EVALUATION OF PROFESSIONAL PRACTICE

NORTHEAST METRO
Intermediate School District 916

partner in education
Introduction

During the special session in the summer of 2011, the Minnesota Legislature passed new statewide Instructor/Service Provider development and evaluation requirements. The language is part of Minnesota State Statutes 122A.40 and 122.41, the law that governs employment of licensed Instructor/Service Providers. The law was amended during the 2013 session.

This manual is intended for use by instructors, service providers, site administrators, and others who wish to better understand the Evaluation of Professional Practice program adopted by Northeast Metro 916 to meet the new requirements of the law and create an evaluation system that is practical and that ultimately positively impacts the teaching and learning practice in our District.

A sincere thank you to committee members who worked from October 2013-May 2014 to develop this program:

- Karen Chase, Staff Development Coordinator
- Deanne DeGraff, Principal-Career Tech Center
- Ingrid Erickson, Instructor/Service Provider-Metro Heights Alternative Learning Center
- Sue Figg, Experiential Learning/Life Skills-WELS South
- Connie Hayes, Superintendent
- Jean Jordan, Director of Educational Services
- Eric Lehet, Instructor/Service Provider-Career Tech Center
- Marian Meyer, Supervisor-Human Resources
- Nora Reid, Language Pathologist-Related Services
- Amie Schroeder, Instructor/Service Provider-Valley Crossing
- Liz Shopbell, Manager-ALP Capital View

Northeast Metro 916 Vision of Instructor/Service Provider Evaluation

Instructor/Service Provider evaluation shall provide for professional growth by encouraging reflection, self-evaluation and self-improvement.

Purpose of Instructor/Service Provider Evaluation

- Improve instruction
- Promote professional growth
- Assess and evaluate performance against a standard
- Encourage meaningful and self-reflection
- Applaud excellence
The Northeast Metro 916 Evaluation of Professional Practice program is based on the work of Charlotte Danielson.

Instructors/service providers are assessed within four domains of professional practice:
- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

### Planning & Preparation
- Demonstrating Knowledge of Content & Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

### The Classroom Environment
- Creating an Environment of Respect & Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

### Instruction
- Communicating Clearly & Accurately
- Using Questioning & Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility & Responsiveness

### Professional Responsibilities
- Reflecting on Teaching and Goal Setting
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School & District
- Growing & Developing Professionally
- Showing Professionalism

In addition to meeting state mandates for Instructor/Service Provider evaluation, this system was created to reflect the core values of Northeast Metro Intermediate School District 916:

- **Integrity**: Behavior based on beliefs. “Doing the right thing even when no one is watching.”
- **Respect**: Welcoming environment where difference in staff, students and districts are valued for the richness they bring to discussion, decisions and programs.
- **Innovation**: Unique, specialized design and delivery of programs and services.
- **Accountability**: Operating in a manner that is above reproach to utilize resources for maximum results for students and stakeholders.
- **Collaboration**: Working with parents, families, students, districts, and other agencies to develop effective and meaningful programming for students.

This model also reflects the Theory of Action Statements for our system designs:

If we believe that the subjective and formative professional judgment of our Instructor/Service Providers and staff is the most powerful form of intelligence and insight;

If we believe that the innovation and creativity for continuous improvement comes from those working closest with the students and families;

If we believe that the District is unique in our orientation of professional services and focus on the individual student;

If we believe that the standardized, infrequent and summative State and Federal tests provide a low level of useful data for our students;

If we believe that equity in our results with our students is a mission and value imperative;

THEN, the District 916 Instructor/Service Provider evaluation system will be:

a. Simple, relevant and useful to the Instructor/Service Provider and administrator on a daily basis, power the PLC process and reflect the core of Instructor/Service Provider work, not an add-on or mandate

b. Designed for use at the individual level for continuous improvement while providing information and reporting to those who manage the school site

c. Designed for consistency across programs and schools yet allow for distinction without adding more measures

d. Highly effective and impactful for individual Instructor/Service Providers and schools in improving Next Step Outcomes and student engagement.

Part of a foundational element of systems design for years to come, of enduring usefulness and value to staff and students.
Observation Process

While the observation is only one part of the evaluation process, it is a critical component of the Evaluation of Professional Practice program. Probationary instructors/service providers will be formally observed three times a year for the length of their probationary period, typically three years. Continuing contract instructors/service providers will be formally observed once every three years.

