

PERFORMANCE MANAGEMENT



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Teacher Performance Unit

NYC

Department of
Education

Joel I. Klein, Chancellor

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What does the Tenure Notification System do?

It sends principals, Superintendents and Network Leaders e-mails listing the teachers, APs, and UFT school-based staff who require tenure action.

It allows users to search for particular groups of employees (by name, special status, completion date, employee type, etc.) and see their tenure status.



It allows schools to enter tenure recommendations and Superintendents to review those recommendations online. DHP and the Talent Office update systems based on these recommendations.

It allows users to create printable reports about probationary employees.

Myths and Facts About Denying Completion of Probation



ATR Assignments: General Principles

- Probationary vs. Tenured
 - If an ATR teacher is a low-performing probationary teacher, discuss whether discontinuance/denial of completion of probation is appropriate.
- Assignments
 - ATR teachers receive teaching, preparation and professional periods.
- Observations/Managing Performance
 - Supervisors should observe ATR teachers and document performance or disciplinary issues in the same manner as regular teachers.
 - If working out of license and ATR demonstrates deficiencies in basic teaching skills (e.g. classroom management), observations should reflect these issues.



Why is teacher quality so important?

Effective teachers are vital ingredients in the reforms our schools needs
Arne Duncan, U.S. Education Secretary

Good schools and school systems are built on good teachers.
Joel Klein, Chancellor, New York City Department of Education

Teacher quality is the single most important variable in student achievement. Our teachers need to be prepared to help kids meet and exceed these standards. Study after study confirms that teacher quality is the most important factor under the control of schools in boosting student performance.

Meryl Tisch, Regents Chancellor, New York State Board of Regents

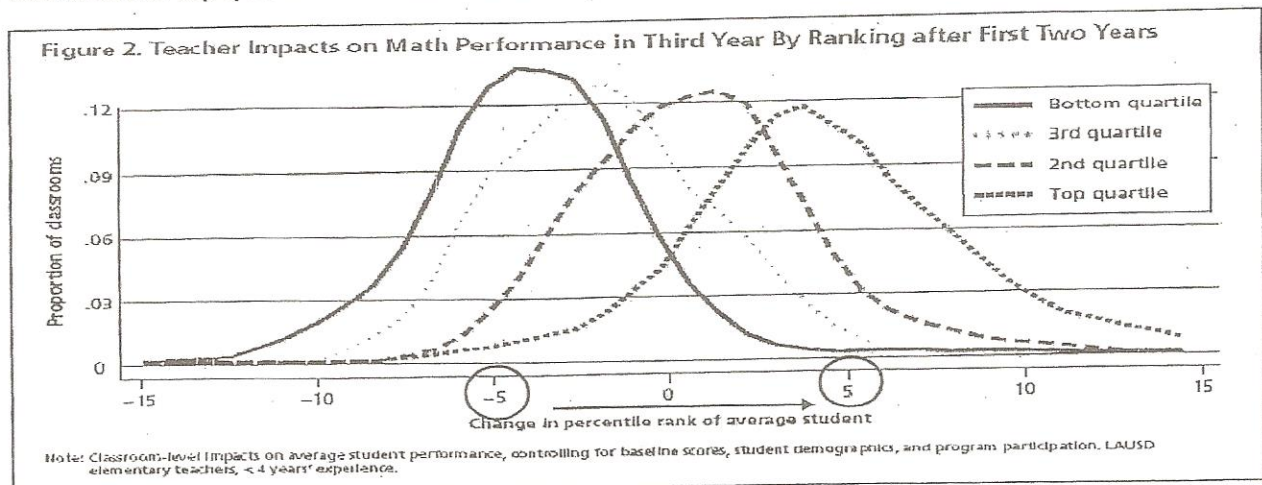
Nothing matters more to a student's educational opportunities and outcomes than the quality of her teacher. |

David Steiner, Commissioner, New York State Department of Education

Teacher Quality is *the* Key Indicator for Improving Student Achievement

- “If the effects were to accumulate, having a top-quartile teacher rather than a bottom quartile teacher four years in a row would be:
- Enough to close the black-white test score gap...; and,
- Have twice the impact of reducing class size from 22 to 16.
- Source: Gordon, R., Kane, T.J., and Staiger, D.O. (2006). *Identifying Effective teachers Using Performance on the Job*. Washington, D.C.: The Brookings Institution.

Teacher impacts are relatively stable and predictable. After two years, we can predict with relative accuracy which teachers will be in the top quartile and which will be in the bottom.



Teacher Performance Unit (TPU) and Labor Support Unit (LSU)

- Teacher Performance Unit: The Teacher Performance Unit (“TPU”) is comprised of experienced attorneys who will litigate incompetence cases against ineffective tenured pedagogues. TPU’s goal is to help improve teacher quality in schools by bringing and litigating these cases in a thorough, expeditious and effective manner.
- Labor Support Unit: The Labor Support Unit (LSU) is comprised of former principals/supervisors acting as DOE consultants.
 - What the consultants do: Offer high quality and responsive support to principals in connection with cases involving ineffective tenured teachers in need of support and remediation.



Department of
Education

Joel I. Klein
Chancellor

TEACHER PERFORMANCE UNIT
OFFICE OF THE GENERAL COUNSEL
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**PRINCIPAL'S GUIDE TO THE NEW SUPPORTS ADDRESSING
LOW-PERFORMING TENURED PEDAGOGUES: THE TEACHER
PERFORMANCE UNIT, THE LABOR SUPPORT UNIT AND
THE PEER INTERVENTION PLUS PROGRAM**

I. Introduction

Chancellor Klein has made it a priority to increase teacher quality, particularly in our high-need schools, both by attracting and retaining strong performers and by intervening with low-performing teachers to improve, or, if necessary, remove them. We now have a comprehensive series of supports around this initiative to support principals addressing low-performing tenured pedagogues. This memo provides details on these three new support programs for principals.

- These supports are being provided centrally *without cost to schools*. Principals will not have to find funds within their school budgets in order to access these services, regardless of how often they do so.
- Principals have full discretion to decide whether to use these supports. While we encourage those of you with struggling tenured teachers to use these resources, as we believe it will relieve some of the burden on you and will provide you with the guidance you need, if you feel you do not need the help, then you are under no obligation to use these services.
- These supports are intended to provide guidance for you and reduce the burden on those principals seeking to obtain improvement from poorly-performing tenured teachers. Or, if such efforts are unsuccessful, these services will help you to effectively navigate the evaluation and discipline process. The support personnel are not there to critique or evaluate the work of principals, nor are they meant to create additional work for you.

II. The Teacher Performance Unit

The **Teacher Performance Unit** ("TPU"), which is located within the Office of the General Counsel, is comprised of experienced attorneys who will litigate incompetence cases against ineffective tenured pedagogues. This unit will provide counsel to principals and other school officials in connection with the preparation and litigation of 3020-a disciplinary charges involving allegations of incompetence. TPU's goal is to help principals improve teacher quality in their schools by bringing and litigating these cases in a thorough, expeditious and effective manner. TPU attorneys will also be involved in potential disciplinary cases from an early stage, providing guidance to principals on technical questions and on case preparation.

If you wish to discuss a case either formally or informally with a representative of TPU, please contact Florrie Chapin, Director of the Teacher Performance Unit at (212) 374-7930 or at FChapin@schools.nyc.gov or Naeemah Lamont, Deputy Director of the Teacher Performance Unit at (212) 374-6034 or at NLamont@schools.nyc.gov.

III. The Labor Support Unit

The **Labor Support Unit** ("LSU") is staffed by experienced school supervisors, most of whom are retired NYC public school principals. Their mission is to provide the first line of support to principals addressing poorly-performing tenured teachers. Their primary responsibilities are: to provide guidance and general assistance to principals in developing support programs for ineffective tenured teachers and, where necessary, guidance on technical evaluation and discipline issues; to help organize documentation of performance problems; and to coordinate with the Peer Intervention-Plus (PIP+) Program and Teacher Performance Unit, as well as Human Resources and CFN counsel, on your behalf. LSU staff will be assigned to individual schools, so you will be able to work with one member of the LSU continuously.

