

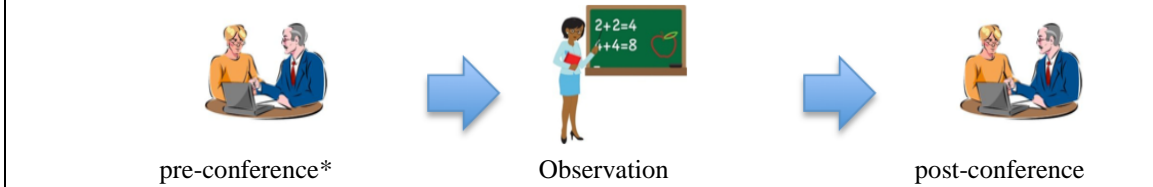


Flow Chart Probationary Contract Staff

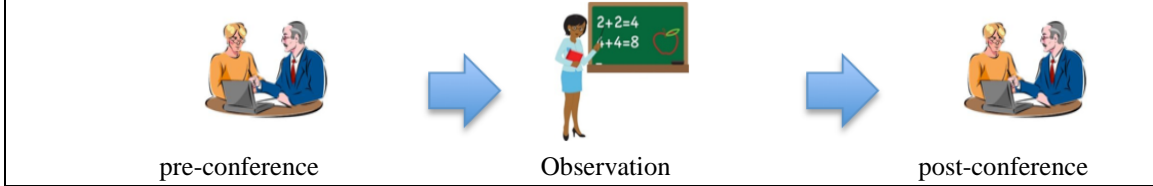
	<p>Teacher completes self-assessment and writes student achievement goal and action plan in collaborative team. (<i>Forms A and A2</i>)</p>
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	<p>Goal Setting Conference* - Appraiser meets with teacher to review self-assessment, Student Achievement goal, building goals and/or department/grade level goals.</p>
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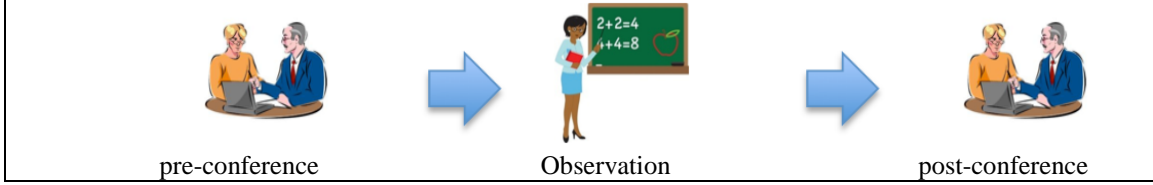
Observation Cycle #1 – Appraiser and Probationary Staff complete the first observation cycle, focusing on Domain 3: Instruction. (*Forms B, C, and D*)**




Observation Cycle #2 – Appraiser and Probationary Staff complete a second observation cycle focusing on an area of professional growth. (*Forms E, F, and G*)



Observation Cycle #3 - Appraiser and Probationary Staff complete a third observation focused on Domain 2: The Classroom Environment. (*Forms H, I, and J*)**




	<p>Summative Conference* – Teacher Submits student achievement goal results and reflection. Appraiser completes the PAS Summative Report and conferences with the probationary staff member. (<i>Form K</i>)</p>
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* The Goal Setting and Summative Conferences may be performed in conjunction with the first pre-conference and last post-conference.

**In Observation 1, Probationary Licensed Staff that use alternate rubrics will focus on the five components designated for Q-Comp – which may not all be in Domain 3.

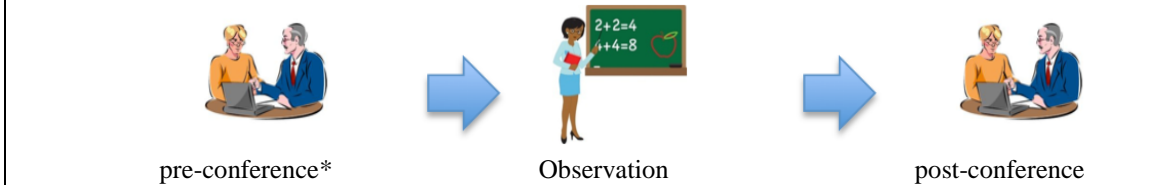
*** In observation 3, Probationary Licensed Staff that use alternate rubrics will continue to focus on an area of professional growth – not Domain 2.

