

INTENSIVE ASSISTANCE HANDBOOK

**A Part of the Lincoln Public Schools Teacher Appraisal Process
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1997 Intensive Assistance Process Handbook Committee

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INTENSIVE ASSISTANCE PROCESS OUTLINE

When district performance categories, expectations and descriptors on the Teacher Performance Summative Appraisal Form in the areas of “I. Productive Teaching Techniques,” and “II. Organized, Structured Class Management” are not being met as determined by the appraiser and the problems are not resolved after delivery of the Notice of Professional Concern (NPC), the Intensive Assistance process may be recommended. The NPC is provided in the Teacher Appraisal Manual. Intensive Assistance is a district developed and implemented plan to utilize school district resources to assist the employee to become successful in her/his performance. (Notice of Performance Concern and Intensive Assistance do not apply to district performance categories, expectations and descriptors in the areas of “III. Positive Interpersonal Relations” and “IV. Professional Responsibilities.”)

The following outline describes the Intensive Assistance process and the composition of the assistance team.

- Step 1:** When a Primary Appraiser completes a Summative Appraisal as a part of or by issuing a Notice of Performance Concern, and recommends Intensive Assistance, a conference will be held between the Primary Appraiser and the Associate Superintendent for Human Resources to review the situation.
- Step 2:** Should the Associate Superintendent for Human Resources decide that an Intensive Assistance Plan will be put into place, s/he shall notify the employee of the decision. The employee may elect to decline Intensive Assistance. A decision by the employee to accept or decline Intensive Assistance shall be in writing on the form provided. Any employee electing to participate in an Intensive Assistance Plan shall be entitled to representation throughout the process.
- Step 3:** The Intensive Assistance Team and a Second Appraiser will be identified by the Associate Superintendent for Human Resources and the Director of Curriculum and Professional Development with input from the employee and/or the employee’s representative.

The Intensive Assistance Team shall include, but not be limited to:

- The Director of Curriculum and Professional Development or designee
- The Assisting Teacher(s)
- The employee
- The employee’s representative, if desired by the employee

The employee may select an additional Assistance Team member beyond those persons agreed upon by the process described above. The Intensive Assistance Team does not include the Primary or Second Appraiser.

Step 4: The first meeting of the Intensive Assistance Team will include:

- The Intensive Assistance Team
- The Associate Superintendent for Human Resources and/or designee
- The Primary Appraiser

The agenda for the meeting will include, but not be limited to:

- Introductions
- Review of the Intensive Assistance Process and the roles of the various parties to the process
- Review by the Primary Appraiser of performance concerns, previous remediation efforts, and recommendations regarding priorities or starting points for assistance from the Intensive Assistance Team. The employee may choose whether or not to be present for this portion of the meeting.
- The Associate Superintendent for Human Resources will inform the participants of the duration of the Intensive Assistance Process.
- The Intensive Assistance Team will set times for initial observations by team members and a time for the next Intensive Assistance Team meeting, which may be altered by mutual consent.

Step 5: The Associate Superintendent for Human Resources shall meet individually with the Second Appraiser to review Section I of the Primary Appraiser's Summary Report Form, establish timelines, the number of desired observations, and methods of reporting observations and appraisals to the Associate Superintendent.

Step 6: After the initial round of observations, the Team shall meet to:

- Review individual Observation Logs
- Discuss plans for improvement, identify resources needed to carry out the plan, and establish strategies for obtaining and using those resources
- Set the times for the next round of observations, if required
- Set a time for the next Intensive Assistance Team meeting, if required

Step 6 may be repeated as needed and agreed upon during the duration of the Intensive Assistance Plan.

The Director of Curriculum and Professional Development shall make periodic reports to the Associate Superintendent for Human Resources on the progress of the Intensive Assistance Plan.

At the end of the work for the Intensive Assistance Team and prior to the final observations of the Primary and Second Appraisers, the Intensive Assistance Team may elect to conduct a concluding meeting to summarize the goals, observations, and feedback provided by the Intensive Assistance Team. It is not the role of the Intensive Assistance Team to provide recommendations or opinions about either the progress of the teacher or about her/his employment status.

Step 7: The Director of Curriculum and Professional Development or designee and the teacher will complete a Summary Report of the work of the Intensive Assistance Team. Both the Director of Curriculum and Professional Development or designee and the teacher will agree to the accuracy of the report by signing and dating the report. The report shall be submitted to the Associate Superintendent for Human Resources with copies retained by the Director of Curriculum and Professional Development and the teacher. This is the only document generated by the Intensive Assistance Team that may be used by either the teacher or the school district in any subsequent hearings or legal proceedings. Appraisals, employee acceptance or declination form or other documents generated by the Primary and Second Appraiser may also be used by the teacher or the school district in any subsequent hearing or legal proceedings.

