Anoka-Hennepin District #11 Performance Appraisal System

**Flow Chart**

**Probationary Contract Staff**

<table>
<thead>
<tr>
<th>Teacher completes <strong>self-assessment</strong> and writes <strong>student achievement goal</strong> and action plan in collaborative team. <em>(Forms A and A2)</em></th>
</tr>
</thead>
</table>

**Goal Setting Conference** - Appraiser meets with teacher to review self-assessment, Student Achievement goal, building goals and/or department/grade level goals.

**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)*

**Summative Conference** – Teacher Submits student achievement goal results and reflection. Appraiser completes the PAS Summative Report and conferences with the probationary staff member. *(Form K)*

* 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.
Teacher writes **student achievement goal** and action plan in collaborative team. *(Form A)*

**Goal Setting Conference*** - Teacher meets with Peer Evaluator to review Student Achievement goal.

**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.
Anoka-Hennepin District #11 Performance Appraisal System

Flow Chart

Continuing Contract Staff – High Cycle (Year 3)

Teacher completes **self-assessment** and writes **student achievement goal** and action plan in collaborative team. *(Forms A and A2)*

**Goal Setting Conference** - Appraiser meets with licensed staff to review self-assessment, Student Achievement goal, building goals and/or department/grade level goals.

**Observation Cycle #1** – Appraiser and Licensed Staff complete the first observation cycle, focusing on Domain 3: Instruction. *(Forms B, C, and D)**

**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)*

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

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

* 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 extend 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

**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

<table>
<thead>
<tr>
<th></th>
<th>1 Unsatisfactory</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determining Needs</strong></td>
<td>• Uses no data to determine an area of focus</td>
<td>• Uses general data to determine an area of focus</td>
<td>• Uses relevant data to determine an area of focus</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td>• Chooses a focus that is irrelevant</td>
<td>• Chooses a focus that is either too broad or too narrow</td>
<td>• Chooses a focus that is neither too broad nor too narrow</td>
<td>• Chooses a focus that is critical</td>
</tr>
<tr>
<td><strong>Creating Goals</strong></td>
<td>• Is not based on learner achievement</td>
<td>• Is based mostly on learner achievement</td>
<td>• Is based on learner achievement</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td>• Does not use the SMART criteria</td>
<td>• Uses the SMART criteria</td>
<td>• Uses the SMART criteria</td>
<td>• Includes expected growth for all learners (i.e. a tiered goal)</td>
</tr>
<tr>
<td></td>
<td>• Has no rigor</td>
<td>• Has moderate rigor</td>
<td>• Has significant rigor</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Differentiates instructional strategies to meet the needs of all learners</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>• Does not choose any instructional strategy</td>
<td>• Chooses an effective instructional strategy</td>
<td>• Chooses several effective instructional strategies</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td>• Does not base strategy on best practice</td>
<td>• Bases strategy on best practice</td>
<td>• Bases all of strategies on best practices</td>
<td>• Makes modifications that differentiate instruction at the individual level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring Student Progress</strong></td>
<td>• Conducts no formative assessments</td>
<td>• Conducts few formative assessments</td>
<td>• Conducts frequent formative assessments</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td>• Makes no modifications to instruction based on assessments</td>
<td>• Makes limited modifications to instruction based on assessments</td>
<td>• Makes modifications to instruction based on assessments</td>
<td>• Makes modifications that differentiate instruction at the individual level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>• Engages in no self-reflection</td>
<td>• Engages in limited self-reflection</td>
<td>• Engages in meaningful self-reflection</td>
<td><em>Meets the attributes of Proficient and:</em></td>
</tr>
<tr>
<td></td>
<td>• Makes no suggestions for how instruction could be improved</td>
<td>• Makes general suggestions about how instruction could be improved</td>
<td>• Makes specific suggestions of how instruction could be improved</td>
<td>• Shares reflection and collaborates with others to increase teaching effectiveness for upcoming instruction</td>
</tr>
<tr>
<td></td>
<td>• Does not use reflection to make decisions for upcoming instruction</td>
<td>• Uses reflection to make general decisions for upcoming instruction</td>
<td>• Uses reflection to make essential decisions for upcoming instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Goal was met.</td>
<td>☐ YES</td>
<td>☐ NO</td>
<td></td>
</tr>
</tbody>
</table>

- **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.