Essential aspects of teaching can be seen during the observation process, including the interaction between Instructor/Service Provider and student, how the instructor structures the physical environment, how the instructor engages students in learning, and how standards of conduct are maintained.

The formal observation process at Northeast Metro 916 has three basic components:

- The completion of the instructional plan (pre-conference if desired) *completed after if the observation is unscheduled.
- The observation
- The reflection conference

For scheduled and unscheduled observations using Instruction/Observation Plan (Form A), instructors/service providers have the opportunity to state goals of the lesson or session and to describe what activities will be observed. A copy of Form A should be given to the administrator before the observation takes place or after. Either the instructor/service provider or the administrator may request a pre-conference to further discuss what will be observed. This may be desired when the instructor/service provider wishes to further discuss the lesson or session, or the administrator feels the need to have more information.

The observation is a source of data for use in collecting evidence that will inform the evaluation. During the observation, the administrator uses the Observation Record (Form B) to collect descriptive data on aspects of the instructor/service provider’s performance as they relate to the four domains of professional practice.

The reflection conference offers the opportunity for the instructor/service provider and the administrator to talk about the experience. The reflection portion of the Instruction/Observation Plan (Form A) should be completed by the instructor/service provider before the reflection conference. Post-evaluation conferences are a time for reflection, review, constructive feedback, and reinforcement.

The information collected during the three parts of this process will be part of the formative (Form C) and/or summative (Form D) evaluation completed by the administrator.
In addition, data collected during events such as the professional day, staff meetings, and informal observations will also be used to inform the completion of Form C and/or Form D.

*People hear what we say,*

*but they see what we do.*

*And seeing is believing.*

Eric Harvey and Al Lucia
Probationary Instructors/Service Providers

By Minnesota Statute § 122A.40, all Instructor/Service Providers in the public schools during the first three years of consecutive employment shall be deemed to be in a probationary period of employment. Evaluation shall occur at least three times each year for a fulltime probationary Instructor/Service Provider.

The Northeast Metro 916 School Board adopted a plan for written evaluation of Instructor/Service Providers during the probationary period consistent with Minnesota statute. Probationary instructors/service providers will be observed three times each year for a Instructor/Service Provider performing services on 120 or more school days.

The evaluation process at Northeast Metro 916 is twofold, including the formal observation process and participation in a mentoring/peer observation and reflection model. (Statutory Language: The annual evaluation process for Instructor/Service Providers must establish a peer review process) *note non-probationary Instructor/Service Providers will not participate in the peer observation and reflection model until their first year as a non-probationary status. They will participate in the induction model including mentoring, cognitive coaching and instructional coaching.

Three times each year, instructors/service providers will be observed by their administrator, submit an instructional plan prior to or after the observation, be observed, and participate in a reflection conference following the observation. If desired by either the instructor or the administrator, a pre-observation conference may take place.

Following the first two observations and reflection conferences, instructors/service providers will receive a copy of the Formative Assessment (Form C), completed by the administrator. Following the third observation and reflection, instructors/service providers will receive a copy of Summative Assessment (Form D). In addition, data collected during events such as the professional day, staff meetings, and informal observations will also be used to inform the completion of Form C and/or Form D.

Probationary instructors/service providers may share at any of the reflection conferences, documents, and artifacts collected to demonstrate achievement of the components in any of the domains, but particularly in Domains 1 and 4.

Each year individuals will review their practice in relation to the District Vision Cards and site initiatives to create an individual action plan (Form F) for the school year. Due to administrators by October 1st. Throughout the year, instructors/service providers will conduct activities to meet the goal individually and within their Professional Learning Communities and collect documentation of achievement. Written reflection (Form F) on progress at the end of the school year will be submitted to the administrator by May 15th of the school year. The submission and completion of the individual goal plan (Form F) and reflection will be reviewed as 35% of the Instructor/Service Provider evaluation process.

This plan will include a SMART goal that relates to either the school achievement goals (Next Steps) or create an individual SMART goal directly related to the Instructor/Service Provider’s everyday practice and to one of the four domains of professional practice.
Student engagement will be measured by either site specific measures as described by the District Vision Card or by a student/staff or parent engagement measure that directly relates to the instructor/service provider’s specific practice. If needed a specific engagement tool could be created by an individual instructor or service provider or by a group of instructors/service providers to measure student/staff/parent engagement related directly to their daily work.

