

**Specific  
Staff  
Development Plan**

**Plan III**

## **Plan III**

### **Specific Staff Development**

#### **Purpose**

The specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the Dearborn Standards for Effective Teaching. The Specific Staff Development Plan has three purposes:

1. to enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching.
2. to provide a more structured process for a tenured teacher, who by the determination of the administrative supervisor, may benefit from more support, and/or
3. to provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the Dearborn Standards for Effective Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

- 1. Awareness Phase**
- 2. Assistance Phase**
- 3. Disciplinary Phase**

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

## Outline of Plan III - Specific Staff Development

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

### **Purposes**

1. To enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support
3. To provide due process for disciplinary action

### **Three Phases of Plan III**

#### *Awareness Phase*

1. The concern is identified in writing
2. The administrator and teacher attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
  - The teacher remains in Plan II
  - The teacher is placed into the Assistance Phase
  - Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

#### *Assistance Phase*

1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
  - The concern is resolved and the teacher is returned to Plan II
  - The teacher remains in the Assistance Phase with revised goals and timelines
  - The concern is not resolved and the teacher is moved into the Disciplinary Phase

#### *Disciplinary Phase*

1. The administrator, teacher, and Dearborn Federation of Teachers' president or designated representative meet
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*



## Plan III --- Specific Staff Development

### Awareness Phase

1. The administrator of the teacher identifies a concern in writing.  
(Identification of Concern Form, page. 38)
2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
  - The teacher begins an evaluation phase, OR
  - The teacher remains in Plan I or II, OR
  - In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance or Disciplinary Phase. (Final Summary Form, page 38)
4. If a teacher is rated ineffective on the Year End Evaluation, an awareness phase document must have occurred by April 30. This is being done to give instructional staff the opportunity to make improvements.
5. If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year. This will give instructional staff enough notice to make improvements for the upcoming school year. It also provides enough opportunity to return to Plan II with improvements to performance.
6. The recommended time for the awareness phase should be 30 calendar days.

At this point, the teacher will be advised by the principal to discuss the situation with the DFT President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

### Assistance Phase

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:  
(Plan of Assistance Form, page 39)
  - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
  - strategies for resolution of the concern
  - timelines
  - indicators of progress
  - resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made.  
(Plan of Assistance Progress Form, page 40)
4. **One** of the following recommendations will be made upon reviewing the teacher's progress:  
(Final Summary Form, page 41)
  - The concern is resolved and the teacher is returned to the Professional Growth Plan
  - The teacher remains in the Assistance Phase with revised goals and timelines
  - The concern is not resolved and the teacher is moved into the Disciplinary Phase.

5. The recommended timeline between each progress report is 30 calendar days. There are a total of three progress reports. The administrator can, at anytime, move directly to the disciplinary phase if it is determined that there are serious performance deficiencies and/or violations of standards, rules and/or policies.

## **Plan III --- Specific Staff Development (continued)**

**Note:** Only areas of concern that have been identified in the Awareness Phase can be evaluated or considered in the Assistance or Disciplinary Phase. Collected data to be considered must relate to concerns identified in the Awareness Phase.

### **Disciplinary Phase**

1. The Disciplinary Phase begins with a meeting between the administrator, teacher, and DFT President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or DFT representative.
2. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. (Disciplinary Phase, page 42) The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
  - a specific remedial plan with timeline
  - 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 tenure review by the Superintendent and Board of Education
3. The Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase 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 Phase or an Assistance Phase.

**Plan III --- Specific Staff Development**  
**Awareness Phase --- Identification of Concern Form**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Check appropriate category(ies):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	<input type="checkbox"/> VI. Other

Specific Concerns: \_\_\_\_\_

Next Meeting Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file

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**Plan III --- Specific Staff Development**  
**Awareness Phase --- Final Summary Form**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Specific Concerns: \_\_\_\_\_

Administrative Recommendation(s):

- Plan II
- Assistance Phase

Next Meeting Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file



- Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

**Plan III --- Specific Staff Development**  
**Assistance Phase --- Plan of Assistance Form**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Check appropriate category(ies):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	<input type="checkbox"/> VI. Other

Specific Concerns: \_\_\_\_\_

Plan (Method/Strategies): \_\_\_\_\_

Proposed Timeline: \_\_\_\_\_

Indicators of Progress including student growth data: \_\_\_\_\_

Resources/Support Needed: \_\_\_\_\_

Next Meeting Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file

### Plan III --- Specific Staff Development

#### Assistance Phase --- Plan of Assistance Progress Form

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

First Meeting

Second Meeting

Third Meeting

Plan: _____
Resources and Strategies Used to Date: _____
Indicators of Progress including student growth data: _____
Resources/Support Utilized to Date: _____
Concerns: _____

*\*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

<b>Total Days Absent (Current School year to date):</b> _____ Illness    _____ Care of Family    _____ Personal Business    _____ Conferences _____ District Related    _____ Other (Please Explain: _____) <b>District PD attended (list dates):</b> _____
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<b>(Check one)</b> <input type="checkbox"/> Remain on Plan III <input type="checkbox"/> Return to Plan II
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Next Meeting Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file

# Plan III --- Specific Staff Development

## Assistance Phase --- Final Summary Form

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Plan: _____
Resources and Strategies Used to Date: _____
Indicators of Progress including student growth data: _____
Resources/Support Utilized to Date: _____
Concerns: _____

*\*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

Administrative Recommendation(s):

- Plan II                       Remain in Assistance Phase                       Go to Disciplinary Phase

If Year End Evaluation - Check below

- Ineffective     Minimally Effective                       Effective                       Highly Effective

<b>Total Days Absent (Current School year to date):</b> _____Illness      _____Care of Family      _____Personal Business      _____Conferences _____District Related      _____Other (Please Explain: _____) <b>District PD attended (list dates):</b> _____
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Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file

# Plan III --- Specific Staff Development

## Disciplinary Phase

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Cc: Personnel file

