

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.