The LSU staffer will meet with you initially to obtain background information about the teacher or teachers and to review documentation. Over the following several weeks, the LSU staffer will follow up with you to recommend an action plan for obtaining significant improvement from the teacher(s). The LSU staffer will then help you to implement the action plan and assess its effectiveness. If the teacher(s) do not show significant improvement, the LSU staffer will work with you to determine whether and at what point to seek disciplinary action against the teacher(s) and will, along with an attorney from the Teacher Performance Unit, guide you through the disciplinary process.

You may access the LSU in two ways: LSU staff will be contacting principals with tenured teachers with one or more unsatisfactory ratings for incompetence to offer assistance. Or, you may request assistance from an LSU staffer by contacting Florrie Chapin, Director of the Teacher Performance Unit at (212) 374-7930 or at FChapin@schools.nyc.gov.

IV. Peer Intervention Plus Program (PIP+)

The **Peer Intervention-Plus (PIP+) Program** was jointly agreed to by the DOE and UFT as part of the 2006 contract between the parties. Under this agreement, the DOE and UFT have jointly selected an outside vendor, RMC Research Corporation, a national company with expertise in professional development, to assist with this important initiative. The project manager for the PIP+ is Dr. Sandra Kase, who previously held several senior positions at the DOE and the Board of Education, among them Superintendent of the Chancellor's District.

The PIP+ is, pursuant to the agreement between the DOE and UFT, targeted specifically at tenured teachers *in danger of receiving disciplinary charges for incompetence*. That means the teachers in the program generally have, at a minimum, received one unsatisfactory annual rating. The decision to invite the teacher to participate in PIP+ is made by the Director of the Teacher Performance Unit in consultation with the principal after a review of the file to determine whether PIP+ is appropriate at that stage.

For teachers who agree to participate in PIP+, RMC will assign an expert classroom teacher to work as a peer observer with the struggling teacher for a period of approximately three months. *(During this time, school supervisors can and should continue to observe and evaluate the struggling teacher.)*

The Peer Observers will be neither UFT members nor employees of the DOE. Their charge will be to develop a plan for improvement for the struggling teacher but also to provide a completely objective written evaluation of the teacher's competence. The Peer Observers will also work with principals during the process to get their input on the weaknesses and improvement of the participating teacher.

If a teacher declines an invitation to participate in PIP+, that fact will also be admissible at 3020-a disciplinary hearings.

Your LSU consultant can provide additional information to you about accessing the PIP+ program.

We look forward to working with each of you in the future. Should you have any questions about, please feel free to contact us.

TELL THE STORY OF INCOMPETENCE

- A. OBSERVE-RATE UNSATISFACTORY.**
 - B. NOTE THE INSTRUCTIONAL DEFICIENCIES.**
 - C. MEMORIALIZE THE IMPLICATIONS THESE DEFICIENCIES HAVE ON PUPILS' LEARNING.**
 - D. MAKE SPECIFIC RECOMMENDATIONS TO DEAL WITH THE NOTED DEFICIENCIES.**
 - E. PROVIDE SPECIFIC STRATEGIES/SUPPORT/PROFESSIONAL DEVELOPMENT TO DEAL WITH THESE DEFICIENCIES.**
 - F. TRACK THE SUPPORT/PROFESSIONAL DEVELOPMENT.**
 - G. OBSERVE - AGAIN.**
 - H. NOTE THE SAME DEFICIENCIES-REFER TO PREVIOUS OBSERVATIONS.**
 - I. NOTE THE SUPPORT/PROFESSIONAL DEVELOPMENT THAT WAS PROVIDED DIRECTLY IN THE OBSERVATION.**
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- 1. LINK ALL OBSERVATIONS – ALL SUPERVISORS SEE THE SAME DEFICIENCIES.**
 - 2. OBSERVATION REPORTSD IN A TIMELY MANNER.**
 - 3. STRESS MAJOR INSTRUCTIONAL ISSUES.**
 - 4. NOTE ALL INCORRECT INFORMATION PROVIDED AND/OR ALLOWED TO STAND.**
 - 5. CONDUCT SOME LESSON SPECIFIC OBSERVATIONS.**
 - 6. “UNSATISFACTORY OBSERVATIONS MAY LEAD TO AN UNSATISFACTORY RATING AND CHARGES THAT LEAD TO YOUR TERMINATION**
 - 7. ATTACH LOG OF ASSISTANCE TO AN OBSERVATION. (See Sample)**
 - 8. DEVELOP AN INDIVIDUAL TEACHER IMPROVEMENT PLAN. (See Sample)**
 - 9. RECOMMENDATIONS BECOME DIRECTIVES.**
 - 10.NEVER ISSUE A COUNSELING MEMO.**

SAMPLE SUMMONS LETTER

February 2, 2009

Mr. James Jones,

A meeting has been scheduled in my office for Wednesday, February 4, 2009 at 9:00am. The purpose of this meeting is to provide you an opportunity to respond to an allegation of (unprofessional conduct/ failure to discharge your professional responsibilities / failure to maintain a safe and orderly environment/ corporal punishment) Specifically, it was alleged that on Friday, January 30, 2009 at 1:00pm you (slammed a book down on the counter in the main office and screamed that you were not going to take this garbage from the administration anymore/ failed to enter your grades on your pupils' report cards so that they might be issued at Parent Teacher Conferences/ left your class unsupervised and went to the teachers' lounge/ pulled Pupil A by the hair causing her to fall.)

Since this may result in disciplinary action you should have your union representative present.

Joseph F. Belesi
Principal

SAMPLE DISCIPLINARY LETTER

February 4, 2009

Mr. James Jones,

On Wednesday, February 4, 2009 at 9:00 am I met with you and your Union Representative, John Smith. The purpose of this meeting was to provide you with an opportunity to respond to an allegation of (unprofessional conduct/ failure to discharge your professional responsibilities / failure to maintain a safe and orderly environment/ corporal punishment) Specifically, it was alleged that on Friday, January 30, 2009 at 1:00pm you (slammed a book down on the counter in the main office and screamed that you were not going to take this garbage from the administration anymore/failed to enter your grades on your pupils' report cards so that they might be issued at Parent Teacher Conferences/ left your class unsupervised and went to the teachers' lounge/ pulled Pupil A by the hair causing her to fall.)

At this meeting after you signed the release form, I presented you with a copy of the witness statements and asked you to respond to the above allegation.

or

Since you refused to sign the release form, I presented you with a copy of the witness statements with the names redacted and asked you to respond to the above allegation.

You indicated
that _____

I then asked you if there were any other witnesses I should interview that might substantiate your version of this allegation.

After reviewing the allegation, the witness statements, your response and interviewing the witness you suggested I conclude that the allegation of (unprofessional conduct/ failure to discharge your professional responsibilities / failure to maintain a safe and orderly environment/ corporal punishment) is sustained and that on Friday, January 30, 2009 at 1:00am you (slammed a book down on the counter in the main office and screamed that you were not going to take this garbage from the administration anymore/failed to enter your grade on your pupils' report cards so that they might be issued at Parent Teacher Conferences/ left your class unsupervised and went to the teachers' lounge/ pulled Pupil A by the hair causing her to fall.)

Each member of our staff must be a role model for our pupils (*Provide alternatives to the sustained allegation i.e. seek the assistance of a supervisor if you must leave your class*)

THIS ACTION MAY LEAD TO FURTHER DISCIPLINARY ACTION INCLUDING AN UNSATISFACTORY RATING AND (CHARGES WHICH MAY LEAD TO YOUR TERMINATION or DISCONTINUANCE OF YOUR PROBATIONARY SERVICE.)

Joseph F. Belesi
Principal

I have received and read this letter and understand a copy and its attachments will be placed in my official file.

