This sample is designed to create a Remediation Plan for a Cobb teacher being evaluated using TKES. In the electronic platform, there are required steps for both the teacher and the evaluator to complete. This is a guide to assist you in developing a growth-oriented Remediation Plan to support the teacher. Please note: the teacher can only respond twice to the plan in the electronic platform once the Remediation Plan is initiated: (1) to accept the plan and (2) to end the plan.

Teachers who have received an annual summative performance rating of Level I or II must complete a remediation plan as described in GaPSC Certification Rule 505-2-.43, titled Annual Performance Evaluation and GaPSC Rule 505-2-.36, titled Renewal Requirements. The duration of a Remediation Plan (RP) is 8 weeks. If the employee does not meet the overall expectations of the plan, grant a one-time four week extension to give the employee more time to be successful. Select no more than 4 standards per RP. Two standards per RP are recommended.

1. Remediation Plan: Evaluation performance of Level I or II

   Beginning Date: 08/8/2016
   Projected End Date: 10/31/2016

   Performance Standard(s) for Improvement (select between a min. of 2 and max. of 4 TKES standards per 8 week RP):
   - Standard 4: Differentiated Instruction
   - Standard 7: Positive Learning Environment
   - Standard 8: Academically Challenging Environment

   Targeted Areas of Improvement:
   
   Sample text: Three standards or areas have been targeted for improvement: Standard 4 (Differentiated Instruction), Standard 7 (Positive Learning Environment), and Standard 8 (Academically Challenging Environment). You should definitely keep all standards in mind throughout this plan. Additional activities may be added later addressing other standards if the need still exists.

   List standards; copy and paste standard, definition, targeted indicators as written by Ga DOE. Note: indicators are possible indications of evidence of standards; the indicators are not a checklist.

   For example:

   **Standard 4: Differentiated Instruction**: The teacher challenges and supports each students’ learning by providing appropriate content and developing skills which address individual learning differences.
   - Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
   - Provides remediation, enrichment, and acceleration to further student understanding of material.
   - Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
   - Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
   - Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
   - Demonstrates high learning expectations for all students commensurate with their developmental levels.
Standard 7: Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

- Responds to disruptions in a timely, appropriate manner.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Models caring, fairness, respect, and enthusiasm for learning.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students’ diversity, including but not limited to race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students’ needs and responses.
- Creates a warm, attractive, inviting, and supportive classroom environment.
- Arranges the classroom materials and resources to facilitate group and individual activities.

Standard 8: Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

- Maximizes instructional time.
- Conveys the message that mistakes should be embraced as a valuable part of learning.
- Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- Provides transitions that minimize loss of instructional time.
- Communicates high, but reasonable, expectations for student learning.
- Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- Encourages students to explore new ideas and take academic risks.

Actions the educator will take: here, clearly indicate the required/requested actions taken by and expectations for the teacher. Be as specific as possible and adhere to what is written in the plan.

Sample directive text:

Note: Activities/strategies should be customized to the needs of your school and/or instruction and teacher-specific based on their strengths and areas identified for growth.

The activities/strategies listed below are not in any particular order. The timeline indicates when activities should take place and/or when they are due to be uploaded to the platform. The activities/strategies are meant to provide you (the teacher) with needed ongoing professional development and self-reflection. Ultimately, the desired results are improvement in classroom management/organization, procedures/routines, positive learning environment and culture, and academically challenging instruction for all students.

Activity/Strategy: Lesson Plans will be due each week on Friday by 8am (you may choose to turn in two weeks at a time) and should be uploaded to the platform. For each subject, lesson plans should include: pre-assessment information and predetermined student groups or specific needs of students, standards, essential questions or “I Can” statements, any hooks/activators, key vocabulary, engagement/instructional strategies, mini-lessons, questions/activities for higher order thinking, relevance, time for practice/review, differentiation opportunities for all students (above and below expectations), and planned assessments (diagnostic, formative, or summative). Lesson plans should have a clear beginning, middle, and end.
Activity/Strategy: You will observe at least one other teacher teach a model lesson. You will provide a summary of the observation including all required pieces of your lesson plans, but also teacher strategies/techniques for behavior management/discipline (positive reinforcements and negative consequences), transitions, and routines/procedures. Summary to be uploaded to platform.