Anoka-Hennepin District #11 Performance Appraisal System

8/14

3.1
Anoka-Hennepin District #11 Performance Appraisal System

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
   ◯NA  ◯U  ◯B  ◯P  ◯D

B. Demonstrating Knowledge of Students
   ◯NA  ◯U  ◯B  ◯P  ◯D

C. Setting Structural Outcomes
   ◯NA  ◯U  ◯B  ◯P  ◯D

D. Demonstrating Knowledge of Resources
   ◯NA  ◯U  ◯B  ◯P  ◯D

E. Designing Coherent Instruction
   ◯NA  ◯U  ◯B  ◯P  ◯D

F. Designing Student Assessments
   ◯NA  ◯U  ◯B  ◯P  ◯D

Domain 2: Classroom Environment

A. Creating an Environment of Respect and Rapport
   ◯NA  ◯U  ◯B  ◯P  ◯D

B. Establishing a Culture for Learning
   ◯NA  ◯U  ◯B  ◯P  ◯D

C. Managing Classroom Procedures
   ◯NA  ◯U  ◯B  ◯P  ◯D

D. Managing Student Behavior
   ◯NA  ◯U  ◯B  ◯P  ◯D

E. Organizing Physical Space
   ◯NA  ◯U  ◯B  ◯P  ◯D

Domain 3: Instruction

A. Communicating Clearly and Accurately
   ◯NA  ◯U  ◯B  ◯P  ◯D

B. Questioning and Discussion Techniques
   ◯NA  ◯U  ◯B  ◯P  ◯D

C. Engaging Students in Learning
   ◯NA  ◯U  ◯B  ◯P  ◯D

D. Providing Feedback
   ◯NA  ◯U  ◯B  ◯P  ◯D

E. Demonstrating Flexibility and Responsiveness
   ◯NA  ◯U  ◯B  ◯P  ◯D

Domain 4: Professional Development

A. Reflecting on Teaching
   ◯NA  ◯U  ◯B  ◯P  ◯D

B. Maintaining Accurate Records
   ◯NA  ◯U  ◯B  ◯P  ◯D

C. Communicating with Families
   ◯NA  ◯U  ◯B  ◯P  ◯D

D. Participating in Professional Community
   ◯NA  ◯U  ◯B  ◯P  ◯D

E. Growing and Developing Professionally
   ◯NA  ◯U  ◯B  ◯P  ◯D

F. Showing Professionalism
   ◯NA  ◯U  ◯B  ◯P  ◯D
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.

<table>
<thead>
<tr>
<th>Licensed Staff: ___________________________</th>
<th>Evaluator: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee #: _____________________________</td>
<td>School Year: _________________________</td>
</tr>
<tr>
<td>Building: _________________________________</td>
<td></td>
</tr>
<tr>
<td>Current position: _________________________</td>
<td>Date &amp; Time _________________________</td>
</tr>
</tbody>
</table>

Teacher Practice Rubric

**Domain 1: Planning and Preparation**

| A. Demonstrating Knowledge of Content and Pedagogy | ☐NA ☐U ☐B ☐P ☐D |
| B. Demonstrating Knowledge of Students | ☐NA ☐U ☐B ☐P ☐D |
| C. Setting Structural Outcomes | ☐NA ☐U ☐B ☐P ☐D |
| D. Demonstrating Knowledge of Resources | ☐NA ☐U ☐B ☐P ☐D |
| E. Designing Coherent Instruction | ☐NA ☐U ☐B ☐P ☐D |
| F. Designing Student Assessments | ☐NA ☐U ☐B ☐P ☐D |

**Domain 2: Classroom Environment**

| A. Creating an Environment of Respect and Rapport | ☐NA ☐U ☐B ☐P ☐D |
| B. Establishing a Culture for Learning | ☐NA ☐U ☐B ☐P ☐D |
| C. Managing Classroom Procedures | ☐NA ☐U ☐B ☐P ☐D |
| D. Managing Student Behavior | ☐NA ☐U ☐B ☐P ☐D |
| E. Organizing Physical Space | ☐NA ☐U ☐B ☐P ☐D |

**Domain 3: Instruction**

| A. Communicating Clearly and Accurately | ☐NA ☐U ☐B ☐P ☐D |
| B. Questioning and Discussion Techniques | ☐NA ☐U ☐B ☐P ☐D |
| C. Engaging Students in Learning | ☐NA ☐U ☐B ☐P ☐D |
| D. Providing Feedback | ☐NA ☐U ☐B ☐P ☐D |
| E. Demonstrating Flexibility and Responsiveness | ☐NA ☐U ☐B ☐P ☐D |

