

LITTLE ROCK SCHOOL DISTRICT

Professional Teacher Appraisal System (PTAS) Revised Edition 2007



“In Pursuit of Excellence for Teaching and Learning”



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2007-08 LRSD Board of Directors

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Acknowledgement of the Committee Members

The Little Rock School District Professional Teacher Appraisal System (PTAS) is the result of collaboration and cooperation of our teachers, central office administrators, principals, and recognized authorities in the field of teacher evaluation systems and teaching. The committee respectfully submits this appraisal system with the purpose of creating excellence in teaching and learning in our school district for all teachers while building a community of learners for these professionals.

2004 Committee Co-Chairperson

Sadie Mitchell, Associate Superintendent
Dr. Lloyd Sain, Jr., Principal, ALC
Kay Gunter, Administrative Assistant

2004 Committee Members

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Tami Bennett, Teacher
Karen Broadnax, ESL Supervisor
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David Hartz, HR Director
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2004 Educational Consultant

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Dr. Lloyd Sain, Jr.

Little Rock School District
Professional Teacher Appraisal System (PTAS)

Mission Statement

The Little Rock School District is committed to the pursuit of excellence in teaching and learning. We further believe that teaching and learning must be supported by a comprehensive appraisal system that identifies clear, rigorous, and measurable standards and that allows for individualized professional growth opportunities for its teachers.

We believe that evaluation must be embedded in a collegial, collaborative, reflective, and supportive atmosphere where individual goal setting, continuous improvement, quality professional development, positive reinforcement, and ongoing dialogue are sustained practices and behaviors of the teachers and administrators. Designed to enhance the highest standards of excellence and professional expertise, the LRSD Professional Teacher Appraisal System provides a comprehensive process for providing success for all teachers while ensuring quality performance and accountability in the classroom.

The Professional Teacher Appraisal System requires commitment, trust, and support from all members of the school community with the ultimate goal of improving and enhancing classroom instruction and student achievement.

Little Rock School District Professional Teacher Appraisal System (PTAS)

Evaluation Overview

A. Purpose of Evaluation

The Little Rock School District believes that the principal responsibility of the certified teacher is to direct and assess teaching and learning experiences for students. The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In order to ensure such expectations are met, this appraisal system has been designed.

The purposes of this evaluation system are: 1) to enhance the quality of instruction, 2) to provide a basis for professional development, 3) to encourage collegiality and professionalism, and 4) to serve as the basis for sound and defensible employment decisions.

B. Goals of Evaluation

The Little Rock School District has established the following goals for the teacher evaluation process:

1. To aim for excellence in the educational curriculum through improving teaching techniques and providing opportunities for professional staff development and growth for every teacher.
2. To improve instruction by collecting specific data and by analyzing the individual teaching performance for each certified person.
3. To improve teaching and learning by developing an individual professional plan for each certified person in the non-probationary track.
4. To identify for the teacher the critical skills and expectations that are essential and clear indicators for effective teaching performance.
5. To offer a supportive process/track to any teacher who warrants additional assistance when further preparation and refining of skills are needed in meeting the expectations.
6. To offer feedback to the individual being evaluated in expressing the extent in which his/her performance or undertaking has met the District's expectations or school improvement initiatives.
7. To provide accountability for the District's decision to continue employment.

C. Review of the evaluation

The appraisal system shall periodically be reviewed by the Classroom Teacher Association and the Little Rock School District. Any necessary proposed changes or clarifications will be recommended to the Little Rock School District Board of Directors for review and approval.

D. Training of the evaluators

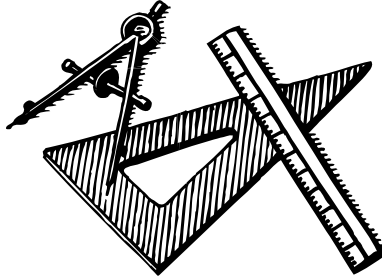
To ensure that evaluators are prepared to implement the Professional Teacher Appraisal System, the Little Rock School District shall:

1. Train evaluators and administrators in observation techniques that will enable them to identify and to describe teaching behavior in alignment with the established teaching competencies as found in the Professional Teacher Appraisal System.
2. Offer training to evaluators to assist them in developing and assessing professional growth plans.
3. Ensure that a district appraisal training program is established and completed by all pertinent evaluators and administrators.
4. Train yearly new principals and vice-principals on the expectations and procedures for the district's revised teacher appraisal system.

E. Orientation of Program Appraisal System

The following steps will be implemented to familiarize teachers of the District's appraisal system:

1. To acquaint Track I and Track II certified teachers to the LRSD evaluation process, policy, procedures, and forms;
2. To explain and discuss the core teaching standards and coordinating rubrics for each domain;
3. To assign Track I teachers to an assigned evaluator at the building level;
4. To outline and explain the scope and importance of Professional Growth Plan; and
5. To acquire the teacher's signed acknowledgment of the training and the receipt of the new appraisal booklet.



TRACK I

PROBATIONARY

TEACHER

A probationary teacher (Track I) is defined as one

- who has fewer than three years of teaching experience,
- who has more than three consecutive years of experience in an Arkansas school district but who is new to the district, or
- who enters teaching from the collegial or parochial sector.

A. Evaluation of Probationary (Track I) Teachers

All certified Track I teachers will be evaluated on the Core Teaching Standards as outlined on pages 31-57. These standards have been established as the core and essential skills that all certified teachers must master in the Little Rock School District.

Track I Teachers will be evaluated on four major categorical areas with each area containing specific expectations: Domain I: Planning and Preparation; Domain II: The Classroom Environment; Domain III: Instruction; and Domain IV: Professional Responsibilities. The levels of performance descriptors are Below Basic, Basic, Proficient and Distinguished.

Any teacher who receives a below basic or basic mark in the weighted component must show improvement for continued employment in the Little Rock School District. Additionally, this teacher shall be offered the appropriate support as selected by the administrator to address the scope of the overall performance. The District's intent is for each teacher to be proficient in demonstrating mastery of the Core Teaching Standards.

B. Professional Growth Plan for Track I Teachers

Teachers in Track I are required to complete yearly a professional growth plan that supports the teaching act as supported by the district's Domains I thru III and/or Pathwise's Domains A thru C. **The Track I teacher who participates in Pathwise should seek the assistance of the mentor in developing the plan but should acquire the approval of the evaluator or principal before submitting the plan to the Pathwise Project Director and to the principal at the building level. The probationary teacher is encouraged to use the district's Professional Growth Plan Form (p. 16).**

Those Track I teachers who are not participating in the Pathwise Program should use the district's form (see page 16) in completing this requirement. With the approval of the principal, teachers, excluding Pathwise participants, in Track I may work with other teachers in the building to satisfy the professional growth plan requirement. Thus, the requirements, guidelines and schedule outlined in Track II will apply (see pages 11-14).

C. Observation of the Track I (Probationary) Teacher

In Track I, a teacher will be observed and evaluated for three consecutive years (see page 10). During year one, the teacher will receive two formal observations and one informal observation. **The teacher must submit a professional growth plan to the principal. While the teacher in Track I may receive**

two observations during Year I by an assigned Pathwise mentor, these two observations will not be included or used in the evaluator's collection of data or evaluation of the teacher's mid-year or summative appraisal.

