

VAN BUREN SCHOOL DISTRICT

TEACHER EVALUATION PLAN

Approved

April 14, 1998

Revised Sections: Table of Contents, pages 77 and 78.

Approved
June 12, 2007



***OUR CHILDREN. OUR SUCCESS
EVERY CHILD * WHATEVER IT TAKES.***

Table of Contents

Acknowledgments.....	1
Introduction.....	2
Mission Statement.....	3
Purpose.....	4
Critical Attributes of Van Buren School District Evaluation	5
Program Overview	6
Core Teaching Expectations Outline *	8
Probationary Track.....	9
Professional Growth Track	21
The Professional Support Track.....	25
Appendix A – Core Teaching Expectations.....	35
Domain I: Planning and Preparation.....	36
Component 1a: Demonstrating Knowledge of Content.....	36
Component 1b: Demonstrating Knowledge of Students	39
Component 1c: Selecting Instructional Goals.....	42
Component 1d: Demonstrating Knowledge of Resources.....	46
Component 1e: Designing Coherent Instruction.....	49
Component 1f: Assessing Student Learning.....	52
Domain II: The Classroom Environment.....	55
Component 2a: Creating an Environment of Respect and Dignity.....	55
Component 2b: Managing Classroom Procedures.....	57
Component 2c: Managing Student Behavior	60
Component 2d: Organizing Physical Space.....	62
Domain III: Instruction	64
Component 3a: Communicating Clearly and Accurately	64
Component 3b: Using Questioning and Discussion Techniques	66
Component 3c: Engaging Students in Learning	69
Component 3d: Providing Feedback to Students.....	73
Component 3e: Demonstrating Flexibility and Responsiveness	75
Domain IV: Professional Responsibilities	77
Component 4a: Demonstrating Attendance Responsibilities	77
Component 4b: Maintaining Accurate Records.....	79
Component 4c: Communicating with Families	81
Component 4d: Contributing to the School and District	85
Component 4e: Showing Professionalism	89
Domain V - Media Specialists*	91
Component 5a: Administration of Media Resources.....	92
Component 5b: Use of Media Facilities and Resources	93
Component 5c: Professional Growth	94
Domain VI - Counselors*	97
Component 6a: Personal Effectiveness.....	98
Component 6b: Parent and Student Effectiveness	99
Component 6c: Teacher and Administrator Effectiveness	100
Component 6d: Professional Effectiveness	101

Appendix B - Documentation Forms	103
Form A Pre-Observation Form	104
Form B Classroom Observation Guide.....	105
Form C Post Observation Reflection Form	106
Form D CORE Components 1 and 4 Documentation.....	107
Form E Summative Evaluation Form	108
Form F Professional Growth Plan Goal Setting Form.....	109
Form G Professional Growth Plan Progress Report	110
Form H Professional Growth Plan Final Report.....	111
Form I Level A: Awareness Phase Improvement Schedule	112
Form J Level A: Professional Support Phase Release Notification.....	113
Form K Level B: Professional Support Phase Assignment Notification.....	114
Form L Level B: Waiver of Support Team Assistance.....	115
Form M Level B: Professional Support Phase Improvement Plan Timeline.....	116
Form N Level B: Professional Support Phase Release Notification.....	117
Form O Fair Dismissal Checklist.....	118
Form P Knowledge of Student and Resources Sheet.....	119
Form Q Instructional Plan Sheet.....	120
Form R Family Contact Log	121
Form S Professional Development Log.....	122
Form T Professional Contribution Log.....	123
Receipt of VBSD Teacher Evaluation Plan	124
Appendix C – ADE Teacher Evaluation Rules.....	125
Appendix D - Glossary	127
Appendix E – Coach Evaluation Program	129

Acknowledgments

Van Buren School District Evaluation Committee:

Co-Chairs: Ms. Carol Brody, Deputy Superintendent
Mr. Don Mendenhall, Coleman Junior High School

Members: Mr. Lonnie Myers, Assistant Superintendent
Ms. Becki Kneeland, Special Education Consultant
Mr. Tom Watkins, Van Buren High School
Mr. Teddy McMurray, Van Buren High School
Mrs. Patti McCutchen, Van Buren High School
Mrs. Lisa Darden, Van Buren High School
Mr. Todd Marshall, Butterfield Junior High School
Mr. Greg Crawford, Butterfield Junior High School
Mrs. Renee Risley, Northridge Middle School
Mrs. Karen Endel, Central Middle School
Ms. Diana Peer, Parkview Elementary School
Mr. Brian Summerhill, Izard Elementary School
Mrs. Mary Ann Brinkman, King Elementary School
Mrs. Linda Riggins, Tate Elementary School
Mrs. Landi Brown, Rena Elementary School
Mrs. Sherry Ford, City Heights Elementary School

Consultant: Dr. Thomas McGreal

Introduction

In September 1997, a committee of teachers and administrators was formed to respond to the goal of reviewing and revising the teacher evaluation system in the Van Buren School District. This goal was established as a result of the belief that the current teacher evaluation system needed to be transformed to support the improvement and professional growth of teachers. The revisions of the Arkansas Department of Education Evaluation Guidelines allow for the necessary changes for a new context for teacher evaluation.

The committee reviewed current literature, read and critiqued evaluation documents gathered from other districts, visited model districts, and worked with Dr. Thomas McGreal from the University of Illinois, a nationally recognized expert in the field of teacher evaluation, to develop a system reflecting the mission and beliefs of the Van Buren School District.

The plan set forth in this document is the result of many hours of discussion and work focused on the development of a plan that is meaningful to teachers and administrators while addressing the needs of faculty with varying years of experience and levels of expertise.

This document is subject to review while committee work continues. The teacher evaluation plan shall be reviewed and/or revised annually and reflected in the district's Arkansas Consolidated School Improvement Plan (ACSIP).

Van Buren School District

Mission Statement

Van Buren School District will serve the Van Buren community by providing a learning environment that enables students to attain their full potential and that promotes lifelong learning.

We Believe:

- Everyone can learn.
- Education is learner-centered.
- Education prepares learners for solving real life problems.
- Continual personal and professional growth is vital.
- Technology is essential to education.
- Education can actively link the community.
- Assessment and evaluation are critical steps in the learning process.
- A safe, nurturing and orderly environment is conducive to learning.

The Van Buren School District supports an appraisal system which focuses on the continuing growth of the professional staff toward excellence.

Purpose

The underlying purpose of all professional development is:

- to enhance student and staff growth
- to assist staff members in the improvement of instruction
- to foster professionalism recognizing that all employees have the responsibility and the right to grow
- to encourage application of new learning
- to recognize and support effective teaching
- to support every educator in his/her efforts to ensure success for all students
- to create a safe environment for staff development facilitating reflection, inquiry and creativity
- to foster and enhance intrinsic motivation
- to promote an atmosphere of mutual respect and dignity

Critical Attributes of Van Buren School District Evaluation

- Improves employee performance
- Promotes success
- Promotes continuous professional growth
- Based on research and knowledge
- Allows risk taking and builds trust
- Promotes collegiality and cooperation
- Allows for fairness, consistency, simplicity and flexibility
- Allows for goal-setting
- Encourages self-evaluation through reflective practice
- Promotes sensitivity to individual developmental needs
- Remains open to revision and seeks continual improvement
- Delineates professional responsibility

Program Overview

The Van Buren School District's Teacher Evaluation System fulfills several goals identified by the Administration and the Teacher Evaluation Committee. They are:

1. To ensure that the Van Buren Teacher Evaluation System complies with Arkansas law and the rules and regulations from the Arkansas Department of Education.
2. To ensure that the teachers of the Van Buren School District maintain high professional standards.
3. To provide guidance to and monitoring of new teachers during their first years in the district and/or the profession.
4. To provide a system by which non-probationary teachers will be evaluated for their efforts to improve instruction and enhance the curriculum.
5. To provide assistance to and due process for teachers who are not meeting the District's Core Teaching Expectations.

To meet these goals, this evaluation system provides a listing of specific teaching behaviors and outcomes that apply to all professional teachers in the Van Buren School District. They form the District's Core Teaching Expectations which are found in Appendix A. These expectations are divided into four domains for all teachers with additional domains for media specialists and counselors. These domains are subdivided into specific behaviors or outcomes called components. Further clarification, rationales, explanations, and suggestions for evaluation are included for each domain.

Goals three, four, and five identify three groups of teachers requiring different types and levels of assistance. This evaluation system creates three tracks for which teachers may qualify.

The Probationary Track is for teachers new to the District and/or the profession. Probationary teachers remain in this track and progress with the evaluator providing guidance, assistance, and evaluation.

The Professional Growth Track will include non-probationary teachers who are meeting the District's Core Teaching Expectations. They will be evaluated on their efforts to improve teaching and enhance student learning based on a plan they create themselves. An annual formal observation will not be necessary for these teachers.

The Professional Support Track will include those teachers who are not meeting the District's Core Teaching Expectations. It provides a system for offering assistance and due process for these teachers.

Teachers will continue in the tracks to which they are assigned, until reassigned by their evaluators. The change from one school year to the next school year, from one building to another building, from one subject to another subject, and/or from one grade level to another grade level will not change teachers' assigned tracks.

Revised Spring 2006

[Table of Contents](#)

In addition to the Core Teaching Expectations and Teacher Tracks, this evaluation system includes other features which may be of help. Documentation Forms are inserted where they are first discussed in the texts, as well as collected in Appendix B. Some of the forms may be required, while the others are included for use at the discretion of teachers and evaluators. The Arkansas Teacher Evaluation Guidelines are printed in Appendix C with Appendix D comprising a glossary of terms used in preparation of or throughout this evaluation document.

Timely and accurate communication of the VBSD Teacher Evaluation Plan, including revisions will be available in both print and electronic formats. The Human Resources Office will provide any changes to the VBSD Teacher Evaluation Plan. Each school principal will notify all certified employees of approved changes to the plan. Each school site shall maintain a current hard copy format in both the school office and in the teacher workroom. All new certified employees will receive a hard copy of the current VBSD Teacher Evaluation Plan. The entire teacher evaluation system is available on the VBSD web site: www.vbsd.us

Core Teaching Expectations Outline *

Planning and Preparation

- Demonstrating Knowledge of Content
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Classroom Environment

- Creating an Environment of Respect and Dignity
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Professional Responsibilities

- Demonstrating Attendance Responsibilities
- Maintaining Accurate Records
- Communicating With Families
- Contributing to School and District
- Showing Professionalism

* See Appendix A

Van Buren School District

Probationary Track

Purpose:

The purposes of the probationary teacher track for personnel evaluation are:

1. To move beginning teachers (three (3) or less years of teaching experience) and experienced teachers (during their first (1) year in the Van Buren School District) toward competency in instruction, classroom management, and communication. At the time of the initial conference the evaluator will determine which year of the probationary cycle the teacher will follow.
2. To develop a positive attitude in the teacher toward supervision and improvement of instruction.
3. To collect reliable information for making employment decisions.

Expectations:

Probationary teachers will demonstrate mastery of Core Teaching Expectations in order to be considered for placement in the Professional Growth Track. The existing instrument has been correlated to the core Teaching Expectations below:

Core Teaching Expectations

Planning and Preparation
Classroom Environment
Instruction
Personal/Professional Responsibilities

Methods/Procedures:

Revised Spring 2006

Probation One

The Probation One teacher plan will consist of:

1. An initial conference with the evaluator at the beginning of the school year.
2. A comprehensive artifact collection and a journal. Other data collection may include audio and visual recordings for training purposes only.
3. A minimum of two (2) formal observations which will include a *Pre-Observation Form* (Form A completed by the teacher), Pre-Observation Conference, observation of a lesson by the principal or designated evaluator (using the *Classroom Observation Guide-Form B*), *Post Observation Reflection Form* (Form C completed by the teacher), and a Post-Observation Conference.
4. One of the formal observations may be performed for an entire day in grades K-5, or for three (3) consecutive days during the same class period/subject area in grades 6-12.
5. A minimum of four (4) documented *Focused Observations* using forms H-I, H-II, H-III, H-IV, is recommended. Other observations may be conducted at any time.
6. A conference with the evaluator at the end of the year which will include any combination of Forms B - H, the teacher's artifact collection and journal and any other data collected, and the *Summative Evaluation Form* (Form E).

Probation Two

The Probation Two teacher plan will consist of:

1. An initial conference with the evaluator at the beginning of the school year.
2. An artifact collection and a journal. Other data collection may include audio and visual recordings for training purposes only.
3. A minimum of one (1) formal observations which will include a *Pre-Observation Form* (Form A, completed by the teacher) Pre-Observation Conference, observation of a lesson by the principal or designated evaluator (using the *Classroom Observation Guide, Form B*), *Post-Observation Reflection Form* (Form C, completed by the teacher), and a Post-Observation Conference.
4. A minimum of four (4) documented *Focused Observations* using forms H-I, H-II, H-III, H-IV is recommended. Other observations may be conducted at any time.
5. A conference with the evaluator at the end of the year which will include any combination of Forms B - H, the teacher's artifact collection and journal and any other data collected, and the *Summative Evaluation Form* (Form E).

Probation Three

The Probation Three teacher plan will consist of:

1. An initial conference with the building at the beginning of the school year.
2. An artifact collection and a journal.
3. A minimum of one (1) formal observation which will include a *Pre-Observation Form* (Form A, completed by the teacher), Pre-Observation Conference, observation of a lesson by the principal or designated evaluator (using the *Classroom Observation Guide* Form B), *Post Observation Reflection Form* (Form C, completed by the teacher), and a Post-Observation Conference. A conference with the evaluator at the end of the year which will include review of the *Core Component 1 and 4 Documentation Form* (Form D).

or

The four *Focused Observations* using forms H-I, H-II, H-III, H-IV.
Other observations may be conducted at any time.