Signature

Date

Sample Log of Assistance - 2006-2007

"Mr. Jones"
File #000900

Date	Topic	Facilitator
9/1/06	Faculty Conference: The Principles of Learning, Curriculum Writing, and Effective Lesson Plan Writing	Mr. Senior Teacher
9/11/06	Development in Lesson Design/Delivery: utilization of literacy strategies by students during read-alouds and silent reading activities.	Ms. Senior Literacy Teacher
9/13/06	Study Group: "Aim" construction to reflect Instructional Objectives (content and skill based).	Mr. Senior Teacher
9/19/06	Development in Lesson Design/Delivery: review of Mr. Jones' lesson plan for September 19, 2006. We reviewed the value of an Agenda and the inclusion of the literacy strategies "Determining Importance" and "Activating Schema" where appropriate in the lesson.	Mr. Senior Teacher
9/20/06	Study Group: Accountable Talk Strategies "Yes, and..." - "Yes, but..."	Mr. Senior Teacher
10/12/06	ELA Study Group: Ramp-Up, "Activating Schema" and Literature Circles.	Ms. Senior Teacher
10/16/06	Faculty Meeting: Modeling and application of the accountable talk strategy "Museum Walk."	AP
10/17/06	ELA Study Group: Modeling of the literacy strategy "Questioning."	AP
10/20/06	Learning Walk: We conducted a Learning Walk to observe best-practices throughout our school's classrooms.	Mr. Senior Teacher
10/24/06	Meeting to plan strategies for growth - immediate plan to meet with Mr. Senior Teacher and Ms. Senior Teacher to discuss various issues of classroom management and lesson design/delivery - recommendation of visiting Ms. Senior Teacher was made at this meeting as well.	Mr. Senior Teacher and Ms. Senior Teacher
10/27/06	Development in Classroom Management - holding students accountable for getting out of their seats and informing parents/guardians when this incident should occur. Frequent observations of Mr. Jones sitting behind his desk for considerable amounts of time during class were also discussed as not beneficial to classroom management and the setting of tone for a classroom.	AP
10/30/06	Learning Walk: We conducted a Learning Walk to observe best-practices throughout our school's classrooms.	AP
10/31/06	ELA Study Group: Examination of "Post-Reading Extensions" as part of the Literature Circle format.	Ms. Senior Teacher
11/6/07	Development in Classroom Management: Review of classroom management techniques as embedded within the	AP

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	Lesson to help ensure that students arrive to class on time and begin their work immediately-- to check student Do Now responses and incorporate that accountability into the Classwork grade portion of the Grading Policy.	
11/6/07	Faculty Meeting: Modeling and application of the literacy strategy, using a reading from Frank McCourt.	AP
11/7/06	Mr. Jones attended a citywide conference for teachers in CTE schools. Workshops focused on student achievement and best practices. Workshop choices were as follows: Best Practices in Pedagogy, Academic Integration, Mentoring, Curriculum, Instructional Technology, Workforce Preparation, The Future of CTE, Educating the Students of the 21 st Century, Leadership, Special Education in CTE, and CTE Teaming Practices.	Hosted by Director of CTE for NYC DOE
11/13/06	After training in GradeKeeper, we met to discuss a strategy for using the Progress Report printing option. We discussed the value of distributing the grade reports on a weekly basis to help ensure student and parent/guardian awareness of student progress or lack thereof. We also discussed the value of making contact with parents/guardians for positive behavior, not relegating contact only for the negative aspects of students' classwork /behavior.	AP
11/20/06	At request of Mr. Jones, we reviewed the commendations and recommendations of the November 16, 2006 observation report.	AP and Principal
11/27/06	Development in Lesson Design/Delivery: We discussed the design of a writing assignment to follow-up a character study lesson - diary entries written by students in the voices of characters. Mr. Jones referenced recommendation 2(c)(ii) of his observation report of November 16, 2006 and inquired as to the effectiveness of having students sit in rows only to be moved into groups later in the lesson. We then discussed the value of having students sit in a fashion that reflects the work they are to conduct. Individual work should be reflected in individualized seating. Group work, for any of a variety of group formations, is reason to have students sitting in groups. Also, students have opportunities, when they are asked to move around the room and change where they sit, to expend some energy, stretch and momentarily rejuvenate.	AP and Principal
12/4/06	Development in Lesson Design/Delivery: Delivering direct instruction accompanied by modeling of skill(s) covered in instruction. Also, rewriting of the lesson Aim (from lesson of 12/4/06) from "How can I better understand themes in	Coach

	Bodega Dreams by synthesizing?" to "How can I better understand Bodega Dreams by monitoring for meaning?" Aim was rewritten because in its former state, it incorrectly identified the skill being utilized during the lesson whereas the rewritten Aim includes mention of the skill covered during the lesson.	
12/15/06	Development in Classroom Management and Lesson Design/Delivery: pacing a lesson, using varied activities, holding students accountable for being seated in the room and ending every class with a summary.	Coach
12/13/06	Development in Classroom Management: Development in seating arrangements to help create new classroom environments and posting of classroom rules.	Coach
12/14/06	Development in Classroom Management: holding students accountable for sitting in their assigned seats and use of a Late Log for all student lateness. Discussion of importance of informing parents/guardians of student abuses of past. Also, discussion of Mr. Jones not spending too much time sitting behind his desk and moving around the room in order to closely observe his students.	Coach
12/18/06	Development in Classroom Management: review of importance of getting students to class on time and following through with those who are late; development in use of Gradekeeper; rewording of Agenda for lesson plan of 12/18/06	Coach
12/20/06	Development in Lesson Design/Delivery: using varied instructional activities; differentiated classroom instruction	Mr. Senior Teacher
1/3/07	Development in Lesson Design/Delivery and Classroom Management: Accountable Talk strategies; holding students accountable for raising hands when appropriate and revisiting the issue of assigned seats.	Mr. Senior Teacher
1/10/07	Development in Lesson Design/Delivery: Accountable Talk strategies revisited.	Coach
1/16/07	Development in Lesson Design/Delivery and Classroom Management: creating a variety of seating arrangements to fit the activity of the moment: a "U," whole class circle, pairs, triads, groups of 4 or more, etc.	Coach
1/17/07	Development in Classroom Management: revisiting of enforcement of classroom rules. Specifically, holding students accountable for getting out of seats without permission, students being respectful to each other and raising hands when they want to speak.	AP
1/31/07	Professional Development session at National Academy Foundation covering the following items: small learning communities, differentiated instruction, use of projects to integrate instruction.	National Academy Foundation

2/2/07	Development in the "referral" process with AP of Special Education. Also, a review of the many resources available at the school was discussed.	AP of Special Education
3/5/07	Development in Classroom Management: introduction and utilization of the "SLANT" method of reinforcing positive behavior in the class.	AP
3/6/07	Development in Lesson Design/Delivery and Classroom Management: revisiting of distribution of grade reports on a weekly basis to students; checking Do Now responses as method of assessment and classroom management to help ensure students are working on their Do Now assignments promptly.	Coach
3/13/07	Pre-Observation Conferences - review of expectations regarding pacing, class management, scholarship, lesson delivery, tone, student work, standards and comprehension check/assessment along with review of commendations and recommendations from 11/16/06 and 1/18/07.	Principal and AP
3/30/07	Development in Classroom Management: establishing rituals and routines.	AP
4/11/07	Development in Lesson Design/Delivery and Classroom Management: review of Silent Sustained Reading procedures and utilizing a "Turn and Talk" to ensure that all students are being engaged in the work and with each other; plus discussion of how Accountable Talk strategies can mesh with classroom management. We also restructured the Agenda for lesson plan of 4/11/07.	AP
4/18/07	Development in Lesson Design/Delivery: Alliterative Adjective activity for character study work. We discussed the issuing of roles and responsibilities to students.	AP
4/25/07	Development in Lesson Design/Delivery and Classroom Management: revisited the use of seating arrangements to help classroom management and using transitions between activities to allow for students to expend energy and for the appropriate grouping as correlates to the activity at hand. I also reviewed the homework assignment from Mr. Jones' lesson plan of 4/25/07 and recommended that he add the requirement that students support their homework answers with textual evidence. We also conducted a pre-observation conference to review my expectations from the "Pre-Observation Conference/Conversation" form. They are: Pacing, Class Management, Scholarship, Lesson Delivery, Tone, Student Work, Standards, and Comprehension Check/Assessment. I advised Mr. Jones to review the commendations and recommendations from his previous observation reports of November 16, 2006, January 18, 2007, and March 15, 2007.	Principal

