Droichead - Induction Resources - Post-primary

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**Stages of NQT Development**

**Stages of Newly Qualified Teacher (NQT) Development**

Moir (1999), in her work in the New Teacher Centre in Santa Cruz, outlines the course of development, or the developmental trajectory, of the NQT in the induction year. While many NQTs may not go through all the phases in the sequential manner as outlined below, many new teachers may find themselves in these phases during their crucial first year as teachers. Being aware of these phases is crucial for the Professional Support Team (PST) when offering support to an NQT. This awareness may be particularly useful when the DroicheadOutline Plan is discussed between the PST and NQT. According to Moir (1999), there are five phases:

Diagram

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Figure 1 Phases of first year teachers’ attitudes toward teaching, (Moir, 1999)

**Anticipation**: When the NQT is looking forward to taking responsibility for their own class

**Survival**: The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. The NQT begins to experience the realities of classroom/school life.

**Disillusionment**: This does not happen to all NQTs, but it is important to recognise that some NQTs do experience disillusionment if they become overwhelmed with responsibilities of teaching.

**Rejuvenation**: NQTs begin to come to terms with classroom/school life, recognise their achievements.

**Reflection**: NQTs reflect on events which were successful and reflect on the year of teaching. A vision emerges as to what their second year will look like, which brings them to a new phase of anticipation.

**Anticipation**: NQT begins to look forward to a new year ahead having identified areas of interest for their future professional learning.

**Observation Process & Templates**

**Solution-focused Observation**

This section deals with the practice of observation.

*“Observation of other teachers teaching is a key element of the Droichead process. It is recommended that there would be at least two classroom observations carried out by the NQT, and that the exact number, and the classes observed, should be based on discussions between the NQT and PST members”* (Teaching Council, 2017, p. 3).

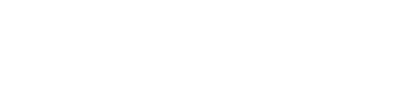
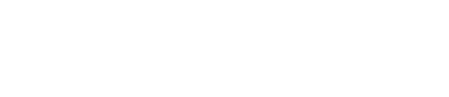
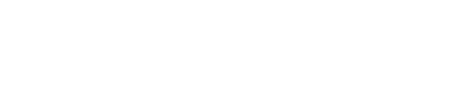
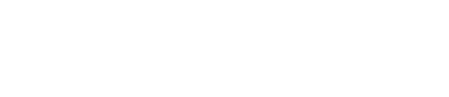
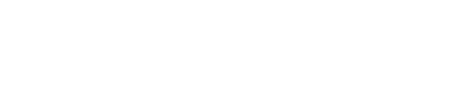
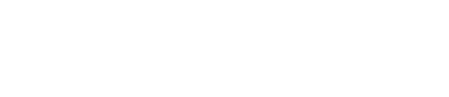
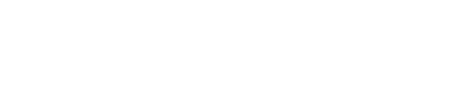
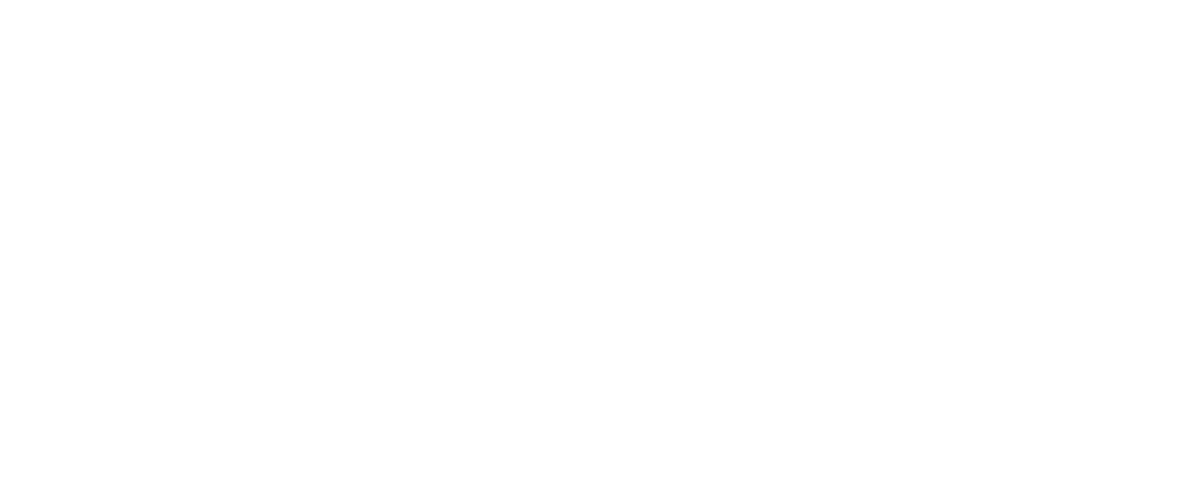
Research shows that providing teachers with opportunities for observation has a significant impact on classroom practice.

