

LITTLE ROCK SCHOOL DISTRICT

Professional Teacher Appraisal System (PTAS) Revised Edition 2013



“In Pursuit of Excellence for Teaching and Learning”

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FOREWORD

The *Professional Teacher Appraisal System (PTAS) Revised Edition* is the continual result of collaboration, consultation, and cooperation of the Little Rock School District classroom teachers, principals, central office administrators, attorneys, and nationally recognized authorities in the field of effective teaching research. In a single document, we have expressed what we still believe effective teachers do in their classrooms and what the most recent research reflects on effective teaching and learning. *The Professional Teacher Appraisal System* consists of four domains via Core Teaching Standards, four levels of performance, and three professional tracks of development. The ultimate aim is to increase student achievement as exhibited through quality and accountable teaching and learning.

As research in the area of effective teaching continues to be examined, professionals will continue to learn more about teaching and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of teaching as found within this document. We expect our teaching professionals to incorporate the four domains with their current and successful practices. As with any effort of this scope, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

It is with pride and pleasure that the Professional Teacher Appraisal System (PTAS) is presented to the teachers of the Little Rock School District. This document is an example of the commitment that the District's educators, administrators, board, and association have to the improvements of public education and teacher performance in our community. All of those professionals involved in the development of the Professional Teacher Appraisal System (PTAS) hope it will serve as a valuable tool in our continuous pursuit of excellence for teaching and learning.

On April 30, 2013, the Little Rock School District received an approval from the Arkansas Department of Education to continue to implement fully their current evaluation system in accordance to state regulations and mandates. We are happy to receive this approval as it speaks to over ten years of dedicated work and development that we as a district have produced a teacher evaluation system that is sound, defensible, and grounded in best practices.

Acknowledgement of the Committee Members

Thanks to our teachers, central office administrators, and principals who continuously have contributed to the improvement of our longstanding teacher evaluation system and procedures.

2004 Committee Members

Sadie Mitchell, Associate Superintendent
Dr. Lloyd Sain, Jr., Chairperson & Director-ALC
Kay Gunter, Administrative Assistant
Marion Woods, Coordinator, Staff Development
Beverly Williams, Director, Human Resources
Dr. T. Kenneth James
Tami Bennett, Teacher
Karen Broadnax, ESL Supervisor
Dr. Linda Brown, Principal
Susan Colford, Teacher
Suzi Davis, Director, Sec. Eng./Foreign Languages
Mable Donaldson, Director, Gifted & Talented
Frederick Fields, Principal
Summer Futrell, Teacher
Dennis Glasgow, Director, Math & Science
Susan Hestir, Teacher
Mayrean Johnson, Teacher
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Dr. Richard Hurley, Member, Track I
Clementine Kelley, CTA President
Dr. Marian Lacey, Assistant Superintendent
Dr. Bonnie Lesley, Associate Superintendent
Victor McMurray, Teacher
Marie McNeal, Director, Social Studies
Anne Mangan, Principal
Brent Mitchell, Teacher
Patricia Price, Director, Early Childhood

2007 Revision Committee

Dr. Lloyd Sain, Chair & Dir. of PD
Dr. Sadie Mitchell, Assoc. Supt.
Dr. Olivine Roberts, Assoc. Supt.
Junious Babbs, Assoc. Supt.
Nancy Swaty, Principal
Suzi Davis, Curriculum Director
Marilyn Bostic, Teacher
Phillip Wilson, Teacher
Lillie Carter, Principal
Catherine Koehler, Teacher
Teresa Knapp, Teacher
Dr. Cheryl Carson, Principal
David Hartz, HR Director
Malinda Johnson, Teacher
Grainger Ledbetter, Exec. Dir., CTA

2009 Revision Committee

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Dr. Sadie Mitchell, Assoc. Supt.
Marilyn Bostic, Teacher
Malinda Johnson, Teacher
Dr. Daniel Whitehorn, Principal
Katherine Snyder, Principal
Sabrina Kessler-Stout, Literacy
Teresa Knapp, Teacher
Dana Jones, Teacher
Carrie Stewart, Media Specialist

2013 REVISION COMMITTEE

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David Bernard, Assistant Principal
Marian Cunningham, Teacher
Rhonda Hall, Principal
Teresa Knapp Gordon, Media Specialist
Katina Ray, Principal
Mary Ann Struthers, Teacher
Nancy Rousseau, Principal

Dr. Cheryl Carson, Principal
Dr. Christine Deitz, GT Specialist
Kristi Ward, Teacher
Mary K. Parson, Teacher
Shoutell Richardson, Supervisor
Cathy Koehler, LREA President
Marvin Burton, Deputy Superintendent

**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 principle 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 may be recommended to the Little Rock School District Board of Directors for review and/or approval.

D. Training of the evaluators

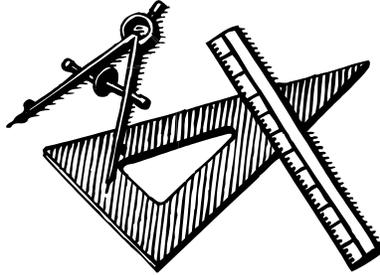
To ensure that evaluators are prepared to implement the Professional Teacher Appraisal System, the Little Rock School District shall:

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 29-55. 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. The Track I teacher who participates in the state's approved mentoring program should seek the assistance of his/her mentor in developing the plan before submitting the plan to the principal or evaluator at the building level.