The steps of the observation process are outlined on the next page.
Probationary Instructors/Service Providers
Steps of the Observation Process
Three Observations Conducted Yearly

PROBATIONARY INSTRUCTOR
OR SERVICE PROVIDER

1 Instructional Plan and Reflection
After scheduling an observation with the administrator, the left side of the Instructional Plan and Reflection (Form A) should be completed and a copy given to the administrator prior to the observation. A formal pre-observation meeting may be desired by either the probationary instructor or the administrator to discuss the upcoming observation.

2 Instructional Observation
Instructor should have available any information (notes, worksheets, etc.) that will assist in a full understanding of the session.

3 Reflection Conference
Following the observation session, the reflection side of the Instructional Plan and Reflection (Form A) should be completed. The reflection may be given to the administrator prior to the conference.

4 Formative/Summative Assessment
Following the reflection conferences for observations 1 and 2, a Formative Assessment (Form C) will be completed by the administrator. The instructor will receive a copy of this and be asked for his/her signature. The Formative Assessment will be placed in the personnel file. Following the third observation, a Summative Assessment (Form D) will be completed by the administrator. The instructor will receive a copy of this and be asked for his/her signature. The Summative Assessment will be placed in the personnel file.

OBSERVING ADMINISTRATOR

1 Instructional Plan and Reflection
Administrators will review the left side of the Instructional Plan and Reflection (Form A) before the observation. A formal pre-observation meeting may be desired by either the probationary instructor or the administrator to discuss the upcoming observation.

2 Instructional Observation
Administrators will use the Classroom Observation Record (Form B) for data gathering during the observation. Refer to the Domain Rubrics. Remind instructors to complete the reflection side of the Instructional Plan and Reflection (Form A) following the session.

3 Reflection Conference
Discuss session with the instructor, Including the instructor’s evaluation of the session, comments on the Classroom Observation Record (Form B), notes from the Instruction Plan and Reflection (Form A). It is recommended that the reflection conference take place within five days of the observation.

4 Complete Formative/Summative Assessment
Following observations 1 and 2, using the Domain Rubrics (Appendix A, B, C, D, E)) and scoring criteria, complete the Formative Assessment (Form C). Obtain the instructor’s signature and send Form C to Human Resources. Following the third observation, complete the Summative Assessment (Form D). Obtain the instructor’s signature and send Form D to Human Resources.
Probationary Instructor/Service Provider Performance Assessment
Three-Year Cycle

Year 1, 2, 3

Fall (October 1)
Complete Goal Setting with assistance from collegial team and/or mentor (Form F)

Discuss/review/measure progress throughout the year within Professional Learning Communities.

Participate in staff development related to achieving set goals.

Complete three formal observations with school administrator-scheduled or unscheduled.
(by March 1)

Spring
Complete Summative Conference with administrator
Reflection on goal progress (Form F)/share with administrator
(March 1)
Continuing Contract Instructors/Service Providers

Continuing contract instructors/service providers at Northeast Metro 916 will be involved in four activities during a three-year evaluation cycle.

These activities include:

- a self-assessment and the setting of yearly SMART goals-Goal Setting Form F. *(Statutory language: the annual evaluation process must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth.)* service providers not working directly with students will create SMART goals directly related to their daily practice.

- participation in peer observation. (minimum of one a year for years 1 & 2 of the evaluation cycle) *(Statutory language: The annual evaluation process for Instructor/Service Providers must establish a three-year plan professional review cycle which includes a peer review process.)*

- active participation in a professional learning community (each year). *(Statutory language: The annual evaluation process must establish the opportunity to participate in a professional learning community.)*

- observation by an administrator once every three years. *can be scheduled or unscheduled (Statutory language: the annual evaluation process for Instructor/Service Providers must establish a three-year professional review cycle for each Instructor/Service Provider that includes a least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.)*

Each year individuals will review their practice in relation to the District Vision Cards and site initiatives to create an individual action plan (Form F) for the school year. Due to administrators by October 1st. Throughout the year, instructors/service providers will conduct activities to meet the goal individually and within their Professional Learning Communities and collect documentation of achievement. Written reflection (Form F) on progress at the end of the school year will be submitted to the administrator by May 15th of the school year. The submission and completion of the individual goal plan (Form F) and reflection will be reviewed as 35% of the Instructor/Service Provider evaluation process.

