# Intensive Support

**Overview:**

Intensive Support is a highly individualized, team-based system of support and guidance. A teacher is placed in Intensive Support based on three documented pieces of evidence demonstrating unsatisfactory performance in any components within the rubrics contained in the Framework for Teaching: Components of Professional Practice (Framework), over a period of one calendar year (12 months). A teacher will no longer be in Intensive Support when all of the goals on his/her Improvement Plan have been satisfactorily met*.*  Intensive Support is intended to address the needs of a teacher determined to be at the unsatisfactory level of performance based on acquired evidencefromthe Framework. Intensive Support is indicated when the efforts of the teacher and administrator to remediate the identified component(s) have been unsuccessful in creating the necessary growth**.** This provision of support is implemented when both formal and informal methods have not succeeded. Unsatisfactory completion of the Intensive Support Plan mayresult in non-renewal. **The teacher is given one calendar year to improve his/her practice from the date of the third piece of documented evidence.**

*An administrator will notify the teacher in writing whenever unsatisfactory evidence has been collected, whether during formal or informal observations.  In order for a teacher to be placed in the Intensive Cycle, there must be a total of three pieces of documented evidence at the Unsatisfactory Level.  Of those three, one must be during a formal observation.*

* **Teacher is placed in Intensive Support when:** 
  + His/her practice is determined to be in the unsatisfactory performance level based on three documented pieces of evidence from any rubric contained in the Framework.
  + And he/she willingly demonstrates a desire to improve his/her instructional/professional practice.
* **A teacher is not placed in Intensive Support when:**
  + He/she has disciplinary/compliance issues.
  + He/she violates Vermont State Statutes.
  + His/her documented evidence demonstrates an unwillingness to improve his/her instructional/professional practice. This constitutes insubordination, which could result in disciplinary actions including suspension and termination.

**The Improvement Team:**

* Teacher in need of Intensive Support.
* Evaluating administrator: Leads team, co-plans, and collects *all* evidence, problem-solves, and coordinates the improvement team and plan. Evaluating administrator has final approval over improvement team members.
* Teacher colleague(s) in same or related content area at the proficient and/or distinguished category: To mentor teacher/co-plan/problem-solve/mentor teacher. Teacher and administrator will have a discussion about mentor.

**Resources Available to Teacher:**

* Team provides improvement opportunities: Workshops, courses as they apply, peer observation, and any other activity deemed necessary and approved by the administrative team. (District will provide financial support above and beyond the tuition reimbursement.)
* Teacher in need of Intensive Support is free to bring any CEA member to any or all of the meetings. The CEA member is not part of the team.
* Teacher may have access to other professionals, and /or resources as determined by the lead administrator.

**Roles and Responsibilities:**

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| **Administrator Role** | **Teacher Role** |
| * Formally meets with the teacher and notifies them in writing when the first piece of unsatisfactory evidence is collected and documented as such. * Formally meets with teacher when second and third piece of documented evidence is collected and provides formal notification in writing of placement in Intensive Support and reviews unsatisfactory component(s) needing improvement. * Notifies the superintendent when teacher is placed in Intensive Support. It is from this notification date that the calendar year Improvement Plan must be implemented. * Organizes the Improvement Team. * Writes Improvement Plan based on the components of the Framework that were found to be at the Unsatisfactory Level. * Provides and reviews Improvement Plan including timeline for completion with teacher. Improvement goals need to be specific, measureable, and timely. * Conducts formal and informal observations to collect evidence outlined in the improvement plan. * Convenes formal weekly meetings with teacher to reviewdocumented evidence aimed at improvement of the teacher’s current practice. If the teacher wishes, the Improvement Team can be invited to these meetings. * Formally meets with Improvement Team prior to summative evaluation with teacher to gather feedback. * Conducts formal meeting with teacher for summative evaluation with recommendation for employment. * Provides recommendation for employment to the superintendent based on the outcome of the completed Improvement Plan. Upon the completion of the Goals in the Improvement Plan the cycle ends and the administrator notifies teacher of employment status. * Informs teacher of evaluation component for the remainder of that school year and/or the following year if there is continued employment. It is at the discretion of the administrator to place the teacher in an evaluation component regardless of where they would be in the three-year cycle. * Teacher and administrator sign improvement plan. | * Upon the first notification of unsatisfactory performance teacher meets with administrator and reviews the Intensive Support Process. * Formally meets with administrator when additional pieces of evidence are collected. * Formally meets with administrator when third piece of documented evidence is collected and is provided with formal notification in writing of placement in Intensive Support. * Reviews unsatisfactory component(s) needing improvement with administrator. * Discusses with administrator the makeup of the Improvement Team. * Reviews Improvement Plan with administrator including timeline for completion. * Implements improvement plan. * Accesses improvement opportunities: Workshops, courses as they apply, peer observation and any other activity deemed necessary and approved by the administrative team. * Attends formal weekly meetings with administrator to reviewdocumented evidence aimed at improvement of the teacher’s current practice. If the teacher wishes, the Improvement Team can be invited to these meetings. * Addresses deficiencies documented in plan to minimum Basic Level outlined in the Framework and provides evidence. * Attends formal meeting with administrator for summative evaluation and provides administrator with evidence to support improvement. |