Observation may occur in the following ways:

* NQT observes PST teaching.
* PST observes NQT.
* NQT observes teacher within Subject Department.
* NQT observes teacher outside Subject Department.
* NQT observes large class.
* NQT observes small group with Special Educational Needs.
* NQT observes a non-teaching activity e.g. break-time.
* NQT observes their own class being taught by another teacher.
* NQT observes one student within a teaching group.

Included in this section are:

1. Pre-observation strategies.
2. Templates for Observation.
3. Post- observation conversation and scaffolding strategies.



**Pre-observation conversation**

**Observation**

**Post-observation conversation**

**1.** **Pre-Observation Strategies**

#### When NQT observes PST member(s)/Experienced teacher(s)

NQT meets PST member/experienced teacher in advance of the lesson.

Agree the length of the observation: single/double period?

Agree the date, time, subject, and level of class to be observed.

Agree some **protocols** for example:

* How will NQT be introduced to the students?
* Where NQT will sit?
* May NQT take notes?
* Will co-teaching occur?
* Ask the NQT what the focus of the observation will be: Observations by the PST of the NQT’s practice should focus on areas where the NQT feels that they need advice, help and support. *“The NQT should be encouraged to teach in an area where they feel their learning need is greatest”* (Teaching Council, 2017, p. 5).
* Note that the focus of the observation is a starting point for the professional conversation.

|  |  |
| --- | --- |
| **Possible Focus for Observation** | |
| * Clarity of learning outcomes. * Lesson introduction. * Development of lesson. * Lesson conclusion. * Structure and pacing of lessons. * Classroom management. * Time management. * Working with SNA. | * Activities employed. * Organisation of activities. * Teaching methodologies. * Resources. * Differentiation. * Assessment procedures. * Student learning. * Stretching all learners. |

Agree a time and location for a post-observation conversation (as soon as possible).

#### When a PST member observes the NQT

Remember the role of the PST member:

* + Meet the NQT in a pre-observation session.
  + Allow NQT to choose the group they will teach.
  + Listen to establish the learning intentions the NQT has for the lesson that will be observed.
  + Establish the success criteria that the NQT will be working on during the lesson.

Agree some **protocols**:

* If the PST member can take notes during the lesson and if these notes are to be discarded after feedback.
* How PST member will be introduced to the students.
* Where the PST member will sit.
* If PST member will intervene, if necessary.

Offer simple tips.

Avoid challenging.

Listen.

Understand.

Watch empathetically.

Identify areas which will need to be focused on in the post-observation conversation.

Agree a time for a post-observation conversation, after the reflection session.

**Sample Template (A)**

|  |  |
| --- | --- |
| **Experienced Teacher** | **NQT as Observer** |
|  |  |
| Date:  Time: Subject:  Year Group: | Focus: |
| **Two aspects which I learned about and might use/adapt for my own class** | |
|  |  |
| **Two aspects which I found interesting** | |
|  |  |
| **One aspect that I would like to find out more about** | |
|  | |

**Sample Template (B)**

|  |  |  |  |
| --- | --- | --- | --- |
| **NQT:** |  | **Subject:** |  |
| **Observer:** |  | **Year Group:** |  |
| **Date:** |  | **Topic:** |  |

|  |  |
| --- | --- |
| Starting class |  |
| Time on task |  |
| Class organisation |  |
| Behaviour management |  |
| Questioning and wait time |  |
| Teacher talk |  |
| Lesson flow |  |
| Rapport, voice, tone |  |
| Teacher movement |  |
| Teacher/student interaction |  |
| Student movement |  |
| Differentiation |  |
| Meeting lesson intention |  |
| Other |  |

**Sample Template (C)**

Focus on one area only and explore three or four points under that heading. Keep it focused, practical and achievable. Start with the strengths of the lesson.

