



East Williston UFSD Teacher Improvement Plan

The **Teacher Improvement Plan (TIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

A TIP must be initiated whenever a teacher receives a rating of *developing or ineffective* in a year-end evaluation. Both the teacher and the administrator meet for an evaluation conference at the end of the school year where the *developing or ineffective* evaluation is discussed. A TIP is designed by the building principal in collaboration with the teacher and the president of the EWTA or his/her designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent and the EWTA President. If the teacher cannot decide on a mentor, the Superintendent and the Association president, or his/her designee, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by designated members of the leadership team who will concentrate on observing and evaluating goals identified in the TIP. They will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher. Both parties will sign the TIP at the end of the school year.

If the teacher is again rated as *developing or ineffective*, a new plan will be developed by the teacher and the building principal in collaboration with the Association for the subsequent school year.



The TIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE TIP**: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- III. **RESOURCES**: Identify specific resources available to assist the teacher to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES**: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN

- I. **TARGETED GOALS: AREAS FOR IMPROVEMENT**
 1. Instructional Planning
 2. Student Assessment
 3. Classroom Management
 4. Fulfillment of Professional Responsibilities
 - A. Attendance
 - B. Communication with colleagues/administration
 - C. Communication with home



II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section I

- A. Observe colleagues identified by Principal
- B. Attend workshops related to targeted goals
- C. Meetings with designated members of the leadership team on a defined schedule

IV. RECOMMENDED RESOURCES

- 1. Identify the lead evaluator who has oversight of the TIP
- 2. List specific materials, people, workshop to be used to support the TIP
- 3. Identify the instrument or rubrics used to monitor progress
- 4. Danielson video or online PD (*Educational Impact or ASCD*)

V. EVIDENCE OF ACHIEVEMENT

- 1. Identify how progress will be measured and assessed
- 2. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- 1. Identify dates for classroom observations consistent with APPR Plan
- 2. Identify dates for progress meetings with administrators related to each identified targeted goal
- 3. Identify dates for quarterly assessment of overall progress

TIP Administrator

Date

Teacher

Date