4. The *Summative Evaluation Form* (Form E).

Conclusion of the Probationary Track:

At the end of the probationary period, the evaluator may place a teacher in the Professional Growth Track. The evaluator may continue to evaluate the teacher under the guidelines of Probation Three Track as long as deemed necessary.

Name _____
 Evaluator's Signature _____
 Teacher's Signature _____

VAN BUREN SCHOOL DISTRICT
PRE-OBSERVATION FORM *
Instruction Plan

Revised 6/99
Form A
[Table of Contents](#)

Date _____

QUESTIONS TO CONSIDER	QUESTIONS TO CONSIDER
1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates). (Component 1e & 3c)
2. What are your goals for the lesson? What do you want the student to learn? (Component 1c)	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a & 1f)
3. Why are these goals suitable for this group of students? (Component 1c)	8. What instructional materials or other resources, if any will you use? (Attach all other materials you will be using for this lesson) (Component 1d)
4. How do these goals support the District's curriculum, state frameworks, and content standards? (Component 1c)	9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics) (Component 1f)
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10. How do you plan to make use of the results of the assessment? (Component 1f)

* To be completed by teacher, write on back or attach additional sheet if necessary.

Name _____

VAN BUREN SCHOOL DISTRICT

Evaluator's Signature _____

Classroom Observation Guide

Teacher's Signature _____

Core Components 2 and 3 Documentation

Date _____ Time _____

OBSERVATIONS	OBSERVATIONS
Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Managing Classroom Procedures	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Student Behavior	Component 3c: Engaging Students in Learning
Component 2d: Organizing Physical Space	Component 3d: Providing Feedback to Students
	Component 3e: Demonstrating Flexibility and Responsiveness

**VAN BUREN SCHOOL DISTRICT
Post Observation Reflection Form ***

Name _____ School _____

Grade _____ Subject _____

Observation Date _____ Time _____

Post Observation Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 3c)

2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Components 1f and 1c)

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Components 3e & 1f)

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers. (Components 3c, 1f, & 3d)

Evaluator's Signature _____

* To be completed by the teacher

Name _____

VAN BUREN SCHOOL DISTRICT

Evaluator's Signature _____

CORE Components 1 and 4 Documentation

Teacher's Signature _____

Date _____

DESCRIPTORS	DESCRIPTORS
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Component 4a: Attendance Responsibilities
Component 1b: Demonstrating Knowledge of Students	Component 4b: Maintaining Accurate Records
Component 1c: Selecting Instructional Goals	Component 4c: Communicating with Families
Component 1d: Demonstrating Knowledge of Resources	Component 4d: Contributing to the School and District
Component 1e: Designing Coherent Instruction	Component 4e: Showing Professionalism
Component 1f: Assessing Student Learning	

**VAN BUREN SCHOOL DISTRICT
TEACHER
SUMMATIVE EVALUATION FORM**

Teacher _____

Name _____ School Year _____ School _____

Current Track Placement (Check one): <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Professional Growth year 1 <input type="checkbox"/> Support A <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Professional Growth year 2 <input type="checkbox"/> Support B <input type="checkbox"/> Probationary 3 <input type="checkbox"/> Professional Growth year 3				
To Be Completed for:	Area of Evaluation	S a t i s f a c t o r y	U n s a t i s f a c t o r y	Comments
Probationary	I Planning and Preparation			
	II Classroom Environment			
Professional Growth	III Instruction			
Support	IV Personal & Professional Responsibilities			
Professional Growth	V Progress Toward Growth Plan			
Support	VI Progress Toward Improvement Plan			
Recommendation for Track Placement school year _____ (Check one): <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Professional Growth year 1 <input type="checkbox"/> Support A <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Professional Growth year 2 <input type="checkbox"/> Support B <input type="checkbox"/> Probationary 3 <input type="checkbox"/> Professional Growth year 3				
Recommendation for (Check one): <input type="checkbox"/> Renewal <input type="checkbox"/> Non-Renewal <input type="checkbox"/> Termination				

Teacher Comments:

I have received this document; my signature does not mean that I agree, only that I have received it.

 Teacher's Signature Date Evaluator's Signature Date

cc: Teacher, Evaluator, and District Office

VAN BUREN SCHOOL DISTRICT
Core Teaching Expectations
Focused Observation Checklist

[Table of Contents](#)

Domain I: Planning and Preparation

Teacher: _____

Date: _____

Component	OBS*	Not OBS	Comments/Evidence
Teacher displays solid content knowledge. (1a)			
Teaching goals are aligned to the core curriculum. (1c)			
Creates or selects appropriate teaching materials and activities. (1d)			
Assesses accomplishments of students on a regular basis and provides remediation. (1b, 1f)			
Lessons are organized and written down. (1e)			

Comments/Summary:

Teacher Signature

Evaluator Signature

*OBS indicates that the component was either observed or not observed during this walk-through.

**VAN BUREN SCHOOL DISTRICT
Core Teaching Expectations
Focused Observation Checklist**

Domain II: The Classroom Environment

Teacher: _____

Date: _____

Component	OBS*	Not OBS	Comments/Evidence
Creates an environment of respect and dignity. (2a)			
Efficiently manages classroom procedures, materials and supplies. (2b)			
Establishes and communicates high expectations for student behavior. (2c)			
Communicates with parents and administrators about discipline and procedures. (2c)			
Arrangement and use of furniture and supplies is safe and serves learning activities. (2d)			

Comments/Summary:

Teacher Signature

Evaluator Signature

*OBS indicates that the component was either observed or not observed during this walk-through.

**VAN BUREN SCHOOL DISTRICT
Core Teaching Expectations
Focused Observation Checklist**

[Table of Contents](#)

Domain III: Instruction

Teacher: _____

Date: _____

Component	OBS*	Not OBS	Comments/Evidence
Spoken and written language is clear and correct. (3a)			
Question/Discussion techniques engage all students. (3b)			
Teacher uses a variety of strategies and resources to enhance students learning. (3c)			
Teacher provides consistent and meaningful feedback to students. (3d)			
Teacher demonstrates flexibility and adjust lessons when appropriate. (3e)			

Comments/Summary:

Teacher Signature

Evaluator Signature

*OBS indicates that the component was either observed or not observed during this walk-through.

**VAN BUREN SCHOOL DISTRICT
Core Teaching Expectations
Focused Observation Checklist**

[Table of Contents](#)

Domain IV: Professional Responsibilities

Teacher: _____

Date: _____

Component	OBS*	Not OBS	Comments/Evidence
Teacher has a regular and timely attendance and fulfills duty assignments. (4a)			
Maintains appropriate records or students academic progress and essential non-instructional information. (4b)			
Communicates with families about the instructional program and student progress. (4c)			
Collaborates with school and district colleagues and uses appropriate chain of command. (4d, 4e)			
Teacher is an advocate and role model for children. (4e)			
Fulfills State Staff Development requirements and seeks ways to contribute to the profession. (4d, 4e)			

Comments/Summary:

Teacher Signature

Evaluator Signature

*OBS indicates that the component was either observed or not observed during this walk-through.

Professional Growth Track

All non-probationary teachers in the Van Buren School District are continuously appraised based on the Core Teaching Expectations. Involvement in the Professional Growth Plan recognizes that all Core Teaching Expectations have been met. Conferences or observations are based on the discretion of the evaluator in the Professional Growth Track.

EXPECTATIONS:

Non-probationary teachers are expected:

- to meet Core Teaching Expectations on a daily basis (see page 35)
- to plan ongoing professional growth activities designed to improve teaching and to enhance learning for all students
- to promote the District goals and initiatives aligned with the VBSD School Board Policies

METHOD:

1. Non-probationary staff have two options for their Professional Growth Plan:
 - a. They may work individually for 1 or 2 years.
 - OR
 - b. Teachers may select a team consisting of 2-7 teachers for 1 or 2 years.
1. Plans will be developed collaboratively with the supervising principal/evaluator and must reflect ACSIP.
2. Individual and Team plans must be developed by October 1st.
3. Components of the Professional Growth Plan (Form F) must include the following:
 - Goals and/or objectives (reflect the school ACSIP)
 - Activities
 - Outcomes
 - Resources
 - Time Frame
 - List of Participants
4. A Progress Report (Form G) will be made by each individual teacher on a yearly basis.
6. A Summative Evaluation will be completed by the evaluator for each teacher on a yearly basis and placed in his/her personnel file (Form E).

**PROFESSIONAL GROWTH PLAN
Progress Report**

[Table of Contents](#)

Name _____ Date _____

Evaluator's Signature _____

Teacher's Signature _____

Goal(s)/Objective(s)	Action Taken	Comments
#1		
#2		
#3		
#4		

Attach additional pages as needed.

Accomplishments to Date:

*To be completed by individual or team by March 10th

cc: Evaluator, Individual/Team Members

**VAN BUREN SCHOOL DISTRICT
TEACHER
SUMMATIVE EVALUATION FORM**

Revised 5/01
Form E [Table of Contents](#)

Teacher Name _____	School Year _____	School _____		
Current Track Placement (Check one): <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Professional Growth year 1 <input type="checkbox"/> Support A <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Professional Growth year 2 <input type="checkbox"/> Support B <input type="checkbox"/> Probationary 3 <input type="checkbox"/> Professional Growth year 3				
To Be Completed for:	Area of Evaluation	S a t i s f a c t o r y	U n s a t i s f a c t o r y	Comments
Probationary Professional Growth Support	I Planning and Preparation			
	II Classroom Environment			
	III Instruction			
	IV Personal & Professional Responsibilities			
Professional Growth	V Progress Toward Growth Plan			
Support	VI Progress Toward Improvement Plan			
Recommendation for Track Placement school year _____ (Check one): <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Professional Growth year 1 <input type="checkbox"/> Support A <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Professional Growth year 2 <input type="checkbox"/> Support B <input type="checkbox"/> Probationary 3 <input type="checkbox"/> Professional Growth year 3				
Recommendation for (Check one): <input type="checkbox"/> Renewal <input type="checkbox"/> Non-Renewal <input type="checkbox"/> Termination				

Teacher Comments:

I have received this document; my signature does not mean that I agree, only that I have received it.

Teacher's Signature
Date
Evaluator's Signature
Date

cc: Teacher, Evaluator, and District Office

Revised 6/99

Van Buren School District

The Professional Support Track

The Professional Support Track has two purposes. It was designed to:

1. Assist teachers who are not meeting the minimum standards set for a teacher in the Professional Growth Track by the District's Core Teaching Expectations.
2. Provide the teacher with due process, while he/she is undertaking and implementing an improvement plan (See Form O c: *Fair Dismissal Checklist*).

Any experienced teacher who is unable to meet the District's Core Teaching Expectations, as documented by the evaluator, may be assigned to this track. The teacher may be returned to the Professional Growth Track at any time his/her evaluator determines that he/she has corrected the deficiencies or satisfactorily completed an improvement plan. This track has two levels:

1. Level A: The Awareness Phase
2. Level B: The Professional Support Phase

The teacher is required to continue with his/her Professional Growth Plan if he/she is placed in Level A: The Awareness Phase. If the teacher is placed in Level B: The Professional Support Phase, the evaluator may suspend his/her Professional Growth Plan.

Level A: The Awareness Phase

The following steps will be taken during The Awareness Phase:

1. The evaluator identifies a problem.
2. The evaluator contacts the teacher in writing and makes him/her aware of the problem. The evaluator and teacher then will meet to resolve the problem together.
3. If the problem can not be resolved at the initial meeting, the evaluator will determine the time frame within which the teacher will meet the District's Core Teaching Expectations in the domain(s) where the problem exists. The recommended time limits are within a minimum of six weeks and a maximum of one year. The evaluator will complete *Level A: Awareness Phase Improvement Schedule* (Form I). In the event that an additional problem is identified by the evaluator during this process, the evaluator may revise or extend the existing time frame. The teacher will be notified in writing by the completion of an additional copy of Form I
4. Upon review of the progress made toward correcting the problem, the evaluator will make one of the following recommendations:
 - a. The problem(s) has/have been resolved and any or all deficiencies have been corrected. The teacher is moved back to the Professional Growth Track, and the *Professional Support Phase Release Notification*, (Form J), has been completed.
 - b. The problem(s) has/have not been resolved and a deficiency or deficiencies have not been corrected. The teacher is assigned to Level B: The Professional Support Phase.
5. The teacher will be notified in writing by the evaluator if he/she is assigned to Level B: The Professional Support Phase. The evaluator will complete Level B: Professional Support Phase Assignment Notification (Form K).

Van Buren School District

[Table of Contents](#)

LEVEL A : AWARENESS PHASE IMPROVEMENT SCHEDULE

Date:	
To:	
From:	
Subject:	

I have received this document; my signature does not mean that I agree, only that I have received it.

Teacher's Signature

Date of Signature

cc: Teacher, Evaluator

VAN BUREN SCHOOL DISTRICT

[Table of Contents](#)

Level A: Professional Support Phase Release Notification

Date: _____

Name: _____ Title: _____ Site: _____

The improvement plan developed by the Evaluator and the Teacher, which focused on specific areas of the District's Core Teacher Expectations, has been successfully completed by the Teacher.

Evaluator's Signature

Teacher's Signature

cc: Teacher, Evaluator

Level B: The Professional Support Phase

When an evaluator's observation and/or evaluation of any teacher indicates a significant level of unsatisfactory performance on the District's Core Teaching Expectations or a teacher in Level A fails to return fully to the Professional Growth Track within the designated time limit, the teacher is placed in Level B of The Professional Support Track.

At this level an improvement plan for the teacher will be written by a support team or by the evaluator and teacher together. The completed plan must be approved by the evaluator. The plan will include:

1. A specific statement of the problem as it relates to the District's Core Teaching Expectations.
2. A date to review the implementation of the plan of action correlating with the District's Core Teaching Expectations.
3. Strategies for the resolution of each problem identified.
4. Indicators of success relating to the District's Core Teaching Expectations.
5. A time line, which must include scheduled meetings between the evaluator and teacher. It will also include a final completion date for the entire plan.