During the second year, the teacher will receive one formal and one informal observation and **will be required to complete a professional growth plan. The teacher will receive a mid-year and summative appraisal. While the teacher in Track I may receive two observations during Year II by an assigned Pathwise mentor, these two observations will not be included or used in the evaluator's collection of data or evaluation of the teacher's mid-year or summative appraisal.**

During the third year, the teacher will receive one formal, four documented drop-in observations and a mid-year and summative appraisal. **This teacher must also complete a professional growth plan.**

Both formal and informal observations will be a minimum of thirty minutes in length. The formal observations will require a pre-conference, a scheduled or announced observation, and a reflection/post-conference between the teacher and the evaluator. The informal or unannounced observation will require the evaluator to offer a written summation or notation to the teacher describing the observation experience. A post-conference following the informal/formal observation will be held and scheduled within ten (10) working days between the teacher and the administrator to reflect on the observation.

A walk-through observation may be done at any time as deemed necessary by the evaluator for a probationary or non-probationary teacher. A walk-through observation is an unannounced, non-timed visit to the classroom that will result in a written summation of the evaluator's observation being placed in the teacher's mailbox or given to the teacher. The evaluator has three (3) days to give the teacher a copy of the drop-in notes/form.

Lastly, the evaluator will give the teachers 2-3 days prior to the pre or post conference to complete the Instruction and Reflection Profile requirement.

Track One: Probationary Teacher Illustration

Year One

- ◆ Two Formal Observations
- ◆ One Informal Observation
- ◆ Mid-Year Evaluation (December/January)
- ◆ Summative Evaluation (by May 15th)
- ◆ Professional Growth Plan (by April 30th)

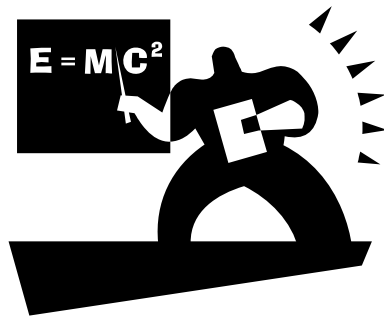
Year Two

- ◆ One Formal Observations
- ◆ One Informal Observation
- ◆ Mid-Year Evaluation (December/January)
- ◆ Summative Evaluation (by May 15th)
- ◆ Professional Growth Plan (by April 30th)

Year Three

- ◆ One Formal Observation
- ◆ Four Documented Drop-in Observations
- ◆ Mid-Year Evaluation (December/January)
- ◆ Summative Evaluation (by May 15th)
- ◆ Professional Growth Plan (by April 30th)

TRACK II:



NON- PROBATIONARY TEACHERS

A Track II or non-probationary teacher is one

- who has three or more consecutive years of teaching experience in the LRSD district
- who has completed the Track I, Year 3 probationary status and will be recommended for non-probationary status for the subsequent year

Track II Expectations and Requirements

Track II: The Professional Growth Plan of the LRSD Professional Teacher Appraisal System supports the continual improvement of professional skills among non-probationary teachers. As the non-probationary teacher has already demonstrated competency in teaching, the teacher and evaluator will work collaboratively toward the goal of increasing and strengthening these competencies. There are two major focuses in this Professional Growth Track: a continued demonstration of practices for effective teaching and a continued plan for professional growth.

OBSERVATION OF A NON-PROBATIONARY TEACHER

Non-probationary teachers are expected to demonstrate continued effective teaching practices at all times. Principals will continue to visit all classes informally but will conduct a formal observation on a non-probationary teacher every three years based on the assigned cycle year/designation. This formal observation process will include the pre-observation conference, the observation, and the post-observation conference as identified and used in Domains and Rubrics Section of the LRSD Professional Teacher Appraisal System. This observation will be based on the domains and the rubrics found in this section. **A post-conference following the observation will be held and scheduled within ten (10) working days between the teacher and the administrator to reflect on the observation.**

Beginning with the Fall 2003-2004 school year, non-probationary teachers will be assigned a cycle (1, 2, or 3) as determined by the building principal and reported to the Human Resource Division for district tracking.

The cycle as determined in Fall '03, or when a teacher enters Track II after that date, will remain permanent for the teacher while employed in the LRSD, even when the teacher transfers to another building within the district. **A non-probationary teacher should be formally observed only once within the three-year period of a cycle unless placed into Track III. At that time, the teacher will be evaluated on all domains and the completion/progress of his/her professional growth plan.**

When the non-probationary is not on his/her cycle year to be formally observed, the teacher must fulfill yearly the expectations of Domain IV and his/her Professional Growth Plan.

REQUIREMENTS AND GUIDELINES FOR THE PROFESSIONAL GROWTH PLAN

Professional growth is expected to be collaborative, proactive, and continuous. The evaluator is involved through collaborating on goal identification and plan development as well as monitoring and conferencing on the progress of the plan.

Teachers may choose a plan for professional growth from a suggested list of topics/fields or may choose one of their own.

Teachers may choose to work independently or with a team consisting of two to five members within their building.

All Track II teachers will complete and submit their plans and progress checks annually, whether or not it is their formal evaluation year.

The plan may be a collaborative process with the involvement of the Educational Services Department and other appropriate personnel that will be consulted in the initial planning stage and may serve as a resource during the plan's implementation.

Individual or Team Professional Growth Participants:

Teachers are encouraged to participate as part of a team with grade level colleagues and members of department teams. **A teacher may elect to work individually within his/her school or may work with a team not to exceed five members.**

Duration of Professional Growth Plan:

Professional Growth Plans are developed for one year. If a teacher should decide that he or she is dissatisfied with the efforts of a team and chooses to discontinue with the team's plan, the teacher is still responsible for completing an individual professional growth plan.

Professional Growth Plan Goals:

Growth goals should reflect building or district goals that result in the continuous improvement of student learning. The growth goal must be directly linked to one component from a domain of the three domains as listed in on the PGP form (see p. 16).

Professional Growth Plan Activities/Methods:

Activities and methods may include any of the following:

- | | |
|--|---|
| a. action research | h. classroom observations |
| b. peer coaching | i. discussion groups (participant meetings) |
| c. video taping | j. workshops (instructor or participant) |
| d. conferences | k. self-assessment of teaching |
| e. mentoring | l. school improvement team participation |
| f. college courses | m. other |
| g. development of teaching materials/instructional units | |

Professional Growth Plan Artifacts/Materials:

Artifacts are indicators of progress that demonstrate professional growth and may include tangible or intangible outcomes. Artifacts or indicators of progress are selected and agreed to as part of the Professional Growth Plan outline (See Suggested List of Artifacts, p. 19). The artifacts are the property of the teacher.

Professional Growth Plan Revisions:

In the event a Professional Growth Plan needs to be revised, all revisions must be approved by the other teachers **involved in the plan and the administrator.**

Professional Growth Plan Resources:

Resources will be approved as part of the teacher's Professional Growth Plan by the administrator. They may include classroom or professional materials, curriculum personnel or others as approved.

REQUIRED SCHEDULE DATES FOR PROFESSIONAL GROWTH PLANS**October 15**

The principal (s) will have an initial meeting with the teacher as early as the spring of the prior year and **no later than October 15** of the subsequent year **to** develop the Professional Growth Plan. All revisions and plans must be finalized by October 15 (See Professional Growth Plan Goal Outline Form, p. 16).