All Track I teachers will use the district's form (see pages 16-17) to submit their professional growth plan. With the approval of the evaluator, teachers, excluding those who are being mentored, 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 page 13).

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 one 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 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, two 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 75% percent of the class period 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 observation will be held and scheduled within ten (10) working days between the teacher and the administrator to reflect on the observation.

With the full consent of the teacher, an administrator may agree to allow the teacher to submit a formal or informal observation via video submission. The video submission will be the property of the teacher and will be returned to the teacher at the conclusion of the observational experience. The administrator will provide to the teacher a copy of the agreement (see page 59) that outlines the use and scope of the video submission. Any misuse of the video submission by the participating parties may result in the evaluation and all of its associated documents and scores to be null and void. Such option to teacher and administrators provide numerous benefits: 1) the observation can be conducted without the presence of an evaluator in the classroom, 2) teachers can utilize the recording to self-reflect on their practice and identify specific areas of improvement, and 3) the evaluator can look at the lesson to provide necessary feedback to the teacher.

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 teacher 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

- ◆ One Formal Observations
- ◆ One Informal Observation
- ◆ Mid-Year Evaluation (**Dec. 1 – Feb. 1**)
- ◆ Summative Evaluation (**by May 31st**)
- ◆ Professional Growth Plan (**by May 15th**)

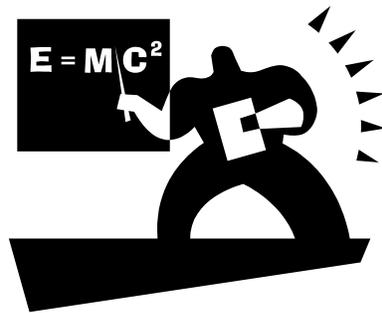
Year Two

- ◆ One Formal Observations
- ◆ One Informal Observation
- ◆ Mid-Year Evaluation (**Dec. 1 – Feb. 1**)
- ◆ Summative Evaluation (**by May 31st**)
- ◆ Professional Growth Plan (**by May 15th**)

Year Three

- ◆ One Formal Observation
- ◆ **Two** Documented Drop-in Observations
- ◆ Mid-Year Evaluation (**Dec. 1 – Feb. 1**)
- ◆ Summative Evaluation (**by May 31st**)
- ◆ Professional Growth Plan (**by May 15th**)

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: Professional Growth and Development of the LRS D 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 in Domains and Rubrics Section of this document. 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.

With the full consent of the teacher, an administrator may agree to allow the teacher to submit a formal or informal observation via video submission. The video submission will be the property of the teacher and will be returned to the teacher at the conclusion of the observational experience. The administrator will provide to the teacher a copy of the agreement form (see page 59) that outlines the use and scope of the video submission. Any misuse of the video submission by the participating parties may result in the evaluation and all of its associated documents and scores to be null and void. Such option to teacher and administrators provide numerous benefits: 1) the observation can be conducted without the presence of an evaluator in the classroom, 2) teachers can utilize the recording to self-reflect on their practice and identify specific areas of improvement, and 3) the evaluator can look at the lesson to provide necessary feedback to the teacher.

- ◆ Non-probationary teachers will be assigned a cycle (1, 2, or 3) as determined by the building principal and reported to the appropriate central office department for tracking.
- ◆ The cycle as determined or as teacher enters Track II will remain assigned for the teacher even when the teacher transfers to another building within the district. When a cycle year is altered, the evaluator must notify the teacher with a rationale for the change in writing.
- ◆ 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.

Professional Growth Plan Duration and Participation

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. 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, Artifacts, and Materials:

Activities are the identification of the specific things the teacher will do to achieve the goal, such as attend a conference, observe a colleague, conduct self-reflection. Artifacts are indicators of progress that demonstrate professional growth and may include tangible or intangible outcomes (See Suggested List of Artifacts, p. 69). The artifacts are the property of the teacher. 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.

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.

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).

A teacher shall collaborate in good faith with the evaluator to develop a professional growth plan. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final. In addition, a teacher's failure to participate or comply with a Professional Growth Plan will be reflected in the teacher's evaluation (see Domain 4E).

May 15th

Prior to May 15th, 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 May 15th**)
- ❖ Summative Evaluation (by **May 31st**)
(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 **May 15^h**)
- ◆ Summative Evaluation (by **May 31st**)
(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 May 15th each year.

Beginning Date

Final Report Date

Teacher (s)

Grade/Department

Growth Goal:

Explain how the Growth Goal supports the School Improvement Plan (ACSIP)

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 with Students*
- ___ 3b. Using Questioning and Discussion Techniques*
- ___ 3c. Engaging Students in Learning*
- ___ 3d. Using Assessment in Instruction*
- ___ 3e. Utilizing Technology in Instruction

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 May 15th 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.

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. 25). 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 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. A post conference and observation report (or any other written assessment, i.e., drop ins) must be completed in accordance with the evaluation procedures.

C. 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 domains** and possible probation. The memo must include the following:

- ✓ The **performance domains** 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. 25): This plan is to be specific with obtainable objectives and reasonable measurements.