|  |
| --- |
| **Lesson Planning** |
| Intention |
| Specific? |
| Achievable? (three or four are sufficient) |
| **Structure of the Lesson** |
| Introduction |
| Development |
| Conclusion |
| **Methodologies** |
|  |
| **Student Activities** |
|  |
| **Use of Resources** |
|  |
| **Differentiation** |
|  |
| **Assessment** |
|  |
| **Classroom Management** |
| Structure and pace of the lesson |
| Use of voice |

|  |
| --- |
| On task work by students |
| Group/pair work |
| Working with other adults |
| Time management |
| Classroom layout and storage of resources |
| **Communication Skills** |
| Relationships and interactions between teacher and students and students with each other |
| Questioning |
| Explaining |
| Feedback to students |

**Sample Template (D)**

|  |  |
| --- | --- |
| **Teacher:** |  |
| **Observer:** |  |
| **Date and time:** |  |
| **Year Group:** |  |
| **Class:** |  |
| **Subject:** |  |
| **Topic:** |  |
| **Learning Intentions:** |  |
| **Focus of Observation:** | |
|  | |
| **Areas that worked well:** | |
|  | |
| **Areas to work on:** | |
|  | |
| **Strategies for moving forward:** | |
|  | |

1. **Discussion, Feedback & Scaffolding Strategies**

#### Reflection/Post-observation Conversation

##### Why?

*“Feedback discussion is the critical part of the process of providing advice and support to teachers”* (Randall & Thornton, 2001, p. 8).

##### How?

Work with care and sensitivity.

“*A ‘problem’ in the lesson is not a ‘fault’ in the teacher and this needs to be clearly signalled to the teacher”* (Randall & Thornton, 2001, p. 81).

|  |  |
| --- | --- |
| **Exploration** | Listening |
|  | Understanding |
| Reflecting |
| Focusing |
| **Discovery** | Thematising (Linking things said to a theme) |
|  | Challenging |
| Disclosing |
| **Action** | Goal setting |
|  | Trialling |
| Planning |

#### Scaffolding – Why & How

“*The process needed to guide the learner to new awareness is ‘scaffolding**;’ the provision of focused challenges and questions to allow the teacher to internalise the* *new idea*s.”

(Randall & Thornton, 2001, p. 52).

**Solution-focused Scale Questions**

* + How do you think the lesson went?
  + What were you most pleased with? Why?
  + What did the students learn?
  + Why do you think the lesson went the way it did?
  + Were there any surprises?
  + When you did...the students reacted by... Why do you think this happened?
  + Help me understand what you considered when you were planning.
  + If you taught the lesson again, what if anything, would you do differently?
  + I saw... PST describes...Collaborative.
  + How else might you? PST probes...Alternatives.
  + How do you think it went? PST listens...Non-directive.
  + Talk me through...PST listens...Non-directive.
  + Why don’t you? Make decisions...Directive.

**Action Planning**

Action Planning is a useful skill that an NQT can use either on their own as a self-reflection tool or through dialogue with a PST member. Action Planning is a process about thinking things through. Although the PST member’s role is to help the NQT in this thinking process, the NQT owns the Action Plan i.e., both the thinking and the action. An Action Plan is a statement of the process.

#### A diagram of a diagram Description automatically generated

The following steps can enable this process whereby the NQT reflects to create an Action Plan:

**Step 1**

* Where am I now?
* Where do I want to be?
* How do I get there?

##### Step 2:

The NQT identifies one or two priorities that they intend to work on. Priorities may include classroom management, planning, differentiation, assessment etc.

##### Step 3:

Involves a professional conversation around what action needs to be taken in relation to named priorities. This may involve the organisation of a range of induction activities such as observation of other teachers.

##### Step 4:

The sample Action Plan Templates (pages 19/20) are used to record the Action Plan

##### Step 5:

The final step of the Action Planning is to review the entire process:

* + Have I made progress with my priorities?
  + What has worked well?
  + What do I need to continue working on?

|  |  |
| --- | --- |
| **Action Plan Template** | |
| School:  PST: NQT: | |
| Date: | |
| **Areas needing development** | **Actions to be taken and by whom** |
|  |  |
| **Review (By Whom and When)** | |
|  | |

**Sample Template for Action Plan following Observation**

|  |  |
| --- | --- |
| Areas needing development |  |
| Strategies to help improve teaching and learning in this area |  |
| Support needed to facilitate the implementation of these strategies |  |
| Starting Date |  |
| Review |  |

**School Support Plan**

**Getting Started in Your New School**

**Sample Templates for Meetings**

The following sample templates can be adapted to provide the NQT with school related information which will be of assistance to them in getting started in the school.

