

Appendix B

KCKPS Intensive Assistance Process

Purpose: The intensive assistance process will be an effort to help the teacher raise his/her teaching performance. This is a component of the evaluation process which will be implemented following placement on Intensive Assistance.

Definitions:

- Teaching Performance: Performance of teaching duties as evaluated using the district adopted evaluation tool
- Warning Status: notice that a teacher will be placed on the Intensive Assistance Process in order to improve teaching performance, which may be terminal if improvement is insufficient.
- Intensive Assistance Process: The process of intense support, feedback and observation provided if a teacher is placed on Intensive Assistance.
- Directed Growth Plan: The plan for improvement that includes all goals that must be addressed by the teacher in order to be removed from Intensive Assistance.
- Cycle of Assistance: A single phase of the Directed Growth Plan that includes no more than two(2) of the required goals
- Goal: A single element identified using the district adopted evaluation tool.
- Non-evaluative Observation: An observation that is not used in the Summative Evaluation. They are intended to provide feedback and reflection opportunities for the teacher.
- Evaluative Observation: Observation by the evaluators which will serve as the basis for evaluation.
- Pre-Observation Conference: A discussion of specifically how the teacher has prepared to implement the goal within his/her lessons.
- Post-Observation Conference: A face to face conference in which the observer provides feedback and helps the teacher reflect on the observed lesson. It includes a summary of progress towards completion of the Directed Growth Plan.
- Summative Evaluation Conference: A final conference in which the evaluators share the written results of the evaluation based on all of the previous observations.
- Evidence Based Portfolio: A portfolio that shows evidences/artifacts demonstrating the teacher's progress on the goals
- Days: A teacher's duty days per the applicable District calendar
- Resource Teacher(s): A certified staff member either assigned by the evaluator or requested by the teacher to provide coaching.
- Satisfactory progress: The standard defined in Step 1: Directed Growth Plan Development which is demonstrated by teacher and evaluator evidence.

Notice of Placement on Intensive Assistance

- Teacher is presented with notice of the goals that will comprise the Directed Growth Plan.
- 1-3 goals may be set for the Directed Growth Plan.

Intensive Assistance Support Team

Principal or evaluator(if different): evaluative

Central Office Administrator: evaluative

Principal selected resource teacher: non-evaluative

Teacher selected resource teacher: non-evaluative (optional at teacher's discretion)

Step 1: Directed Growth Plan Development

- The evaluators meet with the teacher to explain the Intensive Assistance Process and provide an overview of the Directed Growth Plan. They will create a 30-90 day Cycle of Assistance in which they set goals and timelines, identify evidence of growth required to show satisfactory progress, determine potential professional development activities and identify resources and supports.
- The Directed Growth Plan may consist of 1-3 elements for the year.
- The Directed Growth Plan will be recorded in i-Observation as the teacher's Professional Growth Plan.
- 1-2 elements may be designated for a 30 day Cycle of Assistance.
- The timeline will include:
 - Length and number of Cycles of Assistance (which may be adjusted during the process)
 - When professional development activities will happen
 - Who will provide resources and what resources will be available

Step 2: Support Team Meeting

This is a conference between the entire Intensive Assistance Support Team to walk-through the action plan to ensure common understanding of goals, plan and expected evidence. The discussion may include setting times for coaching to occur.

Step 3: Observation Cycle

- Non-evaluative: Minimum of 3 per 30 days by the identified resource teacher(s). Use the in: Peer Observation form in iObservation. Feedback is not to be shared except by the teacher.
- Evaluative: Minimum of 2 every 30 days. Use the Observation form in iObservation. Mark it Formal/Evaluative.
- The teacher will complete a structured pre-conference observation form in iObservation.
- A pre-observation conference shall be held before the first observation of a cycle.
- The first observation of the cycle shall be scheduled between the teacher and evaluators.
- A post-observation conference shall be held following each observation.

Step 4: Summative Evaluation Conference

- Revisit and re-evaluate goals (see Step 1)
- Review observation data
- Review Evidence Based Portfolio
- As appropriate, create/extend the Cycle of Assistance**
- Teacher has 14 calendar days to respond in writing.

**If the teacher has not made satisfactory progress on an identified element, the Cycle of Assistance will be extended. If the teacher has made satisfactory progress or has already had

one extension, a new Cycle of Assistance may be created for any remaining goals in the Directed Growth Plan.

At the end of the Directed Growth Plan, if the teacher has made satisfactory progress on the identified elements, he/she will be released from Intensive Assistance. If the teacher has not made satisfactory progress, he/she may be required to continue Intensive Assistance the next school year or may be recommended for nonrenewal.

This process may continue through April 1 at which time the teacher must demonstrate satisfactory progress on the identified elements in order to be released from Intensive Assistance. If the teacher has not made satisfactory progress he/she may be required to continue Intensive Assistance the next school year or may be recommended for nonrenewal.

Miscellaneous Provisions:

- The teacher will be evaluated by a Building/Content based administrator and a District Level Administrator.
- The teacher will be assigned a resource teacher and may select another teacher to serve as a resource teacher as well.
- Elements may be removed from the Directed Growth Plan after the Step 1: Directed Growth Plan meeting, but may not be added.