- 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. Technical assistance must be provided during this probationary period unless rejected by the teacher and documented by the administrator.
 - e. A time line, **maximum 40 contractual days** for the teacher, 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. 26).
 - 4) During the probation period, the evaluator will do a **formal** observation with the required **pre** and post observation conference to assess the progress and to provide feedback to the teacher. In the pre-conference, the teacher and administrator will mutually identify, where possible the date of the classroom observation. During the post observation conference, the administrator and the teacher will jointly conference to determine how future progress and feedback will be determined at or near the end of the probationary period (i.e., informal observation, drop-ins, written communication, and/or conferences).
 - 5) At the final probationary conference, a union representative will be present. In the final meeting, the principal shall be present to inform the teacher and to respond to any questions about his or her decision to enact the below options listed under #6.
 - 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 and Deadline to Complete:

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
Instructional Grouping
Lesson and Unit Structure

1F. Assessing Student Learning*

Alignment with Instructional Goals, Standards and Benchmarks
Criteria and Standards
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.
Background Knowledge	Teacher displays little understanding of background knowledge important for student learning of the content.	Teacher indicates some awareness of background knowledge, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of background knowledge and relationships among topics and concepts.	Teacher actively builds on knowledge of background and relationships 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 while monitoring and adjusting for student misconceptions in whole group.	Instruction reflects the teacher's search for best practice and adjusting for targeted, individual student misconceptions.

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, and differentiates appropriately.
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 understanding of different approaches to learning that students exhibit.	Teacher actively keeps informed and seeks new ways to use varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Achievement Levels	Teacher displays little knowledge of students' skills and achievement levels and does not indicate that such knowledge is valuable.	Teacher recognizes the students' skills and achievement levels but displays this knowledge for the class as a whole with little regard for differentiated needs.	Teacher displays and values knowledge of students' skills and of achievement levels while differentiating instruction for groups of students.	Teacher instruction reflects the knowledge of individual student skills and achievement levels.
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
Alignment to Standards	Goals are not appropriate and represent low expectations or no conceptual understanding for students. Goals do not relate to standards and benchmarks.	Goals are moderately appropriate in either their expectations or conceptual understanding for students and relate to standards and benchmarks.	Goals are appropriate in their level of expectations, conceptual understanding, and relate to standards and benchmarks.	Not only are the goals appropriate, 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.	Most of the goals are clear and are written in the form of student learning.	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. Learning activities do not differentiate.	Only some of the learning activities are suitable for students or instructional goals. Learning differentiation occurs. 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 such as whole group, small group and individualized instruction. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities incorporating differentiated instruction are highly relevant for students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources to Include Technology	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 assist in differentiation of instruction.	All materials and resources support the instructional goals, and assist in differentiated instruction. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups are not varied and not appropriate to the different instructional goals.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of some student input in the instructional grouping.
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 and activities that support differentiated instruction. 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 with students' contribution to the development of the criteria and standards
Variety of Strategies	Assessments show no variety in measuring student achievement with regard to differentiated instruction.	Assessments show limited variety in measuring student achievement with regard to differentiated instruction.	Assessments show a variety of assessment strategies, including peer and self assessment to measure student achievement.	Teacher develops and uses a wide variety of assessment activities as well as varying types of Nontraditional assessments.

DOMAIN 2

THE CLASSROOM ENVIRONMENT

2A. Establishing a Culture for Learning*

Expectations for Learning and Achievement
Teacher Interaction with Students
Students Interaction with Other Students

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

2D. Organizing Physical Space

Physical Environment
Safety and Accessibility

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	<i>Instructional outcomes, activities, activities, assignments, and classroom interactions convey low expectations for at least some students.</i>	<i>Instructional outcomes, activities, activities, assignments, and classroom interactions convey only modest expectations for student learning and achievement.</i>	<i>Instructional outcomes, activities, activities, assignments, and classroom interactions convey high expectations for at least most students</i>	<i>Instructional outcomes, activities, activities, assignments, and classroom interactions convey high expectations for at least all students. Students appear to have internalized these expectations.</i>
Teacher Interaction with Students	<i>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</i>	<i>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' culture. Students exhibit only minimal respect for the teacher.</i>	<i>Teacher-student interactions are friendly and demonstrate caring and respect. Such interactions are appropriate age and cultures of the students. Students exhibit respect for the teacher.</i>	<i>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</i>
Student Interactions with Other Students	<i>Student interactions are characterized by conflict, sarcasm, or put-downs.</i>	<i>Students do demonstrate disrespect for one another.</i>	<i>Student interactions are generally polite and respectful.</i>	<i>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</i>

DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2b: Managing Classroom Procedures

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Management of Instructional Groups	Tasks for group work are unsuccessful and/or unplanned, resulting in complete off-task behavior.	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	Transitions are inefficient, ineffective, and distracting.	Transitions result in loss of instructional time.	Transitions occur smoothly with teacher supervision.	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 in no loss 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 but does not respond to the behavior.	Teacher is alert to student behavior at all times and responds appropriately and timely.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior correcting one another respectfully.