Flow Chart Continuing Contract Staff – Q-Comp (Years 1 and 2)

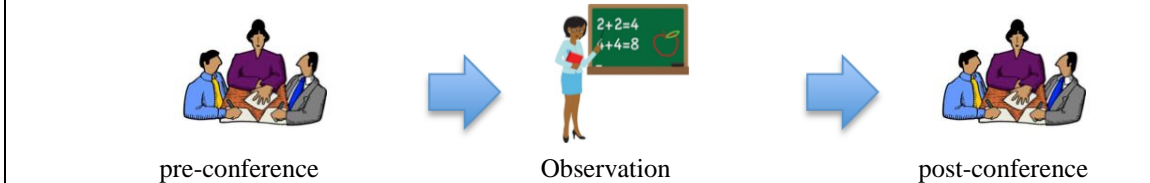
	Teacher writes student achievement goal and action plan in collaborative team. (<i>Form A</i>)
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	Goal Setting Conference* - Teacher meets with Peer Evaluator to review Student Achievement goal.
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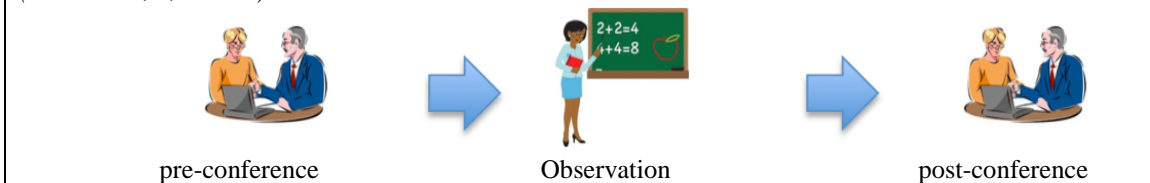
Observation Cycle #1 – Licensed Staff member and Peer Evaluator complete the first observation cycle, focusing on Domain 3: Instruction. (*Forms B, C, and D*)**



Observation Cycle #2 – A Peer of Choice observes the licensed staff member, focusing on an area of professional growth. The Peer Evaluator and Peer of Choice participate in the pre- and post-conferences. (*Forms E, F, and G*)




Observation Cycle #3 - Licensed Staff member and Peer Evaluator complete a third observation cycle focusing on the chosen area of professional growth. (*Forms H, I, and J*)**




Q-Comp Summative Report – Teacher Submits student achievement goal results and reflection and Peer Evaluator submits the Q-Comp Summative Report to the teacher. (*Form K*)


* The Goal Setting Conference may be performed in conjunction with the first pre-conference and last post-conference.

Flow Chart Continuing Contract Staff – High Cycle (Year 3)

	<p>Teacher completes self-assessment and writes student achievement goal and action plan in collaborative team. (<i>Forms A and A2</i>)</p>
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	<p>Goal Setting Conference* - Appraiser meets with licensed staff to review self-assessment, Student Achievement goal, building goals and/or department/grade level goals.</p>
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Observation Cycle #1 – Appraiser and Licensed Staff complete the first observation cycle, focusing on Domain 3: Instruction. (*Forms B, C, and D*)**




pre-conference*
Observation
post-conference

Observation Cycle #2 – Licensed Staff completes a second observation cycle, focusing on an area of professional growth, with a Peer Evaluator, a Peer of Choice, or a different administrator. (*Forms E, F, and G*)




pre-conference
Observation
post-conference

Observation Cycle #3 - Appraiser and Licensed Staff complete a third observation cycle focused on Domain 2: The Classroom Environment. (*Forms H, I, and J****)



pre-conference
Observation
post-conference

	<p>Summative Conference* – Teacher Submits student achievement goal results and reflection. Appraiser completes the PAS Summative Report and conferences with the licensed staff member. (<i>Form K</i>)</p>
---	---

* The Goal Setting and Summative Conferences may be performed in conjunction with the first pre-conference and last post-conference.

**In Observation 1, Licensed Staff that use alternate rubrics will focus on the five components designated for Q-Comp – which may not all be in Domain 3.