This plan will include a SMART goal that relates to either the school achievement goals (Next Steps) or create an individual SMART goal directly related to the Instructor/Service Provider’s everyday practice and to one of the four domains of professional practice.

Student engagement will be measured by either site specific measures as described by the District Vision Card or by a student/staff or parent engagement measure that directly relates to the instructor/service provider’s specific practice. If needed a specific engagement tool could be created by an individual instructor or service provider or by a group of instructors/service providers to measure student/staff/parent engagement related directly to their daily work.
In years one and two of the cycle, all individuals must schedule and be observed by a peer at least once a year. This peer can be a site instructional coach, a mentor, a cognitive coach, a member of the Teaching and Learning team or any selected peer. Documentation of the peer observation/reflection session must be submitted to the site administrator each year. The documentation does not share specifics of the conference beyond date, time and participants.

During year three of the cycle, instructors/service providers will participate in one formal observation by the administrator (scheduled or unscheduled).

For the program, this means that one-third of continuing contract instructors/service providers at each site will be involved in the formal observation cycle and goal setting each year. The other two-thirds of the staff will be involved with peer observation and goal setting.

During year three of the cycle, instructors/service providers will complete a self-assessment of their competence with regard to each of the four domains, using Instructor/Service Provider Reflection (Form E). This self-assessment may be shared with colleagues or others at the desire of the instructor/service provider.

Continuing contract Instructor/Service Providers may choose to develop a portfolio containing evidence of student learning and professional activities related to each of the four domains of professional practice. The portfolio can be presented to the administrator during the reflection conference in the third year of the evaluation cycle, along with a completed Portfolio Organizational Matrix (Form G).

Following the reflection conference, instructors/service providers will receive a copy of Assessment (Form D) that has been completed by the administrator.
Continuing Contract Instructor/Service Provider Performance Assessment
Three-Year Cycle

Years 1, 2

Fall (October 1)
Complete Goal Setting (Form F)

Discuss/review/measure progress throughout the year within Professional Learning Communities.

Participate in staff development related to achieving set goals.

Participate in a one or more peer observation/reflection sessions. Turn in documentation to school administration.

Spring
Reflection on progress/share with administrator
(FORM F-Goal Setting May 15)
Continuing Contract Instructor/Service Provider Performance Assessment
Three-Year Cycle

Year 3

Fall (October 1)
Complete Goal Setting (Form F)
Choose to gather artifacts for a teaching portfolio (not required)

Discuss/review/measure progress throughout the year within Professional Learning Communities.

Participate in staff development related to achieving set goals.

Complete a self-assessment in relation to the Domains (Form E)
Complete a formal observation cycle with school administrator-scheduled or unscheduled.

Spring
Reflection on progress/share with administrator
Share Portfolio-Instructor/Service Provider choice (not required) (June 1)
**District Vision:**

**Program Initiative:**

**Instructor and Service Provider Individual SMART Goal:**

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness Ways to measure.</th>
<th>Identified Professional Development Needs</th>
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</table>


Current Reality Individual Classroom & Practice:

I am using the Site Based VisionCard Student Engagement Measurement- Circle YES or NO

If “NO”- Individual or Team Engagement Measurement: (Please describe)

Reflection on individual progress on goals: (share data points, staff development, successful changes, areas for growth for next year)

Reflection on Engagement Measurement
Continuing Contract Instructors/Service Providers Portfolio Development

Instructor/Service Providers are expected to be life-long learners who continually engage in professional development. Northeast Metro 916 expects all instructors/service providers to document their efforts to grow professionally.

Each continuing contract instructor/service provider may create a formal portfolio to document efforts to grow professionally and demonstrate achievement of the components of the four domains of professional practice. Instructors/service providers will have two years to build a portfolio and share it with their administrator in the third year of the evaluation cycle.

Using the Portfolio Organizational Matrix (Form G), the instructor/service provider will be expected to indicate which components are being met by identified artifacts, and to briefly describe how that artifact relates to the component.
Peer Observation and Reflection—What is it?

The peer observation and reflection process is part of the state statute related to Instructor/Service Provider evaluation. Components of the process include mentoring and professional development, Instructor/Service Provider collaboration, peer coaching, and PLC's.