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4/26/07	Initial informal observation/introduction of ELA Coach into Mr. Jones' period 7/8 block ELA class for introduction and goal setting on the part of the coach.	AP and ELA Coach
May 1, 2007	Development in Lesson Design/Delivery: the art of teaching a Shakespearean play - while showing a film to illustrate what is being read through utilization of literacy strategy "Visualization" and having students utilize the opposite-page "translations" to help them form greater understandings of the language.	ELA Coach
May 2, 2007	Development in Lesson Design/Delivery and Classroom Management: preparation for inclusion and utilization of project-based learning.	ELA Coach
May 9, 2007	Development in Lesson Design/Delivery: revisiting the teaching of a Shakespearean play. We changed the assigned task for that day - one that asked students to read any one of a variety of stanzas from <i>Othello</i> - to a task that would be called a "translation" exercise so that students could better acclimate themselves with the skill of using the opposite-page "translations."	ELA Coach
May 10, 2007	Development in Lesson Design/Delivery and Classroom Management: holding students accountable for their work from the beginning of class, a variety of class-reading strategies for engagement of all students, and use of graphic organizer for student note-taking.	(A.U.S.S.I.E Coach)
May 22, 2007	Development in Lesson Design/Delivery and Classroom Management: Silent Sustained Reading - having all students participate; keeping a late list, grouping students according to the assignment at task.	ELA COACH
June 7, 2007	Development in Lesson Design/Delivery: literacy across the content areas and writing prompts for Critical Lens Essay.	(A.U.S.S.I.E Coach)

School Letterhead

This Action Plan was designed for _____, assistant principal and discussed on _____ (date) The following parties were present at the meeting and participated in the development of this Action Plan: _____, Principal; _____, Assistant Principal;

Goal 1 – Attendance Supervision:

1. Work with the attendance team to develop the attendance plan.
2. Review effectiveness of the plan.
3. Supervise the attendance team in carrying out their daily responsibilities for attendance. This includes assigning caseloads. The case load can mirror the guidance counselor caseload.
4. Assist the attendance team in developing work habits that are effective and efficient by monitor their work, providing feedback, and recommendation on the work.
5. Develop plans to address patterns of falling attendance for the school.
6. Develop and implement systems for reviewing effectiveness of attendance systems, strategies, and staff throughout the year.
7. Organize and/or provide professional development for the attendance team and the school when necessary.
8. Report patterns of attendance to the principal daily – including status of 407, PIFs, # LTA, # home visits, # of student returning based on the outreach, etc. (refer to the following ATS reports to address these issues: iLog, _____),
9. Develop and/or revise instruments used to measure the effectiveness of strategies on attendance..
10. Monitor the effectiveness of the attendance outreach strategies; review, and make adjustments in the strategies to address the concern(s).
11. Develop and implement the use of a monthly and/or weekly calendar for the attendance team. Items to include are 407 closing, PAR due dates, timeline for preparing the preliminary reports to certify the PAR, notification of principal when the PAR is ready for certification. The expectation is that PAR is certified by the due date; therefore, PAR must be ready for certification the day before the due date. This is an overnight job.
12. Read the ATS news. Provide principal with daily updates on the news. Implement the information from the ATS as pertains to attendance. Distribute news that is not relevant to attendance to the relevant department chairs. Ensure that staff attend the ATS training sessions such as attendance, summer school,
13. Develop and implement strategies to improve attendance such as incentives for the student who have perfect attendance. Keep a record of and celebrate the students who demonstrate desired behavior.
14. Coordinate the Adopt-A-Student program. Ensure that the teachers receive the listing of the identified students in September. Develop periodic measurable monitoring process of the students enrolled in the program. Provide assistance, recommendations, and support to the volunteer staff.
15. Schedule Family Assistants home visits – including prioritizing the visits, codify the system used to prioritize the visits, and monitor visits to students in temporary housing.
16. Review home visit effectiveness and make modification to improve the effectiveness.
17. Monitor the attendance of the students in temporary housing.
18. Work with the guidance department to address attendance issues.

19. Review the attendance/enrollment of students who are age 21 – 22 for possible discharge using reports _____
20. Communicate with the Principal daily on attendance issues.
21. Write mid-year and end of year evaluation reports for each the attendance team staff member including effectiveness and quality of work, ability to meet deadlines, and staff attendance patterns to work.
22. Other items that are not listed here but will affect the attendance should be added to the list.

Goal 2 – Supervision of Guidance Counselors and APPPS Responsibility for Graduates

1. Provide guidance counselors with preliminary list of graduates for January, June, and August for 2009-2010 school year. (Note for August graduates a list is to be provided to the summer school supervisor schools along with the courses the students need the graduate.)
2. Work with each guidance counselor to review the transcripts for accuracy and alignment to student's current program.
3. Distribute the reviewed preliminary graduate list to staff on or before September 30. (Note include the student's cohort, the projected graduation date and regents needed. For easy of reading of the list, use Microsoft Excel and sort by graduation date then cohort then alphabetical.)
4. Develop guidance counselor calendar of activities for the graduates. The calendar should include the following:
 - Schedule regular weekly meetings with your guidance staff include a review of the graduate status.
 - Academic planning for transcript/program review.
 - Notification of parents/guardian of students' graduation status by September 30; include in the notifications strategies for supporting the students success.
 - Graduation in doubt student/guidance counselor conferences per marking period.
 - Parent/guardian notification mailing/phone call per marking period,
 - Workshops for graduates – students on track as well as students in doubt
 - Certification of graduates by guidance counselors
 - Verifications and approval of certified graduates by APPPS – completed by January 30, June 24, and August 31.
 - Submission of certified graduates' list to principal with guidance and APPPS sign-off.
 - Notifications of certified graduates.
 - Date of graduation ceremony – For January graduates - February 4, 2010 and June graduates - June 25, 2010.
5. Coordinate the graduation process and award ceremony with the chair for the committees – remember to provide the principal with regular updates on the progress of each. Final approval must be received prior to finalizing programs. Principal's approval must requested for all awards and special presentation prior to date of activity. Principal must approve all speakers prior to inviting the speaker.
6. Ensure that the appropriate staff (guidance, attendance, college advisor) attends all workshops that pertain to the graduation process.