# Components of Professional Practice Table

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| **Domain 1: PLANNING AND PREPARATION** |
| **1a. Demonstrating Knowledge of Content and Pedagogy**   * Knowledge of content * Knowledge of prerequisite relationships * Knowledge of content-related pedagogy   **1b. Demonstrating Knowledge of Students**   * Knowledge of characteristics of age group * Knowledge of students’ varied approaches to learning * Knowledge of students’ skills and knowledge * Knowledge of students’ interests and cultural heritage   **1c. Setting Instructional Outcomes**   * Value * Clarity * Suitability for diverse students * Balance   **1d. Demonstrating Knowledge of Resources**   * Resources for teaching * Resources of students   **1e. Designing Coherent Instruction**   * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure   **1f. Designing student assessment**   * Congruence with instructional goals * Criteria and standards * Use for planning |

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| **Domain 4: PROFESSIONAL RESPONSIBILITIES** |
| **4a. Reflecting on Teaching**   * Accuracy * Use in Future teaching   **4b. Maintaining Accurate Records**   * Student completion of assignments * Student progress in learning * Non-instructional records   **4c. Communicating with Families**   * Information about the instructional program * Information about individual students * Engagement of families in the instructional program   **4d. Participating in a Professional Community**   * Relationships with colleagues * Service to the school * Participation in school and district projects   **4e. Growing and Developing Professionally**   * Enhancement of content knowledge and pedagogical skill * Service to profession   **4f. Showing Professionalism**   * Service to Students * Advocacy * Decision making |

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| **Domain 2: THE CLASSROOM ENVIRONMENT** |
| **2a. Creating an Environment of Respect and Rapport**   * Teacher interaction with students * Student interaction   **2b. Establishing a Culture for Learning**   * Importance of content * Student pride in work * Expectations for learning and achievement   **2c. Managing Classroom Procedures**   * Management of instructional groups * Management of transitions * Management of materials and supplies * Management of non-instructional duties * Supervision of volunteers and paraprofessionals   **2d. Managing Student Behavior**   * Expectations * Monitoring of student behavior * Response to student misbehavior   **2e. Organizing Physical Space**   * Safety and arrangement of furniture * Accessibility to learning and use of physical resources |
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| **Domain 3: INSTRUCTION** |
| **3a. Communicating with Students**   * Directions and procedures * Oral and written language   **3b. Using Questioning and Discussion Techniques**   * Quality of questions * Discussion techniques * Student participation   **3c. Engaging Students in Learning**   * Representation of content * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing   **3d. Using Assessment in Instruction**   * Quality: accurate, substantive, constructive and specific * Timeliness   **3e. Demonstrating Flexibility and Responsiveness**   * Lesson adjustment * Response to students * Persistence |