“*Used intelligently and creatively, induction […] should be an ongoing professional conversation: the chance to reflect, celebrate achievements, solve problems and move forward*.”

(Bubb, 2007, p. 121)

**Sample Template for Initial Meeting of PST and NQT**

|  |  |
| --- | --- |
| **Actions Agreed** | |
| **Date and Time**  **Meeting** |  |
| **Location** |  |
| **In attendance** |  |
| **PST meetings with** **NQTs**  They will be formal and informal, but when, and how often? Was Droichead Release time applied for?  Planned and spontaneous support needed. |  |
| **Protocols for observation**  What are the supports needed when:   * PST observes NQT. * NQT observes PST/ Other teachers.   Strengths and concerns?  Confidentiality discussed. |  |
| **Starter pack discussed and key policies**  What are the key policies to be discussed? An overview of the starter pack is important to allow the NQT to ask questions. |  |
| **Key targets for the school for this year**  What are the targets that the school has set in its own planning process? Naming and discussing with the NQT. |  |
| **Child protection DLP**  Be clear about the name of both the DLP and deputy DLP and the process of referral with the NQT. |  |
| **Other** |  |

**School Support Plans**

|  |  |
| --- | --- |
| **School Support Plan** | |
| **Attendance at Induction workshops and other Professional learning events** | This is a developmental document and the NQT will find that there are emerging needs as the year passes. These will be added in the individual plan for the NQT/ PST but not into the school plan. |
| **On-going support throughout the year** | What supports are always available to the NQT? |
| **Month by month plan** | These will include some of the activities that have been finalised by the working group based on the whole staff consultation. The calendar section of the Guide is a resource for school to use here also. Suggested activities for the whole school/PST and for the NQT. |
| August - Start of year |  |
| September |  |
| October |  |
| November |  |
| December |  |
| January |  |
| February |  |
| March |  |
| April |  |
| May |  |
| June |  |
| **Agreed Expectations/Protocols** | |
| The plan should include agreements on how activities such as the following will occur.   * Meetings between PST and NQT * Meeting Special Education Team, Home School Liaison Person, Language Support Teacher etc. * Observation of NQT by PST * Giving feedback or reflective practice following observation of NQT * Co-teaching/team- teaching * Co-planning * NQT observes experienced teacher * Other |  |
| **Review and Evaluation** | |
| NQT Needs Analysis at start of year | Sample formats provided in this section, other tools such as SWOT can also be used. |
| Review of Induction Policy/Plan at end of year |  |
| Stage of the roadmap and development into next stage. | The on-going process of identifying new targets or developing others such as observation as the school becomes more aware of their needs in the area of induction. |

|  |  |
| --- | --- |
| **Sample School Information Templates** | |
| Teacher Name |  |
| Teaching Council Registration Number |  |
| School Name |  |
| School Address |  |
| School Roll number |  |
| School Phone Number |  |
| School Email |  |
| School Website |  |
| Principal |  |
| Deputy Principal(s) |  |
| Professional Support Team (PST) Members |  |
| Droichead Induction Professional Learning Leader (PLL) |  |
| Droichead Induction Associate |  |
| Secretary |  |
| Caretaker |  |
| Designated Liaison Person (DPL) (Child Protection) |  |
| Deputy Designated Liaison Person (DDLP) (Child Protection) |  |
| Special Educational Needs (SEN) Co-ordinator |  |
| English as an Additional Language (EAL) Co-ordinator |  |
| Guidance Counsellor |  |
| Chairperson B.O.M / Director of Schools (ETB) |  |
| Union Representative |  |
| Public Transport Information |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Names of colleagues who also teach your subjects: | | | | | |
| **Subject** |  | **Subject** |  | **Subject** |  |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Names of Year Heads/Co-ordinators** | | | | **Office/ Availability** |
| Year 1 |  | | |  |
| Year 2 |  | | |  |
| Year 3 |  | | |  |
| Year 4 |  | | |  |
| Year 5 |  | | |  |
| Year 6 |  | | |  |
| JCSP Co-ordinator | |  | | |
| TY Co-ordinator | |  | | |
| LCA Co-ordinator | |  | | |
| LCVP Co-ordinator | |  | | |
| **Other Relevant Post Holders** | | | | |
| Post Holder’s Name | | | Post of Responsibility | |
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| --- | --- |
| **Names of Classes and their Class Teachers/Tutors** | |
| Class Name | Class Teacher/Tutor |
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| **Names of SNAs** | **Class** |
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**Important Dates**