College Advisor

1. Provide the preliminary graduate list to the college advisor

2. Review with the college advisor the calendar of activities for graduates such as
 - Review the interest inventory for each student
 - Letters about colleges and scholarships both public and private
 - Submission of college, scholarship, and SAT applications
 - Celebration of college acceptances publicly displayed on bulletin board outside the guidance suite
 - Schedule college tours keeping in mind we must service January, June, and August graduates
 - Assist in planning the senior activities – prom, senior trip, yearbook, senior barbeque, preparation for graduation ceremony, etc.
 - Other activities
3. Provide monthly reports to the principal on the status of the college process
(Note the above calendar should have benchmarks/timelines for each suggested category described)
4. Work with the college advisor to compile a list of scholarships above and beyond the FAFSA application completion associated scholarships – private scholarships
5. Monitor college advisors progress in assisting students in completing college and scholarship applications – develop a calendar with bench marks such as number of student seen, number of application and application type distributed, follow-up sessions with students in completing the applications, number of applications submitted on or before due date, summary of scholarships received with monetary values, summary of SAT scores, summary of college acceptance.
6. Use ATS and HSST reports and summarize reports to me on a monthly or weekly basis. (to be filled in)
7. Compile college acceptances (name of student and college), scholarships received with monetary values, and SAT score ranges in a report submitted to the principal as well as submitted for publication in the school's parent, student and staff news letters

Goal 3 – Pupil Personnel Services Responsibilities

1. Evaluate the guidance counselors in their roles in case conferencing, small group, classroom presentations, workshops, programming, accuracy programming students for classes, frequency of meeting with all students, etc. This should be done each semester.
2. Work with the guidance counselors in developing and implementing schedule to assist in managing their workload.
3. Monitor the frequency with which guidance counselors are available to interact with students. Guidance counselors will be available for student visits/appointments period 1, 2, 4 and 5. **Individual sessions can be conducted during period 4/5. These sessions are to provide academic planning, counseling, and small group.** (Note: a parent visit or crisis takes priority in the schedule.)
4. Monitor the guidance counselor's consistency of issuing passes for student guidance meetings.
5. Hold bi-weekly meetings with guidance department – keeping records of agenda, minutes, and attendance. Designate the period and day of week for the meetings by the first week of September. Meeting minutes, agendas, and signature sheets are due to the principal's secretary the first week of the following month.
6. Develop and implement calendar for guidance counselors to conduct guidance classroom lessons and student small group sessions - provide a schedule of each month's student workshops/small group sessions by second week of September. Possible topics include but are not limited to: bullying, substance abuse, child abuse, sexuality, gender bias, tolerance, self-esteem, violence,

career using career cruising web-based software, etc. There should be a minimum of three sessions held each month for small group and classroom lessons.

7. Develop and implement an action plan with calendar of activities to facilitate the process with the guidance counselors to program students for spring and fall terms after the second marking period grades are available. Provide a copy of this calendar to me by the end of September.
8. Supervise the process for completing PIF by counselor
 - Review the ATS report to determine which students are eligible for PIFs.
 - Provide this list of the PIF eligible students to the guidance counselors on weekly basis.
 - Assign a specific family assistant to each guidance counselor. Note PIF forms must be completed within a week of receipt of information from family assistant or attendance teacher.
 - Work with guidance counselor in time management such that they are able to do the student outreach/intervention.
 - Develop a check of list with supervisor sign-off for PIF approval. Attach this check of list to the completed forms for approval.
 - Present completed PIF package with signed check-off to me before submitting them to discharge secretary, Ms. Jackson. (Note: counselor must have current dates of outreach.) (Also consult the Attendance Supervision Responsibility Sheet)
9. Supervise the College/Career planning teacher. Supervise the development and implementation of activities. This includes but is not limited to the following:
 - a. Post-secondary planning calendar of activities - updated data with student progress toward life after Bronx Academy
 - b. Share data with school community on student acceptance to college, scholarships, college workshops, **career cruising web-based program, and college trips. This information can be posted on College and Career Bulletin Board and newsletters**
 - c. Disseminate information on jobs, internships, and college acceptances to school community.
 - d. Organize fall and spring college/career day.
 - e. Organize survey to determine the career interests of the currently enrolled students.
 - f. Organize and implement monthly career highlights based on the results of the survey – arrange for presenters, update career bulletin board.
10. Supervise the Senior Awards Ceremony process to be completed no later than May 31 – assist the group in selecting a chairperson for the committee. Work with the committee to develop the codified roles and responsibility for the committee as well as each position – chair person, minute, agenda, evaluation of process, calendar, etc.
11. Develop and implement the calendar of activities for the graduation process. Include deadlines for identifying tentative graduates (by the end of the first month of the semester), graduate certification completion due date, three group sessions per term for identified tentative graduates, deadlines for reviewing the transcript to ensure proper programming (within the first month after the school semester starts), graduation in-doubt notification dates for mailing for each marking period, due date in September for identifying/assessing graduation status of students in the 6 and 4 year cohorts, intervention services for graduation in-doubt students, dates for diploma distribution, and any other items you identify as part of the graduation process. Work with the graduation committee to prepare a cost estimate for the students which reflect the cost of graduation (establish a due date). (See APPPS Graduate Responsibility Sheet)
12. Supervise the graduation ceremony. Work with the committee to develop a codified roles and responsibilities document for the committee as well as each position. Develop and implement a calendar to select and secure a keynote speaker (note: principal must pre-approve speaker before

- invitation is extended), the graduation site, review the ceremony program (note the principal must approve the program prior to final printing), etc.
13. Develop and implement an end of term action plan for the guidance department. This could be a check of sheet with items such as, signed of graduates with diploma code and type, list of August graduates with the identified courses to be taken and/or examinations, scheduling completed for next term, summer school program updates, etc.
 14. Develop and implement an action plan for programming mandated students for summer school. The plan should include review of transcripts, available summer programs, registration for August regents, etc.
 15. Supervise the COSA teacher by monitoring the activities which includes student council process, Town Hall meetings, trips, fund raisers, clubs, etc.
 16. Monitor the school's compliance to the following plans: Child Abuse Plan, Attendance Plan, Students in Temporary Housing, Suicide Prevention Plan, and the Crisis Intervention Plan,. Ensure these plans are continually reviewed, revised and properly implemented. Keep the principal updated on the progress.

Goal 4 – Positive Interpersonal Skills

1. Demonstrate positive human relations skills at all times with colleagues, supervisees, parents and students
2. Model positive administrator-teacher interactions; recognizing the value of each teacher as an individual; recognizing each in a positive manner.
3. Encourage positive home-school relationships; contacting parents with positive information regarding their children, as well as for areas in need of improvement.
4. Reward positive behavior with appropriate praise and recognition activities.

_____ is a U-rated assistant principal for school year 2008-09. This Action Plan contains explicit directives to improve the quality of Ms. Murdaugh's performance as an assistant principal.

I have received this Action Plan, agreed to it, and intend to implement all directives to improve the overall quality of my performance. I understand that a copy of this Action Plan will be placed in my personnel file.

Assistant Principal Signature

Date

Principal Signature

School Letterhead

This Action Plan was designed for _____ and discussed on _____ (date). The following parties were present at the meeting and participated in the development of this Action Plan: _____, Principal; _____ Assistant Principal; _____, Teacher; _____.

Goal 1 - Instruction

Articulate objectives to students in an understandable format, activate and/or build on prior knowledge to provide a relevant context for learning;

Plan for and pace lessons to ensure all components are implemented including group share/summary, and assessments of objectives being met. Ensure lesson plans are available and readily accessible to the administration upon request.

Develop questioning techniques that require students to become critical thinkers, risk takers and problem solvers. Avoid choral responses to questions, questions that require a simple response (i.e. yes or no), and questions that are solely knowledge-based.

Make learning relevant to the students in your class. Students appear to be bored or confused in class as to the meaning of the learning.

Create and articulate objectives in all subjects that are measurable, relevant, and understandable to students.

Immediately engage students at the onset of the lessons with motivation, relevant activities and a clear focus.

Make a significant effort to engage students who are not trying and make learning relevant to their interests.

Facilitate thoughtful discussion with and among students that will provide students with multiple opportunities to talk, share and interact with each other.

Prepare and facilitate and monitor independent, paired, and group practice which provides students with opportunities to initiate learning, self-monitor, apply learning, problem solve, confirm learning, and self-evaluate.

Summarize for students and provide students opportunities to summarize at medial and final portions of lessons.

Monitor and assess students' performance and progress in meeting the lesson objective and applying prior learning

Re-evaluate students' needs through periodic assessment and document evidence of learning. Provide rubrics for your subject area clearly displayed for students.

Have students repeat information in their own words after you or another student gives information to check for understanding; students should verbalize information more than you do. This helps you check on their understanding.

Increase the level of academic rigor in your lesson plans, delivery of instruction and assessments.

