

# Appendix K

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## Plan of Assistance for Improvement

Plans of Assistance are developed to help candidates address areas of weakness or areas with which a candidate is struggling during the Teaching Practicum (OP) and Teaching Residency (Student Teaching) field experiences in the Secondary Teacher Education Program. This is not a form of punishment—it is the goal of the Secondary Program that all teacher candidates become the very best professional educators possible and the Plan of Assistance is used to help achieve that goal when needed.

The **Plan of Assistance Form** requires the following:

1. An objective description of the problem/area requiring improvement. This description is to be written with the collaboration of the mentor teachers, teacher candidates, university field coordinators, and/or the course instructors depending on the nature of the problem.

Teacher candidates will be informed that a plan is being developed and will have an opportunity for input into what they perceive to be their own areas of weakness.

2. A list of reasonable expectations for improvement. A specific list of what all parties reasonably expect the candidate to improve on in terms of academic and/or professional behaviors.

This list should be supplemented with *reasonable* support and/or improvement resources that are available for teacher candidates. This can include additional supervisory sessions, one-on-one meetings with specific faculty, and other genuine support strategies. Ideas for what would be most helpful for the teacher candidate will be generated by all parties involved. Nothing in this list should create an undue burden on any parties involved.

3. A timeline as to when expectations should be met. The timeline must be reasonable and have a termination date by which time, demonstrated and projected change is evident.
4. Delineated course of action following the completion of the timeline. This is part of due process notice—whether met successfully or not the goals were met, what next steps will be taken and what will happen after the timeline dates have passed?
5. The signatures of all parties involved in the development of the Plan of Assistance, as well as the signature of the ITE Secondary Program Chair.
6. A sentence indicating the teacher candidate’s review and full understanding of the plan. This sentence will be followed by a space for the teacher candidate’s signature. This signature only indicates the teacher candidate’s acknowledgement of the plan – the teacher candidate does not have to agree with the plan.

If the teacher candidate chooses to respond in writing to this plan, it is the candidate’s right to do so. The teacher candidate’s written response will be attached to the plan and placed in the candidate’s file.

7. Copies of the plan – without the candidate’s written response – are given to all parties involved in the development of the plan.

**Institute for Teacher Education  
Secondary Education Program  
College of Education  
University of Hawai'i at Mānoa**

**Plan of Assistance for Improvement**

Teacher Candidate's Name \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Field Experience: OP \_\_\_\_\_ Student Teaching \_\_\_\_ Date: \_\_\_\_\_

**Description of the problem/area requiring improvement:**

**List of expectations for improvement:**

**Timeline for starting and meeting these expectations:**

**Course of action following the completion of the timeline:**

If the expectations are met:

If the expectations are not met:

***“I have read and I understand this plan.”***

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Seminar/Methods Instructor

\_\_\_\_\_  
Secondary Chair

*Teacher Candidates have the right to respond to this Plan of Assistance in writing.  
Any written responses should be sent directly to the Institute for Teacher Education office.*