



Our Students. Their Moment.

# Teacher Improvement Plans (TIPs) and Principal Improvement Plans (PIPs)

**Dr. Julia Rafal-Baer, Assistant Commissioner**



Prior to 2010, there were minimal requirements on the evaluation of teachers and principals and on the use of improvement plans. Now, under APPR, annual evaluations for all educators must be used to inform targeted professional development decisions with improvement plans required for certain educators.

<p><b>Before 1998</b></p>	<ul style="list-style-type: none"> <li>• Regulations did not require districts to provide improvement plans to teachers.</li> </ul>
<p><b>July 1998</b></p>	<ul style="list-style-type: none"> <li>• Regents Taskforce on Teaching recommended performance evaluations that were fair and objective, and which promoted improved student learning outcomes.</li> </ul>
<p><b>September 2000</b></p>	<p>The Commissioner's Regulations were amended to require districts to:</p> <ul style="list-style-type: none"> <li>• Provide substantial professional development opportunities;</li> <li>• Establish annual or multi-year performance reviews; and</li> <li>• Provide a TIP to any teacher rated Unsatisfactory.</li> </ul>
<p><b>May 2010</b></p>	<p>Education Law §3012-c was signed into law, requiring districts and BOCES to:</p> <ul style="list-style-type: none"> <li>• Establish APPRs that rated teachers and principals as Highly Effective, Effective, Developing, or Ineffective;</li> <li>• Provide an improvement plan to any teacher or principal rated Developing or Ineffective; and</li> <li>• Use APPR results as a significant factor in professional development decisions.</li> </ul>

# The law requires that Teacher and Principal Improvement Plans (TIPs and PIPs) include the following elements:

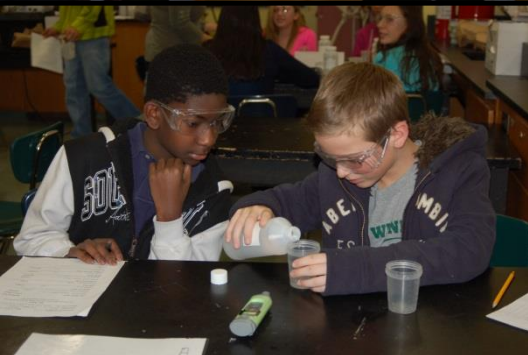
- Any teacher or principal rated Developing or Ineffective must have an improvement plan that includes the following elements:
  - Identification of areas that need improvement;
  - A timeline for achieving improvement;
  - The manner in which improvement will be assessed; and
  - Where appropriate, differentiated activities to support improvement in these areas.
- In order to be most impactful, improvement plans should include a variety of professional learning opportunities that will impact a teacher's classroom practices.
- These opportunities should be tailored to areas of classroom and professional practice identified as needing improvement and should be closely aligned with the desired outcomes of the improvement plan.

# Education Law §3012-c requires that teacher and principal evaluations be used as a significant factor in professional development decisions for all educators.

- The Department continues to recommend the implementation of Personal Professional Development Plans for all educators, regardless of their overall composite rating.
- Personal Professional Development Plans (PPDPs) ...
  - Incorporate criteria similar to improvement plans.
  - Provide targeted support to teachers and principals based on areas that have been identified for professional growth.
  - Do not take the place of TIPs and PIPs, but rather complement them.
  - Ensure that all educators, including those rated Effective and Highly Effective, are provided with the necessary support to continuously improve over time.
- Professional Learning Plans create an action plan to support educators as they grow professionally throughout their careers. Professional development, designed in response to evaluation, should consider both the appropriate learning goals and the system of support for attainment of those goals.

# During the past two school years, educators on improvement plans have received targeted supports, enabling them to improve their practice.

- Generally, 22% of teachers and 21% of principals increased their HEDI rating categories from 2012-13 to 2013-14.
- Across the 2012-13 and 2013-14 school years, approximately 5% of teachers and 7% of principals were rated Ineffective or Developing, thereby requiring an improvement plan.
- Of those educators on improvement plans in the 2012-13 school year who were also evaluated in the 2013-14 school year, a significant majority improved in their composite effectiveness rating:
  - 93% of teachers and 84% of principals rated Ineffective in 2012-13 moved to a rating of Developing or better in 2013-14; and
  - 89% of teachers and 78% of principals rated Developing in 2012-13 moved to a rating of Effective or better in 2013-14.



# Vision 2020: THE WAY FORWARD

## Strategic Blueprint for Newburgh Enlarged City School District

**Dr. Roberto Padilla**  
*Superintendent*

**Mrs. Sara Feliz**  
*Assistant*

*Superintendent for  
Curriculum and  
Instruction*

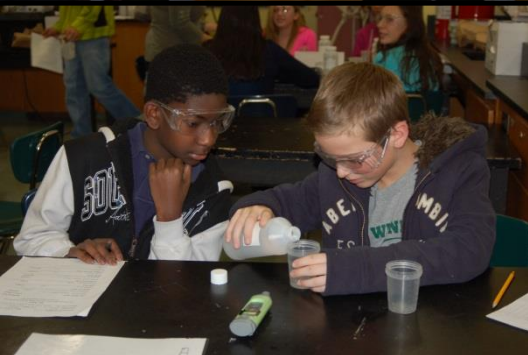
**Mrs. Melanie Lofaro**  
*Director of School  
Support*



# Theory of Action

If we cultivate collaborative communities that generate input from all levels of the organization on issues related to instructional practice and student learning, then we will foster a shared purpose and vision for our work leading to more effective practice and higher levels of student achievement.