Utilize available resources to determine which learning objectives require mastery and how you will document that students have obtained mastery in these items.

Utilize students' work as a diagnostic tool toward informing you of students' progress and needs.

Goal 2 – Classroom Management

Establish and maintain a safe environment for students including procedures for arrival, transitions and dismissals.

Establish and organize predictable environment that students know how to use and participate in, and holds their interest.

Establish and adhere to a schedule that maximizes instructional time.

Create and adhere to efficient systems for collecting and distributing necessary items to students and/or parents.

Adhere to, and explain to parents, the school's procedures for communicating with you which do not interfere with instructional time.

Maintain positive student discipline and clear expectations.

Have logical consequences for expected behaviors; re-direction of students.

Do not send students out of the room who are late to class – develop clear consequences for such behavior and follow through to help students improve.

Follow school rules and protocols for behavior issues, including contacting parents.

Maintain records and reporting system to include grading students on a daily basis for their participation and for learning events.

Goal 3 – Creating and Maintaining a Positive Learning Environment

Encourage positive human relations through successful learning situations and reinforce this positive interaction.

Refrain from using sarcasm with students and from making inappropriate comments.

Ensure positive student-teacher interactions; recognizing the value of each student as an individual; giving each student a chance to be recognized in a positive manner.

Encourage positive home-school relationships; contacting parents with positive information regarding their children, as well as for areas in need of improvement.

Maintain a behavior log that is available to administration regularly.

Reward positive behavior with appropriate praise and recognition activities.

Organize small group instructional environments to include positive cooperative and heterogeneous (as appropriate) learning groups.

Maintain a safe and secure learning environment. Students should be actively engaged in learning activities. Always have additional activities for students who finish early.

Create positive classroom routines that are easily remembered and followed.

Teach students and model how to be respectful of, and kind to, one another.

Goal 4 – Lesson Planning: Planning and Preparation

Plan effective lessons in your subject.

Utilize the state Mathematics Standards , Scope and Sequence as well as the Teachers' Manuals available to you, to assist you in planning effective lessons.

Identify standards in all lesson plans.

Plan lesson follow-up/extensions for future studies.

Detail what students need to learn, outline explicit steps to teach the lesson and clearly identify expected outcomes for learning.

Build in checking for understanding.

Manage learning time well to ensure the completion of learning objectives.

Submit lesson plans weekly to the Principal. Lesson plans for the following week are due to the Principal by 8:05 a.m. on _____ day of week

Develop strategies for assessing all students on a daily and periodic basis.

Complete all lesson plans for all subject areas legibly.

Break larger and more complex learning objectives/teaching points into smaller, more manageable pieces to assist in learning

Create step by step instruction for activities and inform the students clearly and carefully in advance.

Prepare engaging lessons in advance that will keep students connected to the lesson.

Goal 5 – Professional Responsibilities

Exhibit professional and collaborative behavior with staff and administration at all times, including staff meetings,

Sign in and adhere to the agenda and for all meetings.

Adhere to due dates.

Keep scheduled appointments and arrive punctually

Establish and maintain good relationships with parents and staff, speaking respectfully and listening actively

Sign documents acknowledging receipt when asked and do not recopy documents or alter material in documents requiring signature. Ensure conduct sheets are signed as required.

Maintain a clean and orderly classroom

Maintain a classroom that is print-rich, stimulating, and displays current student work

Actively participate in professional development and other activities intended to help improve instruction.

Ms. _____ is a U-rated teacher for school years 2008-2009, 2007-2008 and 2006-2007. This Action Plan contains explicit directives to improve the quality of Ms. _____' teaching performance and professional responsibilities.

I have received this Action Plan, agreed to it, and intend to implement all directives to improve the overall quality of my teaching performance and professional behavior. I understand that a copy of this Action Plan will be placed in my official personnel file.

Teacher Signature Date

Principal Date

This Action Plan was designed for _____ and discussed on _____ (date) The following parties were present at the meeting for this Action Plan: _____, Principal; _____, Teacher; _____

Goal 1 - Instruction

Follow program requirements and the core curriculum; analyze the material you select for your students so that it is challenging and expands their learning.

Develop questioning techniques that require students to become higher-order thinkers, risk takers and problem solvers. Avoid choral responses to questions, questions that require a simple response (i.e. yes or no), and questions that are solely knowledge based.

Structure learning centers and activities to meet the needs of students.

Pace lessons according to the school's established daily program requirements; as indicated in the program guidelines.

Make learning relevant to the students in your class and keep students engaged with learning at all times.

Use data from testing and observation to target instructional objectives in literacy and mathematics to differentiate instruction.

Create and articulate objectives in all subjects that are measurable, relevant, and understandable to students.

Immediately engage students at the onset of the lessons with motivation and a clear focus.

Articulate objectives to students in an understandable format, activate and/or build on prior knowledge to provide a relevant context for learning, provide direct teaching including the development of students' vocabulary, oral language, and higher order thinking, and model during the mini-lesson.

Prepare and facilitate guided practice which provides students with opportunities to apply learning, practice, problem solve, approximate, and self-correct.

Prepare and facilitate and monitor independent, paired, and group practice which provides students with opportunities to initiate learning, self-monitor, apply learning, problem solve, confirm learning, and self-evaluate.

Summarize for students and provide students opportunities to summarize at medial and final portions of lessons.

Monitor and assess students' performance and progress in meeting the lesson objective and applying prior learning (i.e. conferring notes, slate assessments)

Re-evaluate students' needs through periodic assessment and document evidence of learning.

Provide rubrics for different subject areas clearly displayed for students.

Have students repeat information in their own words after you or another student gives information to check for understanding; students should verbalize information more than you do.

Increase the level of academic rigor in your lesson plans and assessments.

Utilize available resources to determine which learning objectives require mastery and how you will document that students have obtained mastery in these items.

Utilize students' work as a diagnostic tool toward informing you of students' progress and needs.

Goal 2 – Classroom Management – Time on Task

Establish and maintain a safe environment for students including procedures for transitions.

Establish and organize predictable environment that students know how to use and participate in, and holds their interest.

Establish and adhere to a schedule that maximizes instructional time.

Create and adhere to efficient systems for collecting and distributing necessary items to students and/or parents.

Adhere to, and explain to parents, the school's procedures for communicating with you which do not interfere with instructional time.

Maintain positive student discipline and clear expectations.

Have logical consequences for expected behaviors; re-direction of students.

Follow school rules and protocols for behavior issues.

Maintain records and reporting system to include grading students on a daily basis for their participation and for learning events; communicate with out-of-classroom teachers on the progress of each student.

Goal 3 – Creating and Maintaining a Positive Learning Environment

Encourage positive human relations through successful learning situations and reinforce this positive interaction with students' parents.

Ensure positive student-teacher interactions; recognizing the value of each student as an individual; giving each student a chance to be recognized in a positive manner.

Encourage positive home-school relationships; contacting parents with positive information regarding their children, as well as for areas in need of improvement.

Maintain a log that is available to administration regularly.

Reward positive behavior with appropriate praise and recognition activities.

Organize small group instructional environments to include positive cooperative and heterogeneous (as appropriate) learning groups.

Maintain a safe and secure learning environment. Students should be actively engaged in learning activities. Always have additional activities for students who finish early.

Create positive classroom routines that are easily remembered and followed.

Teach students and model how to be respectful of, and kind to, one another.

Goal 4 – Lesson Planning: Planning and Preparation

Plan effective lessons in all subjects that includes differentiation of instruction based on your students' needs.

Utilize the NYS Standards, NYC Scope and Sequence, as well as the various Teachers' Manuals available to you, to assist you in planning effective lessons in all subjects

Identify the standard in all lesson plans.

Plan lesson follow-up/extensions for future studies.

Detail what students need to learn, outline explicit steps to teach the lesson and clearly identify expected outcomes for learning.

Build in checking for understanding.

Manage learning time well to ensure the completion of learning objectives.