The support team will develop the improvement plan anonymously without knowing the identity of the Level B teacher. The team will be selected by the evaluator and will submit their plan to the evaluator.

The evaluator will submit the improvement plan to the Level B teacher. The Level B teacher may:

1. Approve the plan. In which case, the teacher will begin implementing it as recommended by the support team.
- or
2. Refuse the plan. In which case, the teacher rejects the assistance from the support team. The evaluator should require that a waiver of such assistance be signed and filed (Form L, Waiver of Support Team Assistance). The evaluator will then develop, with the Level B teacher, an improvement plan acceptable to the evaluator.

The improvement plan, whether written by a support team or the evaluator and teacher, will focus on specific areas of the Districts' Core Teaching Expectations. It will include the time limits within which to correct the deficiencies. These may be from six weeks to one year.

The evaluator will review and document in writing the progress made toward correcting the problem or deficiencies, following the established time limits in the improvement plan. The evaluator has the option of using Form M as part of the written documentation. The evaluator will then make one of the following recommendations:

1. The deficiencies or problems have been corrected. The teacher will be removed from the Professional Support Phase and returned to the Professional Growth Track. They will complete and sign Form N.
- or
2. The deficiencies or problems have not been corrected. The teacher may be recommended by the evaluator for non-renewal of contract as provided by Arkansas state law.

Van Buren School District

Level B: Professional Support Phase Assignment Notification

TO: _____, Teacher
(Print)

FROM: _____, Evaluator
(Print)

The following problem needs your immediate attention as addressed in Level A:

If this problem is not corrected (per procedures in Level B: Professional Support Phase), recommendation may be made to the Superintendent that your contract be terminated or non-renewed.

Date: _____

Evaluator: _____

Signature

I have received this document; my signature does not mean that I agree, only that I have received it.

Date: _____

Teacher: _____

Signature

cc: Teacher, Evaluator, District Office

Van Buren School District

Waiver of Support Team Assistance

Teacher's Name: _____ School _____

Evaluator _____ Date _____

Procedures:

1. The teacher has reviewed the recommendations in the improvement plan developed by the support team.
2. The Van Buren School District hereby offers an improvement plan to assist the teacher in resolving identified incident(s) and/or situation(s).

Statement:

I acknowledge the Van Buren School District's offer to provide an improvement plan, and I reject the offer of assistance.

Teacher's Signature

Van Buren School District

LEVEL B: PROFESSIONAL SUPPORT PHASE
Improvement Plan Time Line

Timelines: _____

Completion
 Date: _____

Scheduled Meetings	Evaluator's Agenda	Teacher's Initiatives	Teacher's Remediations	Evaluator's Conclusions
Monthly: _____ Weekly: _____				
Monthly: _____ Weekly: _____				
Monthly: _____ Weekly: _____				
Monthly: _____ Weekly: _____				

Copy as needed

VAN BUREN SCHOOL DISTRICT

Level B: Professional Support Phase Release Notification

Date: _____

Name: _____ Title: _____ Site: _____

The improvement plan developed by the Support Team/Evaluator and the Teacher, which focused on specific areas of the District's Core Teaching Expectations, has been successfully completed by the Teacher.

Evaluator's Signature

Teacher's Signature

cc: Teacher, Evaluator, District Office

Van Buren School District

Fair Dismissal Checklist

Name: _____ Date: _____

Evaluator:

- Employed progressive discipline to correct unreasonable behavior after hearing the other side of the story.
- Preserved the problem throughout written evaluation(s).
- Gave written instruction on how to correct the problem.
- Gave written warning of possible non-renewal or termination.
- Gave notice of intended recommendation to the Superintendent.
- Included a “simple but complete statement of the grounds for the recommendation of termination/non-renewal” in the notice.
- Any further action will be handled through the Superintendent’s office.

Appendix A – Core Teaching Expectations

[Table of Contents](#)

CORE TEACHING EXPECTATIONS

Planning and Preparation

- Demonstrating Knowledge of Content
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Classroom environment

- Creating an Environment of Respect and Dignity
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Professional Responsibilities

- Demonstrating Attendance Responsibilities
- Maintaining Accurate Records
- Communicating With Families
- Contributing to School and District
- Showing Professionalism

Domain I: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content

**Element:
Knowledge of Content**

Element	Expectations	Comments
Knowledge of Content	The teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and disciplines.	

Domain I: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content

Rationale and Explanation

“A person cannot teach what he or she does not know.” This statement captures the essence of why content knowledge is important in teaching. Regardless of instructional techniques, the teacher must have sufficient command of a subject to guide student learning. This requirement is independent of a teacher’s approach: Even those who embrace a constructivist or inquiry approach to instruction must understand the content to be learned, the structure of the discipline of which that content is a part, and the methods of inquiry unique to that discipline. Teachers must be aware of the connections among different divisions of the discipline (e.g., between writing and literature), among the different disciplines themselves, and to the real world.

The term “content” includes, of course, far more than factual information. It encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who understand their subjects know which questions are likely to interest students, yield greater understanding, and represent conceptual dead ends.

Students look to teachers as their source of information about a subject. Although teachers may sometimes withhold information to encourage student inquiry, what they do convey should be accurate. Content must be presented so that it respects the nuances of a discipline. When engaging students in a discussion, teachers should show they understand the complexities and patterns of the content to be learned. For example, teachers of non-English languages should be able to speak with the appropriate accent. Teachers of physical education should be able to demonstrate or explain the skills they are teaching.

Knowledgeable teachers know which concepts are central to a discipline and which are peripheral. Some disciplines, particularly mathematics, have important prerequisite relationships. For example, students must understand place value before they can understand addition and subtraction with regrouping. Other disciplines have similar internal constraints; students need to learn certain concepts or skills before they can tackle others. Knowledgeable teachers know where these important relationships are in the subjects they teach.

Certainly, knowledge of content is not stagnant but evolves over time. Even when teachers specialize at the university level in the disciplines they later teach, their knowledge, unless renewed, can become outdated and stale. And if teachers’ responsibilities for instruction change, they have an even greater need to become thoroughly acquainted with their new field or subfield. For example, suppose a teacher has been teaching high school chemistry for many years and switches to biology. That change will require content preparation in addition to that required if the teacher also continues to teach chemistry. Even teachers who stay with the same content must keep apprized of developments in the field and in the accepted best methods of engaging students with it.

Knowledge of content is appropriately different for teachers of different levels. Content specialists, who teach only one subject, may be held to a higher standard than generalists, who teach many subjects. In some disciplines, such as reading, the content does not change. In others, such as science, the content changes over time. That is, in reading, the instructional goal is for students to be able to derive meaning from a written text. Alternatively, science teachers must alter not only their instructional strategies over time but also the topics taught as new knowledge evolves.

Because of shifting enrollments, teachers are occasionally assigned to subjects or levels for which they have little professional preparation. When this happens, both the school and the teacher have a responsibility to remedy the deficiency.

Evaluation

Teachers provide evidence of their evolving knowledge of content by developing instructional plans and participating in professional growth activities. Some examples of how teachers can demonstrate their commitment to remaining abreast of new developments follow:

- Preparing lessons based on accepted views of best practice.
- Taking graduate-level courses in a discipline or in general teaching techniques.
- Taking an active role in adapting the new content standards and curriculum frameworks to their teaching.
- Participating in workshops, conferences, seminars and other professional meetings in the subject areas taught.
- Seeking out professional literature, audio or video resources for additional professional education in areas of specific and special interests.

Since many of these activities are not directly observable in the classroom, this component is primarily displayed through written documentation. Teachers can also display knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a shaky understanding of the subject, and evasive responses to students may suggest only a thin knowledge of content. Some responses are deliberately unrevealing, though, because the teacher wants to engage students in their own investigations. When in doubt, an observer should ask the teacher if such responses are deliberate.

Domain I: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Element:

Demonstrating Knowledge of Students

Element	Expectations	Comments
Demonstrating Knowledge of Students	Teacher displays knowledge of characteristics of the age group taught.	

Domain I: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Rationale and Explanation

Teachers do not teach their subjects in a vacuum; they teach them to students. To maximize learning, teachers must know not only their subject and its accompanying pedagogy, but also their students. Each age group has certain developmental characteristics: intellectual, social, and emotional. Students in the late elementary and middle school years are learning skills related to friendship and peer relationships. The skill of separating and controlling variables in a scientific investigation is not present in most students until they are about 12. Recent research has verified the power and stability of students' misconceptions, particularly in mathematics and science. Teachers' knowledge of their students should include the students' stage of developmental understanding.

Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Knowledge acquired through memorizing information and procedures is not permanent and is generally retained only until it is tested or until its use is ended. If such knowledge is not fully understood, it is easily dislodged.

Because students are actively constructing meaning, they build their understanding on what they already know. For example, their current understanding of fractions influences what else they can learn and understand about the topic. Their current skill in writing influences the next steps in their basic competency. Some students may have erroneous information. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions could be.

Students vary enormously in their interests, talents, and preferred approaches to learning. For example, many teachers know that an individual student is artistic, another is a math whiz, and a third has highly creative ideas. Skilled teachers help students build on these strengths while developing all areas of competence.

Many classes contain students with special needs. Part of knowing students is knowing which require additional assistance in learning parts of the curriculum or which must demonstrate knowledge in unique ways. Teachers' knowledge of students should include information about such special cases, which is used in instructional planning.

Students' academic knowledge is not the only area that affects their experiences in learning. Students bring out-of-school knowledge of everyday events, interests, and activities, as well as misunderstandings and parents' opinions, to school with them. This knowledge influences school-based learning. For instance, students' understanding that a closed car becomes hot on a sunny but cold winter day, and that water sitting in a hose becomes very hot in the summer, can assist a teacher in introducing students to the workings of solar energy. Students may be active in sports, scouting, music, or drama. Such out-of-school experiences provide rich material for teachers in designing learning experiences and developing analogies and metaphors for new content.

Students come to the school environment with social and cultural characteristics that influence how they see the world, participate in learning activities, and absorb new information. For example, in some cultures, challenging an adult's authority is considered disrespectful. Children from these environments find it difficult to question a teacher's—or a textbook's—interpretation of, say, a historical event.

Evaluation

Completing the *Knowledge of Students and Resources Sheet* (Form P) may be required to document how teachers learn about students' background knowledge and skills, interests outside school, cultural heritage, and special needs. This knowledge is also evident in the learning experiences teachers create for their students.

Domain I: Planning and Preparation

[Table of Contents](#)

Component 1c: Selecting Instructional Goals

Element:

Selecting Instructional Goals

Element	Expectations	Comments
Selecting Instructional Goals	Class teaching goals are aligned to the core curriculum.	

Domain I: Planning and Preparation

Component 1c: Selecting Instructional Goals

Rationale and Explanation

Teaching is a purposeful activity—it is goal directed, designed to achieve certain well-defined purposes. These purposes should be clear. In general, it is a teacher’s responsibility to establish instructional goals. In classrooms organized as a community of learners, however, teachers engage students in determining these goals. As students assume increasingly greater responsibility for their own learning, they select their own learning tasks in pursuit of shared goals.

When teachers establish instructional goals, they must take into account a number of factors:

1. A district’s curriculum, grounded in state discipline-based core curriculum frameworks.
2. The requirements of external mandates (e.g., state testing or voluntary programs such as Advanced Placement Examinations).
3. Community expectations.

Curriculum alignment is imperative if a balanced curriculum that meets the needs of all students is to be developed. This alignment assures that critical elements of instruction are covered at the appropriate time.

Clarity

Instructional goals must be worthwhile and represent learning central to a discipline as well as high-level learning for the students. Not all knowledge and skill in a discipline are worth learning; trivial facts, although they may be true, are of little value. In selecting instructional goals, teachers should consider the importance of what they introduce to students. Instructional goals must be clear and stated in terms of student learning rather than student activity: What will students learn as a result of the instructional engagement? Not, what will students do?

There can be many types of instructional goals, and they may reflect diverse long-range purposes of schooling. The goals may deal with knowledge and understanding, or with thinking, or with social skills.

Content and process goals are usually presented simultaneously; far from being in conflict with one another, they complement and build on one another. That instructional goals are clearly stated does not imply that they should be low level in their cognitive challenge.

Instructional goals should be capable of assessment. Steven Covey says, “We must begin with the end in mind.” They must be stated in clear language that permits viable methods of evaluation and the establishment of performance standards. Verbs that define instructional goals should be unambiguous and suggest assessment techniques.

For example, the goal, “*The student will write for a variety of purposes and audiences,*” is too general to suggest assessment methodologies of standards or performance. It is satisfactory as a broad program goal or outcome in teacher planning; however, for instructional planning and assessment, the goal should be narrowed, tightened, and illustrated with a sample of student work.

Diversifications

The goals must be appropriate to the diverse students in a teacher's charge. They should provide for the students' age and developmental levels, prior skills and knowledge, and interests and backgrounds. Not all goals are equally suitable for all students, nor are the same goals always appropriate for all students in a class. Skilled teachers adjust their instructional goals to accommodate the diversity represented by their students.

Balance

Together, instructional goals should reflect a balance among different types of learning. Some may represent factual knowledge or conceptual understanding. Others may include reasoning skills, social skills, or communication. Still others may include dispositions, such as a willingness to listen to all points of view or taking pride in one's work. A single lesson may incorporate only a few types of goals; a longer unit generally includes a balance.

Evaluation

The teacher should be able to discuss curriculum, instructional goals and curriculum alignment. A teacher may be asked to complete *Instructional Plan Sheet* (Form Q) to demonstrate this core competency. Teachers should:

- Document efforts to improve District, State and National Test scores.
- Attend and be actively involved in District and/or building curriculum development meetings.
- Define and align goals with District adopted curriculum.
- Demonstrate skill in establishing instructional goals through conversation either or after a lesson is observed.
- Demonstrate the suitability of instructional goals for a diverse group of students as observed by a classroom visit.

VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

Domain I: Planning and Preparation

Component 1d: Demonstrating Knowledge of Resources

Element:

Demonstrating Knowledge of Resources

Element	Expectations	Comments
Demonstrating Knowledge of Resources	Teacher displays an awareness of available resources, both to enhance teaching and to assist students in their academic, emotional, and social growth.	

Domain I: Planning and Preparation

Component 1d.: Demonstrating Knowledge of Resources

Rationale and Explanation

There are two primary types of resources: those to assist in teaching and those to assist students. Although the balance between the two types varies in different settings, both should be, to some degree, evident in all contexts.

Resources for teaching include a variety of activities in any classroom. Resources may include aids outside the classroom, such as museums, concert performances, and materials from local businesses. Teachers can draw from a wide variety of human resources, including experts from the community, or from the larger business and civic world. Some resources are available from a school or district, such as texts. Most teachers extend their reach for instructional materials beyond what a school provides, thereby enhancing their students' experiences.

When teachers are knowledgeable about the range of resources to aid in their teaching, they can expand their repertoire of instructional goals, knowing that they can go to these resources for help. Awareness of these resources is the first step in using them in a classroom.

Knowledge of resources to assist students is part of all teachers' responsibility. Students' full potential can only be realized if their teachers are aware of what is available. Resources for students include items and services available both through and beyond the school. These resources can take the form of special services, such as an instructional aide to help a hearing impaired student. Resources may include a range of offerings within a regular school setting. For example, providing resource room assistance for learning disabled students at the elementary level or courses geared for different levels of challenge at the secondary level. Some outside resources help academic learning: tutoring services and homework hot lines. Others meet non-academic needs, such as mentoring programs. Community sponsored agencies help students who have acute physical needs (e.g. providing winter coats and shoes) and students who are victims of physical or sexual abuse or who themselves abuse alcohol or drugs.

Evaluation

Information about teachers' knowledge of resources may be shown primarily on the *Knowledge of Students and Resources Sheet* (Form P).

Domain I: Planning and Preparation

Component 1e: Designing Coherent Instruction

Elements:

Designing Coherent Instruction * Lesson and Unit Structure

Element	Expectations	Comments
Designing Coherent Instruction	Teacher displays the continuing search for improving pedagogy.	
Lesson and Unit Structure	Lessons or units have clearly defined structure around which activities are organized. They will be written down and time allocations will be reasonable.	

Domain I: Planning and Preparation

Component 1e: Designing Coherent Instruction

Rationale and Explanation

A teacher translates instructional goals into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, the teacher is in charge of organizing the environment, managing the learning process, and establishing the framework for investigations.

Since instructional goals are varied, the choice of instructional strategies is also likely to vary. For example, the methods used in helping students understand a routine procedure, such as how to clean laboratory glassware, are likely to be different from those used in enabling students to engage in independent projects. Some lessons consist of presentations, while others are more like workshops, with a teacher's role correspondingly differently.

Although necessary for good teaching, subject knowledge is not enough. An example is the teacher who knows chemistry but cannot convey that knowledge or engage students in the subject. Teachers use pedagogical techniques particular to the different disciplines to help convey information and teach skills. Approaches used in writing, for example, may be very different from those in science.

A critical element in instructional design is the creation or adaptation of a series of learning activities within an instructional unit. This sequence should be logical and likely to engage students in meaningful activities. The activities should progress from easier to harder, simple to more complex, from attention to one domain of learning to integration across several. The activities should be suitable to students in terms of their age, prior knowledge and interests, and approaches to learning. The activities and grouping strategies should vary, showing many ways to engage students in the content.

Another element in instructional design is the choice of materials and resources. Teachers should select these carefully and make sure they clearly support the instructional goals. Materials and resources also need to engage students in meaningful learning.

Good instructional design is compatible with recent research findings that are reported in professional journals and reflected in the content standards and frameworks. A coherent instructional unit has a well-defined structure. Individual activities support the whole, with each activity playing an important role. Time allocations are reasonable, with opportunities for students to engage in reflection and closure. Topics from one part of the unit are connected with others; students explore a subject from many different angles and understand the relationship of the parts to the whole. Instructional groups are suitable to both the instructional goals and the students. Where appropriate, students themselves take some initiative in choosing their own work group.

Evaluation

Planning for coherent instruction is demonstrated by a written plan. The time span enables teachers to demonstrate their skill in organizing and sequencing activities to engage students in learning, in using a variety of materials and groups appropriately, and in allocating reasonable time. The *Instructional Plan Sheet* (Form Q) may be used to detail planning and enable observers to see the coherence of that instructional event.

VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet

[Table of Contents](#)

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

Domain I: Planning and Preparation**Component 1f: Assessing Student Learning****Element:
Assessing Student Learning**

Element	Expectations	Comments
Assessing Student Learning	There is an alignment between what is planned, taught, and assessed.	
Remediating Student Learning	Point in time remediation is provided for students not meeting student learning expectations.	

Domain I: Planning and Preparation

Component 1f: Assessing Student Learning

Rationale and Explanation

Only through the assessment of student learning can teachers know if students have met the instructional goals of a unit or lesson. The more diverse the types of instructional goals, the more diverse the approaches to assessment must be.

One requirement of a design for assessing student learning is that each instructional goal can be assessed in some way. The assessment methodologies must be appropriate to the different types of goals. A simple factual test may be appropriate for factual knowledge; but for conceptual understanding, data analysis, communication of findings, and collaboration skills, other approaches are necessary.

A well-designed assessment approach is clear about how student work will be evaluated. This type of evaluation is relatively easy with a test in which questions have a single correct response. Part of designing an assessment is to determine a scoring system or a rubric for evaluating student work. Such a rubric not only identifies the criteria of an acceptable response but also establishes standards of performance. An example is an instructional goal that states, “*Students will write a descriptive essay.*” For the goal to be meaningful, a teacher needs to define the length and organization of the essay, attention needed for the mechanics, and use of language.

Students should know the required standards of achievement. Instructional goals should be designed with state and national standards. Secrecy has no role in assessment—such an environment feels like “gotcha” to students. Of course, the exact questions that will appear on an assessment should not be given to students in advance. But there is no reason they can’t be informed about the type of questions that will be asked and the content to be covered. Then, by studying that content and by reviewing exemplary responses to sample items, students can better prepare for the assessment. Point in time remediation may be called for to help students not meeting student learning expectations.

Assessment methodologies ideally should reflect authentic, real-world applications of knowledge and understanding. Although not always possible, such authenticity motivates students and provides teachers with excellent insight into student learning. Some schools collect student work in a portfolio and use that as the basis for assessment and future placement, for example, in advanced courses. Such an approach requires carefully considering what goes into the portfolio and the criteria used in evaluating each piece of work.

The full power of assessment is its use in:

1. Providing consistent and early feedback to students.
2. Reflecting on teaching.
3. Planning for the future/reteaching and remediation.

When used to improve the instructional process, assessment becomes integral to the act of teaching.

Evaluation

Teachers’ skill in assessing student learning may be demonstrated primarily through the *Instructional Plan Sheet* (Form Q) and the material requested in the plan.

**VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet**

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

Domain II: The Classroom Environment

Component 2a: Creating an Environment of Respect and Dignity

Element:

Creating an Environment of Respect and Dignity

Element	Expectations	Comments
Creating an Environment of Respect and Dignity	Teacher creates an environment of mutual respect and dignity for the learners.	

Domain II: The Classroom Environment

Component 2a: Creating an Environment of Respect and Dignity

Rationale and Explanation

Teaching is a matter of relationships among individuals. These relationships should be grounded in dignity and mutual respect, both between a teacher and students and among students.

Teachers create an environment of respect and dignity in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect and dignity are characterized by a teacher never forgetting their role as an adult.

Sometimes, teachers convey their caring for students through a somewhat stern demeanor and businesslike atmosphere. Underneath, however, is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another. Lack of respect and dignity are demonstrated by teachers disregarding or demeaning students' contributions.

Appropriate ways of demonstrating respect and dignity reflect the context and depend on nonverbal as well as verbal behavior. What is suitable for kindergarten children may be inappropriate for high school students. Parts of student-teacher interaction may be influenced by the cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.

Evaluation

Teachers demonstrate skill in establishing an environment of respect and dignity through their words and actions in the classroom. Occasionally, interaction with a student may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class and may be recorded by the teacher for future reference.

Domain II: The Classroom Environment

Component 2b: Managing Classroom Procedures

Elements:

Managing Classroom * Managing Materials and Supplies

Element	Expectations	Comments
Managing Classroom Procedures	Efficient systems for performing professional duties are in place, resulting in minimal loss of instructional time.	
Managing Materials and Supplies	Teacher uses physical resources so that all learning is equally accessible to all students.	

Domain II: The Classroom Environment

Component 2b: Managing Classroom Procedures

Rationale and Explanation

Teaching requires good management before good instruction is possible. The best instructional techniques are worthless in an environment of chaos. Teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can address instructional techniques. Routines are established for the movement and management of classroom groups, distribution and collection of materials, performance of non-instructional responsibilities, and supervision of volunteers and paraprofessionals. Students understand where they are to go and what they are to do, with minimal confusion.

In a well-managed classroom, procedures and transitions are seamless, and students assume responsibility for the classroom's smooth operation. Instructional groups are engaged at all times, and students function well in those groups. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.

Teachers demonstrate their skill in managing smooth transitions. Different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another. Materials needed for instruction are at hand, and procedures for distributing and collecting materials are well established and followed. Students assume responsibility for the care and location of materials, which are easily found.

Evaluation

Evidence for how teachers manage classroom procedures is obtained through classroom observation. Teachers may explain their procedures and record information on the *Instructional Plan Sheet* (Form Q).

VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet

[Table of Contents](#)

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

Domain II: The Classroom Environment

Component 2c: Managing Student Behavior

[Table of Contents](#)

Elements:

High Expectations * Monitoring of Student Behavior * Response to Student Misbehavior

Element	Expectations	Comments
High Expectations	Teacher establishes a classroom conducive to learning by using rules that are clearly stated.	
Monitoring of Students Behavior	Teacher response to misbehavior is appropriate and respects the students' dignity.	
Response to Student Misbehavior	Teacher communicates with parents and administrators about discipline problems and procedures.	

Domain II: The Classroom Environment

Component 2c: Managing Student Behavior

Rationale and Explanation

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping the bounds. Whatever the details of the conduct standards, approaches to managing student behavior in well-run classrooms share certain characteristics:

1. High expectations are clear to everyone and may be posted in a classroom.
2. The standards of behavior are appropriate to the developmental levels of the students and are consistent with the cultural norms of students in the class.
3. Teachers are expected to respond promptly and appropriately to all classroom misbehavior.
4. High expectations are consistently applied.
5. Any chastisement of conduct focuses on a student's behavior, not on the student. The student's dignity should be maintained at all times.
6. Teachers encourage students to monitor their own behavior.

Evaluation

A teacher's skill in managing student behavior must be observed in the classroom. Standards of conduct, however, must frequently be inferred because in a smoothly running classroom, an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Even though most teachers can also articulate their approach to standards of conduct, implementation is critical.

Domain II: The Classroom Environment
Component 2d: Organizing Physical Space
Element:
Safety and Arrangement of Furniture

Element	Expectations	Comments
Safety and Arrangement of Furniture	Teacher arranges and maintains a safe classroom, with the furnishings arranged to serve as resources for learning activities.	

Domain II: The Classroom Environment

Component 2d: Organizing Physical Space

Rational and Explanation

Use of physical space is important in a total learning environment and varies depending on context. Teachers at all levels create furniture arrangements for discussion sessions or learning: “reading corners” and spaces for noisy and quiet activities, “centers” for exploration, desks facing forward for a presentation, chairs in a circle for a group discussion, or a science lab organized in a businesslike manner.

One element of a physical environment concerns safety and accessibility to learning. A classroom must be safe—no dangling cords or obstructed exits. Students, including those with special needs, must have accessibility to the board, the teacher, and other learning resources. A physical environment must also accommodate efficient traffic flow. For example, all students must be able to get to a pencil sharpener and other materials and resources.

A second element involves the arrangement of furniture. Few desks are now bolted to the floor, although many teachers still want chairs or desks arranged in rows and columns. Depending on the instructional goals and the type of student activity planned, such an arrangement may not be optimal. For group work, tables or desks arranged in blocks may be preferable. And if students are expected to discuss ideas with each other, they need to be able to see one another. For a class discussion, desks or chairs arranged in a circle may be best.

A final element is teachers’ use of physical resources. Teaching aids may be skillfully or poorly used. When used well, they enhance learning and contribute to effective instruction. When used poorly, they detract from learning.

When a classroom is a true community of learners, students themselves become involved in the physical environment and take initiative in making it effective. They may, for example, plan a display of work, move furniture to facilitate a group project, or shift supplies to improve traffic flow. They may lower the shades to block the sun from a classmate’s eyes or shut the door to keep out hall noise. It is their room, and they make it work. Naturally, such student involvement can only occur when the teacher cultivates and encourages student participation in establishing the environment.

Some teachers, such as itinerant teachers, have only limited control over the physical environment in which they teach. All teachers must be responsible for a safe environment, but they can only be held accountable for the parts of their work they can control.

Evaluation

Teachers’ use of the physical environment must be observed. Teachers may be able to explain how they enhance the physical environment and use it as a resource, for learning. Implementation is essential.

Domain III: Instruction

Component 3a: Communicating Clearly and Accurately

Elements:

Directions and Procedures * Oral and Written Language

Element	Expectations	Comments
Directions and Procedures	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	
Oral and Written Language	Teacher's spoken and written instructional language is clear and correct. Vocabulary is appropriate to students' age and interests.	