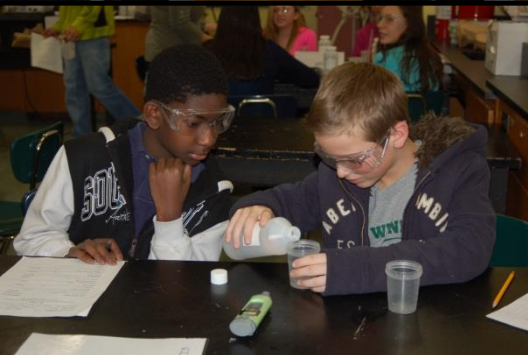
“Be the change you want to see in the world.”  
~Mahatma Gandhi



# Transforming Newburgh Schools: Supporting and Sustaining Great Teachers and Great Leaders

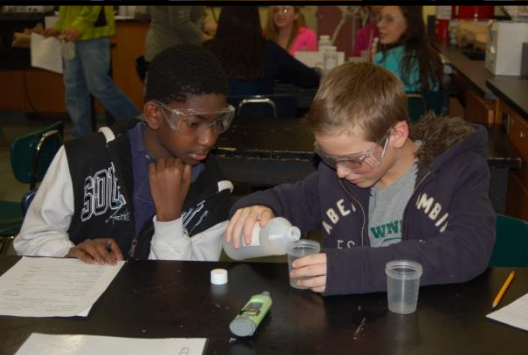
- Coordinated systems to identify student and talent management needs
  - Staff Trac, Data Mate and Safe Schools
- Enhancing teacher and leader capacity through specially designed professional learning informed by evidence gathered through APPR and the analysis of student academic performance
  - Collaboration with institutes of higher education
  - Differentiated Adult Professional Learning
  - Office of School Support
- Developing structures to manage and monitor the impact of professional learning on student achievement
  - APPR system
  - Tracking student, teacher and leader performance
  - DTSDE Reviews
  - Teacher and Principal Leaders
    - NECSD COACH Model
    - Learning Walks
    - CSI – data based inquiry meetings
  - Action research
    - High School Redesign
    - Alternative Education Programs
    - Elementary Education Programs





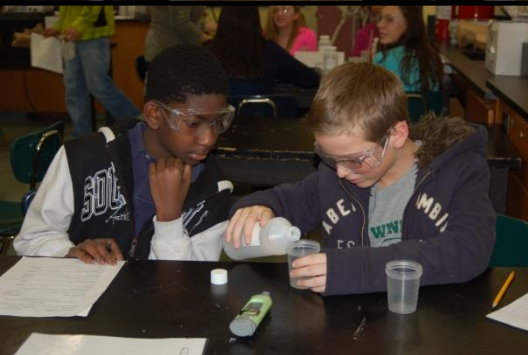
# Principal Improvement Plans

- Development of an evaluation system for all administrators in the NECSD that supports the professional growth of all principals
- Design of a district-wide professional learning plan for all administrators
- Targeted plan of action and support for those on formal Principal Improvement Plans (PIPs)
  - Development of a PIP based on specified areas in need of growth as indicated in the Marshall Rubric
  - Provision of differentiated support such as one-on-one mentoring and collaborative focus walks to enhance leadership capacity
  - Establishment of timelines for improvement and benchmarks of success
  - Continued focus on professional growth through the process



# Teacher Improvement Plans

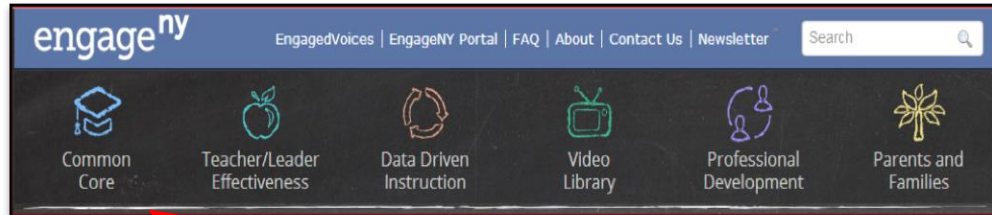
- Development of an evaluation system for all administrators in the NECSD that supports the professional growth of all teachers
- Design of targeted professional learning for all teachers
- Targeted plan of action and support for those on formal Teacher Improvement Plans (TIPs)
  - Development of a TIP based on specified areas in need of growth as indicated in the Danielson FFT
  - Provision of differentiated support such as one-on-one mentoring and embedded instructional coaching to enhance instructional capacity
  - Establishment of timelines for improvement and benchmarks of success
  - Continued focus on professional growth through the process