April 30

Prior to April 30, the teacher (s) and building administrator will have a concluding meeting during the second semester to review the results of the Plan via the Professional Growth Plan Final Evaluation Form for Completed Plans, p. 18

All forms for the pre-conference and the final meeting are maintained at the building level.

Track II: Tenured Teachers' Illustration

Cycle Year (Observation)

(To be formally observed every three years)

- ❖ One Formal Observation that includes a pre-and-post conference to assess Domains I thru IV
- ❖ Professional Growth Plan (by April 30th)
- ❖ Summative Evaluation (by May 15th)
(Domains I thru IV)

During the cycle year, the administrator may conduct drop-ins without notice. If the teacher's performance becomes unacceptable, the teacher will be notified and given an opportunity to improve via Track III.

Non-cycle Year

(To occur two consecutive years of the three-year cycle)

- ◆ Domain IV Compliance Only
- ◆ Professional Growth Plan (by April 30th)
- ◆ Summative Evaluation (by May 15th)
(Domain IV only)

During the non-cycle year, the administrator may conduct drop-ins without notice. If the teacher's performance becomes unacceptable, the teacher will be notified and given an opportunity to improve via Track III.

Professional Growth Plan Form

This outline is to be completed by a teacher who works on an individual plan or by all participants involved **on a team by October 15th each year.**
Activities related to this plan must be completed prior to April 30th each year.

Beginning Date

Final Report Date

Teacher (s)

Grade/Department

Growth Goal:

Select only ONE component from a domain that relates to your growth goal:

DOMAIN 1: PLANNING AND PREPARATION

- _____ 1a. Demonstrating Knowledge of Content and Pedagogy*
- _____ 1b. Demonstrating Knowledge of Students*
- _____ 1c. Selecting Instructional Goals*
- _____ 1d. Demonstrating Knowledge of Resources
- _____ 1e. Designing Coherent Instruction*
- _____ 1f. Assessing Student Learning*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- _____ 2a. Establishing a Culture for Learning*
- _____ 2b. Managing Classroom Procedure*
- _____ 2c. Managing Student Behavior*

DOMAIN 3: INSTRUCTION

- _____ 3a. Communicating Clearly and Accurately*
- _____ 3b. Using Questioning and Discussion Techniques*
- _____ 3c. Engaging Students in Learning*
- _____ 3d. Providing Feedback to Students*
- _____ 3e. Utilizing Technology

Note: The asterisk (*) denoted heavy weighted components.

Professional Growth Plan Outline Continued

Activities to meet the goals of this plan	Resources needed for plan activities	Artifacts to be collected	Timeline (Month/Year to start activity)

All activities in this plan must be completed prior to April 30th using the PGP for Completed Plan.

Administrator's Signature

Date

This form is filed at the building level.

**PROFESSIONAL GROWTH PLAN FINAL EVALUATION FORM
FOR COMPLETED PLANS**

This form is to be completed individually by each participant
at the conclusion of the Professional Growth Plan.

Teacher: _____ School: _____

Grade/Dept: _____ Plan start date: _____ Plan completion date: _____

If plan was a group plan, list other members:

1. _____ 2. _____

3. _____ 4. _____

Plan Outcomes:

Artifacts Submitted:

Teacher Reflection/Future Consideration:

Evaluator's comments:

Administrator Signature

Date

Teacher Signature

Date

This form is filed at the building level.

SUGGESTED LIST OF ARTIFACTS

I. Planning and Preparation:

- Lesson Plans
- Long Range Plans
- Assessment Plan
- Grading Plan/Grade Book
- Discipline Plan
- Substitute Plans
- Curriculum Maps

II. Classroom Environment:

- Affective Domain (self-esteem, incentives, rewards, projects, etc.)
- Physical Layout (rationale)
- Seating Arrangement (rationale)
- Team Building Strategies
- Cooperative Learning
- Classroom Rules/Routine
- Bulletin Boards (interactive, instructional, affective)
- Homework Plan
- Photos/Videotaping
- Display of Student Work

III. Instruction:

- Units of Study/Thematic Units
- Literature/Book List
- Extension/Enrichment Activities
- Review/Reinforcement Activities
- Modifications/Differentiations for Special Needs
- Flexible Grouping Plans
- Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- Completed Student Work Samples (with evidence of individually specific teacher feedback)
- Homework Assignments and Guides
- Technology Links (multimedia, laser disc, internet, etc.)
- Curriculum Integration Efforts
- Videotaping of Instruction/Photo Chronology of Unit Sequence

Suggestions for Supervisors and Teachers in Goal/Plan Setting

Setting Teaching /Learning Goals Derived from the Teaching Standards	
Refining Current Practices (Improvement Goals)	<p>This type of goal fits a range of teaching areas, especially those that would be included under Domains 1,2, and 3 in the LRSD Professional Teacher Appraisal System(PTAS). It could include work on improving a more basic skill(managing student behavior) or a more complex skill (engaging students in learning). The important thing here is that the teacher is indicating a desire to improve something she already does in her teaching. This type of goal would routinely be set by an individual rather than a team. The plan for this type of goal could involve classroom observation as a form of formative assessment or some form of artifact collection to demonstrate the desired improvement.</p>
Acquisition of New Skills or Knowledge (Renewal Goals).	<p>In acquiring new skills or knowledge to enhance the application of the teaching standards, it should be assumed that this type of goal will require some resources to support the gaining of the skill or the needed information. The plan would likely include some form of demonstration of the newly acquired skill or practice (presentation to other faculty, review by a support group or study group, written material distributed to others, or an actual or taped demonstration). This type of goal could be set by an individual or a team. To maximize the use of building or district resources, the new skill or knowledge should be required to be directly related to the teaching and learning initiatives. This plan could extend beyond one year because of the acquired knowledge and then the time to implement.</p>
Doing Things Differently (Redesign or Restructuring Goals).	<p>These goals will often be set as derivatives of the components of professional practice as stated in the standards. In settings different from traditional practice, the application of the standards might have more significance. Developing goals and plans that would lead to new ways of doing things (project based learning, non-graded rooms, developing interdisciplinary teams in high schools) provides a new way of thinking about and demonstrating the importance of the teaching standards. This type of activity will almost certainly require additional resources and time. This work should be done by a team and never for less than two or three years. The product of this type of activity should include a rationale for the change, the desired student outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for evaluating all relevant outcomes of the change.</p>

