

**Monona Grove School District
Professional Development and Assessment
Phase III - Teacher Support**

Purpose:

Phase III will provide a good faith effort to support and guide teachers to meet the Wisconsin Standards for Effective Teaching as adopted by the Monona Grove School District. The purpose of Phase III is to provide organizational support and assistance to teachers who are not meeting the district's teaching standards. The goal is for teachers to meet with success and return to full involvement in Phase II. The Teacher Support Phase has three purposes:

1. To enable a post-probationary teacher the opportunity to seek assistance in meeting the district's standards
2. To provide a more structured process for a post-probationary teacher, who by the determination of the administrative supervisor, may benefit from more support, and/or,
3. To provide due process for disciplinary action.

The decision to move a teacher into Phase III is the responsibility of the immediate supervisor. As with any form of teacher evaluation, the basis for this decision is the supervisor's professional judgment. The supervisor may form this judgment at any time, regardless of whether a formal evaluation has occurred.

This more structured supervision is characterized by the recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the Monona Grove School District's standards. This process may begin at any time. The primary purpose of the Teacher Support Phase is improvement of professional practice. The Disciplinary Phase is not intended as a restriction of the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

The decision regarding implementation should be collaborative, but may be directive. The Teacher Support Phase is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Phase, **confidentiality is expected of all participants**. Phase III consists of:

1. Awareness Level
2. Assistance Level
3. Disciplinary Level

The distinct differences between the Awareness Level and the Assistance Level are the length of time and the intensity of each phase.

Note: all employee evaluations are to be fair and accurate. Consistent with state statute, if the employee disagrees with the information contained in an evaluation, a removal or correction of that information may be mutually agreed upon by the administration and the employee. If an agreement cannot be reached, the employee may submit a written statement explaining the employee's position. The administration shall attach the employee's statement to the disputed evaluation. In addition, if the employee believes that a specific section of the Collective Bargaining Agreement between the Monona Grove Education Association and the Board has been violated, the employee may utilize the Agreement's grievance procedure. Finally, once the decision is made to move a teacher into Phase III, the teacher may request representation from the Monona Grove Education Association.

Awareness Level

1. If an administrator's concern with a teacher or a teacher's concern with his or her performance indicates a problem related to MGSD standards, the administrator will attempt to resolve the problem through an informal discussion. If the situation is not resolved through this informal discussion, a formal meeting will be scheduled to discuss the situation. This formal meeting will be considered the beginning of Phase III Awareness Level.
2. The administrator or the teacher identifies a concern in writing (Form 3A).
3. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.
4. At the conclusion of the Awareness Level, the administrator will review the progress and will make one of the following recommendations:
 - a. The teacher returns to Phase II, Professional Growth, OR
 - b. In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance Level or Disciplinary Level in Phase III. At this time, the teacher will concentrate on Phase III concerns.

Assistance Level

1. Review the recommendations from the Awareness Level
2. An administratively directed Assistance Plan (Forms 3B and 3C) will be developed which includes:
 - a. Growth-promoting goals that are specific, measurable/observable, action oriented, realistic, and time-bound .
 - b. Strategies for resolution of the concern
 - c. Timelines
 - d. Indicators of progress
 - e. Resources and support, such as:
 1. Employee Family Assistance Program (EFAP)
 2. Peer observations
 3. Workshops and training
 4. Professional reading
 5. Course work
 6. Collegial support strategies: mentors/support group/teacher helping teacher (THT) style approach/assistance team
 - 7.
3. The administrator and the teacher set up a specific time to review what progress has been made.
4. One of the following recommendations will be made upon reviewing the teacher's progress:
 - a. The teacher has met expectations for improvement. Return to Phase II.
 - b. The teacher remains in the Assistance Level with revised goals and timelines,
OR
 - c. The concern is not resolved and the teacher is moved into the Disciplinary Level.

Disciplinary Level

1. The teacher may be placed in the Disciplinary Level (Form 3D) because of, but not limited to:
 - a. Not meeting the Monona Grove School District's standards after being in the Assistance Level,
 - b. Violation of Monona Grove School District policies and rules, Wisconsin state statutes, contractual language.
2. The Disciplinary Level begins with a meeting between the administrator, teacher, and MGEA President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or MGEA representative(s) and/or other resource people.
3. The administrator will identify in writing the specific standard, rule, or policy in violation. The teacher member will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - a. A specific remedial plan with timeline
 - b. Placement of the teacher member on unpaid leave
 - c. Placement of the teacher member on paid leave
 - d. Requirement of specific training or evaluation by a professional
 - e. Recommendation for non-renewal of contract
 - f. Recommendation for termination of employment to the Superintendent and Board of Education
4. The Disciplinary Level only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Level or the Assistance Level. The Disciplinary Level is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Level or an Assistance Level.

Monona Grove School District
Phase III: Teacher Assistance
Awareness Level – Form 3A

Area(s) of Concern:

Plan and Timeline for Correction (duration no less than one month and no more than three months):

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Administrative Follow-up:

Administrative Recommendation:

Return to Phase 2 – Post-Probationary

Move to Phase 3 - Assistance Level

Move to Phase 3 - Disciplinary Level

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Note: Signatures verify that recommendation/decision has been communicated to the teacher. The signature does not denote that the teacher agrees with the decision.

REV. 11/03

Monona Grove School District
Phase III: Teacher Assistance
Assistance Level – Form 3B

Area(s) Needing Improvement:

Expectations for Improvement/Timeline (duration is generally not fewer than six months nor more than one year):

Suggested Interventions (workshops, classes, support team, etc.):

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Note: Signatures verify that recommendation/decision has been communicated to the teacher. The signature does not denote that the teacher agrees with the decision.

Monona Grove School District
Phase III: Teacher Assistance
Assistance Plan Summary – Form 3C

Plan for Improvement:

Resources/Strategies and Support Used to Date:

Indicators of Progress:

Remaining/Continuing Concerns:

Administrative Recommendation:

- The teacher has met expectations for improvement. Return to Phase Two.
- Continue in Phase Three – Assistance Level – with revised goals and timelines.
- Move to Phase Three – Disciplinary Level.

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Note: Signatures verify that recommendation/decision has been communicated to the teacher. The signature does not denote that the teacher agrees with the decision. Rev. 11/03

Monona Grove School District
Phase III: Teacher Assistance
Disciplinary Level – Form 3D

Comments:

Administrative Recommendation:

- Specific remedial plan with timeline.
- Placement of the teacher on unpaid administrative leave.
- Placement of the teacher on paid administrative leave.
- Requirement of specific training or evaluation by a professional.
- Recommendation for non-renewal of contract.
- Recommendation for termination of employment to the Superintendent and Board of Education.
- Other (please specify): _____

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Note: Signatures verify that recommendation/decision has been communicated to the teacher. The signature does not denote that the teacher agrees with the decision. Rev. 11/03