|  |  |
| --- | --- |
| **School Terms** | |
| **Term 1:** August-December |  |
| October Mid-term break |  |
| Christmas examinations |  |
| Christmas holidays |  |
| Other important dates |  |
| **Term 2:** January-Easter |  |
| Mock examinations |  |
| February Mid-term break |  |
| Easter break |  |
| Other important dates |  |
| **Term 3:** Easter-Summer |  |
| Practical examinations |  |
| Oral examinations |  |
| Summer examinations |  |
| State examinations |  |
| Other important dates |  |
| **Parent Teacher Meetings** | | |
| 1st Year |  | |
| 2nd Year |  | |
| 3rd Year |  | |
| 4th Year |  | |
| 5th Year |  | |
| 6th Year |  | |
|  |  | |
| **Other Important Dates** | | |
| LCA |  | |
| CBA |  | |
| SLAR meetings |  | |
| Transition Year  Work experience |  | |
| LCVP work experience |  | |
| LCA work experience |  | |
| Other important dates |  | |

**My Timetable**

**Class names and location of rooms**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |
|  |  |  |  |  |  |
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Lists of students in these classes are available from:

Information from last year’s teachers is available from:

Student files are available from:

List of class texts prescribed for current year is available from:

The key(s) for my classroom(s) is available from:

**Daily Arrangements**

|  |  |
| --- | --- |
| Doors open |  |
| Student assembly times |  |
| Morning break time |  |
| Main lunch break |  |

|  |
| --- |
| **Key School Rules for Students** |
| Use of front door/entrances/exits |
| Corridor rules |
| Morning break |
| Canteen/shop |
| Use of toilets |
| Main lunch break |
| Cleaning rota |
| Lockers |

|  |  |
| --- | --- |
| In case of staff illness |  |
| In case of lateness |  |
| Substitution |  |
| Supervision |  |
|  | |
| **School Procedures** | |
| Roll call/attendance |  |
| Student arrives late |  |
| Student is ill |  |
| Fire Drill |  |
| **Accidents** | |
| Immediate action |  |
| Reporting |  |

**Procedures for Staff**

|  |  |
| --- | --- |
| **Other Activities** | |
| Collecting money from students |  |
| Contacting parents |  |
| Parent Teacher meetings |  |
| **Extra-Curricular Activities** | |
| Permission |  |
| Transport arrangements |  |
| Substitution arrangements |  |
| **Resources** | |
| Ordering equipment |  |
| Purchasing resources |  |
| Availability of audio-visual resources |  |
| Availability of laptops etc. |  |
| Availability of board markers, chart paper, dusters etc. |  |
| Other |  |

|  |  |
| --- | --- |
| **First Aid** | |
| First Aid supplies |  |
| First Aid – trained staff |  |
| Defibrillator - locations |  |

|  |  |
| --- | --- |
| **Other** | |
| Photocopying arrangements |  |
| Making appointment with Principal/Deputy Principal/Year Head |  |
| Reserving specialist room |  |
| Announcements over the intercom |  |

|  |  |
| --- | --- |
| **School Policies:** | **These are Available From:** |
| Acceptable Use (ICT) |  |
| Admission |  |
| Anti-Bullying |  |
| Assessment |  |
| Attendance |  |
| Child Protection |  |
| Code of Behaviour |  |
| Encouragement/Reward  System |  |
| Crisis Intervention |  |
| Data Protection |  |
| Health and Safety |  |
| Homework |  |
| ICT Policy |  |
| Rewards System |  |
| RSE |  |
| SPHE |  |
| Substance Misuse |  |
|  |  |
|  |  |
|  |  |

**School Plans: These are available from:**

|  |
| --- |
| **DEIS Plan** |
|  |
| **School Plan** |
|  |
| **Subject Plan** |
|  |

**NQT Needs Analysis**

**Needs Analysis for the NQT**

A Needs Analysis assists the NQT to embed reflective practice and responsiveness to their needs as a professional and induction into the Teaching Profession. This tool can be used both as an individual reflection by the NQT or as part of a Professional Conversation between the PST and the NQT. The following steps can enable this process whereby the NQT reflects and identifies areas they wish to target for development during their Droichead process.

