

**SHERMAN CENTRAL SCHOOL
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher: _____ Position: _____ Tenure Area:

_____ Date Final Evaluation Conducted: _____ Date of Hire:

Career Level

- Tenured
 Other _____

Status

- 1st Year Probationer
 2nd Year Probationer
 3rd Year Probationer

The Rules of the Board of Regents subpart 30-3 requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed by the Superintendent or his designee in the exercise of their pedagogical judgement in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of the timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation Learning Environment
 Instructional Practice Professional Responsibilities

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. These goals should be directly related to the rubric.

Expected outcomes: identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher/principal.

Resources: Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues, coaches, role playing activities, visitations, courses, workshops, peer visits, materials, etc.

Responsibilities: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher/principal throughout the Plan. Examples: classroom observations of the teacher, supervisory conferences between the teacher/principal and the administrator(s), written reports and/or evaluations, etc.

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.

Timeline: Provide specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

List of Participants:

Date: _____

Cc: Personnel File