*Component 2d: Organizing Physical Space

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
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 design with current student work and content-specific learning/materials displayed.
Safety and Accessibility	<i>The classroom is unsafe, or learning is not accessible to some students.</i>	<i>The classroom is safe, and at least essential learning is accessible to most students.</i>	<i>The classroom is safe, and learning is equally accessible to all students.</i>	<i>The classroom is safe, and the students themselves ensure that all learning is equally accessible to all students.</i>

DOMAIN 3

INSTRUCTION

3A: *Communicating with Students**

- Explanation of content
- Directions and Procedures
- Explanation for learning
- Use of Oral and Written Language

3B: Using Questioning and Discussion Techniques*

- Quality of Questions
- Discussion Techniques
- Student Participation

3C: Engaging Students in Learning*

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

3D: Using Assessment in Instruction*

- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-assessment and Monitoring of Progress

3E: Utilizing Technology in Instruction

- Execution of Technology in the Lesson
- Use of Technology in Instruction

DOMAIN 3: INSTRUCTION

*Component 3a: *Communicating with Students*

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
<i>Explanation of Content</i>	<i>Teacher's explanation of the content is unclear or confusing or uses inappropriate language.</i>	<i>Teacher's explanation of content may contain minor errors; some portions are clear while other portions are difficult to follow.</i>	<i>Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</i>	<i>Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</i>
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are sometimes not grade-level appropriate, are excessively detailed, or poorly expressed. Procedures and/or directions are clarified after initial student confusion.	Teacher directions and procedures are clear to students and contain an appropriate level of detail whereby students can initiate task with no additional directions.	Teacher directions and procedures are clear to students and teacher anticipates possible student misunderstanding.
Explanation for learning	<i>Teacher's purpose in a lesson or unit is unclear to students.</i>	<i>Teacher attempts to explain the instructional purpose, with limited success.</i>	<i>Teacher's purpose for the lesson or unit is clear, including where it is situated within the broader learning.</i>	<i>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests and background knowledge.</i>
<i>Use of Oral and Written Language</i>	<i>Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</i>	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. <i>Teacher finds opportunity to extend students' vocabulary.</i>

DOMAIN 3: INSTRUCTION

*Component 3b: Using Questioning and Discussion Techniques

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Quality of Questions	<i>Teacher's questions are virtually all of poor qualities with low cognitive challenge and single correct responses, and/or they are asked in rapid succession.</i>	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 and demonstrate a variety of techniques, with adequate time for students to respond. <i>Students formulate many questions.</i>
Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher initiating all questions and/or answers.	<i>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</i>	Classroom interaction represents true discussion with teacher acting as facilitator <i>and/or stepping aside when appropriate.</i>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	<i>Teacher structures discussion in such a way that few students participate or remain on topic.</i>	<i>Teacher attempts to engage all students in the discussion but with only limited success.</i>	<i>Teacher successfully leads all students in the discussion.</i>	Students initiate substantive conversation where all voices are heard in the discussion.

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 and resources 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 and resources 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 allowed to choose initiate or adapt activities and resources 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, and/or the pacing is inappropriate.	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	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with inconsistency results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a required and appropriate adjustment to a lesson and offers an explanation for it to the students.

DOMAIN 3: INSTRUCTION

*Component 3d: Using Assessment in Instruction

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Assessment Criteria	<i>Students are not aware of the criteria and performance standards by which their work will be evaluated.</i>	<i>Students know some of the criteria and performance standards by which their work will be evaluated.</i>	<i>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</i>	<i>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</i>
Monitoring of student learning	<i>Teacher does not monitor student learning in the curriculum.</i>	<i>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</i>	<i>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</i>	<i>Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</i>
Feedback to Students	<i>Teacher's feedback to student is of poor quality and not provided in a timely manner.</i>	<i>Teacher's feedback to students is uneven, and its timeliness is inconsistent.</i>	<i>Teacher's feedback to students is timely and of consistently high quality.</i>	<i>Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</i>
Student Self-assessment and Monitoring of Progress	<i>Students do not engage in self-assessment or monitoring of progress.</i>	<i>Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</i>	<i>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</i>	<i>Students not only frequently assess and monitor the quality of their work against the assessment criteria and performance standards but also make active use of that information in their learning.</i>

DOMAIN 3: INSTRUCTION

Component 3e: Utilizing Technology in Instruction

ELEMENT	Level of Performance			
	Below Basic	Basic	Proficient	Distinguished
Execution of Technology in the Lesson	<i>Teacher does not use or ineffectively uses technology without meaningful integration into the lesson. The teacher does not use technology for student use.</i>	<i>Teacher uses technology to support the lesson but only engages some students' use of it.</i>	<i>Teacher uses effectively technology to meet the objectives of the lesson, and the teacher effectively supports most students in their active use of technology as appropriate to the lesson with evidence of differentiated instruction.</i>	<i>Teacher meaningfully integrated technology into the lesson with a clear purpose and applies research-based, pedagogical strategies designed to facilitate rigorous, relevant, and engaging instruction. The teacher develops students' abilities to use and evaluate technology when applicable to the lesson.</i>
Use of Technology in Instruction	<i>The teacher uses technology for his or her use only; all-learning is teacher centered where the teachers controls. Little/no student engagement or involvement.</i>	<i>The teacher creates learning activities with technology that focus on lower-order thinking skills.</i>	<i>The teacher creates learning activities with technology that enable students to learn independently, to be creative, and to think critically.</i>	<i>The teacher uses a range of technologies to engage students by asking for student responses and differentiated self-directed activities. Technology use optimally supports instructional strategies.</i>

Technology may include software as well as hardware (i.e., clickers, SMART Board, websites, videos,).