*** In Observation 3, Licensed Staff that use alternate rubrics will focus on an area of growth – not Domain 2.

Anoka-Hennepin District #11 Performance Appraisal System
Components of Professional Practice - Framework Summary

DOMAIN 1: PLANNING AND PREPARATION

Comp. 1A: Demonstrating Knowledge of Content

Knowledge of content and the structure of the discipline
 Knowledge of prerequisite relationships
 Knowledge of content-related pedagogy

Comp. 1B: Demonstrating Knowledge of Students

Knowledge of child and adolescent development
 Knowledge of the learning process
 Knowledge of students' skills, knowledge, and language proficiency
 Knowledge of students' interests and cultural heritage
 Knowledge of students' special needs

Comp. 1C: Setting Instructional Outcomes

Value, sequence, and alignment
 Clarity
 Balance
 Suitability for diverse students

Comp. 1D: Demonstrating Knowledge of Resources

Resources for classroom use
 Resources to extent content knowledge and pedagogy
 Resources for Students
 Implementation of district adopted guaranteed curriculum

Comp. 1E: Designing Coherent Instruction

Learning Activities
 Instructional Materials and Resources
 Instructional Groups
 Lesson and Unit Structure

Comp. 1F: Designing Student Assessments

Congruence with instructional outcomes
 Criteria and standards
 Design of formative assessments
 Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Comp. 2A: Creating an Environment of Respect & Rapport

Teacher interaction with students, including both words and actions
 Student Interactions with other students, including both words and actions

Comp. 2B: Establishing a Culture for Learning

Importance of the content and of learning
 Expectations for learning and achievement
 Student pride in work

Comp. 2C: Managing Classroom Procedures

Management of instructional groups
 Management of transitions
 Management of materials and supplies
 Performance of classroom routines

Comp. 2D: Managing Student Behavior

Expectations
 Monitoring and to student behavior
 Response to student misbehavior

Comp. 2E: Organizing Physical Space

Safety and accessibility
 Arrangement of furniture use of physical resources

DOMAIN 3: INSTRUCTION

Comp. 3A: Communicating With Students

Expectations for learning
 Directions for activities
 Explanations of content
 Use of oral and written language

Comp. 3B: Using Questioning and Discussion Techniques

Quality of questions/prompts
 Discussion techniques
 Student participation

Comp. 3C: Engaging Students in Learning

Activities and assignments
 Grouping of students
 Instructional materials & resources
 Structure and pacing

Comp. 3D: Using Assessment in Instruction

Assessment criteria
 Monitoring of student learning
 Feedback to students
 Student self-assessment and monitoring of progress

Comp. 3E: Demonstrating Flexibility and Responsiveness

Lesson adjustment
 Response to students
 Persistence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Comp. 4A: Reflecting on Teaching

Accuracy
 Use in future teaching

Comp. 4B: Maintaining Accurate Records

Student completion of assignments
 Student progress in learning
 Non-instructional records

Comp. 4C: Communication with Families

Information about the instructional program
 Information about individual students
 Engagement of families in the instructional program

Comp. 4D: Participating in the Professional Community

Relationships with colleagues
 Involvement in culture of professional inquiry
 Service to the school
 Participation in school and district projects

Comp. 4E: Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill
 Receptivity to feedback from colleagues
 Services to the profession

Comp. 4F: Showing Professionalism

Integrity and ethical conduct
 Service to students
 Advocacy
 Decision making
 Compliance with school and district regulations