Suggestions for Supervisors and Teachers in Goal/Plan Setting, continued

Setting Program or Curriculum Goals and Plans (from Content Standards or Within the Process of Developing Content Standards)	
<p>"Deepening" Goals (Organizing Curriculum Around Deepening Student Understanding).</p>	<p>This type of goal would focus on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts). Teachers could work toward this goal individually or as a team. The product for this goal should include a rationale, what students should know and be able to do as a result of this work, and plans for assessing student learning and for evaluating the merit of the changes. Depending upon the scope of the project, the teacher or team could work on this goal beyond one year.</p>
<p>"Integrating" Goals (Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts Across Different Content Areas).</p>	<p>These goals would focus on developing integrated lessons, units, and courses. This work could be done individually or in teams. Products should include rationale, desired student outcomes, necessary materials, recommended teaching practices, and plans for assessing student learning and for evaluating the merit of the activity. Depending upon the scope of the effort, the teacher or team may need more than one year to complete the work.</p>
<p>"Engaging" Goals (Designing Learning Experiences to Engage Students).</p>	<p>These goals would focus on developing curriculum plans, materials, and related activities that attend specifically to increasing the engagement of students in the work of the classroom. These goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages. The product should include desired student outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and plans for assessing student outcomes and assessing the merit of the process. Depending upon the scope of the plan, the team or teacher may need more than one year to complete thoroughly this plan.</p>
<p>"Assessing" Goals (Designing Activities and Experiences Determining What Students Have Learned and What They Can Do).</p>	<p>This type of goal would focus on developing new or alternative assessments to measure or describe student learning. This goal could be done individually or in teams. The product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction. Depending on the complexity and scope of the assessment activity, the team or teacher may need more than one year.</p>

TRACK III



PROFESSIONAL SUPPORT

This track outlines the two-phases of assistance that a teacher can receive when improvement or support is warranted.

Track III

Professional Support Track

PURPOSE

The Track III: Professional Support Track will offer a good faith effort to support and guide the teacher in meeting the expectations set forth in the Little Rock School District's Core Teaching Standards. The Professional Support Track has three primary purposes:

- 1) to demonstrate the commitment of the District to the ongoing growth and development of all teachers,
- 2) to enable an administrator to assist a probationary or non-probationary teacher to improve a specific core teaching standard or/and professional competency, and
- 3) to enable a teacher to seek assistance in any of the Core Teaching Standards based upon the teacher self-initiation.

The Professional Support Track aims to offer the best possible opportunities for professional development and growth. However, during certain steps, the administrator may deem it necessary to involve the appropriate assistant superintendent or/and the Human Resource Director. Because of the personal nature of this track, **confidentiality** is required of all participants. Track III consists of two levels:

Level One: Awareness Phase

Level Two: Assistance Phase

Track III

LEVEL ONE: AWARENESS PHASE

The purpose of the Awareness Phase is to mutually assemble individuals to identify and discuss areas of concern related to the Core Teaching Standards.

The following steps are employed in the Awareness Phase:

- 1) The administrator identifies a concern related to the Core Teaching Standard and informs the teacher in writing of the concern.
- 2) The administrator establishes an initial meeting to be scheduled and held within 10 working days of the notification of concern.
- 3) The administrator and teacher collaborate and attempt to resolve the concern(s) via an established plan (see "Action Plan for Improvement Form," p. 28). Procedures, resources, and timelines (not to exceed 30 days) relative to resolving the concern will be mutually agreed upon by the teacher, administrator, and/or other involved parties.

At the conclusion of the thirty day period, the administrator will review the documented progress of the teacher and will choose one of the following options:

- 1) The teacher will return to the Track I or II because the concern(s) has been resolved.
- 2) If evidence exists that suggests that the teacher is making progress in the Awareness Phase but improvement is still needed, then the administrator may elect to leave the teacher in this phase for a continuation of mutually agreed upon procedures and extended time line , not to exceed 15 more additional days.

OR

- 3) The teacher has not met the concern(s) and will be placed in the Assistance Phase.

At the final meeting of the Awareness Phase, the principal should inform the teacher to her/his right to have a CTA representative or staff member at this meeting if the administrator is placing the teacher in the Assistance Phase.

Minutes of meetings and information collected in the Awareness Phase will remain at the building level and between the concerned parties.

If the administrator believes that the teacher needs a support system to address an area(s) of concern or if requested by the teacher, then a support team or appropriate personnel will be identified by the teacher and/or the administrator.

At the administrator's discretion, the administrator may omit placing a teacher in the Awareness Phase and may place the teacher directly in the Assistance Phase.

TRACK III

LEVEL TWO: ASSISTANCE PHASE

The purpose of the Assistance Phase is to provide more specific guidance and assistance to a tenured teacher.

The following steps are employed in the Assistance Phase:

- 1) The administrator will schedule and hold an initial meeting within 10 working days of the final meeting of the Awareness Phase or after direct placement in the Assistance Phase to discuss the concerns and to implement the steps for this phase of improvement.

A. Before placing a teacher a probationary teacher in the assistance phase, at least one formal observation must be completed in accordance with the evaluation procedures jointly adopted by LRSD and LRCTA.

B. Before placing a non-probationary teacher in the assistance phase, at least two observations, one of which must be formal, must be completed in accordance with the evaluation procedures as referenced above.

C. A post conference and observation report must be completed in accordance with the evaluation procedures.

D. When the evaluator deems that the teacher's overall performance is below basic or basic, a memo shall be given to the teacher setting a meeting to discuss performance concerns and possible probation. The memo must include the following:

- ✓ The performance competencies or elements that that are basic or below;
- ✓ The actions needed to improve or correct the basic or below basic area;
- ✓ The principal's assurance to meet with the teacher to develop a plan;
- ✓ The principal's statement to provide and schedule technical assistance;
- ✓ The length of the probation or time required to improve;
- ✓ A statement to notify the teacher of an extended probation, a non-renewal; or termination recommendation if the competency is not improved; and
- ✓ A statement to notify the teacher of his/her right to union representation at that initial meeting.

- 2) An individual plan for improvement will be written collaboratively by the teacher and the administrator. The teacher will be allowed input into the development of the plan. If the teacher rejects the plan, he/she will be responsible for correcting the below basic or basic performance. The plan will include the following components (see "Action Plan for Improvement Form," p. 28):

- a. A specific statement of the areas of concern(s) as it relates to the Core Teaching Standards that have been identified as below basic or basic;

- b. Strategies, procedures, technical assistance, and/or activities to be utilized for the resolution of the problem;
 - c. Indicators of success relating to the Core Teaching Standard that need improvement;
 - d. A listing of resources to be allocated for plan implementation and completion including but not limited to materials and staff development, with budgetary considerations; and
 - e. A time line, not to exceed 40 days for probationary teachers and 60 days for non-probationary teachers or through the end of the school year, indicating implementation dates, final review dates, and meeting dates to review progress of the plan.
- 3) Copies of the plan, all meetings, and discussions will be filed at the building level and in the teacher's personnel file (See "Minutes of Action Plan Meeting," p. 29).
 - 4) During the probation period, the evaluator will do two observations, at least one of which must be formal, along with the required post observation conference to assess the progress and to provide feedback to the teacher.
 - 5) In addition, a final formal observation shall be held at or near the end of the probation period. The post observation conference for this final observation shall be scheduled and inclusive of a union representative.
 - 6) An appraisal form shall be completed and included with the evaluator's recommendation.

A review of progress at the conclusion of the designated time period will result in one of the three recommendations by the administrator:

- a. Problem is resolved. The teacher is moved from the Track III: Assistance Phase to Track I or II.
 - b. Progress is noted. The teacher continues in the Assistance Phase for an additional period of time, not to exceed 15 additional days.
 - c. Problem is not resolved. The teacher is recommended for non-renewal or termination of contract in accordance with the Arkansas Teacher Fair Dismissal Act.
- 4) All data and forms obtained during the Assistance Phase will be used if a non-renewal or termination should be recommended.