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
Professional Growth to School Improvement

4F. Showing Professionalism

Service to Students
Decision Making
Advocacy

4G. Using Data to Inform Instruction

Analysis of Data and Assessment to Inform Instruction

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 two 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 three or more 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 one suggestion about how a lesson may be improved.	Teacher makes two specific suggestions on how a lesson may be improved.	Drawing on an extensive repertoire of skills, the teacher offers at least two specific alternative actions, complete with probable outcomes 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 and timely with some student involvement.
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 two forms of documentation information to parents, as appropriate about the instructional program.	Teacher provides at least three forms of 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 two required school events.	Teacher participates in three or more school events/projects or assumes a leadership role at the school and/or district level.
Instructional Collaboration on Teaching and Learning	Teacher rarely or never collaborates with colleagues making no contribution to the improvement of the instructional program, department, team, or district efforts.	Teacher minimally collaborates with colleagues, making little contribution to the improvement of the instructional program via department, team, or district efforts.	Teacher routinely collaborates with colleagues, making significant contribution to the improvement of the instructional program via department, team, or district efforts.	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.

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.
Professional Growth to School Improvement	The professional growth plan is not aligned or does not indicate a refinement in practice.	The professional growth plan is aligned but minimally indicates a refinement in practice.	The professional growth plan is aligned with the school's improvement plan and directly addresses needs of students while fostering reflection and refinement of professional practice.	The professional growth plan is aligned with the school's improvement plan and directly addresses needs of students while fostering reflection and refinement of professional practice. In addition, the implementation of the plan's activities affects instruction.

NOTE: The final assessment of the professional growth plan is in conjunction with the teacher's completion of the approved plan and the submission of documentation or evidence to support the implementation of the plan. A teacher's failure to complete a plan will result in a below basic rating for the element and overall rating of Basic for the component.

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

- Teacher who earns 0-29 hours of development is below basic
- Teacher who earns 30-59 hours is basic.
- Teacher who earns 60 – 74 hours with 6 hours in educational technology and in the required ADE focus areas is proficient.
- Teacher who earns 75 hours or more with 6 hours in educational technology and in the required ADE focus areas 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.
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 4: PROFESSIONAL RESPONSIBILITIES

***Component 4G: Using Data to Inform Instruction**

Elements	Below Basic	Basic	Proficient	Distinguished
Analysis of Data and Assessment to Inform Instruction	Sources of data and/or assessments were not used for planning.	Sources of data and/or assessments were analyzed but not used for planning or the growth was less than the established goal.	Based on analysis of sources of data and assessments, the teacher identifies the instructional needs/goals, determines future instruction, monitors, and quantifiably demonstrates student growth as established.	The teacher identifies the instructional needs, determines future instructional focus, monitors and quantifiably demonstrates student growth beyond what is expected with student participation in the examination of data to improve student learning.

NOTE: The evaluator in collaboration with the teacher will agree on the data sources to be used to assess the achievement of 4G.

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)
- Video-Enhanced Teacher Agreement
- Appendices

The components on the LRSD Teacher Summative Appraisal Form with asterisk (*) (see pages 66-67) 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	Component 4g: Using Data to Inform Instruction



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 with Students
*Component 2b: Managing Classroom Procedures	*Component 3b: Using Questioning and Discussion Techniques
*Component 2c: Managing Student Behavior	*Component 3c: Engaging Students in Learning
Component 2d: Organizing Physical Space	*Component 3d: Using Assessment in Instruction
General Comments:	*Component 3e: Utilizing Technology
Notes:	Notes:

Video-Enhanced Teacher Support and Reflective Practice Teacher Understanding and Agreement

The purpose of the videotaping is to allow the classroom teacher the option to submit a recorded classroom observation/lesson that represents high-quality teaching in lieu of a live observation. In addition, the videotaping allows the teacher the ability to reflect independently or collectively with the evaluator about the teaching performance and to review as needed the strengths and challenges of the lesson.

During the pre-conference, the teacher may elect to submit a video observation supporting the lesson to be discussed. If accepted by the evaluator as an option, the video submission will be submitted to the evaluator who will review it and give the teacher feedback related to Domain 2: Classroom Environment and Domain 3: Instruction and the teacher's achievement on these two domains and their associated components. The video submission will only be viewed by the primary evaluator and/or the teacher. Other administrators to view the video must be listed on the consent form and have the approval of the teacher who is submitting a video observation. The video recording should be at least 75% of the actual class period.

The teacher and the evaluator will identify the lesson (date/time) to be taped by the teacher or by a mutually approved school personnel. Upon the teacher's submission of the video submission, the evaluator will have ten(10) days to score, schedule and hold a post-conference with the teacher to discuss and offer his/her feedback from the review of the video submission. The submission is an unedited taping and is submitted to the evaluator on the observational or recording date as agreed upon. Once the evaluation experience has concluded, the evaluator will return the video submission to the teacher with no additional saved files of this submitted recording. No reproduction in whole or part may be used from this recording.

I, _____,(teacher) agree to submit a recording in accordance to this agreement and the established dates, times, and expectations discussed in the pre-conference.

I, _____,(evaluator) agree to review the recording in accordance to this agreement and the established expectations discussed in the pre-conference.

