

TIP Creation and Implementation Framework

The following list provides a detailed framework for creating and implementing TIPs to ensure that both the teacher and administrator are aligned, supported, and held accountable throughout the process.

1. Introduction and the Purpose of TIPs

- ✧ *Objective*—Clearly define the purpose of the TIP: to support the teacher’s growth and improvement.
- ✧ *Empathy and transparency*—Acknowledge the emotional weight of the process, ensuring that the teacher understands this is a collaborative and supportive effort.
- ✧ *Context*—Discuss why the TIP is necessary, focusing on areas where the teacher needs to improve and how it will ultimately benefit the teacher and the organization.

2. Initial Conversation and Goal Setting

- ✧ *Collaboration*—Emphasize the importance of collaboration between the teacher and administrator and ensure that the teacher has a significant voice in setting goals.
- ✧ *Goal creation*—Develop clear, realistic, and measurable goals together. Discuss what success looks like for each goal and ensure both the teacher and administrator have a shared understanding of the desired outcomes.
- ✧ *Goal scope*—Keep the goals manageable (usually 2–3 goals at a time). Make sure the goals are achievable within the set timeline.
- ✧ *Ownership and accountability*—Make sure the teacher assumes ownership over the process and feels empowered to meet the goals. Clearly define the teacher’s responsibility to meet the goals by the established deadline.

3. Evidence Gathering and Observation

- ✧ *Planned and unplanned observations*—Set timelines for both planned and unplanned observations. Ensure that your observations are meaningful and that you provide actionable feedback.
- ✧ *Teacher-generated evidence*—Encourage the teacher to collect evidence of their progress, such as lesson plans, student work samples, and self-reflections.
- ✧ *Administrator-generated evidence*—Gather evidence through observations, walkthroughs, and meetings.
Share the evidence from your observations during regular check-ins.

4. Ongoing Communication and Reflection

- ✧ *Regular check-ins*—Schedule weekly or biweekly meetings to discuss the teacher’s progress. Allow time for the teacher to reflect on the progress they made and the challenges they encountered.

- ✧ *Teacher self-assessment*—Start each meeting by asking the teacher where they feel they are in relation to their goals. Encourage them to be honest about where they stand with their goals and whether they need additional support.
- ✧ *Strategy adjustment*—Discuss next steps and possible adjustments to strategies or goals based on the teacher’s self-assessment and the evidence gathered.

5. **Support and Coaching Strategies**

- ✧ *Resources and support*—Provide coaching strategies to help the teacher overcome challenges. Offer resources such as additional professional development, mentoring, or peer collaboration.
- ✧ *Growth mindset*—Encourage a growth mindset, recognizing that setbacks are part of the improvement process. Focus on building the teacher’s confidence in their ability to meet the goals over time.

6. **Consequences and Accountability**

- ✧ *Clear expectations*—Make sure the teacher understands the expectations of the process and the consequences if they do not meet the goals.
- ✧ *Consequences of unmet goals*—Clearly state that if the teacher has not met the goals by the agreed-on date or does not provide adequate evidence of progress, their employment status may be at risk. Be transparent about the possibility of termination, depending on the severity of the unmet goal.
- ✧ *Final decision making*—Ensure the teacher understands that the final decision about their employment will be based on their ability to meet the established goals and demonstrate progress.

7. **Conclusion and Final Remarks**

- ✧ *Final reflection*—End the TIP process with a reflective conversation about the teacher’s growth, even if they were not successful. Acknowledge any improvements and progress they made.
- ✧ *Support moving forward*—Regardless of the outcome, offer resources for their continued growth and development, both inside and outside of the organization.
- ✧ *Commitment to growth*—Emphasize that the goal is to help the teacher grow, and no matter the outcome, the administrator’s role is to provide support and constructive feedback.

While the steps outlined here provide a structured framework for implementing a TIP, it is the leader’s approach that determines its true impact. When grounded in empathy, transparency, and a genuine desire to help the teacher succeed, a TIP becomes far more than a compliance document—it becomes a meaningful opportunity for growth. The TIP process not only supports the educator’s professional development but also reinforces the culture of trust and accountability within the school. Ultimately, the goal is not to penalize performance; rather, it is to elevate teacher practice through support, reflection, and collaboration.