Activity/Strategy: You will observe a teacher/coach/mentor teaching a model lesson to your class of students. You will provide a summary of the observation including all required pieces of your lesson plans, but also teacher strategies/techniques for behavior management/discipline (positive reinforcements and negative consequences), transitions, and routines/procedures. Summary to be uploaded to platform.

Activity/Strategy: You will read Harry Wong’s book, The First Days of School, and provide a summary of learning specific to your targeted area or standard for improvement (Standard 7: Positive Learning Environment (Behavior Management and Procedures/Routines). You will provide a list of classroom routines/procedures with a detailed outline of how the routines/procedures are to be explained to students, parents, and fully implemented (see attachment). You will outline or anticipate any issues that many need troubleshooting for when students do not comply with clearly explained expectations. (Please use attachment, complete, and upload to platform.)

Activity/Strategy: You will present and explain your positive behavior management system. You will provide information for how this was explained to students and parents. The system should be fluid, include clear consequences and rewards, and should be implemented with fidelity and consistency. Parent communication should be outlined as well. (Use attachment, complete, and upload to platform.)

Activity/Strategy: You will meet each week with your grade level mentor to discuss behavior management, parent communication, lesson plans - especially instructional strategies, engagement, and differentiation. You may also choose to meet with the Instructional Support Teacher, your assigned mentor or coach.

Sample: Support/Resources the school system will provide:

- Professional Development through Metro RESA for relevant and/or applicable Endorsements; this may include strategies for positive and student engagement, higher order thinking, differentiation, critical thinking, and problem solving.
- You will be provided a copy of Harry Wong’s book, “The First Days of School”, along with an implementation guide (see attached).
- You are being provided with two mentors and contact/networking information for district-level professional learning specialists (PLS) and coaches. You are expected to meet with your grade level chair and school-assigned mentor, as well as our Technology Instructional Support teacher. As your evaluator/administrator, I will meet with you weekly to discuss the three standards and/or your targeted areas for improvement and related expectations and growth. Document your work with these people, reflect on your work with them. Share these documents and reflections with me and your administrative team.
Time within your workday will be provided to you to observe a teacher’s classroom with administration; this will allow you to discuss the observation and its connection to appropriate standards-based learning.

Administration will conduct weekly walkthroughs in your classroom and provide commentary and/or feedback.

Administration will schedule an observation by a district level supervisor and will provide feedback.

Sample Timeline:

**On the 1st day of each workweek:** The teacher will turn in lesson plans to the Assistant Principal to ensure that engaging strategies are taking place in the classroom.

**Daily:** The teacher will work with appropriate district coaches/PLS/supervisors and staff to incorporate engaging, higher level instructional strategies in the teacher’s classes on a daily basis.

**Bi-weekly:** The teacher will meet with the assigned mentor to discuss instructional strategies and processes/procedures/classroom management in the class.

**Bi-weekly:** The teacher will meet (on opposing weeks as above) with the Assistant Principal to discuss relevant standards and areas needing attention and support.

Sample Data/Evidence for Review:

- Please see evaluations from the past three years (August, 2013 – May, 2016).
- Please see all walkthroughs, notes, and formative observations throughout this school year.
- Please see all weekly lesson plans uploaded to platform.
- Please see all activities uploaded to platform.

Sample Documentation:

- Lesson plans to be uploaded weekly, please include a copy of your – the teacher’s - behavior management plan and procedures.
- Share reflections on the TKES standards #4, #7, and #8.
- Share lesson plans with administrators.
- Provide lesson plans for small group instruction highlighting specialized instruction and/or assessment tools. Turn in a reflection to your evaluator/administrator.
- Show examples of formative and summative assessments used to track student progress.

Sample Attachments: As requested by designated administrator.

**Professional Development Plan Conference: Teacher Comments**

8/8/2016 8:22 AM by ADMINISTRATOR, EVALUATOR
- implementationguide_harrywong.pdf

8/8/2016 9:34 AM by ADMINISTRATOR, EVALUATOR
- Remediation Plan Activity - Procedures.docx

8/8/2016 9:34 AM by ADMINISTRATOR, EVALUATOR
- Remediation Plan Activity - Behavior Management.docx