Domain III: Instruction

Component 3a: Communicating Clearly and Accurately

Directions and Procedures

For students to become engaged in learning, they must be exposed to clear directions and explanations. In addition, a teacher's use of vivid and expressive language can enhance a learning experience. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Otherwise, valuable time is lost while they are confused or are engaged in the wrong activity. Clear directions may be given orally, in writing, or a combination of the two. When students are determining their own procedures or activities, for example, in an art project, a teacher should make clear any limits to their choices.

Oral and Written Language

The second element is the quality of oral and written communication. Because teachers communicate to students largely through language, that language must be audible and legible. When teachers speak, students must be able to hear and understand; when teachers distribute written directions, students must be able to read and understand them.

Students may model their use of language on that of their teachers. Consequently, teachers' language should reflect correct usage and contain expressive vocabulary. Not all oral communication needs to be expressed formally at all times; more informal speech is sometimes appropriate. But if teachers decide to use informal speech, they should be aware that they are doing so and make their students aware of the difference. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of a discipline.

Evaluation

Information about the clarity and accuracy of teacher communication is derived primarily from classroom observation and may be recorded on *Classroom Observation Guide* (Form B).

Domain III: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements:

Quality of Questions * Discussion Techniques * Student Participation

Element	Expectations	Comments
Quality of Questions	Teacher's questions are meaningful, well organized and of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	
Discussion Techniques	Classroom interaction represents true and natural discussion.	
Student Participation	Teacher successfully engages all students in the discussion.	

Domain III: Instruction

Component 3b: Using Questioning and Discussion Techniques

Quality of Questions

Teachers' skill in questioning and in leading discussions is valuable for many instructional purposes, eliciting student reflection and challenging deeper student engagement.

When teachers use skilled questioning, they engage their students in an exploration of content. Carefully trained questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Experienced teachers allow students time to think before they must respond to a question and encourage all students to participate. Teachers often probe a student's answer, seeking clarification or elaboration through such questions as, "Could you give an example of that?" or "Would you explain further what you mean?" Teachers show students how to frame questions of high cognitive challenge and how to use the questions to extend learning.

Discussion Techniques

Experienced teachers also cultivate their skills in leading discussions. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge. In a well-run discussion, a teacher does not hold the center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the discussion.

Student Participation

In a well-run discussion, all students are engaged. The dialogue is not dominated by a few "star" students, and the teacher is not simply waiting for someone to provide the answer he has been looking for. Rather, all students are drawn into the conversations and the perspectives of all students are sought.

One mark of skill in leading discussions is a teacher's response when students pursue an enjoyable but irrelevant tangent. Accomplished teachers are able to pull the group back to the topic, while demonstrating respect for the students.

In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question, and then wait for a thoughtful response. Follow-up questions like, "Does anyone see another possibility?" or "Who would like to comment on Jerry's idea?" may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum. At times, the teacher may find it necessary to rephrase the question to refocus group attention on the topic. But in the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content.

A well-run discussion uses questions the students pose. The formulation of questions requires that students engage in analytical thinking and motivates them more than question the teacher presents.

Evaluation

Teachers' skill in questioning and discussion techniques is seen almost exclusively in classroom observation. The initial questions may be included on the *Pre-Observation Form* (Form A) in the Appendix.

Domain III: Instruction

Component 3c: Engaging Students in Learning

Elements:

**Representation of Content * Activities and Assignments * Grouping of Students
* Instructional Materials and Resources * Structure and Pacing
* Variety of Strategies**

Element	Expectations	Comments
Representation of Content	Representation of content is appropriate and links well with students' prior knowledge and experience.	
Activities and Assignments	Activities and assignment are appropriate to students and are designed to challenge them to construct understanding.	
Grouping of Students	A variety of instructional grouping patterns are used to enhance student engagement in learning.	
Instructional Materials and Resources	Instructional materials and resources are chosen to increase student engagement.	
Structure and Pacing	To allow full benefit of the time period the lesson has a clearly defined pace and structure around which the activities are organized to allow full benefit of the time period.	
Variety of Strategies	A variety of instructional strategies are used to meet the needs of a variety of learners.	

Domain III: Instruction

Component 3c: Engaging Students in Learning

Representation of Content

All teachers face the challenge of helping students understand new content by building on prior knowledge. The new content may consist of concepts (e.g., buoyancy and density or place value), skills (e.g., a basketball lay up), or relationships (e.g., role of the Renaissance on the development of art in Europe). How this content is presented, or represented, to students has enormous bearing on their understanding. Ensuring success for large numbers of diverse students is not an easy task, which is why activities and assignments that can be approached on several levels are particularly suitable for a diverse group.

Activities and Assignments

Activities and assignments should be designed to be relevant and authentic. Student engagement is not the same as “time on task,” a concept that refers to student involvement in instructional activities. Students may be completing a worksheet (rather than talking or passing notes) and therefore “on task,” even if the worksheet does not engage them in significant learning. Perhaps the worksheet requires skills and knowledge that they do not yet have, or it represents concepts that because the students learned them long ago, constitute no challenge. Mere activity is inadequate for engagement. Nor is simple participation sufficient. What is required for student engagement is intellectual involvement with the content or active construction of understanding. School is not a spectator sport. Successful instruction requires the active and invested participation of all parties. Typically, activities and assignments designed for maximum student engagement represent relevant and authentic applications of knowledge. Searching for a contemporary analogy or metaphor for a historical event is an effective technique to promote deep understanding. Some content, however, is and must be abstract, such as the behavior of trigonometric functions.

Grouping of Students

Students may be grouped in many different ways to enhance their level of engagement: in a single, large group, led by either the teacher or another student; in small groups, either independently or in an instructional setting with a teacher. In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students can choose their own grouping, using partners, triads, or other configurations that they or a teacher establish. The teacher’s decisions about student grouping are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and serve those purposes.

Use of Instructional Materials and Resources

Instructional materials can include any items that assist students in engaging content (e.g. textbooks, readings, lab equipment, maps, charts, films, videos, and math manipulatives). Instructional materials are not, in themselves, engaging or un-engaging; rather, it is a teacher's and student's use of the materials that is the determinant. For instance, students can use laboratory materials to formulate and test hypotheses about a phenomenon, or a teacher can use them to present an experiment, with students as simply observers. But physical materials are no guarantee of engagement—students can mess around unproductively with manipulatives, learning nothing. What is required is mental engagement, which may or may not involve physical activity. Hand-on activity is not enough; it must also be “minds-on.”

Structure and Pacing

Pacing of classroom activities should be appropriate to the students and content, and suitable opportunities for closure should be provided. The structure and organization allow full use of the teaching/learning period. Students should not feel rushed in their work; nor should time drag while some students are completing their work. Last, and related to timing, is lesson structure. A well-designed lesson should define structure, and students should know where they are in that structure. Some lessons have a recognizable beginning, middle, and end, with a clear introduction and closure. Others consist more of a working session, for example, in an art studio. In either case, there is a structure to what happens, and that structure has been created through the teacher's design. Arkansas state standards must be displayed, documented and communicated.

Variety of Strategies

Students can be engaged in different ways, making mental engagement more difficult to identify. For example, suppose a teacher is introducing the concept of symbolism in literature or explaining the difference between active and passive solar energy. The method for presenting information may be reading, followed by small-group discussion or a teacher-led mini presentation, followed by an individual activity. If the instructional goals relate to thinking and reasoning skills (e.g., the collection and analysis of data), the preferred approach may be independent student investigations, conducted either individually or in small groups. Even if the instructional goals relate to information that must eventually be learned by rote (e.g., multiplication facts), the activities can still engage students intellectually, such as searching for patterns in the numbers or devising techniques to enhance memorization. Student engagement consists of several distinct, though related, elements.

Evaluation

Observing a class is the best method for witnessing a teacher's skill in promoting engagement. Other indications may include an *Instructional Plan Sheet* (Form Q) in a teacher's portfolio, a videotape of a class, and examples of student work.

**VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet**

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

Domain III: Instruction**Component 3d: Providing Feedback to Students****Elements:****Meaningful Accurate, Substantive, Constructive, and Specific * Timeliness**

Element	Expectations	Comments
Meaningful Accurate, Substantive, Constructive, and Specific	Feedback is consistently meaningful and accurate.	
Timeliness	Feedback is consistently provided in a timely manner.	

Domain III: Instruction

Component 3d: Providing Feedback to Students

Meaningful Accurate, Substantive, Constructive, and Specific

Feedback is information teachers provide to students about their progress in learning. In using feedback, such as comments on a piece of writing or an explanation of how the process a student used in a math problem was misguided, students advance their understanding. The process of feedback individualizes instruction. Even when instructional goals and learning activities are common to an entire class, the experience of individual students is distinct. Feedback must be meaningful.

It is essential that teachers provide feedback equitably, that all students receive feedback on their work. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work.

Feedback should be provided on all significant work: papers, tests, quizzes and class work. Global comments such as "very good" do not qualify as feedback, nor do comments to an entire class concerning the weakness of a few students.

Some feedback may be non-verbal. Teachers typically provide feedback to students on their learning, perhaps subtly, such as a quizzical look as a student attempts an explanation or nods of encouragement as a student works through a math problem.

There are other sources of feedback in addition to teachers. For example, instructional activities allow students to discover from a science experiment that their understanding was incorrect. Materials also provide feedback (e. g., answers to math problems in the back of the text). Computer programs often provide immediate feedback.

Other students can provide feedback in peer review of a writing assignment or during class discussions. Peer suggestions may not always be accurate or helpful. It is a teacher's responsibility to see that the feedback is accurate.

Timeliness

Papers returned three weeks after students handed them in, regardless of the quality of the comments, do not provide timely feedback. The value of feedback is maximized if students use it in their learning. That is, if students don't use a teacher's comments, they can't learn from them. In most cases, such student use of feedback requires planning by the teacher, and time must be made available for it.

Evaluation

Feedback can occasionally be witnessed during a classroom observation, depending on the activities planned for a lesson. But, generally, feedback is documented in other ways, such as in a teacher portfolio containing examples of student work with the teacher's or peer's comments. The timeliness of feedback can also be revealed through student responses to a questionnaire, particularly at the secondary level.

Domain III: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

Lesson Adjustment * Reflects on Lesson * Response to Students * Persistence

Elements	Expectations	Comments
Lesson Adjustment	Teacher demonstrates flexibility and responsiveness by adjusting the lesson when appropriate.	
Response to Students	Teacher successfully accommodates students' questions or interests.	
Persistence	Teacher persists in seeking approaches for students who have difficulty learning by using a repertoire of strategies.	
Reflects on Lesson	Teacher reflects on lessons' effectiveness and plans for improvement or extension.	

Domain III: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Lesson Adjustment

Teachers can demonstrate monitoring and adjusting when an instructional activity is not working. If students have never heard of a phenomenon on which a teacher is basing an entire explanation, or if an activity is not appropriate for them, the teacher may choose to abandon an entire activity or to modify it significantly. Sometimes, such adjustments involve a major change. At other times, the shift is more modest. Occasionally a change in pace is all that is required; students are lethargic when a pace is too slow, but they become re-engaged when the pace quickens.

Response to Students

Occasionally a spontaneous event provides an opportunity for valuable learning. A second grader arrives at school with a caterpillar that immediately captures the interest of the entire class. Events at the secondary level, such as an athletic contest or a school wide conflict, can divert the attention of the entire school. Handling such events is a challenge every teacher faces, offering a “teachable moment” and a springboard for an important and memorable intellectual experience. Teachers demonstrate monitoring and adjusting when they seize upon a major event and adapt their lesson to it, fulfilling their instructional goals but in a way that is different from what they had originally planned.

Persistence

When some students experience difficulty in learning, a teacher persists in the search for alternative approaches, not blaming the students, the home environment, or the larger culture for the deficiency. Student questions should be answered completely. Interests of students should be utilized to enhance learning.

Reflects on Lesson

The teacher reflects on the lesson’s effectiveness and makes plans for improvement or extension. Flexibility and responsiveness are the mark of experience. Professional teachers have the instructional repertoires and confidence to abandon a lesson plan or create a new lesson plan to assist learners who are having difficulty with the lesson.

Evaluation

Observing a class is a method for witnessing flexibility and responsiveness. Other indications include reviewing lesson plans, videotapes of a class, and teacher’s portfolios.

Domain IV: Professional Responsibilities**Component 4a: Demonstrating Attendance Responsibilities****Maintains School Hours and Fulfills Duties**

Elements	Expectations	Comments
Maintains School Hours	Teachers report to work on time and work until their work is done.	
Fulfills Duties	Teacher fulfills assigned non-instructional duties.	

Domain IV: Professional Responsibilities

Component 4a: Demonstrating Attendance Responsibilities

Maintains School Hours

A teacher's duty includes being on campus to conduct classes, prepare for classes and evaluate progress, meet with and coordinate with other certified staff on academic programs and issues, work with administrative staff on academic programs and issues, and to be present when students are on campus, all unless otherwise assigned or designated.

It is very important for teachers to be available for consultation with students and parents before and after school.

Teacher attendance is very critical to the learning process.

Fulfills Duties

Duty requirements are a part of every teaching job. It is a professional requirement that is shared by everyone. The school is responsible for the safety of the students. Teachers should be on time for their duties and take the role seriously.

Evaluation

Teachers display their attendance and duty responsibilities through their regular timely attendance at school and scheduled duties as observed and documented by the principal.

* Unless otherwise previously announced or published.

Domain IV: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Elements:

**Student Completion of Assignments * Student Progress in Learning
* Non-Instructional Records**

Elements	Expectations	Comments
Student Completion of Assignments	Teacher maintains information on student completion of assignments.	
Student Progress in Learning	Teacher maintains appropriate records of student progress, grade book, and portfolio.	
Non-Instructional Records	Teacher maintains information on activities.	