ACTION PLAN FOR IMPROVEMENT FORM

Check one: <input type="checkbox"/> Awareness Phase <input type="checkbox"/> Assistance Phase
--

Teacher _____ Evaluator _____

Date _____

Domain: Planning and Preparation The Classroom Environment
 Instruction

Concern(s):

Additional Assistance Phase Staff: (if applicable)

Action Plan Strategies:

Action Plan Success Indicators:

Resources (if applicable):

Initial Meeting Date/Time:

Interval Meeting Dates/Times:

Final Meeting Date/Time:

Recommendation:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____

This form is filed at the building level and in the teacher's personnel file.

MINUTES OF ACTION PLAN MEETING

Check one: **Awareness Phase** **Assistance Phase**

Teacher _____ Evaluator _____

Domain: **Planning and Preparation** **The Classroom Environment**
 Instruction

Identifiable Concern(s):

Progress Noted:

Secondary Concern(s):

Modifications (if applicable):

Evaluator signature _____ Date _____

Teacher signature _____ Date _____

This form is filed at the building level only.

DOMAINS AND RUBRICS:



Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

CORE TEACHING STANDARDS

The Core Teaching Standards consist of four primary focuses: Domain I: Planning and Preparation; Domain II: The Classroom Environment; Domain III: Instruction; and Domain IV: Professional Responsibilities. Each of the four domains of this document refers to a distinct aspect of teaching. To some extent, the defined components within each domain form a coherent body of knowledge and skill, which can be the subject of focus independent of the other domains. The common thread that links all four of these domains is that they all engage students in learning important knowledge (Danielson, 1996).

There are four levels of performance: below basic, basic, proficient, and distinguished. The levels range from describing teachers who are still attempting to master the fundamentals of teaching (below basic) to highly successful professionals who are able to communicate their expertise to other professionals (distinguished). Each component of a particular domain defines what is an unacceptable to highly acceptable performance level for each component.

The four levels of performance, according to Danielson (1996), may be generally defined as follows:

- Below basic: The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the element will enable the teacher to grow and develop in this area.
- Basic: The teacher appears to understand the concept underlying the element and aims to implement its components, but application is sporadic, intermittent, or other wise not entirely successful.
- Proficient: The teacher clearly comprehends the concepts underscoring the components and applies it well.
- Distinguished: The teacher is identified as an exceptional or master teacher who makes a contribution to the profession. The teacher's classroom is exceptionally student-centered and is representative of a climate where students are active, self-initiating, and responsible learners.

Some components of the Core Teaching Standards have been identified as critical elements to the teaching act. Thus, these components have been identified as heavily weighted and critical as denoted by an asterisk (*).

DOMAIN 1

PLANNING AND PREPARATION

1A. Demonstrating Knowledge of Content and Pedagogy*

Knowledge of Content

Background Knowledge

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 **Achievement Levels**

Knowledge of Students' Interest and Cultural Heritage

1C. Selecting Instructional Goals*

Alignment to Standards

Clarity

Suitability for Diverse Students

1D. Demonstrating Knowledge of Resources

Resources for Teaching

Resources for Students

1E. Designing Coherent Instruction*

Learning Activities

Instructional Materials and Resources

Lesson and Unit Structure

1F. Assessing Student Learning*

Alignment with Instructional Goals, Standards and Benchmarks

Criteria and Standards

Use for Planning

Variety of Strategies

DOMAIN 1: PLANNING AND PREPARATION

*Component 1a: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<u>Background Knowledge</u>	Teacher displays little understanding of <u>background</u> knowledge important for student learning of the content.	Teacher indicates some awareness of <u>background</u> knowledge, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of <u>background knowledge and relationships</u> among topics and concepts.	Teacher actively builds on <u>knowledge of background and relationships</u> when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not monitor and adjust for student misconceptions.	Pedagogical practices reflect current research on best practice within the discipline <u>while</u> monitoring and adjusting for student misconceptions <u>in whole group</u> .	Instruction reflects the <u>teacher's</u> search for best practice and adjusting for <u>targeted, individual student misconceptions</u> .

DOMAIN 1: PLANNING AND PREPARATION

*Component 1b: Demonstrating Background Knowledge

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions, <u>and differentiates appropriately.</u>
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid <u>understanding of different approaches to learning that students exhibit.</u>	Teacher actively keeps informed and seeks new ways to use varied approaches to learning in instructional planning.
Knowledge of Students' Skills and <u>Achievement Levels</u>	Teacher displays little knowledge of students' skills and <u>achievement levels</u> and does not indicate that such knowledge is valuable.	Teacher recognizes the students' skills and <u>achievement levels</u> but displays this knowledge for the class as a whole with little regard for differentiated needs.	Teacher displays and values knowledge of students' skills <u>and of achievement levels while differentiating instruction for groups of students.</u>	<u>Teacher instruction reflects the knowledge of individual student skills and achievement levels.</u>
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge	Teacher displays knowledge of the interests or cultural heritage of each student.

DOMAIN 1: PLANNING AND PREPARATION

***Component 1c: Selecting Instructional Goals**

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
<u>Alignment to Standards</u>	Goals are not <u>appropriate</u> and represent low expectations or no conceptual understanding for students. Goals do not relate to standards and benchmarks.	Goals are moderately <u>appropriate</u> in either their expectations or conceptual understanding for students and relate to standards and benchmarks.	Goals are <u>appropriate</u> in their level of expectations, conceptual understanding, and relate to standards and benchmarks.	Not only are the goals <u>appropriate</u> , but teacher can also clearly articulate how goals establish high expectations and relate to standards and benchmarks.
Clarity	Goals are either not clear or are stated as student activities.	Goals are only moderately clear or include a combination of goals and activities.	<u>Most of the goals are clear and are written in the form of student learning.</u>	All the goals are clear and are written in the form of student learning.
Suitability for Diverse Students	Goals are not suitable for the class.	Goals are suitable for a few students in the class.	Goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1: PLANNING AND PREPARATION

*Component 1e: Designing Coherent Instruction

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable for students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. <u>Learning activities do not differentiate.</u>	Only some of the learning activities are suitable for students or instructional goals. <u>Learning differentiation occurs.</u> Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable for students and instructional goals <u>such as whole group, small group and individualized instruction.</u> Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities <u>incorporating differentiated instruction</u> are highly relevant for students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and <u>assist in differentiation of instruction.</u>	All materials and resources support the instructional goals, <u>and assist in differentiated instruction.</u> There is evidence of student participation in selecting or adapting materials.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure <u>and activities that support differentiated instruction.</u> Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION

*Component 1f: Assessing Student Learning

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Alignment with Instructional Goals, Standards, and Benchmarks	Content and methods of assessment are not aligned with instructional goals, standards, and benchmarks.	Content and methods of assessment show minimal alignment with instructional goals, standards, and benchmarks.	Content and methods of assessment show consistent alignment with instructional goals, standards, and benchmarks.	The assessment is completely aligned with the instructional goals, standards, and benchmarks, both in content and methods.
Criteria and Standards	Assessment contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results do not affect planning for students.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses <u>formative (ongoing)</u> assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next step.
Variety of Strategies	Assessments show no variety in measuring student achievement <u>with regard to differentiated instruction.</u>	Assessments show limited variety in measuring student <u>achievement with regard to differentiated instruction.</u>	<u>Assessments show a variety of assessment strategies, including peer and self assessment to measure student achievement.</u>	<u>Teacher develops and uses a wide variety of assessment activities as well as varying types of nontraditional assessments.</u>