Teacher_____ Date_____

Evaluator_____ Date_____

Other Approved Viewers: 1)_____2)_____

Instruction and Reflection Profile Revised



Teacher _____

Face-to-Face Observation

Video Submission

Evaluator's Name _____

Date of Observation _____

Grade _____ Subject _____

Time/Period of Observation _____

Date of Pre-Conference ____/____/____ (if applicable)

Date of Post-Conference ____/____/____ (if applicable)

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 64-65 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? **1C**

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

Why have you chosen these goals? **1C**

2. STUDENT GROUPING-DOMAIN 1E

<p>How will you group students for instruction? 1E</p> <p>Why have you chosen this grouping, and how does it contribute to differentiation of instruction? 1E</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 to include technology? 1E</p> <p>Why have you chosen these methods and how do they contribute to differentiation of instruction? 1E</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? 1E</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>
---	---

5. MATERIALS-DOMAIN 1E

<p>What instructional materials will you use, if any? How does technology support this lesson? 1E</p> <p>Why have you chosen these materials? How do they contribute to differentiation of instruction? 1E</p>	<p>In what ways were your materials effective (to include the use of technology)?</p>
--	---

6. EVALUATION-DOMAIN 1F

<p>How and when do you plan to evaluate student learning on the content of this lesson? 1F</p>	<p>Has anything that happened during this lesson influenced your evaluation plan? If so, how has it changed and why?</p>
---	--

<p>Why have you chosen this approach to evaluation or assessment? How does it contribute to differentiation of instruction? 1F</p>	
---	--

<p>Describe how you use data and/or assessment in your planning for instruction. What does the data show about your students' growth? Specifically, how did it affect the planning for this lesson? 1F</p>

<p>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</p>

GENERAL REFLECTION BEFORE THE OBSERVATION-DOMAIN 1B

<p>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? Cite the source from which the data was collected. 1B</p>

<p>Approximately what PERCENTAGE of your class can be categorized as the following? Cite the source that supports your data. 1B</p> <p>[] Above-average or advanced achievement level [] Average or proficient achievement level [] Below-average or below basic achievement level 100% Total</p>
--

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? **4A**

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? **4A**

Based on what happened in this lesson, what do you plan to do next with this class? **4A**

Identify an individual or group of students who did well in this lesson. How do you account for this individual or group's performance? **4A**

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? **4A**

How have you used data in this or another lesson to identify needs, determine instruction, monitor, and quantifiably chart progress or growth of your students? **4G**

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

Component	Level of Performance			
	BB 1	B 2	P 3	D 4
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 Composite Score				

Strengths

Areas to Address

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Level of Performance			
	BB 1	B 2	P 3	D 4
2a. Establishing a Culture for Learning*				
2b. Managing Classroom Procedure*				
2c. Managing Student Behavior*				
2d: Organizing Physical Space				
Domain Composite Score				

Strengths

Areas to Address

DOMAIN 3: INSTRUCTION

Component	BB 1	B 2	P 3	D 4
3a. Communicating with Students*				
3b. Using Questioning and Discussion Techniques*				
3c. Engaging Students in Learning*				
3d. Using Assessment in Instruction*				
3e. Utilizing Technology				
Domain Composite Score				

Strengths	Areas to Address
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Level of Performance

Component	BB 1	B 2	P 3	D 4
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				
4g: Using Data to Inform Instruction*				
Domain Composite Score				
Overall Score: Domains I thru IV				

1.00 – 1.99 = Below Basic 2.00 – 2.99 = Basic 3.00 – 3.50 = Proficient 3.51 – 4.00 Distinguished

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 _____



Txxx

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	*Component 4G: Using Data to Inform Instruction
Progress on Professional Growth Plan	Comments:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Level of Performance

Component	BB	B	P	D
	1	2	3	4
4b. Maintaining Accurate Records*				
4c. Communication with Families				
4d. Contributing to the School and District				
4e. Growing and Developing Professionally*				
4f. Showing Professionalism				
4g: Using Data to Inform Instruction*				
Domain Composite Score				

1.00 – 1.99 = Below Basic 2.00 – 2.99 = Basic 3.00 – 3.50 = Proficient 3.51 – 4.00 Distinguished

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 _____



APPENDICES

The following documents support the alignment of PTAS in concert with certain programs or in fulfillment of the domains or components (i.e., 4G).

- Suggested List of Artifacts
 - Domain 4G: POSSIBLE STUDENT GROWTH MEASURES OR DATA SOURCES
 - EARLY CHILDHOOD CURRICULUM & INSTRUCTION IMPLEMENTATION
 - Reading Recovery/Intervention & Early Childhood (Pre-K) Programs Alignment & Variations to PTAS

SUGGESTED LIST OF ARTIFACTS

Domain I: Planning and Preparation:

- Lesson Plans
- Long Range Plans
- Assessment Plan
- Grading Plan/Grade Book
- Discipline Plan
- Substitute Plans
- Curriculum Maps
- Data Disaggregation on Student Achievement, Performance

Domain 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

Domain 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

Domain 4G: POSSIBLE STUDENT GROWTH MEASURES OR DATA SOURCES

Elementary

DIBELS

DRA

Running Records

SAT-10

Benchmark Assessments

SOAR Assessments

Pre/Post Tests

- Teacher-made
- Textbook
- Target Fundamentals
- Quiz Builder from TLI

Portfolios that include:

- Examples of students early work
- Examples of students improved work

Test/Retest results

K-2 Report Cards (with skills checklist)

Teacher-developed skills checklist

Writing samples

Interim or Anchor assessments from curriculum maps

Performances (art, music, drama, science, etc.)