Domain IV: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Student Completion of Assignments

When teachers make assignments, particularly those with important deadlines, they must keep track of which students have completed which assignments, fully or in part. Few shortcomings of teachers are more irritating to students—particularly at the secondary level—than a habit of losing or otherwise not registering student work. A well-designed system for assignments enables both teacher and students to know at all times which assignments have been completed and which are still outstanding.

Student Progress in Learning

Teachers must also keep track of student learning so that they know which parts of the curriculum students have learned and which are still awaiting understanding. Such tracking may take the form of skills checklists (grade books), records of competencies that are demonstrated, and portfolios of student work. A system for monitoring student progress must align with a teacher's approach to assessment. Teachers should report student progress in a timely fashion and manner as set out by the school.

Non-Instructional Records

Records must also be maintained on the non instructional activities that are essential to a school's smooth operation. For example, records of which students have returned their signed permission slips for a field trip and records of which students buy certain items need to be kept accurately. Teachers are also required to complete certain paperwork, such as inventories and supply requests, in an accurate and timely fashion.

Evaluation

Information showing teachers' skill in maintaining accurate records is derived from portfolio items, such as a grade book, skills worksheets, results of student assessments, and records of classroom non instructional duties.

Domain IV: Professional Responsibilities

Component 4c: Communicating with Families

Elements:

Information about the Instructional Program

*** Information about Individual Students**

*** Engagement of Families in the Instructional Program**

*** Conference Skills**

Elements	Expectations	Comments
Information About the Instructional Program	Teacher provides frequent information to parents, as appropriate, about the instructional program in a proper, correct, and professional manner.	
Information About Individual Students	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	
Engagement of Families In the Instructional Program	Teacher's efforts to engage families in the instructional program are frequent.	
Conference Skills	Teacher conducts conferences skillfully.	

Domain IV: Professional Responsibilities

Component 4c: Communicating with Families

Rationale

Educators have long recognized that when they can enlist the participation of students' families in the educational process, student learning is enhanced. Although parents and guardians vary enormously in how active a part they can take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation. The relationship between parents and teachers also depends on the age of the children; most kindergarten teachers have far greater contact with the families of their students than do high school teachers.

Information about the Instructional Program

Communication with families involves keeping them informed of events in a class, such as procedures and grading systems. Such activities are especially important when teachers use approaches that may be unfamiliar to parents. Many vehicles are useful for such communication. Most schools schedule an orientation night early in the school year for teachers to communicate with parents and explain the goals for the year. Some teachers find that engaging parents in a typical (but brief) instructional activity during that time, particularly if the methods are unfamiliar, is helpful. Teachers may send home a regular newsletter or periodic information on upcoming school and classroom events.

Information about Individual Students

Teachers must keep parents informed about the academic and social progress of their children. Schools have formalized procedures for reporting to parents, and many teachers supplement these systems with additional information. Teachers should encourage all parents or guardians to register for the online grade monitoring system for their child. Although sometimes difficult to achieve, communicating honestly with parents about their children's learning is essential for teachers. No one is well served when a teacher, however well intentioned, conveys to a parent that a student is "doing fine" when in fact the student is struggling.

When parents express specific concerns about their children in school, it is because they care deeply about their child's progress. Any response should be handled with empathy and respect. Communication with families about individual students must be two-way and occur at times of success as well as when a student is experiencing difficulty.

Engagement of Families in the Instructional Program

Many teachers find ways to engage parents in the actual instructional program. Even though this area of communicating with families varies with the age of the students and the subjects taught, much communication is possible. For example, primary grade teachers can send home books that are suitable for bedtime reading or suggestions of activities for parents to do with their children. Older students can be asked to interview an older relative. Most teachers find that when they can engage the families in the actual learning process, all areas of communication are improved.

Conference Skills

[Table of Contents](#)

All conferences with parents should be kept as positive as possible. The result of the conference should be suggestions and strategies for improving or enhancing performance. Teachers should maintain a sense of professionalism at all times. Teachers should refer parents to the principal if parents are or become irate. Conferences of extremely upset or irate participants accomplish nothing. The parent conference is an important part of the instructional program. Teachers are encouraged to have counselors or administrators attending conferences as needed.

Evaluation

The Family Contact Log (Form R) may provide information about contacts with families of students. Teachers may also add other materials-such as a class newsletter-to their professional portfolio.

Domain IV: Professional Responsibilities

Component 4d: Contributing to the School and District

Elements:

Relationships with Colleagues

*** Service to School Through Participation in School and District Projects**

*** Service to the Profession**

*** Professional Development**

Elements	Expectations	Comments
Relationships with Colleagues	Support and cooperation characterize relationships with colleagues (including decision making).	
Service to School Through Participation in School and District Projects	Teacher volunteers to participate in school and/or district activities, projects, and events.	
Service to the Profession	Teacher seeks ways to make contributions to the profession.	
Professional Development	Teacher fulfills State Staff Development requirements.	

Domain IV: Professional Responsibilities

Component 4d: Contributing to the School and District

Relationships with Colleagues

Relationships with colleagues are an important element of teachers' contributions to the school and district. Professional educators strive to promote mutual respect and trust in their relationships with colleagues. Professional educators are generous with their expertise and willingly share materials and insights, particularly with those less experienced. The focus of their work is the well-being of students, and they collaborate with colleagues to that end. For example, they participate in joint planning of thematic units or coordinate the learning experiences for students with special needs. These individuals have extensive and highly professional relationships with their colleagues, and the fabric of the school is one of mutual support and enhancement.

Service to School through Participation in School and District Projects

Professional educators make many contributions to the life of a school. They assume their share of the duties that help the school function smoothly: for example, participating in the PTA, or managing a spelling bee. In some schools, certain additional jobs earn supplementary compensation; in others, the faculty's responsibility, working as a team, is to divide up the jobs. In almost all schools, many opportunities exist for educators to assume additional responsibilities, thereby enhancing the culture of the entire school.

Service to the Profession

Schools and districts may undertake major projects that require teacher participation. These include site councils, curriculum committees, and study groups with beginning teachers. Such projects, whether they involve serving on the discipline committee or designing new performance assessments, require a considerable investment of time. Professional educators find the time.

Many educators find ways to make a substantial contribution to the profession:

- Conducting research in their classrooms and making the results known to their colleagues through conference presentations or articles.
- Supervising student teachers and meeting periodically with the student teacher supervisors.
- Participating or taking a leadership role in study groups with their colleagues.

Professional Development

Each teacher in the Van Buren School District is required by State Licensure Principles to fulfill a particular number of Staff Development hours each contract year. It is the teacher's responsibility to comply with the state's requirements and keep documentation/evidence of these hours. The *Professional Development Log* (Form S) may be a useful tool in recording Staff Development.

Evaluation

The *Professional Development Log* (Form S) and the *Professional Contribution Log* (Form T) may be used to document participation in professional activities. Teachers display their professional ethics in daily interactions with students, parents and colleagues as described in Van Buren School District Board Policy.

VAN BUREN SCHOOL DISTRICT
Professional Development Log

Name _____ School _____ School Year _____

DATE	EVENT OR SERVICE (e.g., workshop, committee, in-service)	CONTRIBUTION

**VAN BUREN SCHOOL DISTRICT
Professional Contribution Log**

Name _____ School _____ School Year _____

DATE	EVENT OR SERVICE (e.g., conference, presentation, consultation)	CONTRIBUTION

Domain IV: Professional Responsibilities**Component 4e: Showing Professionalism****Elements:****Advocacy * Enhancement of Content * Chain of Command * Role Model**

Elements	Expectations	Comments
Advocacy	Teacher works with other professionals as an advocate for students to ensure that all students receive a fair opportunity to succeed.	
Enhancement of Content	Teacher enhances content knowledge and uses pedagogical skill.	
Chain of Command	Teacher follows the professional chain of command to ensure problems or concerns are handled by the appropriate person.	
Role Model	Teacher presents self as a positive role model.	

Domain IV: Professional Responsibilities

Component 4e: Showing Professionalism

Advocacy

Highly professional teachers care deeply for the well-being of their students and step in on their behalf when needed. They are aware of, and alert to, the signs of physical abuse and drug and alcohol abuse in their students. They may locate a winter coat for a child or discuss a student's future plans with the student and her parents.

Educators are advocates for their students. They work diligently for their students' best interests, whether that means convincing a colleague that a student deserves an opportunity or supporting a student's efforts at self-improvement. At times, advocating for students requires challenging long-held assumptions of students, other faculty, or administration.

Enhancement of Content

Professional teachers demonstrate a commitment to quality teaching by enhancing the content and using appropriate pedagogical skills. Students are challenged at the correct levels of difficulty.

Chain of Command

Using the proper chain of command is another professional task. A teacher with a problem should first go to the principal for consultation. If the problem is not solved, the teacher should then go to the next level. All efforts should try to keep the problem at the "school-site." A lot of miscommunication can be created by not following the chain of command. Professional trust needs to be achieved. No matter the situation, the teacher should maintain professionalism when dealing with the chain of command.

Role Model

Teachers are role models whether they want to be or not. Teachers must try to conduct themselves in a proper and professional manner at all times, at school and away from school, such that their conduct does not inhibit their effectiveness in the classroom. Teachers need to dress in a manner that is not just comfortable, but professional and appropriate for the teaching assignment. Professional appearance sets the tone of how students, parents, and administrators perceive and react to the teacher.

Evaluation

Teachers display their professional ethics in daily interactions with students, parents and colleagues as described in Van Buren School District Board Policy.

Domain V - Media Specialists*

*** In addition to Domains I, II, III, IV, Media Specialists will be expected to meet Core Expectations in Domain V.**

Domain V: Media Specialists

Component 5a: Administration of Media Resources

Elements:

Planning * Acquisition * Maintenance

Elements	Expectations	Comments
Planning	Plans a tentative media budget after consulting with the faculty, students and administration concerning the instructional materials and equipment needs of the school.	
Acquisition	Works with principal and staff to establish and administer local school procedures regarding acquisition of media materials and equipment.	
Maintenance	Coordinates maintenance and repair of media materials and equipment to insure maximum utilization by and safety of students and staff.	

Domain V: Media Specialists

Component 5b: Use of Media Facilities and Resources

Elements:

Cataloging * Records * Reporting * Facilities * Staff Supervision

Elements	Expectations	Comments
Cataloging	Organizes materials and equipment through a recognized system of cataloging.	
Records	Keeps accurate circulation records and maintains students' rights to privacy.	
Reporting	Completes records and reports accurately and promptly and ensures the Media Center's compliance with accreditation standards.	
Media Center Facilities	Organizes Media Center facilities to provide appropriate work areas for a variety of activities.	
Staff Supervision	Defines, assigns, and supervises Media Center staff and volunteers.	

Domain V: Media Center

Component 5c: Professional Growth

Elements:

Trends/Technologies * In-service

Elements	Expectations	Comments
Trends/Technologies	Keeps informed of trends and technologies related to media management and instructional resources.	
In-service	Provides in-service opportunities for students and staff related to media use.	

Domain V: Media Center
Component 5a: Administration of Media Resources
Component 5b: Use of Media Facilities and Resources
Component 5c: Professional Growth

Explanation

The role of the Media Center and its staff is to support and enhance the instructional goals of the school. The Media Specialist provides leadership in the planning, acquisition, and maintenance of instructional resources. Media Center materials and facilities are prepared and ready for student and faculty to use in an environment which motivates students and faculty to use the facilities and resources to attain instructional and personal objectives. An effective media program will encourage an appreciation of reading, research and inquiry. The Media Specialist participates in professional growth activities which will enhance the educational goals of the school system both in personal development and in providing learning opportunities for all students and staff in the ever-changing world of information through technology.

Evaluation

Completion of reports, documents, and forms to comply with state and NCA standards and an artifact collection may provide documentation of effective administration of a media program.

Domain VI - Counselors*

*** In addition to Domains I, II, III, IV, and V Counselors will be expected to meet Core Expectations in Domain VI.**

Domain VI: Counselors

Component 6a: Personal Effectiveness

Elements:

Attributes * Ethics * Administration Techniques

Elements	Expectations	Comments
Attributes	Exhibits sensitivity, empathy, and unconditional acceptance to establish rapport; demonstrates poise and stability; values and displays a sense of humor.	
Ethics	Is always professionally ethical; respects and values each individual and is respected by others	
Administration Techniques	Functions in an organized manner; effectively administers standardized tests and comprehensively interprets test results to school staff, parents, and students.	

Domain VI: Counselors

Component 6b: Parent and Student Effectiveness

Elements:

Sensitivity * Services * Resources

Elements	Expectations	Comments
Sensitivity	Is sensitive to students' and their parents' feelings; displays understanding of parental concerns and is available to parents; develops a good rapport with students; encourages and motivates students to seek counseling; maintains a positive image with students and their parents.	
Services	Assists students with personal, educational, and vocational problems; is effective in helping students adjust to school; attends to parental referrals and sustains a professional image with all parents; functions effectively as a resource consultant to parents and students when necessary.	
Resources	Utilizes instructional, psychological, medical and other professional services in a sensitive and appropriate manner when dealing with pupil problems and/or family crises; follows through with parents in reducing crises and/or the responsibility to their requirements for other counselor services/professional referrals.	

Domain VI: Counselors

Component 6c: Teacher and Administrator Effectiveness

Elements:

Sensitivity * Cooperation * Communication * Resources

Elements	Expectations	Comments
Sensitivity	Is sensitive to the role and problems of all teachers; displays receptivity to teachers' comments and suggestions.	
Cooperation	Cooperates willingly with all school personnel; cooperates and collaborates with the administration regarding development and implementation of counseling programs, activities, and curriculum.	
Communication	Communicates easily and effectively with teachers and administrators; maintains a good rapport with all teachers and administrators.	
Resources	Functions as a resource consultant to teachers in all matters of human concern; develops and uses a professional rationale for counseling approaches, methods, ideologies, and disciplines which are utilized in counseling situations and programs.	

