

**TRENTON BOARD OF EDUCATION
CORRECTIVE ACTION PLANS**

These teacher responsibilities and administrative supports have been developed by and agreed upon by the District's Evaluation Advisory Committee (DEAC). These are the only activities to be included in Corrective Action Plans. There is an option to add additional responsibilities if they are mutually agreed upon by the teacher, administrator and the TEA Representative.

DOMAIN 1	TEACHER RESPONSIBILITY	ADMINISTRATIVE SUPPORT
Planning and Preparation	<ul style="list-style-type: none"> • Submit lesson plans • Select and incorporate two new learning strategies into lesson plans • Select and incorporate two new Checks for Understanding into lessons • Reference district curriculum guides • Attend or view online PD • Identify groups of students (IEPs and instructional levels) • Consult with specialist(s) who service students, i.e. counselor, CST, ESL and/or inclusion teacher • Work closely with assigned Buddy/Peer Teacher when mutually agreed. 	<ul style="list-style-type: none"> • Provide teacher with example of exemplar lesson plans for pertinent grade level and/or content • PD with content supervisor and/or instructional leaders • Recommend online PD • Recommend PD with Partnerships (FEA, TEA, MCEA, NJEA) • Provide developmentally appropriate sample formative and summative assessments • Monitor teacher progress following participation in PD • Provide access to student IEPs and other pertinent data • Assure that specialist services are in place, i.e. counselor, CST, ESL and/or inclusion teacher • Recommend PD with Supervisors when appropriate • Establish Buddy/Peer Teacher Partnerships when mutually agreed • Provide examples of exemplar formative assessments (Check for understanding, etc.) • Provide feedback via lesson plan review.
DOMAIN 2	TEACHER RESPONSIBILITY	ADMINISTRATIVE SUPPORT
The Classroom Environment	<ul style="list-style-type: none"> • Create classroom rituals and routines • Select and incorporate two new strategies into classroom practices • Visit peer classrooms • Attend classroom management PD or view online PD • Consult with specialist(s) who service students, i.e., counselor, CST, ESL, nurse, culture/climate leader and/or inclusion teacher • Rearrange physical space so that it is conducive to learning • Update bulletin boards and display student work at least quarterly • Complete discipline forms appropriately, contact parents and schedule conferences to address issues and concerns • Work closely with Buddy/Peer Teacher when mutually agreed • Create routines and rituals • Post and celebrate student work as a way to create a positive culture for learning. 	<ul style="list-style-type: none"> • Provide feedback from informal walkthroughs and classroom visits • Provide coverage for classroom visitation on or off-site • Recommend online PD videos on classroom management • Assure that specialist services are in place i.e., counselor, CST, ESL, nurse, culture/climate leader and/or inclusion teacher • Provide custodial staff to assist with rearranging physical space • Provide background paper for bulletin boards • Respond, schedule and support teacher with disciplinary meetings with parents • Recommend PD with Partnerships (FEA, TEA, MCEA, and NJEA) • Recommend support via Buddy/Peer Teacher when mutually agreed • Recommend support via Climate and Culture Leader. • Recommend training via (TCH –Teaching Channel, TESS, Teacher Excellence and Support System) for videos and hold follow-up discussions with the teacher • Provide support in the creation of routines and rituals • Provide PD in standards-based bulletin boards for displaying student work.

DOMAIN 3	TEACHER RESPONSIBILITY	ADMINISTRATIVE SUPPORT
Instruction	<ul style="list-style-type: none"> • Post student friendly objectives • Select and incorporate two new student-centered instructional/learning strategies • Visit peer classrooms • Attend instructional PD or view online PD • Consult with specialist(s) who service students, i.e., counselor, CST, ESL, nurse, culture/climate leader and/or inclusion teacher • Utilize Bloom to prepare higher level questions • Reflect on use of Checks for Understanding • Modify lessons to reflect student needs. 	<ul style="list-style-type: none"> • Provide feedback from informal classroom visits • Provide coverage for classroom visitation on or off-site • Recommend online PD videos on instructional strategies • Assure that specialist services are in place i.e., counselor, CST, ESL, nurse, culture/climate leader and/or inclusion teacher • Provide teacher with training and a copy of <i>Habits of Discussion</i> • Provide exemplars of effective classroom engagement strategies/activities • Provide exemplars of effective classroom engagement strategies/activities • Provide recommendations for differentiating instruction • Provide training via (TCH –Teaching Channel, TESS, Teacher Excellence and Support System) for videos on these topics, followed by discussion with the teacher • Recommend support via Buddy/Peer Teacher when mutually agreed • Recommend support via Math or Literacy Leader • Provide PD, follow-up and support in the implementation of specific strategies for instruction (Math Talks, Close Reading, Guided Reading, Checks for Understanding, etc.).
DOMAIN 4	TEACHER RESPONSIBILITY	ADMINISTRATIVE SUPPORT
Professional Responsibility	<ul style="list-style-type: none"> • Maintain a journal that reflects on teaching (if mutually agreed) • Maintain up-to-date grade book • Attend extracurricular school activities and programs • Maintain communication with parents • Participate in grade level and/or content PLC • Maintain MLP records and a PD folder for evidence • Maintain up-to-date student attendance. 	<ul style="list-style-type: none"> • Meet quarterly with teacher to discuss progress (if mutually agreed) • Monitor teacher grade book • Monitor submission of student attendance • Communicate extracurricular school activities and programs • Provide list of Look Fors with suggested artifacts for Domain 4. • Ensure school-based PD/PLS are in MLP.