Northeast Metro 916 continuing contract instructors/service providers will be observed in a collegial format by a designated instructional coach assigned to that program or site and/or a mentor or cognitive coach or self-selected licensed peer. Throughout this process each instructor/service provider will be observed by a peer at least twice in a three year rotation. The goal of this observation is to promote individual growth and development in the instructor/service provider's area of expertise. Instructors/service providers will have the opportunity to work together in providing constructive feedback to each other. The peer observer will meet with the instructor/service provider prior to the observation to discuss goals and to get a background and/or context of the lesson/activity/therapeutic intervention to be observed. The observer will then host a post observation conference to discuss how the instructor/service provider felt the observation went and to allow for further reflection related to future growth.

Peer observations and reflections will be done in an open, honest setting and any conversations regarding the observation process are confidential between the instructor/service provider and their observer. This process is for professional growth and development and is NOT an evaluative process.

There are options for how the observer and instructor/service provider can meet prior to the observation, as well as after the observation. Some of those options include: face to face, Google Hangout, Skype, e-mail, or phone. Face-to-face is the preferred method as it builds more trust.
The following three documents are for the Peer Observation and Development Process.

Resources Documents:

1. Licensed Staff Pre-Observation Resource
   This document is a chart with the four domains to assist the licensed staff in determining which area they would like chosen for observation.
   *See page 22 for resource.

2. Peer Observation and Reflection Resource
   This document contains examples of questions that could be used during the pre/post observation.
   *See page 21 for resource.

3. Documentation Form (required)
   Official Peer Observation Documentation. This document is the official form to be turned in upon completion of the observation.
   *See page 23 for the form.
Peer Observation and Reflection Resource

Name:

Observer:

Date:

Reflection Questions:

Pre-Observation

- Which domain do you choose for your peer observation?
- How will this impact student learning and/or your professional growth?
- How will this help you recognize the student/staff/parent engagement?
- Do you have specific content you want observed?
- How will this affect your professional learning?

Post-Observation

- How do you feel the lesson/activity/therapeutic intervention went?
- Is there something you would change or do differently?
- How will you move forward?
## Peer Observation

**Name:** ____________________________  **Site/Program:** ____________________________

**Date:** ____________________________  **Coach:** ____________________________

<table>
<thead>
<tr>
<th>Domain</th>
<th>Components Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td>• Demonstrating knowledge of content and instructional strategies&lt;br&gt;• Demonstrating knowledge of students&lt;br&gt;• Selecting instructional goals&lt;br&gt;• Demonstrating knowledge of resources&lt;br&gt;• Designing coherent instruction&lt;br&gt;• Assessing student learning</td>
</tr>
<tr>
<td>2. The Classroom Environment</td>
<td>• Creating an environment of respect and rapport&lt;br&gt;• Establishing a culture for learning&lt;br&gt;• Managing classroom procedures&lt;br&gt;• Managing student behavior&lt;br&gt;• Organizing students within the physical space</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>• Communicating&lt;br&gt;• Using questioning and discussion techniques&lt;br&gt;• Engaging students in learning&lt;br&gt;• Using assessment in instruction&lt;br&gt;• Demonstrating flexibility and responsiveness</td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td>• Reflecting on teaching&lt;br&gt;• Maintaining accurate records&lt;br&gt;• Communicating with families&lt;br&gt;• Participating in a professional community&lt;br&gt;• Growing and developing professionally&lt;br&gt;• Showing professionalism</td>
</tr>
</tbody>
</table>
Form J – Official Peer Observation Documentation

I participated in a peer observation and reflection conference on ________________(date).

_________________________________  __________________________________
Participant                                      Observer
Teacher Improvement Process

The continuous evaluation process for teachers must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines.

Individual Improvement Plan

This form will be used to support staff growth during the probationary period and to create a focused plan to address specific areas of need. Generally it would be used to identify specific performance needs and develop methods and action plans to support success in these areas.

This form may be used with continuing contract staff to define specific performance areas that may need extra support and to clearly define goals and process to support success.

Performance Deficiency Plan

This form will be used to address critical performance deficiencies with continuing contract staff and will generally be limited to a short, defined period (1-3 months). Significant progress or goal completion must be demonstrated to prevent movement into the disciplinary process.
(Statutory Language:  The annual evaluation process for teachers must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines; and must discipline a teacher for not making adequate progress in the teacher improvement process that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate. )

Context for Teacher Evaluation System

April 15, 2014

Teacher Improvement Plans

The Teacher Improvement Plan process has two distinct components. This appendix to the Teacher Evaluation System provides a context to understand when each of the two forms accompanying the plan will be used.