DOMAIN 2

THE CLASSROOM ENVIRONMENT

2A. Establishing a Culture for Learning*

Expectations for Learning and Achievement

Teacher Interaction with Students

Physical Environment

Advocacy

2B. Managing Classroom Procedures*

Management of Instructional Groups

Management of Transitions

Management of Materials and Supplies

Performance of Non-instructional Duties

2C. Managing Student Behavior*

Expectations

Monitoring of Student Behavior

DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2a: Establishing a Culture for Learning

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Expectations for Learning and Achievement	Instructional goals, activities, interactions, and classroom environment <u>reflects below grade – level, low order thinking and interaction is not connected to real-life situations.</u>	Instructional goals, activities, interactions, and classroom environment <u>reflect inconsistent use of grade level appropriate higher order thinking and very little connection to real-life situations.</u>	Instructional goals, activities, interactions, and classroom environment <u>reflect grade level appropriate higher order thinking instruction connected to real-life situations.</u>	<u>Instructional goals, activities, interactions and classroom environment reflect student/teacher collaboration in setting goals and planning grade - level appropriate higher order thinking instruction connected to real-life situations.</u>
Teacher Interaction with Students	Teacher interaction with at least some students is negative, inappropriate to developmental and cultural norms.	Teacher-student interactions are generally appropriate but reflect occasional inconsistencies, favoritism, or disregard for <u>developmental and cultural norms</u> . Students exhibit disrespect for teacher.	Teacher-student interactions are <u>positive</u> , demonstrate general warmth, caring and respect, <u>and</u> are appropriate to the developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for <u>each</u> student. Students exhibit respect for teacher.
Physical Environment	Physical environment is uninviting, disorderly and lacks stimulating components.	Physical environment is limited with examples of orderliness, student work and stimulating components.	Physical environment creates an atmosphere that is attractive, welcoming, stimulating, and displays current examples of student work.	Physical environment is innovative, creative and reflects student-centered <u>design with current student work and content-specific learning/materials displayed.</u>
Advocacy	Teacher does not work to ensure that all students receive a fair opportunity to succeed.	Teacher sometimes works to ensure that all students receive a fair opportunity to succeed.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2b: Managing Classroom Procedures

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Management of Instructional Groups	<u>Tasks for group work are unsuccessful and/or unplanned, resulting in complete off-task behavior.</u>	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	<u>Transitions are inefficient, ineffective, and distracting.</u>	<u>Transitions result in loss</u> of instructional time.	Transitions occur smoothly <u>with teacher supervision.</u>	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly with teacher supervision.	Routines for handling materials and supplies are seamless with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	<u>Instructional</u> time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are inconsistently efficient, resulting in loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting <u>in no loss</u> of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2c: Managing Student Behavior

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Establishment of standards of conduct and student understanding of them appear inconsistent.	Standards of conduct have been established and are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of some student behavior <u>but does not respond to the behavior.</u>	Teacher is alert to student <u>behavior at all times and responds appropriately and timely.</u>	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior correcting one another respectfully.

DOMAIN 3

INSTRUCTION

3A: Communicating Clearly and Accurately*

Directions and Procedures
Oral and Written Language

3B: Using Questioning and Discussion Techniques*

Quality of Questions
Discussion Techniques
Quality of Discussion

3C: Engaging Students in Learning*

Presentation of Content
Activities, Resources, and Assignments
Grouping of Students
Structure and Pacing
Lesson Adjustment

3D: Providing Feedback to Students*

Quality
Timeliness
Responses to Students

3E: Utilizing Technology

Curriculum Resource
Instruction

DOMAIN 3: INSTRUCTION

*Component 3a: Communicating Clearly and Accurately

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are sometimes grade-level inappropriate, excessively detailed, or poorly expressed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and teacher anticipates possible student misunderstanding.
Oral and Written Language	Spoken or written language contains many grammar and syntax errors. Vocabulary is inappropriate, vague or used incorrectly, leaving students confused.	Teacher's spoken and written language is sometimes unclear and incorrect. Vocabulary is sometimes inappropriate for students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to student's age and interests.	Teacher's spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson.

DOMAIN 3: INSTRUCTION

*Component 3b: Using Questioning and Discussion Techniques

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality. Questions show little variety in techniques employing mostly or all structured techniques. No interpretative or open-ended techniques employed.	Teacher's questions are a combination of low and high quality. Teacher uses more than one questioning technique with little interpretative or open-ended techniques.	Most of teacher's questions are of a high quality. Teacher uses a variety of questioning techniques including some interpretative, structured, open-ended, and guided questions to allow for adequate demonstration of understanding. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality <u>and demonstrate a variety of techniques</u> , with adequate time for students to respond. Teacher encourages students to formulate a variety of <u>high quality</u> questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher initiating all questions and/or answers.	Teacher makes some attempt to engage students in discussion, with uneven results.	Classroom interaction represents true discussion with teacher acting as facilitator.	Teacher encourages students to assume a considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

DOMAIN 3: INSTRUCTION

*Component 3b: Using Questioning and Discussion Techniques (cont.)

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Quality of Discussion	Discussions are often of non-substantive quality with little attention to topic(s).	Teacher attempts to keep discussion substantive but with limited success. Discussion wanders from appropriate topic(s).	Teacher guides and leads students in engaged and substantive discussion and conversation.	Teacher encourages students to initiate quality discussions with substantive conversation to further understanding while engaging all students.

DOMAIN 3: INSTRUCTION

*Component 3c: Engaging Students in Learning

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Presentation of Content	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content is appropriate and links well with students' knowledge and experience. Students contribute to presentation of content.
Activities, Resources, and Assignments	Activities <u>and resources</u> are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities, and resources are appropriate to students and engage them mentally but others do not.	Most activities <u>and resources</u> are varied and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in a variety of activities and assignments in their exploration of content. Students are <u>allowed to choose</u> initiate or adapt activities <u>and resources</u> to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

DOMAIN 3: INSTRUCTION

*Component 3c: Engaging Students in Learning (cont.)