Domain VI: Counselors

Component 6d: Professional Effectiveness

Elements:

Professional * Responsible

Elements	Expectations	Comments
Professional	Takes pride in being a representative of the counseling profession; observes and exhibits professional ethics at all times.	
Responsible	Accepts all assigned responsibilities; is prompt and regular in attendance; submits reports accurately and promptly.	

Appendix B - Documentation Forms

Name _____
Evaluator's Signature _____
Teacher's Signature _____

**VAN BUREN SCHOOL DISTRICT
PRE-OBSERVATION FORM ***

Instruction Plan

Date _____

QUESTIONS TO CONSIDER	QUESTIONS TO CONSIDER
1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates). (Component 1e & 3c)
2. What are your goals for the lesson? What do you want the student to learn? (Component 1c)	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a & 1f)
3. Why are these goals suitable for this group of students? (Component 1c)	8. What instructional materials or other resources, if any will you use? (Attach all other materials you will be using for this lesson) (Component 1d)
4. How do these goals support the District's curriculum, state frameworks, and content standards? (Component 1c)	9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics) (Component 1f)
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10. How do you plan to make use of the results of the assessment? (Component 1f)

* To be completed by teacher, write on back or attach additional sheet if necessary.

VAN BUREN SCHOOL DISTRICT
Classroom Observation Guide
Core Components 2 and 3 Documentation

Name _____
 Evaluator's Signature _____
 Teacher's Signature _____ Date _____ Time _____

OBSERVATIONS	OBSERVATIONS
Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Managing Classroom Procedures	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Student Behavior	Component 3c: Engaging Students in Learning
Component 2d: Organizing Physical Space	Component 3d: Providing Feedback to Students
	Component 3e: Demonstrating Flexibility and Responsiveness

**VAN BUREN SCHOOL DISTRICT
Post Observation Reflection Form ***

Name _____ School _____

Grade _____ Subject _____

Observation Date _____ Time _____

Post Observation Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 3c)
2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Components 1f and 1c)
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Components 1e and 3e)
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Components 3e & 1f)
5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers. (Components 3c, 1f, & 3d)

Evaluator's Signature _____

* To be completed by the teacher

Name _____
 Evaluator's Signature _____
 Teacher's Signature _____

VAN BUREN SCHOOL DISTRICT
CORE Components 1 and 4 Documentation

Date _____

DESCRIPTORS	DESCRIPTORS
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Component 4a: Attendance Responsibilities
Component 1b: Demonstrating Knowledge of Students	Component 4b: Maintaining Accurate Records
Component 1c: Selecting Instructional Goals	Component 4c: Communicating with Families
Component 1d: Demonstrating Knowledge of Resources	Component 4d: Contributing to the School and District
Component 1e: Designing Coherent Instruction	Component 4e: Showing Professionalism
Component 1f: Assessing Student Learning	

**VAN BUREN SCHOOL DISTRICT
TEACHER
SUMMATIVE EVALUATION FORM**

Teacher Name

School Year

School

Current Track Placement (Check one):		
<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Professional Growth year 1	<input type="checkbox"/> Support A
<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Professional Growth year 2	<input type="checkbox"/> Support B
<input type="checkbox"/> Probationary 3	<input type="checkbox"/> Professional Growth year 3	

To Be Completed for:	Area of Evaluation	S a t i s f a c t o r y	U n s a t i s f a c t o r y	Comments
Probationary	I Planning and Preparation			
	II Classroom Environment			
Professional Growth	III Instruction			
Support	IV Personal & Professional Responsibilities			
Professional Growth	V Progress Toward Growth Plan			
Support	VI Progress Toward Improvement Plan			

Recommendation for Track Placement school year _____ (Check one):		
<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Professional Growth year 1	<input type="checkbox"/> Support A
<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Professional Growth year 2	<input type="checkbox"/> Support B
<input type="checkbox"/> Probationary 3	<input type="checkbox"/> Professional Growth year 3	

Recommendation for (Check one):		
<input type="checkbox"/> Renewal	<input type="checkbox"/> Non-Renewal	<input type="checkbox"/> Termination

I have received this document; my signature does not mean that I agree, only that I have received it.

Teacher's Signature

Date

Evaluator's Signature

Date

cc: Teacher, Evaluator, and District Office

Name _____ Date _____

[Table of Contents](#)

**PROFESSIONAL GROWTH PLAN*
 GOAL SETTING FORM**

<u>Goal(s) and/or Objective(s) Reflect ACSIP</u>	<u>Time Frame</u>
	<u>Participants</u>
<u>Activities Planned to Meet the Goals and Objectives</u> (Observations, Staff Development, Release Time, etc.)	
<u>Example Documented Resources**</u> Artifacts Parent Feedback Portfolios Self Assessment Student Assessment Journals Collaborative Project Other	<u>Anticipated Outcome:</u>

 Teacher's Signature

 Evaluator's Signature

* To be completed by Principal and Individual by Oct. 1st or by Principal and Team by Oct 1st

** Documentation is required and may include but not limited to these resources.

cc: Evaluator, Individual/Team Members

PROFESSIONAL GROWTH PLAN
Progress Report
Multi-year Plan*

Name _____

Date _____

Evaluator's Signature _____

Teacher's Signature _____

Goal(s)/Objective(s)	Action Taken	Comments
#1		
#2		
#3		
#4		

Attach additional pages as needed.

Accomplishments to Date:

*To be completed by individual or team by March 10th

cc: Evaluator, Individual/Team Members

[Table of Contents](#)

**VAN BUREN SCHOOL DISTRICT
Professional Growth Plan
Final Report***

Date _____

Staff/Team Member(s) _____

Administrator _____ School _____

Time Frame of Plan: _____ 1 year _____ 2 years _____ 3 years

Current Year of Plan _____ Is this the completion of the plan? Yes No

Staff Member Comments:

Evaluator's Comments:

Will there be any changes in staff involvement in this professional growth plan? If so, please explain:

Evaluator's Signature

Staff/Team Signature(s)

Additional pages may be added if needed.

*(To be completed by March 10th)

cc: Evaluator, Individual/Team

Van Buren School District

[Table of Contents](#)

LEVEL A: AWARENESS PHASE IMPROVEMENT SCHEDULE

Date:	
To:	
From:	
Subject:	

I have received this document; my signature does not mean that I agree, only that I have received it.

Teacher's Signature

Date of Signature

cc: Teacher, Evaluator

VAN BUREN SCHOOL DISTRICT

Level A: Professional Support Phase Release Notification

Date: _____

Name: _____ Title: _____ Site: _____

The improvement plan developed by the Evaluator and the Teacher, which focused on specific areas of the District's Core Teacher Expectations, has been successfully completed by the Teacher.

Evaluator's Signature

Signature _____ Teacher's

cc: Teacher, Evaluator

Van Buren School District

Level B: Professional Support Phase Assignment Notification

TO: _____ , Teacher
(Print)

FROM: _____ , Evaluator
(Print)

The following problem needs your immediate attention as addressed in Level A:

If this problem is not corrected (per procedures in Level B: Professional Support Phase), recommendation may be made to the Superintendent that your contract be terminated or non-renewed.

Date: _____ Evaluator: _____
Signature

I have received this document; my signature does not mean that I agree, only that I have received it.

Date: _____ Teacher: _____
Signature

cc: Teacher, Evaluator, District Office

Van Buren School District

Waiver of Support Team Assistance

Teacher's Name: _____ School _____

Evaluator _____ Date _____

Procedures:

1. The teacher has reviewed the recommendations in the improvement plan developed by the support team.
2. The Van Buren School District hereby offers an improvement plan to assist the teacher in resolving identified incident(s) and/or situation(s).

Statement:

I acknowledge the Van Buren School District's offer to provide an improvement plan, and I reject the offer of assistance.

Teacher's Signature

Van Buren School District

**LEVEL B: PROFESSIONAL SUPPORT PHASE
 Improvement Plan Time Line**

Timelines: _____

Completion Date: _____

Scheduled Meetings	Evaluator's Agenda	Teacher's Initiatives	Teacher's Remediations	Evaluator's Conclusions
Monthly:				
Weekly:				
Monthly:				
Weekly:				
Monthly:				
Weekly:				
Monthly:				
Weekly:				

Copy as needed.

VAN BUREN SCHOOL DISTRICT

[Table of Contents](#)

Level B: Professional Support Phase Release Notification

Date: _____

Name: _____ Title: _____ Site: _____

The improvement plan developed by the Support Team/Evaluator and the Teacher, which focused on specific areas of the District's Core Teaching Expectations, has been successfully completed by the Teacher.

Evaluator's Signature

Teacher's Signature

cc: Teacher, Evaluator, District Office

Van Buren School District

Fair Dismissal Checklist

Name: _____ Date: _____

Evaluator:

- Employed progressive discipline to correct unreasonable behavior after hearing the other side of the story.
- Preserved the problem throughout written evaluation(s).
- Gave written instruction on how to correct the problem.
- Gave written warning of possible non-renewal or termination.
- Gave notice of intended recommendation to the Superintendent.
- Included a “simple but complete statement of the grounds for the recommendation of termination/non-renewal” in the notice.
- Any further action will be handled through the Superintendent’s office.

**VAN BUREN SCHOOL DISTRICT
Instructional Plan Sheet**

Name _____ School _____

Grade _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

State Standard(s) Addressed _____

1. Identify areas of deficiency displayed by student achievement in District, State, or National testing.
2. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples include a worksheet, homework or class assignment, project guidelines, or a problem.
3. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback that you provided to the students on their papers.
4. Write brief commentary about the assignment answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

 - What do the samples of student work tell you about the students' level of understanding?

 - How does the assignment help students develop their understanding?
5. Provide several samples of student work illustrating point in time remediation. Describe alternative ways of teaching this concept.

**VAN BUREN SCHOOL DISTRICT
Professional Development Log**

Name _____ School _____ School Year _____

DATE	EVENT OR SERVICE (e.g., workshop, committee, in-service)	CONTRIBUTION

VAN BUREN SCHOOL DISTRICT
Professional Contribution Log

Name _____ School _____ School Year _____

DATE	EVENT OR SERVICE (e.g., conference, presentation, consultation)	CONTRIBUTION

Receipt of VBSD Teacher Evaluation Plan

I certify that I have received a copy of the Van Buren School District Teacher Evaluation Plan and that I will abide by the plan set forth.

I further certify that upon leaving the district, I will return the Van Buren School District Evaluation Plan Book to the building Principal.

Employee Signature

Date

Work Location: _____

Appendix C – ADE Teacher Evaluation Rules
ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS FOR
TEACHER EVALUATION

1.00 Regulatory Authority

- 1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations for Teacher Evaluation.
- 1.02 These regulations are enacted pursuant to the State board of Education’s authority under Arkansas Code Ann. §6-11-105.

2.00 Purpose

- 2.01 The purpose of these regulations is to provide guidance to local school districts to design teacher evaluation systems that promote the professional growth of all teachers and enhance learning for all students.

3.00 Philosophy

Evaluation is viewed by the Arkansas Department of Education as a collaborative process, not an event. Evaluation should facilitate or support system wide change. To this end, the school districts should develop teacher evaluation systems that:

- 3.01 supports the induction of the probationary teacher into the teaching profession and the school district,
- 3.02 promotes the professional growth of career teachers,
- 3.03 prompts an improvement in unsatisfactory performance, and
- 3.04 provides criteria for making responsible personnel decisions.

4.00 Criteria

Local districts shall develop a teacher evaluation system that reflects:

- 4.01 The philosophy of the Arkansas Department of Education and the philosophy of local districts regarding teacher evaluation.
- 4.02 A sound professional development program that promotes continuous growth of teachers.
- 4.03 A collegial relationship among the supervisors and teachers.

4.04 A staff development training program for supervisors and teachers.

4.05 A set of teacher competencies descriptive of the local district's expectations and aligned with teacher licensure principles.

5.00 Written Evidence of Personnel Evaluation Plan

5.01 The teacher evaluation plan shall be reviewed and/or revised annually.

5.02 The local district's teacher evaluation system will be reflected in every school district's improvement plan.

Appendix D - Glossary

Definitions of Terms

[Table of Contents](#)

Artifacts Collection:

(Representative examples) of any object used by a teacher while engaged in any of the facets of teaching.

Collaborative Projects:

to work cooperatively together in an intellectual endeavor.

Core Teaching Expectations:

Specific behaviors derived through research on effective teaching strategies.
(See Appendix A)

Data: Collection of information obtained from observation of techniques of teaching, artifacts, planning information and other performance criteria based on the Core Teaching Expectations.

Designated Evaluator:

A specifically trained evaluator who has been trained by the Arkansas Department of Education, such as an assistant principal, assistant superintendent, or instructional supervisor.

Formal Observation:

Planned and announced on-site visit where the principal collects and records data.

Goals: A written plan by the teacher to improve performance in any of the Core Teaching Expectations.

Journal: A record of experiences, ideas, or reflections written by the teacher or student.

Pedagogy: The art, style, or method of teaching.

Portfolio: A collection of materials that represent the outcomes of the teaching and student learning activities (i.e.) Student papers, unit samples, pictures, newspaper articles, awards, videos, etc.

Post Observation Conference:

A review of data between the principal and teacher after the on-site visit.

Pre-observation Conference:

An exchange of information between the principal and teacher before the on-site visit.

Summative Review:

A formal evaluation for teachers based on performance of the Core Teaching Expectations.

Appendix E – Coach Evaluation Program

VAN BUREN SCHOOL DISTRICT

**COACH
EVALUATION PROGRAM**

**Approved
June 2003**

OUR CHILDREN. OUR SUCCESS.

