

## **Teacher Improvement Plan**

Chapter 21 of the Laws of 2012 amended Education Law 3012-c to fundamentally change the way teachers and principals are evaluated. Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing and Ineffective. Section 30-2.10 includes that upon rating a teacher as Developing or Ineffective through an annual professional performance review, a school district must formulate and commence implementation of a teacher improvement plan (TIP).

The teacher improvement plan (TIP) implementation must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher's performance is being measured.

An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The plan shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and as evidence of the final state of the improvement plan should be described and could include items such as lesson plans and supporting materials, including student work.

The district requires that for every tenured employee receiving an overall performance rating of Developing or Ineffective, a Teacher Improvement Plan (TIP) shall be written. An administrator in consultation with the employee with an option of LSCTA representation will develop the TIP for the district. The supervisor should clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher. Should the overall performance rating of the teacher be raised to Effective or Highly Effective, the employee will no longer be required to have a teacher improvement plan.

For non-tenured teachers, an overall rating of Developing or Ineffective or a Developing or Ineffective rating in one or more areas evaluated may result in his/her release from employment in the district. Tenured employees receiving a Developing or Ineffective performance rating in one or more areas of evaluation will be encouraged to engage in professional development to raise all ratings to Effective.

The teacher improvement plan shall also be developed when a teacher's performance outside the realm of the commissioner's regulations is deemed unsatisfactory. The plan should include areas in need of improvement and evidence that the district would deem acceptable to demonstrate improvement. In addition, the plan should identify specific activities the teacher should engage in to develop skills in each specific area of need and a timeline for each activity.