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Structure and Pacing	The lesson has no clearly defined structure, <u>and/or the pacing is inappropriate.</u>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
Lesson Adjustment	<u>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</u>	<u>Teacher attempts to adjust a lesson with inconstistence results.</u>	<u>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</u>	<u>Teacher successfully makes a required and appropriate adjustment to a lesson and offers an explanation for it to the students.</u>

DOMAIN 3: INSTRUCTION

*Component 3d: Providing Feedback to Students

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Quality	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements are not accurate, substantive, constructive, and specific.	Feedback is consistently accurate, substantive, constructive, and specific.	Feedback is consistently accurate, substantive, constructive, and specific. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
<u>Responses to Students</u>	<u>Teacher devalues or disregards students' questions or interests.</u>	<u>Teacher attempts to accommodate students' questions or interests with minimum explanation.</u>	<u>Teacher successfully accommodates students' questions or interests with a sufficient explanation.</u>	<u>Teacher seizes a major opportunity to enhance learning by building on spontaneous interactions.</u>

DOMAIN 3: INSTRUCTION

Component 3e: Utilizing Technology

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Curriculum Resource	Teacher does not use technology as a resource to support the curriculum.	Teacher <u>infrequently</u> uses technology <u>as a resource to support the curriculum</u> .	The teacher uses a variety of technology as a resource to support the curriculum on a regular basis.	Teacher <u>and students</u> use a variety of technology as a resource in the lesson, and students initiate use of technology as resources for interests and learning.
Instruction	Instruction provides no opportunity for use of technology.	Some instruction provides <u>infrequent</u> use of technology. Little opportunity for student involvement.	Instruction provides significant use of technology. <u>Teacher encourages and guides students in use of available technology</u> .	Teacher encourages and guides students in use of available <u>technology to further understanding and research</u> , as well as actively keeps informed and seeks new ways to encourage student use of technology.

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. Communication with Families

Information about the Instructional Program
Information About Individual Students
Engagement of Families in the Instructional Program

4D. Contributing to the School

Relationships with Colleagues
Service to the School
Instructional Collaboration on Teaching and Learning

4E. Growing and Developing Professionally*

Enhancement of Content Knowledge and Pedagogical Skill
Service to the Profession

4F. Showing Professionalism

Service to Students
Decision Making

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of lesson's effectiveness and the extent to which it achieved its goals and can cite <u>two</u> general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieves goals, citing <u>three or more</u> specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes <u>one</u> suggestion about how a lesson may be improved.	Teacher makes <u>two</u> specific suggestions on how a lesson may be improved.	Drawing on an extensive repertoire of skills, the teacher offers at least <u>two</u> specific alternative actions, complete with probable <u>outcomes</u> of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

*Component 4b: Maintaining Accurate Records

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teachers' system for maintaining information on student completion of assignments is fully effective <u>and timely with some student involvement.</u>
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is incomplete, not current, or inaccurate.	Teacher's system for maintaining information on student progress in learning is complete, current, and accurate.	Teacher and students use data to make decisions for improving learning.
Non-instructional Records	Teachers' records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is accurate, complete, and current.	Teacher's system for maintaining information on non-instructional activities is accurate, complete, current, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communication with Families

The documentation must be over time and support or show a two-way communication process wherein the parent is provided the opportunity to respond to the teacher's communication.

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides <u>two forms of documentation</u> information to parents, as appropriate about the instructional program.	Teacher provides <u>at least three forms of</u> information to parents as appropriate about instructional program. Students participate in preparing materials.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and innovative.	Teacher's efforts to engage families in the instructional program are frequent and innovative. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Contributing to the School and District

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Relationships with Colleagues	Teacher demonstrates an unwillingness to cooperate with colleagues.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids participating in school events.	Teacher inconsistently participates in school events.	Teacher participates in <u>two</u> required school events.	<u>Teacher participates in three or more school events/projects or assumes a leadership role at the school and/or district level.</u>
<u>Instructional Collaboration on Teaching and Learning</u>	Teacher rarely or never collaborates with colleagues making no contribution to the improvement of the instructional program, department, team, or district efforts.	Teacher <u>minimally collaborates with colleagues, making little contribution to the improvement of the instructional program via department, team, or district efforts.</u>	<u>Teacher routinely collaborates with colleagues, making significant contribution to the improvement of the instructional program via department, team, or district efforts.</u>	<u>Teacher takes leadership roles in creating and sustaining interdisciplinary collaboration toward the improvement of the instructional program and makes substantial contribution to the department, team, or district effort.</u>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

*Component 4e: Growing and Developing Professionally

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher does not participate in professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher participates at required level for professional development to enhance content knowledge and pedagogical skill.	Teacher <u>exceeds the required hours</u> and applies what is learned in the classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to share knowledge with others or to assume professional responsibilities.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication and making presentations.

Under Enhancement of Content and Knowledge and Pedagogical skill, “participate in professional development activities” is assessed as follows:

- Teacher earns 0-29 hours of development is below basic
- Teacher earns 30-59 hours is basic.
- Teacher earns 60 – 74 hours with 6 hours in educational technology, 2 hours in parental involvement/strategies, and 2 hours in AR History for teachers who offer instruction in AR History is proficient.
- Teacher earns 75 hours or more with 6 hours in educational technology, 2 hours in parental involvement/strategies, and 2 hours in AR History for teachers who offer instruction in AR History is distinguished.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is consistently active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Decision Making	Teacher makes decisions solely based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional standards.	Teacher works collaboratively with colleagues in making decisions based on professional standards.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

PROFESSIONAL

TEACHER



APPRAISAL

FORMS

Professional Teacher Appraisal System Forms

The Little Rock School District believes that teaching and learning are the most critical aspects of the teacher's responsibilities but while still holding that the professional responsibilities of the teacher are essential to the development of the school's culture, climate, programs, and in meeting necessary building and/or district goals. To ensure this goal, several forms have been developed for this process:

- Pre-Conference Documentation Form
- Classroom Observation Documentation Form
- Instruction and Reflection Profile
- Teacher Summative Appraisal
- Tenured Teacher Summative Appraisal Form (used for non-observation year)

The components on the LRSD Teacher Summative Appraisal Form with asterisk (*) (see pages 68-69) have been identified as critically important skills of a successful teacher's repertoire. Thus, if a teacher receives a below basic or basic marking in one of these critical components, the teacher will be expected to show improvement for continued employment in the Little Rock School District. The District expects for all teachers to be proficient in meeting the Core Teaching Standards. The summative appraisal form also offers an overall review of the teachers' ability to meet the district-established expectations that *all* teachers will have to achieve in offering a quality education to all children of the district.



PRE- POST CONFERENCE DOCUMENTATION FORM

(To be completed by the evaluator/observer)

Name _____ Subject _____ Grade Level _____

Observer _____ Observation Date _____ Delivery Date _____

Domain 1: Planning and Preparation

Domain 4: Professional Responsibilities

*Component 1a: Demonstrating Knowledge of Content and Pedagogy	Component 4a: Reflecting on Teaching
*Component 1b: Demonstrating Knowledge of Students	*Component 4b: Maintaining Accurate Records
*Component 1c: Selecting Instructional Goals	Component 4c: Communication with Families
Component 1d: Demonstrating Knowledge of Resources	Component 4d: Contributing to the School and District
*Component 1e: Designing Coherent Instruction	*Component 4e: Growing and Developing Professionally
*Component 1f: Assessing Student Learning	Component 4f: Showing Professionalism
Notes:	Notes:



CLASSROOM OBSERVATION

(To be completed by the observer)

FORMAL _____ INFORMAL _____ DROP-IN _____

TIME IN _____

TIME-OUT _____

Name _____ Subject _____ Grade Level _____

Observer _____ Observation Date _____ Delivery Date _____

Domain 2: Classroom Environment

Domain 3: Instruction

*Component 2a: Establishing a Culture for Learning	*Component 3a: Communicating Clearly and Accurately
*Component 2b: Managing Classroom Procedures	*Component 3b: Using Questioning and Discussion Techniques
*Component 2c: Managing Student Behavior	*Component 3c: Engaging Students in Learning
	*Component 3d: Providing Feedback to Students
General Comments:	*Component 3e: Utilizing Technology
Notes:	Notes:

Instruction and Reflection Profile



Teacher _____

Evaluator's Name _____ Title _____

Grade _____ School _____

Subject _____ Date of Evaluation ____/____/____ (if applicable)
Month Day Year

INSTRUCTION PLAN

To be completed by the teacher prior to the pre-conference and the observation.