# Continuous School Improvement

- **VISION 2020 THE WAY FORWARD**
  - District Wide Systems
  - Effective Leadership
  - Educational Equity and Excellence
  - Family and Community Engagement
  - Supportive Learning Environments

# Building on Promising Practices and Innovative Models



Improving Practice

**Strengthening Teacher and Leader Effectiveness**

We know that New York State has some of the very best teachers and leaders in the nation. Our highest-performing districts and schools combine strong classroom instruction led by innovative principals with effective parent

**Professional Learning Community Opportunities**

- [Webinar: Student Perception Surveys: Actionable Student Feedback Promoting Excellence in Teaching and Learning](#)

## Continued Work:

- 2014-15 Site Visits
- Pilot use of the Quality Framework
- Development of Career Ladder Pathway Profiles
- STLE Advisory Panel

## Available Tools:

- Interactive Webinar Sessions
- Teacher and Leader Effectiveness (TLE) Continuum
- Engage-Envision-Elevate Toolkit
- District Spotlight Videos
- Additional Resources
- “In the News” press clips

# Appendix

# Consistency of Ratings from 2012-13 to 2013-14: Teachers

- 113,066 teachers received ratings in both 2012-13 and 2013-14.\*
- 65% received the same rating, 22% received a higher rating, and 13% received a lower rating.
- 5,485 teachers were first year teachers in 2013-14.\*\*

		2013-14 Rating				Total
		H	E	D	I	
2012-13 Rating	H	40.3%	11.2%	0.3%	0.1%	51.9%
	E	17.4%	24.4%	1.1%	0.1%	43.0%
	D	1.1%	2.7%	0.4%	0.1%	4.3%
	I	0.3%	0.4%	0.1%	0.1%	0.9%
	Total	59.1%	38.7%	1.9%	0.4%	100.1%***

Note: New York City was not included in 2012-13, but is included in 2013-14. \*This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2012-13 and 2013-14 APPR plans for teachers reported with 3 complete subcomponents and an overall composite rating. \*\*Experience data is unavailable for 8,494 teachers. \*\*\*Due to rounding, aggregate data may total greater than 100%.

# Consistency of Ratings from 2012-13 to 2013-14: Principals

- 2,495 principals received ratings in both 2012-13 and 2013-14.\*
- 64% received the same rating, 21% received a higher rating, and 16% received a lower rating.
- 284 principals were first year principals in 2013-14.\*\*

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	17.7%	11.7%	0.3%	0.0%	29.7%
	E	15.6%	44.9%	3.0%	0.3%	63.8%
	D	0.7%	3.6%	0.9%	0.3%	5.5%
	I	0.1%	0.5%	0.3%	0.2%	1.1%
	Total	34.1%	60.7%	4.5%	0.8%	100.1%***

Note: New York City was not included in 2012-13, but is included in 2013-14. \*This summary reflects the data that were reported to the Department by districts, BOCES, and charter schools with approved 2012-13 and 2013-14 APPR plans for principals reported with 3 complete subcomponents and an overall composite rating. \*\*Experience data is unavailable for 1,885 principals. \*\*\*Due to rounding, aggregate data may total greater than 100%.

# Consistency of State-Provided Growth Ratings from 2012-13 to 2013-14: Teachers

- 28,875 teachers received State-provided Growth ratings in both 2012-13 and 2013-14.
- 67% received the same rating, 18% received a higher rating, and 15% received a lower rating.
- 1,302 teachers were first year teachers in 2013-14.\*

		2013-14 Rating				Total
		H	E	D	I	
2012-13 Rating	H	2.2%	4.5%	0.1%	0.0%	6.8%
	E	5.5%	61.3%	6.2%	3.1%	76.1%
	D	0.2%	7.6%	1.9%	1.3%	11.0%
	I	0.1%	3.4%	1.1%	1.3%	5.9%
	Total	8.0%	76.8%	9.3%	5.7%	99.8%**

\*Experience data is unavailable for 869 teachers. \*\*Due to rounding, aggregate data may total less than 100%.



# Consistency of State-Provided Growth Ratings from 2012-13 to 2013-14: Principals

- 2,968 principals received ratings in both 2012-13 and 2013-14.\*
- 66% received the same rating, 16% received a higher rating, and 18% received a lower rating.
- 226 principals were first year principals in 2013-14.\*\*

		2013-14 Rating				
		H	E	D	I	Total
2012-13 Rating	H	1.5%	5.8%	0.2%	0.1%	7.6%
	E	4.6%	62.1%	6.8%	4.1%	77.6%
	D	0.2%	5.8%	1.2%	1.3%	8.5%
	I	0.1%	3.6%	1.1%	1.3%	6.1%
	Total	6.4%	77.3%	9.3%	6.8%	99.8%***

\*In 2012-13 State-provided Growth scores were distributed at the building level; in 2013-14 they were distributed at the principal level. \*\*Experience data is unavailable for 1,535 principals. \*\*\*Due to rounding, aggregate data may total less than 100%.