

## **APPENDIX C**

### **Blue Mountain School District Differentiated Supervision Plan Performance Improvement Plan (PIP)**

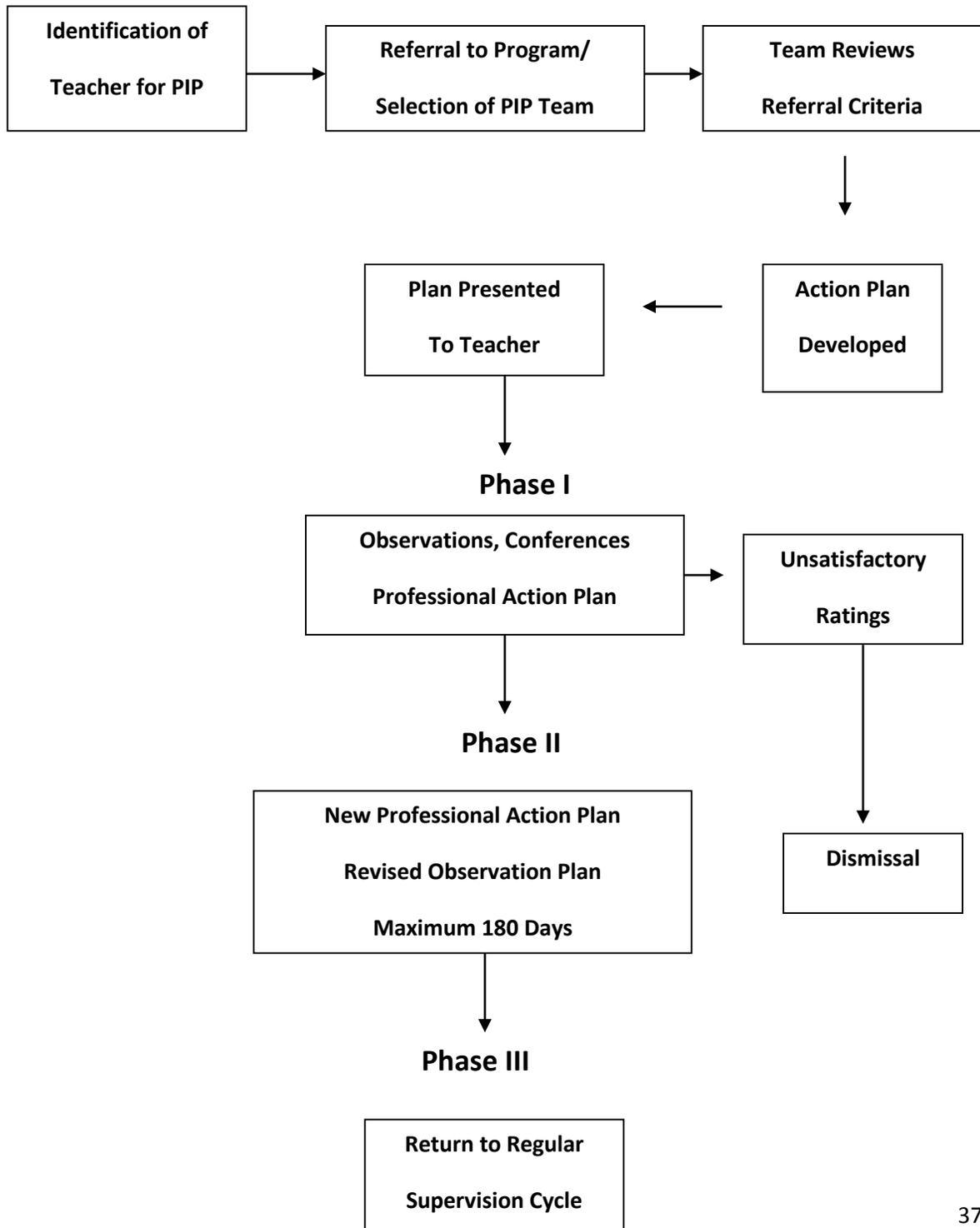
The Performance Improvement Plan is not intended to replace or supplant the regular teacher and administrator interactions that take place on a normal basis during the school year. Teachers and principals need to confer on a normal basis about classroom work on a regular basis. The program is not intended to replace or supplant any of the existing formats and options that exist in the current differentiated supervision policy. The district remains committed to the promotion of professional growth through introspection, analysis and dialogue. As stated by Alan Glatthorn, "We all grow when we talk seriously about our work."

This program is intended to provide a serious, systematic, and intensive procedure for providing an intensified support program for the very few professionals who are identified through the regular supervision program as having the need for significant and/or profound improvement to continue in their professional duties in the Blue Mountain School District. The intent is to provide a process for improvement first and foremost; however, the program will also provide documentation to substantiate conclusions that are recorded on the state rating form PDE 82-1. The purpose of the program is to improve the teacher-learning situation by focusing on specific methods, resources, strategies and techniques that provide assistance to the identified teacher.