Student Achievement Goals Rubrics 2014/15

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
Determining Needs	<ul style="list-style-type: none"> • Uses no data to determine an area of focus • Chooses a focus that is irrelevant 	<ul style="list-style-type: none"> • Uses general data to determine an area of focus • Chooses a focus that is either too broad or too narrow 	<ul style="list-style-type: none"> • Uses relevant data to determine an area of focus • Chooses a focus that is neither too broad nor too narrow 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Chooses a focus that is critical
Creating Goals	<ul style="list-style-type: none"> • Is not based on learner achievement • Does not use the SMART criteria • Has no rigor 	<ul style="list-style-type: none"> • Is based mostly on learner achievement • Uses the SMART criteria • Has moderate rigor 	<ul style="list-style-type: none"> • Is based on learner achievement • Uses the SMART criteria • Has significant rigor 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Includes expected growth for all learners (i.e. a tiered goal)
Action Plan	<ul style="list-style-type: none"> • Does not choose any instructional strategy • Does not base strategy on best practice 	<ul style="list-style-type: none"> • Chooses an effective instructional strategy • Bases strategy on best practice 	<ul style="list-style-type: none"> • Chooses several effective instructional strategies • Bases all of strategies on best practices 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Differentiates instructional strategies to meet the needs of all learners
Monitoring Student Progress	<ul style="list-style-type: none"> • Conducts no formative assessments • Makes no modifications to instruction based on assessments 	<ul style="list-style-type: none"> • Conducts few formative assessments • Makes limited modifications to instruction based on assessments 	<ul style="list-style-type: none"> • Conducts frequent formative assessments • Makes modifications to instruction based on assessments 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Makes modifications that differentiate instruction at the individual level
Reflection	<ul style="list-style-type: none"> • Engages in no self-reflection • Makes no suggestions for how instruction could be improved • Does not use reflection to make decisions for upcoming instruction 	<ul style="list-style-type: none"> • Engages in limited self-reflection • Makes general suggestions about how instruction could be improved • Uses reflection to make general decisions for upcoming instruction 	<ul style="list-style-type: none"> • Engages in meaningful self-reflection • Makes specific suggestions of how instruction could be improved • Uses reflection to make essential decisions for upcoming instruction 	<i>Meets the attributes of Proficient and:</i> <ul style="list-style-type: none"> • Shares reflection and collaborates with others to increase teaching effectiveness for upcoming instruction
Results	Goal was met. <div style="display: inline-block; margin-left: 150px;"> <input type="checkbox"/> YES </div> <div style="display: inline-block; margin-left: 100px;"> <input type="checkbox"/> NO </div>			

• **Learner** refers to students or the individuals whom you serve.
 • **Instruction/instructional** refers to the strategies you use to meet the needs of the learners.
 • **Rigor** refers to the amount of appropriate action needed by the teacher to achieve the goal.

A2. Self Assessment

This form is to be filled out by the licensed staff and submitted to the evaluator prior to the pre-observation conference.

Licensed Staff: _____ **Evaluator:** _____

Employee #: _____ **School Year:** _____

Building: _____

Current position: _____ **Date & Time** _____

Part 1: Self Assessment

Domain 1: Planning and Preparation

A. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Demonstrating Knowledge of Students	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Setting Structural Outcomes	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Demonstrating Knowledge of Resources	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Designing Coherent Instruction	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
F. Designing Student Assessments	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 2: Classroom Environment

A. Creating an Environment of Respect and Rapport	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Establishing a Culture for Learning	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Managing Classroom Procedures	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Managing Student Behavior	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Organizing Physical Space	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 3: Instruction

A. Communicating Clearly and Accurately	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Questioning and Discussion Techniques	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Engaging Students in Learning	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Providing Feedback	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 4: Professional Development

A. Reflecting on Teaching	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Maintaining Accurate Records	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Communicating with Families	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Participating in Professional Community	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Growing and Developing Professionally	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
F. Showing Professionalism	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

**Performance Appraisal System
for
Licensed Staff**

Student Engagement

The three-year summative evaluation of licensed staff must include longitudinal data on student engagement and connection.

Definition: A framework for examining a student’s commitment to and involvement in learning, including academic, behavioral, cognitive and affective components. Student engagement is influenced by family, peers, community, and school. Teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction.

Longitudinal data will be collected in some of the following formats:

When evaluated by Q-comp evaluator:

- Data will be found on forms D, J, and K
- Evidence can be found in the Instructional Domain
 - A - Communicating with Students
 - B - Using Questioning and Discussion Techniques
 - C - Engaging Students in Learning

When evaluated by Administrator:

- Data will be found in PAS forms
- Evidence can be found in the Classroom Environment Domain
 - A - Creating an Environment of Respect and Rapport
 - B - Establishing a Culture for Learning
- Evidence can be found in the Instructional Domain:
 - A - Communicating with Students
 - B - Using Questioning and Discussion Techniques
 - C - Engaging Students in Learning

Walk-throughs may provide another opportunity to collect data by administration.

- This could be a checklist point seeing evidence or not
- Should have a spot to write examples of evidence.

Teachers may present further evidence.

- Discussions in post observation meetings
- Using portfolio evidence

Anoka-Hennepin District #11 Performance Appraisal System
K2. Probationary / High Cycle Summative Report

This form is to be filled out by the appraiser after licensed staff has completed all observations and submitted student achievement goal results.