Assessment data from Compass Learning or other computer-based program

Scholastic Mathematics Inventory (Quantile measures)

Reflex Math (fluency and facts)

Secondary

SAT-10

Benchmark and/or EOC Assessments

SOAR Assessments

Pre/Post Tests

- Teacher-made
- Textbook
- Target Fundamentals
- Quiz Builder from TLI

Portfolios that include:

- Examples of students early work
- Examples of students improved work

Test/Retest results

Unit/Nine-weeks/Semester Tests

Common exams or common formative assessments

Teacher-developed skills checklist

Writing samples

Interim or Anchor assessments from curriculum maps

Performances (art, music, drama, science, etc.)

Assessment data from NovaNET or Plato

Lexile gains on Scholastic Reading Inventory (SRI) for Read 180

Scholastic Mathematics Inventory (Quantile measures)

EARLY CHILDHOOD CURRICULUM & INSTRUCTION IMPLEMENTATION

TEACHER:		DATE:
EXPECTATIONS		EVIDENCE
AR EC STANDARDS & CURRICULUM	<p><i>LRSD P4 & P3 Curriculum Maps aligned to AR Early Childhood Benchmarks are in use and provide the foundation for instruction, activities, and learning</i></p> <ul style="list-style-type: none"> ▪ Current theme and focus are posted and evident in classroom experiences (PTAS 1C and 2A) ▪ Curriculum maps, identified resources, and integrated content are utilized and reflected in classroom practices and student activities (PTAS 1A, 1E, and 1D) ▪ Assessments are conducted as part of weekly instruction as indicated on curriculum documents (PTAS 1F) 	
SCHEDULE & DESIGN	<p><i>Schedule and experiences adhere to ABC, DHS, and district requirements</i></p> <ul style="list-style-type: none"> ▪ Classroom schedule is posted and visible (PTAS 1B, 1E, 2B) ▪ Daily schedule includes a minimum of 2 hours 20 minutes of self-directed learning (centers) and 1 hour outdoor/gross motor development (PTAS 1B and 2B) ▪ Schedule includes time for transitions, clean up, and hand washing (PTAS 2B) ▪ Technology use ("screen time") is monitored and limited to 30 minutes per child per week (including SMARTBoard, computers, ipads) (PTAS 1A, 3E) ▪ Small group instruction and experiences are scheduled, planned, and held to support student learning (PTAS 1A, 1B, 3C) 	
CLASSROOM ENVIRONMENT	<p><i>Classroom is organized and appropriate for learning and interactions among young children</i></p> <ul style="list-style-type: none"> ▪ Classroom is organized to allow safe and efficient movement (PTAS 2A) ▪ Classroom has required centers that accommodate 2-3 children working together (PTAS 2A) ▪ Classroom includes areas for whole group meetings and small group instruction (PTAS 2A) ▪ Materials are organized and available for activities and children's use (PTAS 2A and 2B) ▪ Classroom displays and decorations are primarily student created with at least 50% of the items at children's eye level and below (PTAS 2A) 	
STUDENT ENGAGEMENT	<p><i>Students are engaged with adults and one another in activities related to the curriculum</i></p> <ul style="list-style-type: none"> ▪ Adults interact with children, invite children's contributions, and expand on ideas presented by children in regular communication (PTAS 3B) ▪ Adults encourage children to share, build on one another's comments, and practice conversational turn-taking and responding to questions (PTAS 3B) ▪ Students verbalize current class learning and experiences (PTAS 3A and 3C) ▪ Adults engage with children in centers, outside, and throughout daily experiences and use these interactions to enhance learning (PTAS 3B) 	
EVIDENCE OF LEARNING	<p><i>Activities and assessments reflect current learning and document progress</i></p> <ul style="list-style-type: none"> ▪ Activities are theme-related, provide the opportunity to practice and apply learning, and appropriate for young children (i.e. no worksheets) (PTAS 1E, 2A, and 3C) ▪ Student work is displayed related to recent learning (PTAS 2A) ▪ Assessments are completed as identified on curriculum maps and year at a glance (Weekly Curriculum, Work Sampling, PKSAP3SA, ESI) (PTAS 1F) ▪ Assessments guide plans and focus of small group opportunities (PTAS 1F) ▪ Student portfolios include required, dated samples for the three collection periods (PTAS 1F and 4G) 	

