

# 1. Introduction

## Procedures for Implementing a Plan of Assistance for Improvement for Contract Teachers

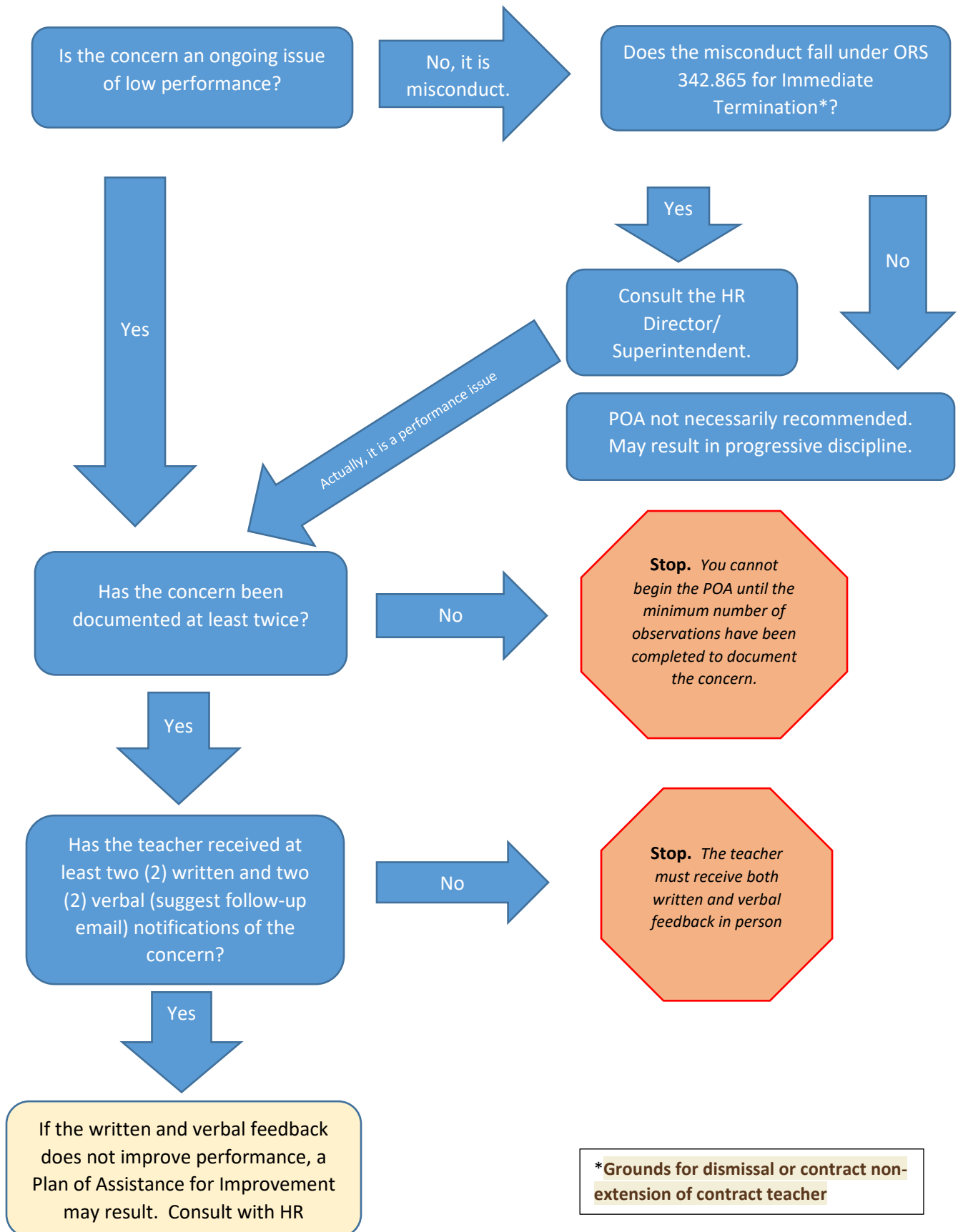
During any of the district's evaluation programs, an administrator may have serious concern about a teacher's performance as it relates to the district's job description or standards of performance for teachers. At this time, regular evaluation procedures can be suspended and Plan of Assistance for Improvement procedures can be implemented. Regular evaluation procedures are reinstated when the Plan of Assistance for Improvement has been successfully completed.

Since the employment of temporary teachers is not ordinarily renewed for a subsequent year, no Plan of Assistance for Improvement is required when, in the judgment of the administrator, the improvement sought would occur beyond the term of employment. The administrator will give frequent and honest feedback to the teacher so that the teacher knows what to work towards and has the opportunity to show efforts of improvement before their term of employment is finished.

A Plan of Assistance for Improvement is intended to assist the contract status teacher who is having an ongoing, serious performance concern based on the Ashland School District teacher evaluation rubric. The Program of Assistance for Improvement will include sufficient opportunities for the teacher to obtain assistance from peers and administrator/evaluators and/or participate in specific training that is designed to build the teacher's competency. The district is responsible for ensuring the teacher has access to high-quality professional development.

An administrator/evaluator may place the teacher on a Program of Assistance for Improvement when a teacher is having an ongoing, serious performance concern based on the Ashland School District teacher evaluation rubric. The Plan of Assistance for Improvement is formal and involves the District and Association and should include multiple observations with post-observation discussions and feedback. If a teacher does not improve through the Plan of Assistance for Improvement, a recommendation will be made to the superintendent to begin the process for possible termination.

