

INTRODUCTION

WHY IS THIS BOOK NEEDED?

Almost every situation that captures the attention, interest, and sensibilities of a society finds its way into the nation’s schools.

Whether it be the opportunities and challenges of emerging technology or issues of health, social welfare, the economy, politics, and many more, schools have the responsibility of equipping students to meet the challenges of the 21st century successfully.

The No Child Left Behind Act of 2001 was enacted to promote and quantify accountability in obtaining this goal.

In fulfilling the objectives of this law, schools are charged with tangibly demonstrating that proficient people and excellent strategies are in place in accordance with specific guidelines . . . and that all children will be at grade level by 2014.

What training/experience does the educator bring to the table? How do current programs and procedures meet student needs? And, most important, to what degree of success do these factors come together for the benefit of the emotional, social, and academic growth of each and every student?

It is incumbent upon districts, schools, and individual education professionals to validate the efforts made toward addressing these issues by demonstrating compliance and successful achievement.

To this end, *Writing Year-End Teacher Improvement Plans—Right Now!!* is dedicated to the completion of comprehensive, professional teacher improvement plans. They can be thought of as “insurance policies,” listing the teacher and education system as owners and the students as beneficiaries.

An improvement plan formula can be visualized as follows:

Successful Implementation of				
<i>Stated Goals/Objectives</i>	+	<i>Action Plan</i>	=	<i>Outcome(s)</i>
Student assessment data		Teaching strategies		Student achievement
National/district/school initiatives		Persons responsible		Compliance with mandates
Professional objective(s)		Focused activities		Professional growth

This guide is an administrative tool—a template with which users, utilizing their district’s format or the “Performance Progress and Improvement Plan” packet included in this book, as well as their ongoing observations, can construct the document that spells out the analysis of past performance and the plan for the coming year.

The essential components of assessing effective teaching and planning for ongoing professional growth includes recognizing and valuing observed strengths, determining areas where improvement is required, and suggesting specific actions to facilitate successful fulfillment of the stated goals and objectives.

Writing Year-End Teacher Improvement Plans—Right Now!! makes that process easy by providing a compact packet of forms, enabling the user to easily create a comprehensive, professional document that chronicles the teacher’s annual journey toward the highest levels of proficiency.

Of course, the entire process can be completed in record time on each of the forms through the use of the upgraded interactive CD-ROM.

Just select, click, edit, save, and/or print . . . and the reports are ready!!

COMPONENTS AND INSTRUCTIONS

The “Performance Progress and Improvement Plan” is made up of five essential components:

1. Analysis of Teacher Performance (for the administrator)
2. Teacher Self-Assessment Form (for the teacher)
3. Recommendations for Improvement/Action Plan
4. Summative Report
5. Professional Development Report

1. Analysis of Teacher Performance

This form allows the administrator to point out those proficiency categories in which the teacher has shown consistent exemplary performance during the school year, as well as areas that need sustained improvement.

This can be done expeditiously by using the coded capabilities of the guide (e.g., if recorded under “Strengths,” *14f* indicates that *the teacher has a thorough knowledge of curriculum content*).

In like manner, by recording *36c* in the “Areas Needing Improvement” section, the user states that *the teacher should regularly inform parents of student progress*.

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2. Teacher Self-Assessment Form

The teacher is given the opportunity to record reflections on his or her performance during the year by using this form.

The teacher may create statements designating strengths and areas needing improvement. Or, using the glossary of terms (see Section 2) as a reference, the teacher may select areas of strength and those needing improvement by recording the corresponding category numbers and titles in the respective boxes.

The completed report is then presented to the administrator prior to the start of the annual performance plan process.

3. Recommendations for Improvement and Action Plan

Part Three allows the administrator to provide specific suggestions as to steps to take to strengthen the areas needing improvement.

4. Summative Report

In Part Four, teacher strengths are described, and the action plans that were suggested for areas needing improvement are evaluated as having been satisfactorily completed, needing ongoing improvement, or unsatisfactory.

5. Professional Development Report

Part Five allows the teacher to provide concrete proof of the steps taken toward attaining increased professional growth, as well as compliance with national and district mandates regarding proficiency.