Submit your lesson plans weekly to _____, Principal. Lesson plans for the following week are due on Friday of each week.

Develop strategies for assessing all students on a daily and periodic basis

Break larger and more complex learning objectives/teaching points into smaller, more manageable pieces to assist in learning.

Create step by step instruction for activities and inform the students clearly and carefully in advance

Prepare engaging lessons in advance that will keep students connected to the lesson.

Goal 5 – Professional Responsibilities

Monitor your attendance and lateness and follow all established procedures for reporting in and signing out.

Follow appropriate testing procedures and scheduling

Adhere to due dates.

Keep scheduled appointments and arrive punctually

Maintain a professional personal appearance

Maintain a clean and orderly classroom

Maintain a classroom that is print-rich, stimulating, and displays current student work

Care for books and materials by you and your students.

Actively participate in professional development and provided support.

(Teacher) _____ is a U-rated teacher. This Action Plan contains explicit directives to improve the quality of (teacher's) _____ teaching performance.

I have received this Action Plan, agreed to it, and intend to implement all directives to improve the overall quality of my teaching performance. I understand that a copy of this Action Plan will be placed in my personnel file.

Teacher Signature

Date

Principal

Date



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Joel I. Klein, Chancellor

P.S. _____
_____ Principal

_____ Assistant Principal

September 10, 200__

Action Plan for (Teacher's Name) _____

This Action Plan was designed for _____ and discussed on September 10, 200__. The following parties were present at the meeting and participated in the development of this Action Plan: _____, Principal; _____, Assistant Principal; _____,

Goal 1 – Time on Task

Review your case load and master schedule, create a schedule for yourself and submit it to the Principal/Assistant Principal by _____(date)

All activities you engage in during work hours must be DOE related.

All students with counseling mandates must receive the mandated hours and services.

Schedule a weekly meeting with _____ to review attendance cases that need your attention.

Meet frequently with Mr. X and Ms. Y regarding concerns and needs.

Provide at-risk counseling to identified students, including those needing grief counseling.

Provide students in grades 3-5 with supportive class presentations on a variety of topics.

Be responsive to needs of students, parents, and staff and follow up on messages within 24 hours.

Communicate regularly with Human Relations Facilitator and Staff in room 109.

Provide students with well-planned counseling sessions which meet the needs of students and address goals on IEP.

Goal 2 – Creating and Maintaining a Positive Learning Environment

Establish and organize a predictable environment that students know how to use and participate in, and holds their interest.

Establish and adhere to a schedule that maximizes instructional time and provides consistency for students.

Maintain positive student discipline and clear expectations.

Utilize strategies to re-direct students when necessary.

Follow school rules and protocols for behavior issues, including contacting parents.

Maintain records and reporting system to include grading students on a daily basis for their participation and for learning events.

Encourage positive human relations through successful learning situations and reinforce this positive interaction with students' parents.

Ensure positive student-teacher interactions; recognizing the value of each student as an individual; giving each student a chance to be recognized in a positive manner.

Encourage positive home-school relationships; contacting parents with positive information regarding their children, as well as for areas in need of improvement. Maintain a log that is available to administration regularly.

Reward positive behavior with appropriate praise and recognition activities.

Maintain a safe and secure learning environment. Students should be actively engaged in learning activities. Always have additional activities for students who finish early.

Teach students and model how to be respectful of, and kind to, one another.

Goal 3 – Lesson Planning: Planning and Preparation

Plan effective lessons.

Plan lesson follow-up/extensions for future studies.

Detail what students need to learn, outline explicit steps to teach the lesson and clearly identify expected outcomes for learning.

Manage learning time well to ensure the completion of objectives.

Prepare engaging lessons in advance that will keep students connected to the lesson.

Goal 4 - Quality Counseling

Facilitate thoughtful discussion with and among students that will provide students with multiple opportunities to talk, share and interact with each other.

Develop questioning techniques that require students to become critical thinkers, risk takers and problem solvers.

Make learning relevant to the students in your class.

Create and articulate objectives that are measurable, relevant, and understandable to students.

Maintain accurate records.

Know the needs of your students and the needs outlined in IEPs.

Participate in the creation of new IEPs and updated goals.

Goal 5 – Adherence to Compliance

Suspected Child Abuse and/or Neglect

Report all suspicions of child abuse and neglect, prepare the proper form, report onto the OORS system within 24 hours of the report.

Support teachers by assisting them if they need to call the State Registry. Explain what information they will need, assist in filling out the forms, sit with them while they call if necessary.

Follow-up with teachers' reports to the State Registry, collect the form from the teachers, report on the OORS system within 24 hours of the report. Follow up with the case worker.

Student Attendance

Participate in Attendance Committee.

Communicate with Lenny Green on a frequent and regular basis.

Follow up on 407s until closure.

Log all efforts and information regarding students.

Pursue teacher concerns, identify patterns of absence and follow-up on students in need.

Provide counseling to students with poor attendance.

Connect with parents regularly to discuss students attendance.

IEP Mandates/First Attend Reporting

Report all first attend dates for students entitled to counseling.

Maintain compliance with IEP by providing students with mandated services.

Communicate regularly with the SBST to ensure all students receive prescribed services.

Participate actively in PPC; plan accordingly to present cases and provide follow-up.

5th graders articulating to Middle School

Provide information sessions to students and parents regarding middle school choice process and available choices.

Communicate with middle schools regarding open houses, special programs, etc.

Assist students and families in gathering information so as to make informed decisions.

Act as a liaison to OSEPO, middle schools, and families.

Goal 6 - Improvement of Personal Attendance and Punctuality

Arrive on time and each day. Working hours are 8:00 a.m. – 3:20 p.m. with a 50 minute lunch period.

If you arrive late, you must punch in your time card. If you arrive late at any time this year, you will be mandated to punch in a time card upon your arrival and departure daily.

If you must be absent, you must call the school's absence line at x 777 by 7:00 a.m.

Goal 7 – Professional Responsibilities

Adhere to due dates.

Keep scheduled appointments and arrive punctually.

Maintain a professional personal appearance.

Establish and maintain good relationships with parents and staff, speaking respectfully and listening actively.

Maintain clean and orderly office space.

Maintain ongoing communication with teachers regarding students' progress and needs.

_____ is a UU rated guidance counselor for school years 2006-2007 and 2007-2008. This Action Plan contains explicit directives to improve the quality of Ms. _____'s performance.

8003

I have received this Action Plan, agreed to it, and intend to implement all directives to improve the overall quality of my job performance. I understand that a copy of this Action Plan will be placed in my personnel file.

Signature, Guidance Counselor

Date _____

8003

Assistant Principal

Date _____

Principal

Date _____

Office Letterhead

This Action Plan was designed for _____ (teacher's name) and discussed on _____ (date) The following parties were present at the meeting and participated in the development of this Action Plan: _____ Principal; _____, Assistant Principal; _____, Teacher; _____.

Goal 1 - Instruction

Support students in developing their oral language skills and to learn the connection between oral and written language. Facilitate thoughtful discussion with and among students that will provide students with multiple opportunities to talk, share and interact with each other.

Develop questioning techniques that require students to become critical thinkers, risk takers and problem solvers. Avoid choral responses to questions, questions that require a simple response (i.e. yes or no), and questions that are solely knowledge based.

Base your lessons on the Learning Standards and Performance Indicators for the ESL Commencement Grades 9-12. Use the approved texts that are available in the English bookroom. You may not use any materials that are personally written by you or are not approved for the grade level you are instructing.

Structure learning centers and activities to meet the needs of students. The design of learning center activities should be based on students' strengths or needs.

Pace your lessons so that you do not run out of time or students do not have an opportunity to summarize the day's activities.

Pace lessons to ensure all components are implemented including group share/summary, and assessments of objectives being met.

Make learning relevant to the students in your class.

Use data from testing and observation to target instructional objectives to differentiate instruction.

Create and articulate objectives in all subjects that are measurable, relevant, and understandable to students.