Teachers will not be placed in PIP cavalierly. An administrator or supervisor must have worked intensively with the teacher whom they believe to be in need of the program. Complaints by other teachers or parents about the teacher's performance in the classroom that contribute to recommended placement in the program must be substantial and documented. Hear-say and irresponsible statements are not relevant and will not be considered in any way. Again, the intent of this program is to provide a process for improvement of the teacher's skills and the maintenance of a satisfactory teacher performance.

# Blue Mountain School District

## Performance Improvement Plan Schematic



**Blue Mountain School District**  
**Performance Improvement Plan Program**  
**Procedure and Selection Process**

**I. Criteria for Inclusion into the PIP Program**

A building administrator, supervisor, or central office administrator may identify a teacher for entry into the Performance Improvement Plan. Criteria for identification of staff for inclusion into PIP will include one or more of the following:

- a. A minimum of two Domains with "Needs Improvement" ratings by building or district administrators on the observation framework.
- b. A rating "Failing" in any one of the four Domains on the observation framework.
- c. A rating of "unsatisfactory" on the PDE 82-1 rating form.
- d. Repeated reference to observed instructional deficiencies on supervision reports submitted by members of the administrative or supervisor staff.
- e. Consistent failure to correct deficiencies cited by supervisors.
- f. A request by the teacher for supportive services through PIP.

**II. Selection Procedures for Inclusion into the PIP Program**

The selection process for the PIP will begin when a teacher is referred to the program by building administrator or program supervisor. The building principal will select and chair the team. Other members of the team may include administrators, program supervisors or lead teachers (advisory role only). A Notice of Placement into PIP Program form will be sent to the teacher by the chairperson of the team. The Superintendent must approve all administrative recommendations for teacher placement into the PIP program.

**III. Team Procedures and Responsibilities**

Upon selection for the PIP program, the team will review the rationale for referral with special attention to the criteria listed in Part I of the Selection Process. The team will meet with the teacher for pre-program conference for the purpose of reviewing the identified areas of concern. During the conference, the program mechanics will be discussed as well as the intended outcomes.

The team will develop a Professional Action Plan designed to effectively establish the area(s) in need of improvement and to provide appropriate and effective means to bring about needed improvement. Written recommendations will be offered with respect to strategies, methodologies, techniques, resources and in-service suggestions that have been individually tailored to the specific areas of concern regarding the teacher's performance in the classroom. The team will present a written version of the Professional Action Plan and review the procedure to be followed.

#### **IV. Phases of the Program**

The Performance Improvement Plan Program will operate through three phases. Phase I will begin after the pre-program conference has been held and the Professional Action Plan has been written and presented by the team. During this initial phase, the teacher may be observed by the building and/or district administrators, or other members of the administrative staff as identified by the team. All members of the team must have supervisor certification. Although a lead teacher may serve on the PIP team, their role will only be advisory and they will not be responsible for formal evaluations of the identified teacher. Each administrator will observe the teacher at least one (1) time. A post-observation conference will be held after each observation for the purpose of reviewing the observation. A written summary of the conference will be prepared, shared with the teacher and included as part of the program documentation.

The teacher will attend each observation conference prepared to demonstrate their progress towards improvement by way of implementation of the Professional Action Plan. Teacher progress should be continuous and indicative of a desire to improve. Each conference will focus on the original areas of concern as well as the classroom lesson for the observed period. Additionally, each conference will provide a forum for discussing and planning future observation visits.

Phase I of the program will cover a maximum period of ninety (90) days. At the conclusion of the period, a session will be scheduled to discuss the progress made during the assigned period of time. It will be the responsibility of the team to assess teacher progress and provide a recommendation to the superintendent. If the progress is determined to be of a satisfactory nature, the teacher will move to Phase II of the program. Teachers exhibiting unsatisfactory progress will remain in Phase I. Those teachers may also be given a rating of unsatisfactory on the PDE 82-1. If a second unsatisfactory rating is received by the teacher while they are in Phase I, dismissal proceedings may be recommended and convened.

Phase II of the program is designed similarly to Phase I, with the exception that the teacher will now be observed on a once-a-month basis for up to a period of 180 school days. The same observers will rotate the observing responsibility and a new Professional Action Plan will be developed. Each observation will be followed by an observation conference involving a discussion of progress with regard to the Professional Action Plan and a written summary of the conference distributed to all members of the team. Observations may be unannounced. Phase II will conclude at the end of the 180 day period. At that time, the committee will make a written recommendation to the superintendent that the teacher will:

- a. remain in Phase II
- b. be rated unsatisfactory a second time and be recommended for dismissal proceedings
- c. be placed in Phase III which moves the teacher back to the regular supervision program.



**Blue Mountain School District**  
**Performance Improvement Plan Program**

**Action Plan**

Teacher \_\_\_\_\_

Team Members \_\_\_\_\_

School \_\_\_\_\_

\_\_\_\_\_

Grade/Subject \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

**A. Identified Areas of Improvement**

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**B. Recommendations for Improvement**

**1. Strategies, Methodologies and Techniques**

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**2. Teacher Implementation (When/How)**

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**3. Resources**

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