1. Individual Growth and Development Plan (IGDP)

This form will be used to support staff growth during the probationary period and for continuing contract staff to create a focused plan to address specific areas of need. An administrator can identify specific performance needs and develop methods and action plans to support success in these areas. It is intended to be used as a growth and development tool. The IGDP form could be used in situations where an administrator has typically used a Letter of Directives with continuing contract staff to define specific performance areas which need to improve and to clearly communicate expectations or directives for performance improvement. A Letter of Directives and the IGDP may be, but do not have to be, used interchangeably. The use of the IGDP and the Letter of Directives shall be considered non-disciplinary in nature.

2. Performance Deficiency Plan (PDF)

This form will be used to address critical performance deficiencies with continuing contract staff to address serious performance concerns that must be corrected immediately. The PDF form could be used in lieu of, or in addition to, a Notice of Deficiency. Generally, the interventions under a PDF form will be limited to a short, defined period. Significant progress or goal completion must be demonstrated to prevent further disciplinary action. The use of the PDF form shall be considered disciplinary in nature. Although the PDF form may be used for disciplinary purposes, the school district retains the right to proceed with discipline even if this form has not been used to address performance deficiencies.
While the Evaluation of Professional Practice program is separate from the discipline process, performance not meeting criteria may become a discipline issue.

Administrator

Continuous Evaluation of Practice

Performance Meets Criteria

Individual Improvement Plan and/or Letter of Directive

Performance Meets Criteria

Return to Continuous Evaluation of Practice

Performance Does Not Meet Criteria

Performance Deficiency Plan and/or Letter of Deficiency

Performance Does Not Meet Criteria

Discipline Action

Performance Meets Criteria

Return to Continuous Evaluation of Practice

Discipline Action
Licensed Staff
Individual Improvement Plan

Teacher/Service Provider __________________________ Meeting Date____________________
School/Program_________________________ Administrator__________________________

Goal:
Align goal with evaluation domain & rubric.
Create a Specific Measurable Achievable Relevant Time bound (SMART) goal.

1.
2.

Plan:
Identify action plan. Identify activities, training, support & resources will you need.

1.
2.

Measurements:
What tools and data will be used to know the benchmarks and targets are achieved.

1.
2.

Review Outcomes or Summary:

1.
2.

Review Date: _________________________ Next Review Date: _________________________

_____________________________ __________________________
Teacher/Service Provider Signature Administrator*

*Administrator will use this form for probationary staff and/or tenured staff to support teacher’s performance.
Licensed Staff Performance Deficiency Plan

- In order to correct the performance deficiencies, it is expected that you will accomplish the following goal(s) in accordance with the accompanying plan(s) and timeline(s).
- This form should be used for short periods of intensive assistance.

**Team Members:** Enter administrator(s), teacher, teacher rep names

**Date:** Enter date.

**Areas of Deficiency:** Enter a summary statement describing the areas of concern.

<table>
<thead>
<tr>
<th>Performance Goals (Write SMART goal)</th>
<th>Action Steps/Objectives (timeline with specific dates included)</th>
<th>Evidence of Progress (Data) and Specific Dates when Achieved</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select Domain:</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Enter a goal that is needed to demonstrate proficiency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Select Domain:</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
</tr>
<tr>
<td>Enter a goal that is needed to demonstrate proficiency.</td>
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</tr>
</tbody>
</table>
4. **Select Domain:**
Enter a goal that is needed to demonstrate proficiency.

5. **Select Domain:**
Enter a goal that is needed to demonstrate proficiency.

6. **Select Domain:**
Enter a goal that is needed to demonstrate proficiency.

I expect that your accomplishment of these plan goals will enable you to correct the deficiencies in your performance. However, in the event that you do not correct these deficiencies, additional employment action may be taken including the possibility of termination of your employment or any other discipline deemed appropriate by the administration. This form may be used as the basis for a Letter/Notice of Deficiency or other discipline. Although this form may be used for disciplinary purposes, the school district retains the right to proceed with discipline even if this form has not been used to address performance deficiencies.

<table>
<thead>
<tr>
<th>Administrator's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Distribution: Copy to teacher. Copy to employee personnel file. Copy to site administrator. Copy to Respective Director.