Immediately engage students at the onset of the lessons with motivation and a clear focus.

Articulate objectives to students in an understandable format, activate and/or build on prior knowledge to provide a relevant context for learning, provide direct teaching including the development of students' vocabulary, oral language, and higher order thinking.

Prepare and facilitate guided practice which provides students with opportunities to apply learning, practice, problem solve, approximate, and self-correct.

Prepare and facilitate and monitor independent, paired, and group practice which provides students with opportunities to initiate learning, self-monitor, apply learning, problem solve, confirm learning, and self-evaluate.

Summarize for students and provide students opportunities to summarize at medial and final portions of lessons (i.e. mid-workshop interruption and whole group share)

Monitor and assess students' performance and progress in meeting the lesson objective and applying prior learning (i.e. conferring notes, slate assessments)

Re-evaluate students' needs through periodic assessment and document evidence of learning. Provide rubrics for different subject areas clearly displayed for students.

Have students repeat information in their own words after you or another student gives information to check for understanding; students should verbalize information more than you do. This helps you check on their understanding.

Increase the level of academic rigor in your lesson plans and assessments. Do not provide answers for students if you challenge them to solve problems on their own.

Utilize available resources to determine which learning objectives require mastery and how you will document that students have obtained mastery in these items.

Utilize students' work as a diagnostic tool toward informing you of students' progress and needs.

Goal 2 – Classroom Management

Establish and maintain a safe environment for students including procedures for arrival and dismissal.

Establish and organize predictable environment that students know how to use and participate in and that holds their interest.

Establish and adhere to a schedule that maximizes instructional time – ensure you and the students are involved in instructional time on task for the entire class period.

Create and adhere to efficient systems for collecting and distributing necessary items to students and/or parents.

Adhere to, and explain to parents, the school's procedures for communicating with you which do not interfere with instructional time.

Maintain positive student discipline and clear expectations.

Have logical consequences for expected behaviors; re-direction of students. Act quickly when students are off task or potentially approaching a danger to themselves or others

Follow school rules and protocols for behavior issues, including contacting parents.

Maintain accurate records and reporting system to include grading students on a daily basis for their participation and for learning activities; communicate with out-of-classroom teachers on the progress of each student as needed.

Goal 3 – Creating and Maintaining a Positive Learning Environment

Encourage positive human relations through successful learning situations and reinforce this positive interaction with students' parents.

Ensure positive student-teacher interactions; recognizing the value of each student as an individual; giving each student a chance to be recognized in a positive manner.

Encourage positive home-school relationships; contacting parents with positive information regarding their children, as well as for areas in need of improvement.

Maintain a log that is available to administration regularly on student behavior.

Reward positive behavior with appropriate praise and recognition activities.

Organize small group instructional environments to include positive cooperative and heterogeneous (as appropriate) learning groups.

Maintain a safe and secure learning environment. Students should be actively engaged in learning activities. Always have additional activities for students who finish early.

Create positive classroom routines that are easily remembered and followed.

Teach students and model how to be respectful of, and kind to, one another.

Goal 4 – Lesson Planning: Planning and Preparation

Plan effective lessons in all subjects.

Utilize the NYS Standards (spiral bound desk-reference provided to you), NYC Scope and Sequence, the P.S. ____ Curriculum Map, Fountas and Pinnell Literacy Continuum as well as the various Teachers' Manuals available to you, to assist you in planning effective lessons in all subjects

Identify standard in all lesson plans.

Plan lesson follow-up/extensions for future studies.

Detail what students need to learn, outline explicit steps to teach the lesson and clearly identify expected outcomes for learning.

Build in checking for understanding.

Manage learning time well to ensure the completion of learning objectives.

Submit your lesson plans weekly to ____ Assistant Principal. Lesson plans for the following week are due to ____ Assistant Principal by 8:05 a.m. on ____ day of week

Develop strategies for assessing all students on a daily and periodic basis

Complete all lesson plans for all subject areas legibly and following the template provided by ____ Assistant Principal

Break larger and more complex learning objectives/teaching points into smaller, more manageable pieces to assist in learning

Develop learning centers that will not only require students to review learning objectives but also to enhance learning opportunities with advancement and growth potential

Create step by step instruction for activities and inform the students clearly and carefully in advance

Prepare engaging lessons in advance that will keep students connected to the lesson.

Goal 5 – Professional Responsibilities

Monitor your attendance and periodic lateness; remember that you must be at your assigned post in the hallway outside your classroom ready to receive students at 8:05 a.m. after signing in for the day in the main office.

Leave substitute lesson plans for your students and other pertinent information regarding schedule, special student needs, and arrival and dismissal., in the event of absences

Adhere to school's bell schedule.

Follow appropriate testing procedures and scheduling

Adhere to due dates

Keep scheduled appointments and arrive punctually

Maintain a professional personal appearance

Establish and maintain good relationships with parents and staff, speaking respectfully and listening actively

Maintain a clean and orderly classroom

Maintain a classroom that is print-rich, stimulating, and displays current student work

Care for books and materials by you and your students.

Actively participate in professional development

_____ is a UJ rated teacher for school years 2006-2007 and 2007-2008. _____ has received numerous Individualized Improvement Plans. This Action Plan contains explicit directives to improve the quality of _____' teaching performance.

I have received this Action Plan, agreed to it, and intend to implement all directives to improve the overall quality of my teaching performance. I understand that a copy of this Action Plan will be placed in my personnel file.

Teacher Signature

Date

Assistant Principal

Date

Principal

Date

Confidential

Date

Dear Teacher Name _____ :

We have previously discussed the need for improvement in your teaching performance and I am now recommending that you participate in a new program jointly developed by the Department of Education (DOE) and the United Federation of Teachers (UFT). The program is entitled Peer Observation and Evaluation (also known as "PIP Plus") and is designed for tenured teachers who have been identified as in continuing need of assistance for significant instructional improvement, and who are in danger of 3020a charges being filed against them.

This program differs from the Peer Intervention Program (PIP) in which you may or may not have already participated. The new program is independently run by an outside company with expertise in professional development and assessment of classroom teacher performance. Outside observers - who are not employed by either the DOE or the UFT - will observe your teaching and will conference with both you and your principal (separately) regarding areas of need, plans for improvement, methods of assistance and assessment of progress. The observation period will occur for a minimum of three months, during which time school supervisors will also continue conducting observations and providing feedback to you. The peer observer will help you develop a plan for improvement which will be tailored to your specific needs. Observations by the peer observers will be both announced (pre-arranged with you) and unannounced. Copies of the written observation reports by the peer observer will be provided to you. I will be reviewing all observation reports from the peer observer and will include them in your personnel file. These reports are admissible in potential 3020a proceedings. The reports conducted by the peer observer will provide feedback on your performance but will not include a rating. I will continue to be your rating officer.

The new program provides an opportunity for you to have an impartial observer provide support to you and additional information to the principal on your performance. While the program is voluntary, you are strongly encouraged to participate. If you choose not to participate, the information that you have declined this opportunity may be used as evidence during any future proceedings stemming from 3020a charges filed. Once you confirm your participation, you are expected to complete the minimum of three months' participation in the program. If you voluntarily withdraw at any point, that fact may also be used as evidence in any future 3020a proceedings.

You are requested to respond in writing as to your decision whether to participate. Please complete the response form below and return it to me within 10 working days. If you choose to participate, you will be contacted as soon as a peer observer has been assigned to you. If you do not respond within 10 working days, the decision will be recorded as a choice not to participate. The opportunity to participate in this program will be made only once, and should you choose to decline at this time, you will not be able to participate at a later date.

Please let me know if you need further clarification or information.

Sincerely,

Principal's Name _____

copy to: Personnel File

_____ (Teacher's Name/Signature)

_____ School

_____ Date

_____ I choose to participate in the Peer Observation and Evaluation Program

_____ I decline to participate in the Peer Observation and Evaluation Program

Return to: Principal