Step 8: The Primary and Second Appraiser shall each conduct a final observation of the teacher and each shall submit an independent Summative Appraisal form to the Associate Superintendent for Human Resources.

EMPLOYEE

The employee shall have the right to meet with the Associate Superintendent for Human Resources to review the performance concerns, receive information about the Intensive Assistance Process, and to learn the anticipated duration of the Intensive Assistance Process. The employee shall have the right to have an Association or other representative present at this meeting and is encouraged to do so. It is the employee's choice to accept or decline the offer of Intensive Assistance. The employee shall be required to sign a document either accepting or declining Intensive Assistance.

Responsibilities

The Employee:

1. Shall identify to the Associate Superintendent for Human Resources an Association or other representative to serve on the Intensive Assistance Team, if the employee wishes to have such a representative.
2. Shall provide input directly or through her/his representative to the Associate Superintendent for Human Resources on the selection of members of the Intensive Assistance Team and the Second Appraiser. The employee may name an additional member of the Intensive Assistance Team, if s/he desires.
3. Is expected to be an active partner in the Intensive Assistance Process by reflecting on and analyzing her/his own instructional practices and providing to the team suggestions and requests for assistance designed to help meet the goals of the Improvement Plan.
4. Is expected to take an active positive role in Intensive Assistance Team meetings to review observations, evaluate the success of remediation efforts, and to plan additional remediation strategies.
5. Shall make a good faith effort to participate fully in remediation activities devised by the team and to implement suggestions for improvement from team members.
6. Determines if the Intensive Assistance Team needs to clarify information with the Primary Appraiser at any time after the initial Assistance Team meeting.
7. Determines whether or not to share confidential appraisals from the Primary and Second Appraisers with the Intensive Assistance Team.

ASSOCIATE SUPERINTENDENT FOR HUMAN RESOURCES

The Associate Superintendent for Human Resources' role is to supervise the Intensive Assistance Process, set timelines and to make a recommendation about the employee's status at the conclusion of the Process. The Associate Superintendent for Human Resources is also responsible for insuring that district appraisers are knowledgeable about the Intensive Assistance Process.

Responsibilities

The Associate Superintendent for Human Resources shall:

1. Conference with the Primary Appraiser to review Performance Concerns and the recommendation for Intensive Assistance.
2. Meet with the employee to review the Intensive Assistance Process, if the recommendation for Intensive Assistance is approved, and provide the opportunity for the employee to accept or decline participation in the Intensive Assistance Process.
3. Meet with the Director of Curriculum and Professional Development and identify an Intensive Assistance Team and Second Appraiser, as described in the Intensive Assistance Process.
4. Schedule the first meeting of the Intensive Assistance Team and establish the duration for the Intensive Assistance Process.
5. Meet with the Primary and Second Appraisers to establish a schedule of observations and appraisals, as well as the reporting procedures.
6. Respond to questions from the employee, the Primary Appraiser, the Second Appraiser, and/or the Director of Curriculum and Professional Development or designee.
7. Meet periodically with the Director of Curriculum and Professional Development to review the progress of the employee and the processes of the Intensive Assistance team.
8. Receive and review copies of all appraisals conducted of the employee during the Intensive Assistance Process.
9. Review the final appraisals and make a recommendation concerning the employment status of the employee.

PRIMARY APPRAISER

The Primary Appraiser is the certificated school administrator assigned the responsibility of appraising the employee recommended for Intensive Assistance.

Responsibilities

The primary appraiser:

1. Provides a copy of the completed Summative Appraisal, the Notice of Performance Concern (NPC), and a completed Primary Appraiser Summary Report to the Associate Superintendent for Human Resources and recommends Intensive Assistance for the certificated employee.
2. Attends a conference with the Associate Superintendent for Human Resources to review the situation.
3. Attends the first meeting of the Intensive Assistance Team, but is not a member of the Intensive Assistance Team. At that meeting the Primary Appraiser will share the Primary Appraiser Summary Report Form with the Intensive Assistance Team.
4. Responds to requests from the Intensive Assistance Team for clarification of information needed by the employee.
5. Conducts an observation of the certificated employee and completes the Summative Appraisal document at the end of the Intensive Assistance Process. This observation may be preceded by a pre-observation conference. After this observation, the Primary Appraiser and the certificated employee will have a post-observation conference. A copy of the Summative Appraisal document and a copy of any documentation produced during the observation will be given to the certificated employee.
6. Will give a copy of the Summative Appraisal document and other documentation to the Associate Superintendent for Human Resources.

