBSERVATION AND FEEDBACK:

- IMPLEMENT A PEER OBSERVATION SYSTEM WHERE TEACHERS CAN OBSERVE EACH OTHER'S CLASSROOMS AND PROVIDE CONSTRUCTIVE FEEDBACK.
- ENCOURAGE TEACHERS TO FOCUS OBSERVATIONS ON SPECIFIC INSTRUCTIONAL STRATEGIES OR AREAS OF GROWTH IDENTIFIED DURING PLC MEETINGS.

GRADE LEVEL: 8TH GRADE

TEACHERS:

1. 1 NEW TEACHER (10 YEARS OF TEACHING EXPERIENCE)
2. 1 NEW TEACHER (1ST YEAR TEACHER)
3. 2 VETERAN TEACHERS (EACH WITH 6+ YEARS OF TEACHING EXPERIENCE)

PLAN COMPONENTS:

1. DIFFERENTIATED SUPPORT:

- RECOGNIZE THAT NEW TEACHERS AND VETERAN TEACHERS MAY HAVE DIFFERENT NEEDS AND PROVIDE DIFFERENTIATED SUPPORT ACCORDINGLY (LITERACY COACH SUPPORT).
- OFFER MENTORSHIP AND PEER SUPPORT OPPORTUNITIES FOR BOTH NEW AND EXPERIENCED TEACHERS TO SHARE EXPERTISE AND LEARN FROM EACH OTHER.

GRADE LEVEL: 8TH GRADE

2. DATA-DRIVEN INSTRUCTION:

- EMPHASIZE THE USE OF DATA ANALYSIS TO INFORM INSTRUCTIONAL DECISION-MAKING AND IDENTIFY AREAS FOR IMPROVEMENT.
- PROVIDE TRAINING ON DATA INTERPRETATION AND UTILIZATION OF ASSESSMENT DATA TO MODIFY INSTRUCTION AND MEET THE DIVERSE NEEDS OF STUDENTS.

3. PROFESSIONAL LEARNING COMMUNITIES (PLCs):

- FACILITATE PLC MEETINGS FOCUSED ON ANALYZING STUDENT DATA, SETTING INSTRUCTIONAL GOALS, AND COLLABORATIVELY PLANNING TARGETED INTERVENTIONS.
- ENCOURAGE TEACHERS TO SHARE SUCCESSFUL TEACHING STRATEGIES, RESOURCES, AND STUDENT ENGAGEMENT TECHNIQUES TO ENHANCE CLASSROOM INSTRUCTION.

MONITORING AND EVALUATION PLAN:

1. FEEDBACK SURVEYS:

- INSTRUCTIONAL COACH ADMINISTER QUARTERLY FEEDBACK SURVEYS TO ALL PARTICIPATING TEACHERS TO GAUGE THEIR SATISFACTION WITH THE SUPPORT PLAN AND GATHER SUGGESTIONS FOR IMPROVEMENT.

- ANALYZE SURVEY RESULTS TO IDENTIFY TRENDS, AREAS OF STRENGTH, AND AREAS FOR ENHANCEMENT.

2. OBSERVATIONS (TKES) AND eWALKS:

- CONDUCT MONTHLY CLASSROOM E-WALKS FOCUSED ON OBSERVING THE IMPLEMENTATION OF PLC-DEVELOPED STRATEGIES AND CLASSROOM MANAGEMENT TECHNIQUES.

- USE OBSERVATION RUBRICS TO DOCUMENT EVIDENCE OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COLLABORATION AMONG TEACHERS.

MONITORING AND EVALUATION PLAN:

3. DATA ANALYSIS:

- QUARTERLY ANALYSIS OF STUDENT ACHIEVEMENT DATA AND BEHAVIOR REFERRALS RELATED TO THE TARGETED AREAS (INSTRUCTIONAL COACH).
- COMPARE DATA TRENDS BEFORE AND AFTER THE IMPLEMENTATION OF THE SUPPORT PLAN TO ASSESS ITS IMPACT ON STUDENT OUTCOMES (INSTRUCTIONAL COACH)

4. PLC MEETING REVIEWS:

- QUARTERLY REVIEW OF PLC MEETING AGENDAS, MINUTES, AND ARTIFACTS TO EVALUATE THE DEPTH OF COLLABORATION AND THE USE OF DATA-DRIVEN DECISION-MAKING.
- LOOK FOR EVIDENCE OF GOAL-SETTING, ACTION PLANNING, AND FOLLOW-UP DISCUSSIONS ON STUDENT PROGRESS.

MONITORING AND EVALUATION PLAN:

5. TEACHER REFLECTIONS:

- ENCOURAGE TEACHERS TO SUBMIT MONTHLY REFLECTIONS ON THEIR PROFESSIONAL GROWTH AND THE EFFECTIVENESS OF THE SUPPORT PLAN.
- PROVIDE REFLECTION PROMPTS TO GUIDE TEACHERS IN DOCUMENTING SUCCESSES, CHALLENGES, AND AREAS FOR IMPROVEMENT.

6. STAKEHOLDER FEEDBACK:

- SOLICIT FEEDBACK FROM ADMINISTRATORS AND INSTRUCTIONAL COACHES ON THE IMPACT OF THE SUPPORT PLAN ON TEACHING AND LEARNING.
- CONDUCT FOCUS GROUPS OR INTERVIEWS TO GATHER IN-DEPTH INSIGHTS FROM STAKEHOLDERS.

