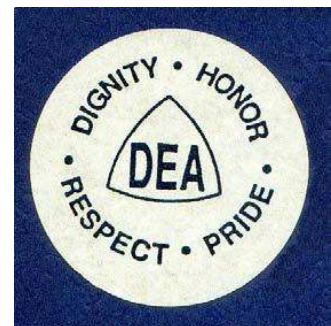




**Decatur Public School District 61
Tenured Employee Support Plans:
A Companion Document for the
Teacher Appraisal Process Manual
2014–15**

July 2014



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Tenured Employee Support Plans¹

From time to time, tenured employees will need additional support to improve their skills through the evaluation process. There are three different documents to assist staff. The employee, administrator, and a representative from Decatur Education Association (DEA) will work collaboratively to support the employee toward a successful outcome.

1. Plan of Assistance (POA): The POA is used when a tenured employee has ratings during any observation cycle that have a majority of *needs improvement* or *unsatisfactory* in any domain.
2. Professional Development Plan (PDP): The PDP is used when a tenured employee has a summative rating of *needs improvement*. The PDP is created and implemented the following school year. In addition to the PDP, the tenured employee is on evaluation cycle the following school year. The PDP supplements the evaluation and becomes the professional goal for that employee.
3. Teacher Remediation Plan: The Teacher Remediation Plan is used when a tenured employee has a summative rating of *unsatisfactory*. The plan is developed and implemented the following school year.

¹ The following definitions of terms apply throughout this document: (1) *Employees* is defined in Article II.A of the Agreement between the Board and the DEA; (2) For purposes of the Professional Development Plan, *school day* is defined as a day when school is in session and students are expected to be present.

Plan of Assistance for Tenured Employees

The POA for Tenured Employees is designed to assist tenured employees who, in the judgment of the school district administration, need a more structured mode of supervision during the current evaluation cycle. Ideally, this option is characterized by recognition on the part of the staff member and the administrator that the individual needs more assistance to be successful. Movement into this evaluation plan reflects a need for a staff member to improve in one or more areas.

1. Awareness will be initiated by discussion of an area(s) in need of improvement between the evaluator and employee.
2. When a majority of component ratings within a domain are *needs improvement* or *unsatisfactory* within a scheduled or unscheduled observation of any tenured staff member, a POA will be implemented. The evaluator will immediately notify the staff member of specific concerns. Human Resources will contact the union president.
3. Collaboratively, the evaluator and staff member (including a DEA representative) will develop a POA to address specific areas identified as needing improvement. The action plan will include a timeline for review of no more than 30 school days.
4. The POA will include the following:
 - a. Identification of the improvement needs
 - b. Strategies for improvement
 - c. Indicators of success
 - d. Administrative feedback schedule
5. The POA will focus on a specific domain area(s) and will include administrative assistance to enable the staff member to overcome the difficulty or problem. The plan will be in writing, and the employee and DEA will receive a copy of the final POA.
6. If appropriate, the plan may take on the form of an additional observation cycle.
7. If, at the end of the agreed on timeline, the majority of the professional domain area(s) is proficient, the staff member will return to the tenured teacher appraisal plan.
8. If, at the end of the agreed on timeline, the professional domain area(s) continues to be *needs improvement* or *unsatisfactory*, a revised plan or a continuation of the plan will be discussed.
9. If, at the end of the evaluation cycle, the employee receives a *needs improvement* overall rating, a PDP will need to be developed within 30 school days.
10. If, at the end of the evaluation cycle, the employee receives an *unsatisfactory* overall rating, the employee will be placed on remediation, and a Teacher Remediation Plan will be developed within 30 school days.

Plan of Assistance for Tenured Employees

Employee: _____

Grade/Subject: _____

The evaluator and staff member will collaboratively develop strategies to enable the individual to address concerns and regain competencies.

Collaboratively, the evaluator and staff member (including a DEA representative) will develop a Plan of Assistance (POA) to remedy the problem or situation. The POA will include a timeline for review of no more than 30 school days.

Domain to be addressed: _____

Identification of improvement needs (cite components and issues):

Strategies for improvement:

Indicators of success:

Schedule for administrative feedback (could include a series of informal observations):

Employee _____ Date _____

Administrator/Supervisor _____ Date _____

DEA President/Designee _____ Date _____

Professional Development Plan

An employee will be placed on a Professional Development Plan (PDP) when the employee's overall performance is rated as *needs improvement*.

The evaluator will complete a written evaluation report, provide the employee with a copy of the evaluation, and meet with the employee as part of the summative conference. A written PDP will be developed within 30 school days of the conference.

An employee rated *needs improvement* must be evaluated in the school year following receipt of the *needs improvement* rating. On receipt of a *proficient* or *distinguished/excellent* overall rating, the tenured employee will return to the evaluation cycle of every two years.

1. Collaboratively, the evaluator and employee (including a DEA representative) will develop a PDP to address specific areas of deficiency identified as needing improvement. The PDP will include a timeline for review consistent with the observation schedule and will be in place for the duration of the evaluation cycle following the receipt of the *needs improvement* overall rating.
2. The PDP will include the following:
 - a. Identification of the improvement needs
 - b. Strategies for improvement
 - c. Indicators of success
 - d. Support provided by the district, including any professional development requirements
 - e. Administrative feedback schedule
3. The PDP will focus on the specific areas of deficiency that contributed to the overall rating of *needs improvement*. The PDP will include supports provided by the district, including but not limited to, professional development, coaching from other peers, extended visitation, and so on. The PDP will be in writing, and the employee and DEA will receive a copy of the final PDP.
4. The PDP will replace the individual professional growth plan of the evaluation document.
5. If, at the end of the evaluation cycle, the employee continues to receive a *needs improvement* overall rating, a new PDP will need to be developed within 30 school days.
6. If, at the end of the evaluation cycle, the employee receives an overall performance rating of *unsatisfactory*, the employee will be placed on remediation, and a Teacher Remediation Plan will be developed within 30 school days.

