

INTENSIVE ASSISTANCE

In the course of the formative and summative evaluation process, determination may be made that a teacher is performing in a manner which is detrimental to the students being taught. Intensive assistance is designed to help the marginal teacher improve sufficiently to meet diocesan standards. The opportunity for intensive assistance may be offered at the discretion of the administrator when there is reasonable expectation of satisfactory performance upon completion. Prior to initiating intensive assistance, the principal shall inform the diocesan superintendent of schools and, in executive session, the local board of education.

PHASE I

In the first phase of intensive assistance, the principal works directly with the marginal teacher. The following steps shall be observed in this phase:

- 1) Identification of the Problem: The teacher must be informed about what he/she is doing or not doing which is causing the unacceptable results. This conclusion must be supported with as much data as possible.
- 2) Development of Improvement Plan: Utilizing the diocesan Annual Goal Statement form, the principal and the teacher develop a plan to address the problem area(s). The plan shall be dated and signed by the teacher and principal. A copy shall be given the teacher and one maintained on file by the principal.
- 3) Frequent Observation: Teachers participating in Phase I of intensive assistance shall be observed at least once a week and more frequently if possible.
- 4) Provision of Feedback and Help: Throughout Phase I of intensive assistance, the principal shall provide feedback to the teacher and suggestions for improving performance. It is important that oral and written feedback accurately reflect the level of improved performance. Honest feedback is vital to growth; improvement shall be acknowledged and not “manufactured”.
- 5) Provision of Summary Reports: Periodic summary reports shall be provided by the principal to the teacher and noted on the AGS form completed by them. It is recommended that these summaries be documented on at least two-week intervals on the Annual Goal Statement.

Phase I of intensive assistance may be sufficient to achieve the result of the teacher’s performance improving to the acceptable level of diocesan standards. If after two to three months, sufficient improvement has not been observed, the teacher may then move into Phase II of intensive assistance at the discretion of the principal.

PHASE II

Phase II of intensive assistance is characterized by the involvement of an intensive assistance team. The team’s primary role is to provide the teacher and principal with support and assistance. The intensive assistance team shall be composed of two-three people with evaluator approval not currently serving on the same faculty as the teacher participating in Phase II. In addition to the principal, members may include but are not necessarily limited to another building principal, a teacher with appropriate background and experience, a Diocesan Schools Office staff member. If possible, the team should be chaired by another building principal.

The following steps shall be observed as this phase is initiated:

- 1) Meeting with Teacher: The principal meets with the teacher to share analysis of the data from Phase I and to offer the support of the intensive assistance team.
- 2) Meeting of Principal and Team: The principal reviews intensive assistance procedures and the teacher's Annual Goal Statement. Lesson plans, observation reports and other data help to provide additional background to the team.
- 3) Development of Improvement Plan: Utilizing the diocesan improvement plan form, the teacher and the assistance team develop a four-part improvement plan. The plan includes a statement of the problem, specific objectives for improvement, procedures to be followed, and appraisal method with target dates for achievement. The meeting will also provide opportunity to discuss ways the team will provide help throughout the process.

During Phase II of the intensive assistance period, the principal shall coordinate classroom observations, team meetings and the team's discussions with the teacher. At each team meeting, members share data, assess progress and refine plans. The team meets regularly with the teacher and provides a written evaluation of progress through the assistance team log. The principal maintains a current status report complete with dates, summaries, reviews and documentation sources.

It is recommended that a minimum of several months be devoted to Phase II of intensive assistance. When Phase II is complete, a report is made by the team to the teacher. The principal must then choose one of three options:

- 1) Discontinue intensive assistance because performance now meets diocesan standards;
- 2) Continue intensive assistance because performance meets standards but considerable reinforcement is needed to maintain performance; or
- 3) Consider dismissal.