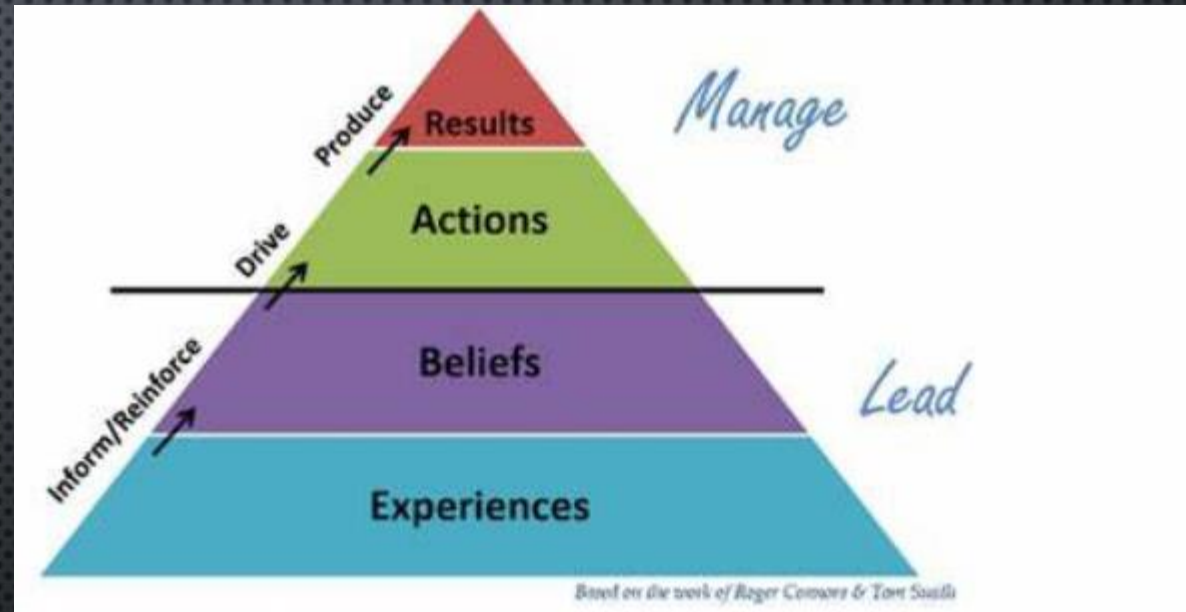
MONITORING AND EVALUATION PLAN:

7. CONTINUOUS IMPROVEMENT PROCESS:

- ESTABLISH A QUARTERLY REVIEW COMMITTEE COMPOSED OF SCHOOL LEADERSHIP AND TEACHER REPRESENTATIVES TO ANALYZE MONITORING DATA AND MAKE RECOMMENDATIONS FOR ADJUSTMENTS TO THE SUPPORT PLAN.
- SCHEDULE BI-ANNUAL MEETINGS TO REVISIT THE GOALS AND OBJECTIVES OF THE PLAN AND ENSURE ALIGNMENT WITH SCHOOL PRIORITIES.

ACTION RESPONSE PLAN:

IF THE SUPPORT PLAN DOES NOT YIELD THE DESIRED OUTCOME, THE FOLLOWING ACTION RESPONSE PLAN WILL BE IMPLEMENTED:



ACTION RESPONSE PLAN:

1. ROOT CAUSE ANALYSIS:

- A DEDICATED TEAM COMPRISING ADMINISTRATORS, INSTRUCTIONAL COACHES, AND TEACHER REPRESENTATIVES WILL CONDUCT A COMPREHENSIVE ROOT CAUSE ANALYSIS TO IDENTIFY FACTORS CONTRIBUTING TO THE LACK OF DESIRED OUTCOMES.
- DATA FROM MONITORING AND EVALUATION EFFORTS, STAKEHOLDER FEEDBACK, AND OBSERVATIONS WILL BE REVIEWED TO PINPOINT AREAS OF CONCERN.

2. STAKEHOLDER ENGAGEMENT:

- TEACHERS, ADMINISTRATORS, AND OTHER STAKEHOLDERS WILL BE INVITED TO PARTICIPATE IN FOCUS GROUPS OR SURVEYS TO PROVIDE FEEDBACK ON THEIR EXPERIENCES WITH THE SUPPORT PLAN AND TO HELP IDENTIFY BARRIERS TO SUCCESS.
- TRANSPARENT COMMUNICATION CHANNELS WILL BE ESTABLISHED TO ENCOURAGE OPEN DIALOGUE AND ENSURE ALL VOICES ARE HEARD.


ACTION RESPONSE PLAN:

3. COLLABORATIVE PROBLEM-SOLVING:



- A COLLABORATIVE PROBLEM-SOLVING APPROACH WILL BE ADOPTED, INVOLVING ALL STAKEHOLDERS IN THE DEVELOPMENT OF SOLUTIONS.
- WORKSHOPS OR BRAINSTORMING SESSIONS WILL BE ORGANIZED TO GENERATE IDEAS FOR ADDRESSING IDENTIFIED CHALLENGES AND REFINING THE SUPPORT PLAN.

4. ADJUSTMENTS TO THE SUPPORT PLAN:

- BASED ON THE FINDINGS OF THE ROOT CAUSE ANALYSIS AND STAKEHOLDER FEEDBACK, THE SUPPORT PLAN WILL BE REVISED AND ADJUSTED AS NECESSARY.
- MODIFICATIONS MAY INCLUDE CHANGES TO STRATEGIES, RESOURCES, PROFESSIONAL DEVELOPMENT OFFERINGS, OR IMPLEMENTATION TIMELINES.



WHAT WE **LEARN**
BECOMES PART OF
WHO WE ARE

A stack of several books with various colored spines (red, blue, green, brown) is visible on the right side of the image. The books are stacked horizontally, showing their edges and spines. The background is a solid teal color.

THANK YOU

LALITA WAITES