Professional Development Plan

Employee: _____

Grade/Subject: _____

The evaluator and employee will collaboratively develop strategies to enable the individual to address concerns and regain competencies.

Collaboratively, the evaluator and employee (including a DEA representative) will develop a Professional Development Plan (PDP) to remedy the specific deficiencies. The PDP will include a timeline for review at every observation cycle during the next evaluation cycle following the receipt of the overall *needs improvement* rating.

Area of deficiencies to be addressed: _____

Identification of improvement needs (cite components and issues):

Strategies for improvement:

Indicators of success:

Support provided by the district, including any professional development requirements:

Schedule for administrative feedback:

Employee _____ Date _____

Administrator/Supervisor _____ Date _____

DEA President/Designee_ _____ Date _____

Teacher Remediation Plan

An employee in continued contractual service will be placed on remediation status under the following conditions:

- A. An employee receives an overall evaluation rating of *unsatisfactory*.
- B. The cited deficiencies identified to warrant the overall evaluation rating of *unsatisfactory* are remediable.

The evaluator will complete a written evaluation report, provide the employee with a copy of the evaluation, and meet with the employee as part of the summative conference. A written Teacher Remediation Plan will be developed within 30 school days of the conference.

The written Teacher Remediation Plan will be directed at the specific deficiencies that were addressed in the appraisal form and will not bring in new, unrelated areas of concern to be addressed. The plan will include the following components:

- A. Description of the condition(s) in need of change
- B. Clear definition of acceptable levels of performance
- C. Plan of achieved identified expectations
- D. Indication of assistance to be provided
- E. System of monitoring progress
- F. Indicators for success
- G. Resources needed
- H. Timelines for completion
- I. Other guidelines
 - a. Five school days after the final evaluation conference, the DEA president or designees are notified in writing of the employee's overall rating.
 - b. DEA may submit a list of at least five names of consulting employees to the Director of Human Resources. Consulting employees will have at least five years' relevant experience and a reasonable familiarity with the assignment of the employee being evaluated and will have received a *distinguished/excellent* rating on his or her most recent evaluation. The selection of the consulting employee will be mutually determined by the Director of Human Resources and the DEA president or designee. In the event of a dispute as to the qualifications, the State Board of Education will determine qualifications. The consulting employee and the DEA representative will participate in developing the Teacher Remediation Plan.
 - c. If no consulting employee is available, the timeline is waived until the Regional Office of Education provides a consulting employee.
 - d. Consulting employees shall be given released time as mutually agreed upon by the employee and administration in order to perform their role as a consulting employee. Consulting employees shall suffer no loss of planning or lunch time. In addition, they

shall be provided clerical assistance, when available, if necessary in performing their function as a consulting employee.

The Teacher Remediation Plan will have a duration of 90 school days. The tenured employee will be evaluated at the midpoint and conclusion of the remediation period. A written copy of the evaluations and ratings will be provided and discussed with the employee, including deficiencies and recommendations for correction that are identified within 10 school days after the date of each evaluation.

- A. An employee who completes the Teacher Remediation Plan with a *proficient* or better rating will be evaluated the following school year by using the standard district appraisal process.
- B. Documentation verifying the successful completion of a Teacher Remediation Plan will be given to the teacher and will be placed in the teacher's personnel file.
- C. Evaluations at the conclusion of the remediation process will be separate and distinct from the required annual evaluations of teachers and will not be subject to the guidelines and procedures relating to those annual evaluations.
- D. A teacher who fails to complete the Teacher Remediation Plan with a *proficient* or better rating will be dismissed in accordance with Section 24-12 of the School Code.

Teacher Remediation Plan

Employee: _____ Grade/Subject: _____

Date of Summative Conference: _____ Date DEA President Notified: _____

Consulting Employee: _____

Plan Components

- A. Description of the condition(s) in need of change: (cite *needs improvement* and *unsatisfactory* components)**

- B. Clear definition of acceptable levels of performance: (use the Charlotte Danielson rubric)**

- C. Plan of achieved identified expectations: (outline the strategies to reach proficient in the identified deficiencies)**

- D. Indication of assistance to be provided: (what are the district supports to assist the employee to reach proficient in the identified deficiencies?)**

- E. System of monitoring progress: (use the Charlotte Danielson rubric for identified components)**
 - a. Midpoint Evaluation Date _____
 - b. Midpoint Conference Date (within 10 school days) _____

- F. Indicators for success: (proficient on the summary of components rated)**

G. Resources needed

H. Timelines for completion (90 school days)

a. End of Plan Evaluation Date _____

b. End of Plan Conference Date (within 10 school days) _____

Employee _____ Date _____

Consulting Employee _____ Date _____

Administrator/Supervisor _____ Date _____

DEA President/Designee _____ Date _____

(Check One) _____ Plan successfully completed

_____ Plan not successful