

The Match of Teacher Type and Leadership Approach	
For the Contribute	Standard evaluation form plus Professional Improvement Plan.
For the Cocooner	Standard evaluation form, Professional Improvement Plan, early multiple detailed documentation, and a systematical plan
For the Coaster	Standard evaluation form, Professional Improvement Plan, and consultations to identify problem, to guide into self-realization to change jobs, to move to another location, to terminate

of the marginal teacher in the classroom. In a pre-observation conference, the teacher articulates his or her intentions for the class during the scheduled observation period during. The administrator, likewise, is able to articulate the teaching behaviors he or she would like the teacher to demonstrate. The post-observation conference can likewise provide a vehicle for teachers and administrators to voice their perceptions of the observed lessons. The pre- and post-observation conference sheet (see figure 1) provides a written record of teacher behaviors and the subsequent discussion. If the contribute marginal teacher continues to exhibit areas of need, the next step is the professional improvement plan.

Professional Improvement Plan

While the district's standard evaluation form is used for overall formative and summative evaluations that record areas in need of improvement, the pre- and post-observation conference sheet records details of specific classroom teacher behaviors and discussions between the observer and the teacher. The professional improvement plan is a follow-up document that addresses the areas of weakness by identifying the desired goals and the required change(s) in the teacher's specific attitudes, skills, or behaviors. This format also documents performance criteria, evaluation procedures, and the timeline for the completion of specific actions. For example, a professional improvement plan for a marginal teacher who has difficulty engaging students may read, "You will observe three teachers once each month in September and November and write a paragraph summary of how they engaged students. Three November lesson plans are to include two specific ways you will engage students. During December, you are to demonstrate teaching strategies that en-

gage students, as observed in the classroom by two different observers on two separate occasions."

The professional improvement plan may include other teacher-specific activities such as:

- Participating in a staff development activity and demonstrating its new skills in the classroom
- Conducting a survey of parents that asks them to respond to questions such as, "How can I involve you more?" and demonstrating the incorporation of these responses into the classroom
- Conducting a survey of students that asks for their reactions to a lesson and providing evidence of new teacher behavior based on their responses.

Working With the Cocooner

A strong mental attitude for dealing with the cocooner type of educator is paramount to the effectiveness of any set of procedures. A firm conviction that an ineffective teacher is harmful to both the students and the school's atmosphere is the foundation for making and sustaining the decision to address ineffective teaching. The administrator has to "have the guts" and the willingness to carry out the process in a methodical manner. There will be a problem if any administrator thinks that the process will not be successful or that there are too many problems.

Ed Davis, principal of a rural middle school in southern Georgia, describes a teacher who had wrapped himself into a cocoon. When initially informed that he was deficient in his teaching responsibilities, Mr. W responded in a very negative manner. He rebuffed any strategies for improvement offered by administrators. When he was ultimately placed on a professional improvement plan, Mr. W contacted the local teacher's union representative and asserted that he was being treated unfairly. A series of meetings followed in which the principal essentially was called upon to defend his evaluation of Mr. W's performance. He was required to demonstrate what remedial efforts had been offered on Mr. W's behalf. Finally, after weeks of discussion, it was apparent to everyone who was involved in the situation that Mr. W was, indeed, deficient and in need of assistance. Rather than follow the guidelines included in the professional improvement plan, however, Mr. W requested and was granted a transfer to another school within the district. The principal of the new school was informed of the prescribed professional improvement plan, but Mr. W petitioned for and was granted the right to begin teaching in his new position without the requirements of the professional improvement plan. After only one year of teaching in the new school, the