

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.