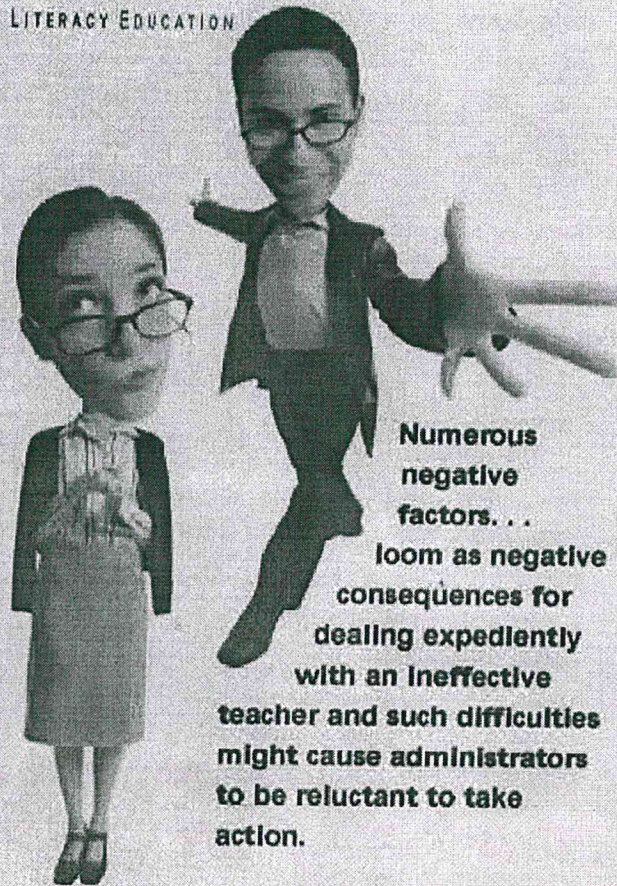


## LITERACY EDUCATION



**Numerous negative factors... loom as negative consequences for dealing expediently with an ineffective teacher and such difficulties might cause administrators to be reluctant to take action.**

**Coaster:** The coaster exemplifies the ostrich with its head in the sand, responding to any comment about the need to attend to neglected duties, with the innocent remark, "Really? I was supposed to do that?" They put forth minimum effort that may originate in a lazy, don't-care attitude; burnout; or other causes.

### Three Approaches

These types of ineffective teachers call for leadership approaches that are appropriate for each type of behavior. All approaches by the administrator include the district's standard evaluation procedures and criteria in compliance with state statutes and regulations. Although each approach described below may be suitable for any teacher, in general, the following approaches work best with their associated teacher type:

- For the contrite: the standard procedure plus the professional improvement plan and guidance
- For the cocooner: the standard procedure plus systematic collection of multiple performance evaluations, including peer reviews and observations by district personnel
- For the coaster: the standard procedure plus early identification of laziness or burnout in addition to counseling for job changes.

Standard evaluation procedures are applicable to all types, and teacher orientation to the district's standard

evaluation processes is necessary to ensure that all teachers are aware of the procedures, criteria, and content of the district's evaluation policy. These standard procedures encompass the following components in writing, usually following a face-to-face meeting. All documents are signed by both the teacher and the administrator:

1. Notify the teacher of the specific unsatisfactory performance in writing, use the district's valid and reliable instrument
2. Describe the desired change in behavior, attitude, or performance and how the change will be measured.
3. Provide a timeline for correcting the weakness.
4. Explain the consequences if no improvements are made.
5. Observe and meet with the teacher on a regular basis. Subsequent observations and review meetings, usually in two- to three-week intervals, are all followed by a written confirmation at the end of each meeting that is signed by the administrator and teacher.
6. Maintain the teacher's file and keep records of behavior, parent calls, and student comments.

### Working With the Contrite

The contrite marginal teacher may be ignorant of his or her areas of need, unable to follow directions, or lack the abilities to teach well and work with students. This type of teacher is sincere and makes every attempt to teach. Carl Waterbrook, a middle school administrator in Savannah, GA, described such a teacher. The teacher was a veteran teacher with an attractive classroom, well-planned lessons, and lots of training. However, she couldn't identify what was happening with her students; she had no perception of their learning. Her frustrations with the job were destroying her health and hurting the students. As a result of the techniques described below, she realized that leaving the profession for a more predictable environment of a travel agent was a better match for her abilities and interests.

The techniques that work best with this type of teacher are used in conjunction with the district's standard evaluation form that provides a record of the teacher's strengths and weaknesses. The administrator can provide additional support by assigning a mentor teacher, organizing peer observations, or structuring team study groups that examine innovative teaching strategies. Each of these techniques is designed to promote discussion and self-examination about effective teaching that affects student learning.

The administrator can also make use of the pre- and post-observation conference to generate dialogue about specific teaching areas before and after each observation