Table of Contents

Coach Evaluation Philosophy Introduction	128
Review of Coaching Expectations	129
Van Buren School District Job Description for Coaches	130 - 131
Introduction to Coaches Evaluation Procedure	132
Explanation of Ratings	133
Summary	133
Coaches Observation Sheet	134
Coaches Summative Evaluation:	
I. Professional and Personal Relationships	135
II. Coaching Performance	136
III. Related coaching Responsibilities	137
IV. Summary of Coaches Evaluation	138

Coach Evaluation Philosophy

Introduction

The recent challenge of raising test scores and running schools with a limited pool of resources has resulted in an emphasis on accountability of teaching effectiveness which has been the focus of public accountability.

The interscholastic athletic program is one of the most visible aspects of an educational program. The public usually relates and understands more about athletics than most other school offerings. As a result, the public often judges the effectiveness of a school or school district by the success of the interscholastic athletic program.

Any quality public school system should have a quality athletic program. It has been proven that athletes have higher attendance rates, earn better grades, and are involved in fewer problems within the school due to their participation in athletics. Because of the important place that athletics holds in our schools, coaches have also become accountable for their productiveness including but not limited to such accountability measures as attendance, grades, behavior, conduct during practice and games, citizenship, and their won/loss record. Coaching expertise has become important for athletic administrators responsible for the hiring and termination of coaches.

It has become paramount for more attention to be directed toward the implementation of evaluation procedures to effectively assess coaching effectiveness. Most evaluations of coaches have been done subjectively and informally. In many instances, the won-lost record is the basis for the retention or dismissal of coaches. However, athletic directors should minimize the use of the won-loss record as the only measure of coaching effectiveness. Instead, an established coaching evaluation process would provide objective data to identify a coach's effectiveness in the total educational environment.

REVIEW OF COACHING EXPECTATIONS

The Athletic Philosophy

Interscholastic sports play a significant part in the lives of many young people. In the Van Buren School District, we are committed to providing the community and students with an exemplary athletic program. **At the end of the season, students should look back on their experience as fulfilling and rewarding. It is our goal that athletes will grow as individuals, learn to work together, appreciate hard work, and enjoy their experience.** The person who assumes the awesome responsibility to facilitate all of this is the coach!

The Concept of “Program”

- **The emphasis in each sport will be to develop a successful varsity sports program.** With this in mind, each sport will be viewed as one program presided over by a varsity coach. The varsity coach will be helped by assistant coaches.
- **In all sports, students will be taught one system from the Junior High level up through the varsity.** The varsity coach will dictate the offenses, defenses, and fundamental skills that should be taught on all levels. **The rationale for this is simple: if the varsity coach is to be held responsible for the success of the program, he or she must have control of the entire program.**
- Team roster decisions will be made by the coaching staff with the final decision being made by the head coach.

Head Coaching Responsibilities

- The head coach will be held directly responsible for the success of the program.
- The items listed below represent a partial list of the types of activities in which coaches will be expected to engage. The head coach will ensure the involvement of the entire coaching staff in fulfilling these responsibilities. All coaches will be expected to fulfill the responsibilities outlined on the following pages.

VAN BUREN SCHOOL DISTRICT JOB DESCRIPTION FOR COACHES

Varsity Head Coach

The varsity head coach is responsible to the Athletic Director. The coach of an individual sport must realize that any activity sponsored by a school is a part of the total program offered by that school. Individuals in charge of such activities must utilize sound educational principles and aims if athletics are to be a worthwhile part of the overall school program. The following coaching responsibilities are not all inclusive. Final decisions regarding these duties will be made by the Assistant Superintendent/Athletic Director in consultation with the Principal. The varsity head coach shall:

- Model the behaviors outlined in the National Federation Coaches' Code of Ethics.
- Have full control of the team in all matters pertaining to coaching and athletic discipline. A list of team rules and procedures should be filed with the Athletic Director.
- Be responsible for information contained in the Van Buren School District Athletic Handbook, the Arkansas Activities Association Handbook and the National Federation Sport Rulebook.
- Attend all meetings in the school or at the state level that deal directly with the sport coached.
- Stay informed of rule changes, trends, and recommendations that affect that particular sport.
- Be present at each practice session and at all contests of the sport coached. This includes supervision, at all times, of the locker and shower areas until the area is secured before and after practices and contests.
- Develop an organized written practice plan to include adequate warm-up and cool-down procedures on a daily basis.
- Make sure that the facilities and equipment are safe and that safety procedures are taught and followed in all areas.
- Decide the student personnel of the team.
- Process the medical forms, athletic permit blanks, and eligibility reports.
- Establish continuity of skills and philosophy between the junior varsity and varsity programs.

Assistant Coach/Junior High Coaches

The assistant coach/Junior High coaches are responsible to the head coach, principal, and Athletic Director. The duties of the assistant coach/Junior High coaches are to implement the program planned by the head varsity coach. Some of the responsibilities of the assistant coach/Junior High coach shall include:

- Daily attendance at practices.
- Attend all games and assist the varsity head coach or scout future opponents.
- Assist in planning and conducting practices.
- Model the behavior outlined in the National Federation Coaches' Code of Ethics.
- Be responsible for information contained in the Van Buren School District Athletic Handbook, the AAA Handbook, and the National Federation Sport Rulebook.
- Attend meetings in the school or at the state level that deal directly with the sport coached.
- Stay informed of rule changes, trends, and recommendations that affect the particular sport.
- Have the same responsibilities as listed for head coach, where applicable.

Volunteer Coach

The duty of a volunteer coach is to assist the head coach in the sport as assigned by the head coach. All volunteers are responsible to the head coach, Athletic Director, and Principal. Some of the responsibilities of the volunteer coach shall include:

- Conducting themselves in a professional, ethical manner at all times.
- Adhere to all local and state regulations.
- Perform all duties/responsibilities assigned by the head coach.
- Regular attendance at practices to assist the head coach.

VAN BUREN SCHOOL DISTRICT Coaches Evaluation Procedure

I. Introduction to Coaches Evaluation Procedure

The Board of Education of Van Buren School District is committed to providing students with the best possible learning environment both in and out of the classroom. An integral part of this success lies in the continuing evaluation of a coach's effectiveness. The school system has long been committed to the belief that evaluation is an on-going process that encourages a cooperative, positive effort toward continuing growth and effectiveness in attaining desired goals.

II. Purpose of the Evaluation

- a. To provide a systematic summary of a coach's effectiveness by:
 1. Informing the coach of his/her strengths and weaknesses
 2. Indicating suggestions for improvement
- b. To provide an opportunity for the coach to gain insight and to share in his/her evaluation.
- c. To provide a permanent account of a coach's professional accomplishments and contributions to the total program for filing in a central location.

This manual is a collection of procedures and forms which are in the appraisal process for coaches.

The appraisal process includes three major activities:

- a. Preparing and establishing performance expectations at the beginning of the year.
- b. End of the sport year observation sheet.
- c. Evaluating performance at the end of the school year using the Van Buren School District Coach Summative Evaluation form (see pages 10-13).

Note: Van Buren School District Coaches Observation sheet will be used for all documentation except for the End of Year Summative Evaluation.

III. Procedure for Evaluating Coaches

A coach will be evaluated using the Observation Sheets throughout the year. All head coaches will be evaluated by the athletic director/designee. Assistant coaches will be evaluated by a team consisting of the head coach and athletic director/designee. The athletic director/designee will review the Coach's Observation Sheets with the individual coach at the conclusion of the year and complete the Summative Evaluation. The individual coach's completed Summative Evaluation will then be filed in the following three locations: Athletic Directors office, School office, and the Office of the Superintendent. In addition, each individual coach will receive a copy.

Explanation of Ratings:

For individual Rating Scale Standards and Overall Assessment listed in the three major areas of competencies:

1	Unsatisfactory	Does not satisfactorily meet the standards * Described in the various competencies **
2	Needs Attention	Does not consistently meet the standards described in the various competencies
3	Satisfactory	Consistently meets the standards described in the various competencies
NA	Non-Applicable	Individual standard does not apply to that specific individual

Placement Related to Performance In This Assignment:

Satisfactory	To be recommended for continued assignment
Professional Support	To be recommended for continued assignment provided an understanding can be reached in areas where improvement is suggested.
Unsatisfactory	Not to be recommended for continued assignment

* Standards are descriptors issued under each major competency

** Competencies are the three major areas which includes Professional and Personal Relationships, Coaching Performance, and Related Coaching Responsibilities.

Summary

An evaluation process holds the coach accountable for his/her program outcomes. The process assures minimal expectations and is a tool that measures whether a coach is meeting agreed upon standards. The evaluation process provides the coach with feedback from in-service training, the suggestions that come from supervision, and the direction that comes from the process.

A planned evaluation process can help the athletic administrator in the decision to retain or dismiss a coach.

**VAN BUREN SCHOOL DISTRICT
COACHES OBSERVATION SHEET**

Coach's Name

Date

Observer's Name

Coaching Assignment

School

I. Cite any specific strengths using criteria from the Summative Evaluation _____

II. Cite any specific items that need attention using criteria from the Summative Evaluation (Suggested Improvements) _____

III. Re-mediation Plan: If this is needed for job retention the plan must:

1. have concerns in writing,
2. have input from supervisor and coach,
3. have a time-line for review, and
4. have a third party involved.

Coach's Signature

Date

Observer's Signature

Date

Signature only designates the receiving of this document. The coach may include any disagreement with this Observation Sheet.

**VAN BUREN SCHOOL DISTRICT
COACHES SUMMATIVE EVALUATION**

I. Professional and Personal Relationships

Descriptors		Meets Expectations	Needs Attention	Un-satisfactory	NA
A.	Understands and follows rules and regulations set forth by the Arkansas Activities Association, the VBSD Board of Education, and the AAAAA Conference.				
B.	Maintains proper sideline conduct at games toward players, officials, and other workers.				
C.	Cooperates with the Principal and Athletic Director.				
D.	Works cooperatively with junior high/senior high coaches in developing a coordinated program that promotes all sports in the athletic program.				
E.	Promotes positive public relations. Cooperates with newspapers, radio, television, Booster Club, and interested spectators as well as projects a positive, professional image at all times.				
F.	Attends in-service and other activities to improve coaching performance.				
G.	Develops rapport with teachers, coaches, and administrators.				
H.	Keeps Athletic Director informed of any or all problems before, during, or after all sporting events.				
I.	Respects and supports other coaches and athletes.				
J.	Shows rapport with head coach and assistants before, during, and after the coaching season for program development.				
K.	Accepts and implements athletic department decisions and policies.				
L.	Professionally accepts constructive feedback and/or recognition.				
M.	Fosters school spirit by promoting and supporting extracurricular school activities.				
N.	Cooperates and communicates with parents during the sports season.				
O.	Is appropriately dressed at practices and games.				

Comments: _____

Van Buren School District Coaches Summative Evaluation

II. Coaching Performance

Description		Meets Expectations	Needs Attention	Un-satisfactory	NA
A.	Develops respect by example in promptness, appearance, manners, behavior, language, and conduct during practice and games.				
B.	Provides rules to team members in writing and follows procedures in enforcing the rules.				
C.	Maintains individual and team discipline.				
D.	Is well versed and knowledgeable in matters pertaining to the sport.				
E.	Promotes integrity within the coaching staff.				
F.	Is able to administer basic first aid and CPR if training has been made available.				
G.	Provides proper supervision and security of locker rooms and practice areas.				
H.	Provides supervision and control on bus trips.				
I.	Develops a well-organized practice schedule which utilizes his/her staff and team to its maximum potential.				
J.	Is prompt and consistent in meeting team for practices and games.				
K.	Shows an interest in all athletes in off-season activities and classroom efforts.				
L.	Provides leadership and proper attitudes, including the attributes of patience, encouragement, and understanding that produce positive efforts by participants.				
M.	Is familiar with each student's physical examination and is aware of the student/athlete's medical history.				
N.	Utilizes current technology in providing quality instruction.				
O.	Provides an atmosphere of cooperation in being receptive to suggestions and criticism.				
P.	Understands team performance should be consistent with quality of athletes available.				

Comments: _____

**VAN BUREN SCHOOL DISTRICT
COACHES SUMMATIVE EVALUATION**

III. Related Coaching Responsibilities

Description		Meets Expectations	Needs Attention	Unsatisfactory	NA
A.	Cooperates with the Athletic Director in submitting participant lists, bus schedules, parent consent forms, physical forms, year-end reports, awards, inventory, and other information relative to his/her coaching assignment in a timely manner. Informs Athletic Director of unusual events and situations.				
B.	Demonstrates concern and support for academic efforts of athletes.				
C.	Is concerned about the care of equipment, including issue, collection, inventory, and storage, follows proper procedures in purchasing equipment.				
D.	Is cooperative in sharing facilities.				
E.	Encourages all potential athletes to participate in all sports.				
F.	Shows interest in youth leagues, middle school, and Junior High programs.				
G.	Is cooperative in scheduling non-league and scrimmage games.				
H.	Works with Athletic Director prior to notifying Sports Booster Club of his/her program's needs.				
I.	Attends coaches' meetings pertaining to his/her sport.				

Comments: _____

**VAN BUREN SCHOOL DISTRICT
COACHES SUMMATIVE EVALUATION**

IV. Summary of Coaches Evaluation

Evaluator's general comments regarding evaluation:

Coach's comments regarding this evaluation:

PERFORMANCE IN THIS ASSIGNMENT (check one)

- | | |
|--|---|
| <input type="checkbox"/> Continue without professional support | To be recommended for continued assignment. |
| <input type="checkbox"/> Begin professional support. | To be recommended for continued assignment, provided an understanding can be reached in areas where improvement is suggested. |
| <input type="checkbox"/> Exit professional support | Recommended for continued assignment. |
| <input type="checkbox"/> Non Renewal of Coaching Assignment | Not to be recommended for continued assignment. |

Print Name

Date

Coaching Assignment

Signature of Evaluator