SECOND APPRAISER

The Associate Superintendent for Human Resources assigns a Second Appraiser to conduct observations and appraise the performance of the certificated employee involved in the Intensive Assistance Process. This person shall be a certificated school administrator, but is not a member of the Intensive Assistance Team.

Responsibilities

The second appraiser:

1. Will attend a meeting with the Associate Superintendent for Human Resources to review Section 1 of the Primary Appraiser Summary Report, to establish timelines, and to determine the number of desired observations and methods of reporting observations and appraisals to the Associate Superintendent for Human Resources.
2. Will contact the certificated employee to schedule meeting and formal observation times. This schedule may be amended as needed. All formal observations will be documented.
3. Will also conduct unscheduled observations of the employee. These observations will be documented.
4. Will schedule and conduct a formal observation and complete a Summative Appraisal. The final observation will be conducted after the Intensive Assistance Team has completed its work. A post-observation conference will be held to share the results of the Summative Appraisal with the employee.
5. Will submit the Lincoln Public Schools Summative Appraisal document, along with collected documentation, to the Associate Superintendent for Human Resources and provide a copy to the employee.

INTENSIVE ASSISTANCE TEAM MEMBERS

The Intensive Assistance Team is an optional support system provided to certificated employees not meeting district performance categories, expectations and descriptors in the areas of "I. Productive Teaching Techniques" and "II. Organized, Structured Class Management." The Assistance Team does not appraise the employee and shall not report to or share documentation with the Primary or Second Appraiser. It is understood that members of the Intensive Assistance Team may not be called as witnesses nor may their memos, Observation Logs, or other documentation be introduced as evidence by any party in any subsequent hearing or legal proceeding. Except as otherwise provided in Step 7, the only document related to the Intensive Assistance Process which may be used as evidence related to employment decisions shall be the Summary Report of the Intensive Assistance Team produced by the employee and the Director of Curriculum and Professional Development in compliance with Step 7 of the Intensive Assistance Process.

The purpose of the team is to meet with the employee to address concerns identified by the Primary Appraiser. Specific performance concerns, previous remediation efforts, and recommendations regarding priorities or starting points for assistance are outlined by the Primary Appraiser on the Summary Report and shared with the team during the first meeting. The Primary Appraiser's observations and recommendations become the Improvement Plan that the team will follow.

Responsibilities

The Intensive Assistance Team Members:

1. Shall maintain strict confidentiality as it relates to the work of the team.
2. Shall attend an initial conference with the Primary Appraiser and the employee.
3. Shall obtain clarification of information from the Primary Appraiser as requested by the employee.
4. Shall conduct periodic team meetings with the employee to summarize observation feedback and to identify targets for refinement and improvement. A record of each team meeting shall be made on an Assistance Team Activity Log.
5. Shall conduct an initial observation of employee and complete Observation Logs. Observation Logs will be shared with other members of the Intensive Assistance Team.
6. Will work individually with the employee to help the employee meet the goals of the Improvement Plan by:
 - holding planning conferences with the employee
 - conducting classroom observations
 - providing informal feedback to the employee
 - completing formal Observation Logs for each observation and sharing them with members of the Assistance Team
 - making recommendations for additional interventions

PRIMARY APPRAISER SUMMARY REPORT

TEACHER: _____ PRIMARY APPRAISER: _____

BUILDING: _____ DATE OF INTENSIVE ASSISTANCE MEETING: _____

SECTION I

Describe performance concerns using Summative Appraisal Expectations

SECTION II

Describe remediation efforts taken to date

SECTION III

Recommendations regarding priorities for the Intensive Assistance Team

Signature

ASSISTANCE TEAM ACTIVITY LOG

Teacher _____

Date of Meeting _____

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting:

SUMMARY REPORT OF INTENSIVE ASSISTANCE TEAM

Employee Receiving Assistance

Intensive Assistance Team Members

Duration of Intensive Assistance Process

Summary of Interventions and Support by Intensive Assistance Team

Dates of Team Meetings:

I agree to the content of this report and verify the information contained is true.

Employee

Date

Director of Curriculum and Professional Development

Date

EMPLOYEE ACCEPTANCE OR DECLINATION FORM

It is the employee's choice to accept or reject the offer of Intensive Assistance.

- I hereby accept and agree to participate in the Intensive Assistance process as provided by district policies, regulations, manuals and handbooks.

- I hereby decline to participate in the Intensive Assistance process as provided by district policies, regulations, manuals and handbooks and waive and release all rights I may have relating thereto. I have consulted with council or qualified representatives, and understand this waiver and release, and sign the same freely and voluntarily.

Dated: _____, 20____.

Teacher

Witness



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