Licensed Staff: _____ **Evaluator:** _____
Employee #: _____ **School Year:** _____
Building: _____
Current position: _____ **Date & Time** _____

Teacher Practice Rubric

Domain 1: Planning and Preparation

A. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Demonstrating Knowledge of Students	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Setting Structural Outcomes	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Demonstrating Knowledge of Resources	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Designing Coherent Instruction	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
F. Designing Student Assessments	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 2: Classroom Environment

A. Creating an Environment of Respect and Rapport	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Establishing a Culture for Learning	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Managing Classroom Procedures	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Managing Student Behavior	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Organizing Physical Space	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 3: Instruction

A. Communicating Clearly and Accurately	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Questioning and Discussion Techniques	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Engaging Students in Learning	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Providing Feedback	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Domain 4: Professional Development

A. Reflecting on Teaching	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
B. Maintaining Accurate Records	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
C. Communicating with Families	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
D. Participating in Professional Community	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
E. Growing and Developing Professionally	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D
F. Showing Professionalism	<input type="checkbox"/> NA <input type="checkbox"/> U <input type="checkbox"/> B <input type="checkbox"/> P <input type="checkbox"/> D

Student Achievement Rubric

Student Learning Goal Rigor	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Student Learning Goal Implementation and Results	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Reflection on Goal Process	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Evaluation Scores

Teacher Practice/Student Engagement (65%) _____/4

Student Achievement (35%) _____/4

Q-Comp Compensation Review:

Building met the site goal (\$210)

Yes No

Students met the Student Achievement Goal (\$210)

Yes No

Staff successfully completed all observation requirements (\$1728)

Yes No

In order to receive the Q Comp observation incentive, teachers must meet the following standards by the end of the school year:

- P1 – Basic in all 5 components
- P2 – Proficient in at least 3 of 5 components
- P3, High Cycle – Proficient in at least 4 of 5 components

Administrator Comments:

Licensed staff comments (optional):

Anoka-Hennepin District #11
**TEACHER ASSISTANCE PLAN
FOR
LICENSED STAFF**

The Teacher Assistance Plan is our process to respond to performance concerns of teachers. Skill issues would likely start out at Level 1. Higher level incidents and events would / may start at Levels 2 or 3. The goal is to provide clarity and support that will result in a successful conclusion, ideally that conclusion is improved practice that supports the teacher and their students.

Procedures and Documentation

The process for requesting support through this plan is outlined below. While the plan lists several options and possible participants, it should be noted that it represents suggested guidelines only and therefore it may not be necessary in all cases to progress through each level. Depending on the circumstances, the District retains the flexibility and discretion to administer appropriate corrective action, up to and including termination, pursuant to relevant AHEM contract language and Minnesota Statute §122A.40.

LEVEL 1 – SUPPORT

Naming Concerns, Intentional Conversation, Heads-up, Lightly Documented

Administrator Role:

1. Define the issue(s)
2. Determine what improvement / progress will look like
3. Layout plan on how improvement / progress will be assessed
4. Identify resource(s) for improvement / progress
5. Set timeline for improvement / progress

Teacher Role:

1. Participate in the discussion (asking questions, understanding the plan)
2. Avail themselves of resources offered

Documentation:

1. Name the issue(s)
2. Describe what improvement / progress will look like
3. Describe how improvement / progress will be assessed / measured
4. Suggest resource(s) for improvement / progress
5. Set timeline for improvement / progress
6. Check off given the resource sheet for assistance plan

LEVEL 2 – REMEDIATION

Clearly defining expectations and providing intensive support and feedback.

This is a more intensive level of support and involves more individuals in the development and implementation of the corrective plan.

Administrator and District Level Role:

1. Define the issue(s)
2. Additional participation by district personnel and AHEM staff
3. Determine what improvement / progress will look like
4. Layout plan on how improvement / progress will be assessed
5. Identify resource(s) for improvement / progress
6. Set timeline for improvement / progress

Teacher Role:

1. Participate in the discussion (asking questions, understanding the plan)
2. Avail themselves of resources offered

Documentation:

1. Name the issue(s)
2. Describe what improvement / progress will look like
3. Describe how improvement / progress will be assessed / measured
4. Suggest resource(s) for improvement / progress
5. Set timeline for improvement / progress
6. Check off given the resource sheet for assistance plan

LEVEL 3 – FINAL RESOLUTION(S)

Finalizing decisions

Performance Improvement, Career Transition, or Termination.

Regular meetings are held to discuss progress and future directions. Career transition into another occupation may be an identified goal of this support program. District involvement is key during this level.