**Step 1: Individual Reflection**

Where am I now?

Where do I want to be?

How do I get there?

**Step 2: Rank and Prioritise**

The NQT ranks each area on the template to identify one or two priorities that they would like to target for development during their Droichead process. Priorities may include teaching strategies, managing expectations, adjusting to the role of teacher etc.

**Step 3: Professional Conversation**

Involves a Professional Conversation around what action needs to be taken in relation to named priorities. This may involve the organisation of induction activities for the NQT.

**Step 4: Record**

The sample Needs Analysis Template is used to record the needs of the NQT and the agreed next steps.

**Step 5: Review**

The final step of the Needs Analysis is to review the process:

Have I made progress with my priorities?

What has worked well?

What do I need to continue working on?

**Template for Needs Analysis of NQTs**

In PST discussions with the NQT, are there any of the following areas that the NQT would like to target for development during their Droichead process?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Ranking by NQT**  **Meeting 1** | **Ranking by NQT Meeting 2** | **Ranking by NQT Meeting 3** | **Additional Notes** |
| Planning |  |  |  |  |
| Classroom management |  |  |  |  |
| Working with students |  |  |  |  |
| Working with parents |  |  |  |  |
| Working with colleagues |  |  |  |  |
| Teaching strategies |  |  |  |  |
| Curriculum issues |  |  |  |  |
| Resources |  |  |  |  |
| Communication |  |  |  |  |
| Organisational skills |  |  |  |  |
| Adjusting to the role of  teacher |  |  |  |  |
| Adjusting to the school |  |  |  |  |
| Managing expectations |  |  |  |  |
| School policies- understanding of/discussion of targeted areas |  |  |  |  |
| Time management |  |  |  |  |
| Marking students’ work |  |  |  |  |
| Work-life balance/Wellbeing |  |  |  |  |
| Other |  |  |  |  |

**Indicative List of Induction Activities**

**Indicative List of Induction Activities**

**Professional Conversations:**

**•** PST/NQT

• NQT/SEN Teacher

• NQT/Language Support Teacher/Home School Liaison Teacher/Department Heads/Subject specialists

**Observation and Discussion:**

• NQT observes specific subjects/lessons/strategy in other classes

• NQT observes class in same/similar class range to their class

• NQT observes class at same level to NQT’s class

• NQT observes another teacher teaching their class

• NQT is observed teaching by PST member

• NQT writes up lesson and observes another teacher teaching it to the NQT’s class

• NQT observes teachers teaching in another school

**Modelling and Coaching in Specific Methodologies/Programmes/Strategies:**

• A PST member models a lesson/strategy for the NQT

• Other teachers model lessons/strategies for the NQT

• Demonstration lesson by another teacher (not classroom-based, e.g., nature/maths trail)

**Co-teaching:**

• NQT co-teaches with a PST member/another teacher in the NQT’s class

• NQT co-teaches with a PST member/another teacher in another class

• Member of Special Education Support Team works with the NQT in the NQT’s classroom

**Professional Reading and Research:**

• Professional reading on identified topics

**Resource Development:**

**•** Resource briefings

• ICT briefings

• Sourcing resources

**Reflection:**

**•** Individual reflection

• Collaborative reflection

• Professional learning portfolio development, Taisce

**Droichead Reflection & Review Templates Post-primary**

**PST Members:**

What, if anything, would I like to ***Stop, Start, Continue*** in relation to my work as a PST member?

|  |  |
| --- | --- |
| ***Stop…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |
| ***Start…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |
| ***Continue…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Droichead Reflection & Review**

**NQTs:**

What, if anything, would I like to ***Stop, Start, Continue*** in relation to my Droichead journey?

|  |  |
| --- | --- |
| ***Stop…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |
| ***Start…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |
| ***Continue…*** | |
| **My Thinking**  [Before Feedback] | **Additional to My Thinking**  [Feedback with which I agree] |

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Droichead Reflection & Review**

**Agreed Points/Actions:**

|  |
| --- |
| **What Are Our Key Strengths?** |
| 1.  2.  3. |
| **What Are Our Areas for Improvement?** |
| 1.  2.  3. |
| **How Can We Improve?** |
| 1.  2.  3. |

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_