**Domain 4: Professional Development**

| A. Reflecting on Teaching | ☐NA ☐U ☐B ☐P ☐D |
| B. Maintaining Accurate Records | ☐NA ☐U ☐B ☐P ☐D |
| C. Communicating with Families | ☐NA ☐U ☐B ☐P ☐D |
| D. Participating in Professional Community | ☐NA ☐U ☐B ☐P ☐D |
| E. Growing and Developing Professionally | ☐NA ☐U ☐B ☐P ☐D |
| F. Showing Professionalism | ☐NA ☐U ☐B ☐P ☐D |
**Student Achievement Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Goal Rigor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Goal Implementation and Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on Goal Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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):**
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

<table>
<thead>
<tr>
<th>Administrator Role:</th>
<th>Teacher Role:</th>
<th>Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the issue(s)</td>
<td>1. Participate in the discussion (asking questions, understanding plan)</td>
<td>1. Name the issue(s)</td>
</tr>
<tr>
<td>2. Determine what improvement/progress will look like</td>
<td>2. Avail themselves of resources offered</td>
<td>2. Describe what improvement/progress will look like</td>
</tr>
<tr>
<td>3. Layout plan on how improvement/progress will be assessed</td>
<td></td>
<td>3. Describe how improvement/progress will be assessed/measured</td>
</tr>
<tr>
<td>4. Identify resource(s) for improvement/progress</td>
<td></td>
<td>4. Suggest resource(s) for improvement/progress</td>
</tr>
<tr>
<td>5. Set timeline for improvement/progress</td>
<td></td>
<td>5. Set timeline for improvement/progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Check off given the resource sheet for assistance plan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Administrator and District Level Role:</th>
<th>Teacher Role:</th>
<th>Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the issue(s)</td>
<td>1. Participate in the discussion (asking questions, understanding plan)</td>
<td>1. Name the issue(s)</td>
</tr>
<tr>
<td>2. Additional participation by district personnel and AHEM staff</td>
<td>2. Avail themselves of resources offered</td>
<td>2. Describe what improvement/progress will look like</td>
</tr>
<tr>
<td>3. Determine what improvement/progress will look like</td>
<td></td>
<td>3. Describe how improvement/progress will be assessed/measured</td>
</tr>
<tr>
<td>4. Layout plan on how improvement/progress will be assessed</td>
<td></td>
<td>4. Suggest resource(s) for improvement/progress</td>
</tr>
<tr>
<td>5. Identify resource(s) for improvement/progress</td>
<td></td>
<td>5. Set timeline for improvement/progress</td>
</tr>
<tr>
<td>6. Set timeline for improvement/progress</td>
<td></td>
<td>6. Check off given the resource sheet for assistance plan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>District Level Role:</th>
<th>Teacher Role:</th>
<th>Resolution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the issue(s)</td>
<td>1. Participate in the discussion (asking questions, understanding plan)</td>
<td>• Resolution at the end of the process could include termination, leave, reassignment, exiting the Teacher Assistance Plan or moving to a lower level.</td>
</tr>
<tr>
<td>2. High level involvement and top level interventions</td>
<td>2. Avail themselves of resources offered</td>
<td></td>
</tr>
<tr>
<td>3. Determine what improvement/progress will look like</td>
<td></td>
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<td>4. Layout plan on how improvement/progress will be assessed</td>
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</tr>
</tbody>
</table>
Anoka-Hennepin District #11 Performance Appraisal System

TEACHER ASSISTANCE PLAN
FOR
LICENSED STAFF

<table>
<thead>
<tr>
<th>Performance Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations and Summative</td>
</tr>
<tr>
<td>Not meeting expectations</td>
</tr>
<tr>
<td>Appropriate corrective or disciplinary action, depending on circumstances.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal/Supervisor contacts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>Director of Employee Services for discussion, consultation, coaching</td>
</tr>
<tr>
<td>Teacher Assistance Plan developed by supervisor and teacher and may include:</td>
</tr>
<tr>
<td>Voluntary peer assistance, Directive or formal Notice of Expectation or Deficiency, AHEM involvement if requested by employee.</td>
</tr>
<tr>
<td>Additional observation/evaluation and support and create a plan for improvement</td>
</tr>
</tbody>
</table>

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

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<tr>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>Director of Employee Services for discussion, consultation, coaching</td>
</tr>
<tr>
<td>Teacher Assistance Plan developed by supervisor and teacher with additional participation by district personnel and AHEM.</td>
</tr>
<tr>
<td>Additional observation/evaluation and support and create a plan for improvement</td>
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</tbody>
</table>

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

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<tr>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>Director of Employee Services for discussion, consultation, coaching</td>
</tr>
<tr>
<td>High level involvement and top level interventions.</td>
</tr>
<tr>
<td>Resolution at the end of the process could include termination, leave, reassignment, exiting the Teacher Assistance Plan or moving to a lower level.</td>
</tr>
</tbody>
</table>