# Essential Questions (Triggers) for a Plan of Assistance for Improvement for Contract Teachers



### 3. Checklist for Determining a Plan of Assistance for Improvement

*To be completed by the administrator*

This checklist will be used for all parties involved when an Administrator/Supervisor deems that a Plan of Assistance for Improvement (POA) is necessary. The teacher will receive written and verbal notification when being placed on a Plan of Assistance for Improvement. The teacher will have an AEA representative available to them throughout this process.

- **Essential Questions** (Triggers):

1. Is the concern to be addressed an ongoing issue of low performance?

- Yes  continue to Question #2.
- No, it is a misconduct issue.  Skip to Question #4.

2. Have you documented the concerns at least twice?

**Yes**  **No**

*If no, then you cannot begin the POA until the minimum written observations have been met.*

3. Has the teacher received both written and in person verbal feedback? **Yes**  **No**

4. If an issue of misconduct, does the problem fall under ORS 342.865 for Immediate Termination?

- Yes  Consult the HR Director and/or Superintendent.
- No  POA not recommended. May implement progressive discipline.

*\*\*\*If it is an issue of low performance, a Plan of Assistance may be initiated.*

- **The Plan of Assistance for Improvement** draft will be completed by the administrator/evaluator with the opportunity for input from the teacher and Association. After initial meeting and review of draft POA, the teacher may take up to two business days to review the POA and provide suggestions before Administrator finalizes the plan. The plan will include:

- Present condition(s) that need to be changed.
  - Identify all areas from the rubric not being met.
  - *Recommendation: Focus on one to two Domains from the Marshall rubric.*
- Administrator's specific expectations(s) (*level 3 of the evaluation rubric*) of what should be accomplished and how it will be measured.
  - The timeline for correcting the deficient area(s)
    - Timeline should be appropriate for the nature of the concern (for example Safety or inappropriate conduct may be immediate, but instructional concerns may require up to 90 days).
  - The support and assistance to be provided.

- If the teacher would like to work with a peer coach, they will collaborate with administrator and AEA to select a willing peer. The peer coach will work in a mentorship role in the classroom and will have no role in the evaluation.

- **Continuous monitoring** of the plan by the administrator is carried out through classroom observations and/or review of effectiveness of strategies with feedback to the teacher each time.

- The administrator will follow the timelines agreed upon in the Plan of Assistance for Improvement for observations. Evidence will be documented in Talent Ed. After each observation the administrator confers with the teacher to evaluate progress relative to expectations the administrator identified in the Plan of Assistance for Improvement. If the POA does not involve classroom practice, then the administrator should record evidence at least once a week.

## Conclusion

At the conclusion of the Program of Assistance for Improvement, the administrator will make one of the following recommendations:

- **Problem resolved.** The teacher has accomplished the goals of the Plan of Assistance for Improvement and is returned to the regular evaluation cycle.
- **The teacher is making significant progress,** but has not yet met the goal of the Program of Assistance for Improvement. The timeline for the plan may be extended.
- **The teacher has made little or no progress** and the problem remains unresolved. A recommendation will be made to the superintendent to begin the process for possible termination.

# Plan of Assistance for Improvement

## TEACHER

To: Enter Teacher's full name here.

From: Enter Supervisor's name here.

Date: Click here to enter today's date.

Support Team:

*Enter the names of the union Rep and peer mentor here.*

Timeframe:

Plan Begins: Click here to enter a date.

Plan Ends: Click here to enter a date.

Hire Date:

Background:

Teacher Hire and Service Background Paragraph

Rationale:

Why is it necessary to initiate a Plan of Assistance for Improvement?

Description of the area requiring improvement:

Choose one to two Domains from the Marshall rubric.

Expectation (*Language from the 3 column in the ASD Teacher Evaluation System*)

First Domain: State criteria with examples of expectations.

Second Domain: (*if needed*)

Resources/Supports

1. List them here.
2. More here
3. More here

Timeline & Action Plan

Due Date	Prescribed Action and/or Support	Responsible Person	Evidence/ Measurement	Implementation of Effective Practice?		
				Yes	No	Not Yet
				Yes	No	Not Yet
				Yes	No	Not Yet
				Yes	No	Not Yet

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I have read and discussed this Plan of Assistance for Improvement, and I understand that a copy of this plan will be placed in my personnel file.

\_\_\_\_\_  
Teacher Signature

Attachments:

## 5. Sample Action Items

The action plan laid out in the Plan of Assistance for Improvement are actions both the administrator and the teacher will take to resolve the problem(s) presented. It should include support and/or professional development necessary for the teacher to reach those goals.

Action items should be framed as **SMART** (**S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, **T**ime-bound) goals.

Some examples are:

- Administrator will observe teacher \_\_\_\_\_ times for \_\_\_\_\_ minutes each time.
  - Administrator will provide written and verbal feedback for each observation.
- Teacher will submit lesson plans for each lesson for the next \_\_\_\_\_ weeks.
- Teacher will observe peers (specify who, what to watch for, when/how long, how many times). A substitute will be provided.
  - Teacher will submit notes from the observations identifying specific applications to their own practice to the administrator.
- Teacher will meet with a colleague (specify who) to learn about \_\_\_\_\_.  
Specify times.
  - Teacher will submit notes from the meeting identifying specific applications to their own practice to the administrator.
- Teacher will attend \_\_\_\_\_ conference/webinar to learn about \_\_\_\_\_.
  - Teacher will submit notes from the conference identifying specific applications to their own practice to the administrator.
- Teacher will implement \_\_\_\_\_ teaching strategy.
  - Teacher will submit reflection notes on the new teaching strategy.