District Level Role:

1. Define the issue(s)
2. High level involvement and top level interventions
3. Determine what improvement / progress will look like
4. Layout plan on how improvement / progress will be assessed
5. Identify resource(s) for improvement / progress
6. Set timeline for improvement / progress

Teacher Role:

1. Participate in the discussion (asking questions, understanding the plan)
2. Avail themselves of resources offered

Resolution(s):

- Resolution at the end of the process could include termination, leave, reassignment, exiting the Teacher Assistance Plan or moving to a lower level.

Anoka-Hennepin District #11
TEACHER ASSISTANCE PLAN
FOR
LICENSED STAFF

LEVEL 1 – SUPPORT
Naming Concerns, Intentional Conversation, Heads-up, Lightly Documented

- Administrator Role:
1. Define the issue(s)
 2. Determine what improvement/progress will look like
 3. Layout plan on how improvement/progress will be assessed
 4. Identify resource(s) for improvement/progress
 5. Set timeline for improvement/progress

- Teacher Role:
1. Participate in the discussion (asking questions, understanding plan)
 2. Avail themselves of resources offered

- Documentation:
1. Name the issue(s)
 2. Describe what improvement/progress will look like
 3. Describe how improvement/progress will be assessed/measured
 4. Suggest resource(s) for improvement/progress
 5. Set timeline for improvement/progress
 6. Check off given the resource sheet for assistance plan

LEVEL 2 – REMEDIATION
Clearly defining expectations and providing intensive support and feedback.

- Administrator and District Level Role:
1. Define the issue(s)
 2. Additional participation by district personnel and AHEM staff
 3. Determine what improvement/progress will look like
 4. Layout plan on how improvement/progress will be assessed
 5. Identify resource(s) for improvement/progress
 6. Set timeline for improvement/progress

- Teacher Role:
1. Participate in the discussion (asking questions, understanding plan)
 2. Avail themselves of resources offered

- Documentation:
1. Name the issue(s)
 2. Describe what improvement/progress will look like
 3. Describe how improvement/progress will be assessed/measured
 4. Suggest resource(s) for improvement/progress
 5. Set timeline for improvement/progress
 6. Check off given the resource sheet for assistance plan

LEVEL 3 – FINAL RESOLUTION(S)
Finalizing decisions: Performance Improvement, Career Transition, or Termination

- District Level Role:
1. Define the issue(s)
 2. High level involvement and top level interventions
 3. Determine what improvement/progress will look like
 4. Layout plan on how improvement/progress will be assessed
 5. Identify resource(s) for improvement/progress
 6. Set timeline for improvement/progress

- Teacher Role:
1. Participate in the discussion (asking questions, understanding plan)
 2. Avail themselves of resources offered

- Resolution(s):
- Resolution at the end of the process could include termination, leave, reassignment, exiting the Teacher Assistance Plan or moving to a lower level.

**TEACHER ASSISTANCE PLAN
FOR
LICENSED STAFF**

Performance Concerns
Observations and Summative
Not meeting expectations
Appropriate corrective or disciplinary action, depending on circumstances.

LEVEL 1 – SUPPORT
Naming Concerns, Intentional Conversation, Heads-up, Lightly Documented

Principal/Supervisor contacts:
Associate Superintendent
Director of Employee Services for
discussion, consultation, coaching

**Teacher Assistance Plan developed by supervisor and
teacher and may include:**
Voluntary peer assistance,
Directive or formal Notice of Expectation or Deficiency,
AHM involvement if requested by employee.

**Additional observation/evaluation and
support and create a plan for
improvement**

LEVEL 2 – REMEDIATION
Clearly defining expectations and providing intensive support and feedback.

Principal/Supervisor contacts:
Associate Superintendent
Director of Employee Services for
discussion, consultation, coaching

**Teacher Assistance Plan developed by supervisor and
teacher with additional participation by district
personnel and AHM.**

**Additional observation/evaluation and
support and create a plan for
improvement**

LEVEL 3 – FINAL RESOLUTION(S)
Finalizing decisions: Performance Improvement, Career Transition, or Termination

Principal/Supervisor contacts:
Associate Superintendent
Director of Employee Services for
discussion, consultation, coaching

High level involvement and top level interventions.

**Resolution at the end of the process
could include termination, leave,
reassignment, exiting the Teacher
Assistance Plan or moving to a lower
level.**