



Stillwater
AREA PUBLIC SCHOOLS

TDEP

Teacher Development & Evaluation Plan

Teacher Improvement Plan (TIP)

OVERVIEW

Two formal processes are in place to assist continuing contract teachers in need of additional professional support:

- Professional Support Plan (PSP)
- Teacher Improvement Plan (TIP)

The PSP plan is utilized when a teacher self-identifies a need for collegial support in order to achieve district goals and objectives.

The TIP process is utilized when an administrator identifies serious performance deficiencies that require immediate attention.

In both cases, support is confidential and intended for the purpose of providing teachers assistance in improving their teaching practices.

DEFINITION OF TERMS

Administrators: Licensed building administrators

Continuing Contract Teacher: A teacher who has completed the statutorily required probationary period

Formal Observation: A prearranged visit to a classroom by an administrator

Informal Observation: An unannounced visit by an administrator to a classroom

Peer Leader: A teacher, who has been trained, who provides support for teachers in the Professional Support Process or the Performance Improvement Process. Peer Leaders are not responsible for the improvement of the teacher's performance nor will they be expected or required to judge the teacher's performance as it related to the Teacher Improvement Plan.

Teachers: Licensed staff covered by the SCEA Master Contract



PROFESSIONAL SUPPORT PLAN

The PSP may be initiated by a teacher when a need is recognized for collegial support to achieve district goals and objectives. This support is confidential and will not impact a teacher's evaluation process, nor will it be used as a basis for discipline.

Step 1: Identifying a Need for Collegial Support

The teacher self-identifies a need for collegial support to achieve district goals and objectives.

Step 2: Requesting Support

The teacher requests support from the site administrator.

Step 3: Creating the Professional Support Plan

The teacher and the site administrator meet to discuss area(s) of concern. At the request of the employee, the union president or designee may attend the meeting. The team considers available options for support and develops a plan, which includes goals, actions steps and a timeline. A variety of options should be considered to assist the teacher, which may include coaching, video recording, discussion groups, demonstration lessons, study groups and/or classes. (Appendix A – Professional Support Plan template)

Step 4: Selecting Peer Assistance

The teacher, with assistance from the principal selects a peer leader to support the teacher.

Step 5: Implementing the Plan

The Professional Support Plan is implemented with the support of the peer leader.

Step 6: Monitoring the Plan

The peer leader, the teacher, the administrator (and union president or designee as appropriate) meet at established times to assess the effectiveness of the support plan.

Step 7: Determining the Outcome of Professional Support

At the conclusion of the PSP period, as determined by the timeline in the plan, the Professional Support team discusses the results of the plan.



TEACHER IMPROVEMENT PLAN

The TIP process is support for continuing contract teachers when an administrator identifies serious performance deficiencies that require immediate attention. This process will be implemented if informal/non-disciplinary attempts have not resolved performance concerns.

A team approach is utilized for the TIP process. The team includes a representative from Human Resources, the administrator, a peer leader, and a union representative (at the discretion/request of the teacher).

Each team member must respect the confidential nature of the support being provided through the TIP Process.

Step 1: Notifying the Director of Administrative Services

When there are serious deficiencies in the performance of professional duties of a teacher, the teacher's administrator should notify the Director of Administrative Services. The Director of Administrative Services then notifies the respective Executive Director (elementary, secondary or special education) and provides the union president notice that a teacher (not teacher name/building) will be entering the TIP process.

The teacher's administrator drafts a letter with assistance from the Director of Administrative Services. This letter includes the facts, causes for immediate intervention and corrective action.

Step 2: Notifying the Teacher

The letter is presented to the teacher at a meeting; at the request of the teacher, a union representative may attend.

Step 3: Creating the Plan

Following notification of the teacher, the Director of Administrative Services, a district-level administrator, and the teacher's administrator create a Teacher Improvement Plan.

The Teacher Improvement Plan (Appendix B) includes the following components:

- Performance Goal(s): the teacher's current level of performance/behavior as outlined by the site administrator and the desired level of performance/behavior upon completion of the Performance Improvement Plan
- Action Steps: the specific tasks/duties the teacher must complete, including how the peer leader will assist the teacher in completing the tasks/duties, a timeline for completing goals and the full plan
- Data Collection Methods/Sources: the specific methods of data collection and the sources of the data



Step 3: Creating the Plan (Cont'd)

- Evidence of Progress: the specific documentation/evidence which will be used to determine the teacher's progress toward the performance goals

The length of the plan is individualized and based on evidence of continuous, acceptable progress.

Step 4: Selecting a Peer Leader

The teacher selects a peer leader to support the teacher, or colleague of their choice if peer leaders are not acceptable.

