

Guide to Performance Improvement Plans

1. Review the PIP together with your BR

Your administrator will draft the PIP. Does it meet the criteria below? If not, you should propose changes to the PIP so that it does.

- 1) **Clear objectives.** Your administrator should be able to clearly state their concerns and what they are looking for from you. It is not enough simply to tell you to improve your classroom management or your lesson plans.
- 2) **Achievable and Reasonable Expectations.** A PIP needs to be focused and something a member can reasonably achieve with adequate support and time. The level of performance should match what others are doing, not an ideal that only a few attain.
- 3) **Administrator Feedback.** If you are required to provide lesson plans or other evidence, the administrator should provide feedback along the way so you can improve.
- 4) **Support.** The PIP should include support to achieve the objectives. This could be coaching from a mentor, opportunities to observe successful colleagues, taking a class or workshop, etc.
- 5) **Regular check ins and progress updates.** The ultimate outcome shouldn't be a surprise. You should have regular meetings to review your progress – these are opportunities for you to provide evidence of your success, to gain clarity if anything is unclear, and to hear any feedback from your administrator that may help you complete your plan.
- 6) **Measurable outcomes.** There need to be clear expectations that don't include "value language." Being nice, improving your attitude, etc. are subjective judgements, not evidence-based outcomes. Having regular meetings with the literacy coach; or having lesson plans which include appropriate and clear objectives, or which are tied to curriculum standards, etc, are examples of measurable outcomes.
- 7) **Reasonable timeline.** The time frame for the PIP needs to be reasonable. For example, 15 school days is not reasonable to show improvement. On the other hand, PIPs should not be open-ended and should be brought to a close when the desired expectations have been met.

2. Meet with the administrator to review the PIP.

Offer your ideas to revise the plan if you have some. Confirm what evidence is going to be needed. If the administrator is unsure or unclear, offer some of your own ideas for evidence. Establish a timeline for check-ins.

3. Carry out the plan and collect evidence of your success.

At the end of the day, your administrator needs to agree that you have successfully completed the plan. Collect and share evidence with your administrator at your check-in meetings, or even between meetings.

4. Document successful completion of the plan.

When the successful completion of a plan occurs, a written recognition of this should be established and a copy given to the employee and attached to the plan if placed in the employee's file.