Reading Recovery/Intervention & Early Childhood (Pre-K) Programs

Alignment & Variations to PTAS

Component	Variation	
	Reading Recovery/Intervention	Early Childhood/Pre-K
Domain 1 PLANNING & PREPARATION		
1e. Designing Coherent Instruction <i>Learning Activities</i>	<p>Reading Recovery always occurs in a 1:1 setting. Planning is based on diagnostic assessments and ongoing progress monitoring.</p> <p>Intervention groups occur in small groups of 1:2 – 1:5 based on the focus and needs of the students within the group. Planning is based on appropriate diagnostic assessments.</p>	<p>Teachers plan using the LRSD Pre-K Curriculum and materials with evidence throughout the room.</p> <p>Teachers plan and hold small group work to support children's learning.</p> <p>Teachers administer weekly and periodic assessments to guide instruction.</p>
Domain 2 CLASSROOM ENVIRONMENT		
2a. Establishing a Culture for Learning <i>Physical Environment</i> <i>Teacher Interaction</i>	<p>Reading Recovery area is a clinical setting free from distractions promoting the child's undivided attention.</p> <p>Materials on the table in front of the child are only those currently in use (e.g. child's book). Wall in front of child is free from distractions.</p>	<p>Classroom arrangement must allow for multiple children to engage in learning areas/centers.</p> <p>Child-created displays and work should dominate the room with 50% at or below children's eye level.</p> <p>The teacher's tone is positive, motivational, and inviting to students.</p> <p>The teacher uses appropriate language when addressing, greeting, or responding to students.</p>
2c. Managing Student Behavior <i>Expectations</i>		Teachers establish rituals and routines, revisit expectations, and promote positive behavior through ongoing feedback and practice.
Domain 3: INSTRUCTION		
3b. Using Questioning and Discussion Techniques <i>Quality of Questions</i>	Due to the timing and precise lesson structure, student understanding is assessed through observation of student action and behaviors.	Children should be presented with low- and high-level questions and supported in their responses.
3b. Using Questioning and Discussion Techniques <i>Discussion Techniques</i>	Due to the 1:1 nature of Reading Recovery and framework of the lesson, discussion opportunities are structured and direct.	Teachers ask students to explain their thinking, expand ideas, and interact with children to enhance learning.

<p>3c. Engaging Students in Learning <i>Grouping of Students</i></p>	<p>Reading Recovery always occurs in a 1:1 setting.</p> <p>Intervention groups occur in small groups of 1:2 – 1:5 based on the focus and needs of the students within the group.</p>	<p>Teachers provide both intentional and invitational small groups based on student needs. Groups last 10-15 minutes and are developmentally appropriate.</p> <p>Teachers work 1:1 with students to conduct assessments and provide assistance with tasks.</p>
<p>3c. Structure and Pacing</p>	<p>The Reading Recovery lesson must occur within the 30-minute standard framework.</p> <p>The components of the Reading Recovery lesson include:</p> <ul style="list-style-type: none"> • Familiar Reading • Reading previous day's text (while teacher assesses without interruption) followed by teaching • Working with letters and words in isolation • Writing • Introduction and reading of a new text 	<p>Daily schedule must include a minimum of 2 hour 20 minutes child-selected activities ("centers") and one hour outdoor/gross motor play.</p> <p>Whole-group sessions should be no longer than 20 minutes.</p>
<p>3e. Utilizing Technology <i>Instruction</i></p>	<p>Technology is not utilized or appropriate within the Reading Recovery framework.</p>	<p>Developmentally appropriate technology supports instruction.</p> <p>No more than 30 minutes per child per week of "screen time".</p>
<p>Domain 4 PROFESSIONAL RESPONSIBILITIES</p>		
<p>4b. Maintaining Accurate Records <i>Student Progress in Learning</i></p>	<p>Reading Recovery Assessment Data include:</p> <ul style="list-style-type: none"> • Observation Survey Data • Record of Progress Form • Observation Survey Summary <p>Daily Reading Recovery records include:</p> <ul style="list-style-type: none"> • Daily Attendance Form • Completed Running Record Form • Daily Lesson Record <p>Weekly /Ongoing Reading Recovery Records include:</p> <ul style="list-style-type: none"> • Writing Vocabulary • Reading Vocabulary • Book Graph • Monitoring form 	<p>Early Childhood Assessment Data include:</p> <ul style="list-style-type: none"> • Early Screening Inventory-Revised (ESI-R) • PKSA or P3SA • Student Portfolios for 3 collection periods (writing and art samples; sorted by child, dated) • Work Sampling (online documentation and verification)

<p>4b. Maintaining Accurate Records <i>Non-instructional Records</i></p>	<p>Data are entered on the International Data & Evaluation Center website and submitted to the teacher leader. Data include:</p> <ul style="list-style-type: none"> • Random Sample • Reading Recovery Students • Building Data • Teacher Data • Small Group/Intervention Data as identified by LRSD data team 	<p>Non-Instructional Records:</p> <ul style="list-style-type: none"> • ABC folders (ABC documents) • Permanent Record Folders (PRF) • Daily Attendance • Daily Schedule • Communication w/Parents • Teacher Data • Professional Development
<p>4e. Growing and Developing Professionally <i>Enhancement of Content Knowledge and Pedagogical Skill</i> <i>Service to the Profession</i></p>	<p>According to the Standards and Guidelines (2006) for the Reading Recovery Council of North America, to receive registered status, teachers must:</p> <ul style="list-style-type: none"> • Successfully complete a yearlong, graduate level training through the University Training Center for Reading Recovery under the supervision of the Reading Recovery Teacher Leader <p>In order to maintain active, registered status as a Reading Recovery teacher, each teacher must:</p> <ul style="list-style-type: none"> • Attend six Continuing Contact sessions annually with 80% of Continuing Contact sessions including demonstration lessons • Adhere to Standards and Guidelines with demonstrated teaching effectiveness 	<p>ABC rules and regulations require teachers to complete the following courses:</p> <ul style="list-style-type: none"> • Pre-K ELLA • Social and Emotional Development • Math/Science INDEX • ECERS (Initial and annual refresher) • Early Childhood Frameworks • Work Sampling (Induction and refresher every two years)