REFLECTION

To be completed after the observation by the teacher in preparation for the post-observation conference. Only pages 66-67 will need to be photocopied for the evaluator for the post-conference.

1. LEARNING GOALS/OBJECTIVES-DOMAIN 1C

What are the goals for student learning for this lesson? That is, what do you intend students to learn?

Why have you chosen these goals?

To what extent did students learn what you intended? How do you know that?

2. STUDENT GROUPING-DOMAIN 1E

<p>How will you group students for instruction?</p> <p>Why have you chosen this grouping, and how does it contribute to differentiation of instruction?</p>	<p>How would you group students for similar instruction in the future? Why?</p>
--	---

3. METHODS-DOMAIN 1E

<p>What teaching method(s) will you use for this lesson?</p> <p>Why have you chosen these methods and how do they contribute to differentiation of instruction?</p>	<p>In what ways were your teaching methods effective? How do you know that?</p>
--	---

4. ACTIVITIES-DOMAIN 1E

<p>What activities have you planned and how do they contribute to differentiation of instruction?</p> <p style="text-align: center;"><u>Activity</u></p> <p><u>Time Allocated</u></p>	<p>In what ways were your activities effective? How do you know that?</p> <p style="text-align: center;"><u>Activity</u></p> <p><u>Time Actually Used</u></p>
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5. MATERIALS-DOMAIN 1E

<p>What instructional materials will you use, if any?</p> <p>Why have you chosen these materials? How do they contribute to differentiation of instruction?</p>	<p>In what ways were your materials effective?</p>
---	--

6. EVALUATION-DOMAIN 1F

<p>How and when do you plan to evaluate student learning on the content of this lesson?</p>	<p>Has anything that happened during this lesson influenced your evaluation plan? If so, how has it changed and why?</p>
---	--

Why have you chosen this approach to evaluation or assessment? How does it contribute to differentiation of instruction?	How will you use the information from the evaluation to plan future instructions?
--	---

Provide several samples of student work on this assignment. This work should reflect the full range of student's ability in your class and include feedback you provide to students on their paper

GENERAL REFLECTION BEFORE THE OBSERVATION-DOMAIN 1B

What demographic information have you obtained on your students of the class observed? What special characteristics exist among the students of the class being observed?

Approximately what PERCENTAGE of your class can be categorized as the following? Cite the source that supports your data.

[] Above-average or advanced achievement level
[] Average or proficient achievement level
[] Below-average or below basic achievement level
100% Total

How does the content of this lesson build on what has been learned PREVIOUSLY and how does it relate to what students will be learning in the FUTURE? **DOMAIN 1A**

How will you adjust or monitor for possible students' misconception of the learning? **DOMAIN 1A**

What resources have you used in planning this lesson? Be specific and where possible, provide evidence to support the use of resources to plan the lesson. **DOMAIN 1A/1D**

GENERAL REFLECTION AFTER THE OBSERVATION TO BE SHARED PHYSICALLY WITH THE EVALUATOR.-DOMAIN 4A

Did you depart from anything you planned for in this lesson? If so, why?

If you were going to teach this class again to the same students, what would you do differently? What would you do the same? Why?

Based on what happened in this lesson, what do you plan to do next with this class?

Identify an individual or group of students who did well in this lesson. How do you account for this individual or group's performance?

Identify an individual or group of students who had difficulty in this lesson. What account for this individual or group's performance?
How will you help this (these) student(s) achieve the learning goals?

Please add any other comments, reactions, or questions about the lesson.

To be signed at the conclusion of the post conference

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____



LITTLE ROCK SCHOOL DISTRICT TEACHER SUMMATIVE APPRAISAL

PTAS-Rxxx

Teacher _____ School _____ Date _____

Mark One: _____ Mid-year _____ Summative
 Mark One: _____ Track I yr. 1 2 3 E _____ Track II _____ Track III

BB=Below Basic B=Basic P=Proficient D=Distinguished
 * denotes heavily weighted components

DOMAIN 1: PLANNING AND PREPARATION

	Level of Performance				
	Component	BB	B	P	D
1a. Demonstrating Knowledge of Content and Pedagogy*					
1b. Demonstrating Knowledge of Students*					
1c. Selecting Instructional Goals*					
1d. Demonstrating Knowledge of Resources					
1e. Designing Coherent Instruction*					
1f. Assessing Student Learning*					

Strengths	Areas to Address
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DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Level of Performance				
	Component	BB	B	P	D
2a. Establishing a Culture for Learning*					
2b. Managing Classroom Procedure*					
2c. Managing Student Behavior*					

Strengths	Areas to Address
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DOMAIN 3: INSTRUCTION

Component	BB	B	P	D
3a. Communicating Clearly and Accurately*				
3b. Using Questioning and Discussion Techniques*				
3c. Engaging Students in Learning*				
3d. Providing Feedback to Students*				
3e. Utilizing Technology				

Strengths	Areas to Address

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Level of Performance

Component	BB	B	P	D
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records*				
4c. Communication with Families				
4d. Contributing to the School and District				
4e. Growing and Developing Professionally*				
4f. Showing Professionalism				

Strengths	Areas to Address

(If the teacher disagrees with any part of the appraisal or with a recommendation made by the principal, the teacher may elect to attach a written response to the appraisal instrument. Both documents shall then be placed in the teacher's personnel file).

Principal's Signature _____	Date _____	Teacher's Signature _____	Date _____
Signature indicates that the teacher has read and signed the report but does not necessarily indicate agreement with it.)			

Recommended for re-election _____ Yes _____ No (To be completed at the end of the school year.)

Recommended for Tenure _____ Recommended for extended year of probationary status in Year III _____



PTAS-Txxxx

TENURED TEACHER SUMMATIVE APPRAISAL FORM

Name _____ School _____ Grade Level _____

Subject _____ Date _____ Observer Name _____

Domain 4: Professional Responsibilities

*Component 4b: Maintaining Accurate Records	Component 4c: Communication with Families
Component 4d: Contributing to the School and District	*Component 4e: Growing and Developing Professionally
*Component 4F: Showing Professionalism	Comments:
Progress on Professional Growth Plan	Comments:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Level of Performance

Component	BB	B	P	D
4b. Maintaining Accurate Records*				
4c. Communication with Families				
4d. Contributing to the School and District				
4e. Growing and Developing Professionally*				
4f. Showing Professionalism				

Teacher Recommended for Renewal _____ Yes

(If the teacher disagrees with any part of the appraisal or with a recommendation made by the principal, the teacher may elect to attach a written response to the appraisal instrument. Both documents shall then be placed in the teacher's personnel file. The signature indicates that the teacher has read and received the report but does not necessarily indicate agreement with it).

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____