- If a teacher chooses not to work with a peer leader, they are doing so with the knowledge that the colleague they select has not been trained and may not be as effective in providing the necessary assistance.

Step 5: Presenting the Plan

The Teacher Improvement Plan is presented to the teacher by the team assembled to assist the teacher and includes the teacher, the teacher's administrator(s), a peer leader, and union representative (at the discretion/request of the teacher).

- All members of the TIP Team are present when the plan is shared with the teacher.

The teacher has the opportunity to ask for clarifications and modifications before the plan is implemented.

Before the plan is implemented, all parties should explain and clarify their roles/responsibilities.

Step 6: Implementing the Plan

The Teacher Improvement Plan is implemented by the teacher with the support of the peer leader.

The teacher is solely responsible for improvement of performance.

The peer leader works with the teacher to provide assistance in developing strategies to meet the administrator's identified goals and to support the teacher in completing the steps of the action plan.

Examples of strategies and supports are as follows:

- Conducts observations of the teacher and provides feedback
- Reviews the action plan steps frequently with the teacher
- Assists the teacher in preparing for meetings with the administrator
- Accompanies the teacher to meetings with the administrator and takes notes on important topics, directives, deadlines, etc.
- Debriefs with the teacher after meetings with the administrator
- Builds on the successes of the teacher as the action plan steps are completed
- Refers the teacher to appropriate resources/individuals when the teacher requests information and/or support beyond the scope of the action plan
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Step 6: Implementing the Plan (Cont'd)

- The peer leader may discuss professional strategies with colleagues but must be careful to maintain the confidentiality of the individual and the process.

Step 7: Monitoring the Plan

The administrator provides additional monitoring.

The administrator shall meet with the teacher to conduct performance improvement conferences, which will be held at predetermined times. The purposes of these conferences are to monitor the plan and provide intervention, if necessary.

Whenever the administrator and the teacher meet to discuss the teacher's progress on the plan, the peer leader should be invited to the meeting. The teacher is responsible for providing evidence of the plan's implementation and progress toward meeting the goals. The peer leader supports the teacher in the meeting by documenting and clarifying the administrator's concerns and comments and clarifying, if needed, the administrator's directives.

Step 8: Determining the Outcome of Performance Improvement Plan

At the conclusion of the TIP period, as determined by the timeline in the plan, the administrator will complete the form, Outcome of Performance Improvement Process. (Appendix C)

Step 9: Maintaining On-going Support

After successful completion of the Performance Improvement Process, continued support may be accessed through the Professional Support Process.





PROFESSIONAL SUPPORT PLAN

Team Member:

Date:

Professional Support Focus:

Performance Goals	Action Steps (timeline with specific dates included)	Data Collection Methods and Sources	Evidence of Progress (Data) and Specific Dates when Achieved
1.			
2.			
3.			

4.			
5.			

I have reviewed this plan and intend to implement it. Teacher's Signature _____ Date _____

Summary/Outcome of the Plan:





PERFORMANCE IMPROVEMENT PLAN

Team Member:

Date:

In order to correct the deficiencies cited in the Teacher Improvement Plan, it is expected that you will accomplish the following goal(s) in accordance with the accompanying plan(s) and timeline(s).

Areas of Deficiency:

Performance Goals	Action Steps (timeline with specific dates included)	Data Collection Methods and Sources	Evidence of Progress (Data) and Specific Dates when Achieved
2.			
2.			
3.			



4.			
5.			

I expect that your accomplishment of the requirements of this plan will enable you to correct these deficiencies in your performance. However, in the event that you do not correct these deficiencies, additional employment action may be taken including the possibility of termination of your employment. Thank you for your anticipated cooperation and effort.

I have reviewed this Performance Improvement Plan with the teacher.

Administrator's Signature

Date

I have reviewed this Performance Improvement Plan with my administrator.

Teacher's Signature

Date





OUTCOME OF PERFORMANCE IMPROVEMENT PLAN

Date: _____

To. _____
Teacher Site

From _____
Administrator

Re: Outcome of Your Placement on a Performance Improvement Plan

On _____ you were provided a Performance Improvement Plan for cited performance deficiencies. Performance improvement expectations were also provided, along with suggested plan(s) and timeline(s) for their accomplishment.

A. Outcomes of original and Performance Improvement goals

B. Comments on teacher's overall performance

As a result of your performance during the Performance Improvement Process, the following actions will be taken:

I have reviewed this Performance Improvement Plan with the teacher.

Administrator's Signature Date

I have reviewed this Performance Improvement Plan with my administrator.

Teacher's Signature Date