LITTLE ROCK SCHOOL DISTRICT

Professional Teacher Appraisal System (PTAS)
Revised Edition 2009

“In Pursuit of Excellence for Teaching and Learning”

Dr. Linda Watson, Superintendent
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Little Rock, Arkansas 72201
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2009-10 LRSD Board of Directors

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FOREWORD

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

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

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

Judy Magness Date Clementine Kelley Date
LRSD Board of Directors Classroom Teacher Association
President

T. Kenneth James Date
Superintendent
Acknowledgement of the Committee Members

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

2004 Committee Co-Chairperson
Sadie Mitchell, Associate Superintendent
Dr. Lloyd Sain, Jr., Principal, ALC
Kay Gunter, Administrative Assistant

2004 Committee Members
Dr. T. Kenneth James, Superintendent
Tami Bennett, Teacher
Karen Broadnax, ESL Supervisor
Dr. Linda Brown, Principal
Susan Colford, Teacher
Suzi Davis, Director, Sec. Eng./Foreign Languages
Mable Donaldson, Director, Gifted & Talented
Frederick Fields, Principal
Summer Futrell, Teacher
Dennis Glasgow, Director, Math & Science
Susan Hestir, Teacher
Mayrean Johnson, Teacher
Frances Cawthon-Jones
Dr. Richard Hurley, Member, Track I
Clementine Kelley, CTA President
Dr. Marian Lacey, Assistant Superintendent
Dr. Bonnie Lesley, Associate Superintendent
Victor McMurray, Teacher
Marie McNeal, Director, Social Studies
Anne Mangan, Principal
Brent Mitchell, Teacher
Patricia Price, Director, Early Childhood
Beverly Williams, Director of Human Resources
Marion Woods, Coordinator, Staff Development

2007 Revision Committee
Dr. Lloyd Sain, Chair & Dir. of PD
Dr. Sadie Mitchell, Assoc. Supt.
Dr. Olivine Roberts, Assoc. Supt.
Junious Babbs, Assoc. Supt.
Nancy Swaty, Principal
Suzi Davis, Curriculum Director
Marilyn Bostic, Teacher
Phillip Wilson, Teacher
Lillie Carter, Principal
Catherine Koehler, Teacher
Teresa Knapp, Teacher
Dr. Cheryl Carson, Principal
David Hartz, HR Director
Malinda Johnson, Teacher
Grainger Ledbetter, Exec. Dir., CTA

2009 Revision Committee
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Dr. Sadie Mitchell, Assoc. Supt.
Marilyn Bostic, Teacher
Malinda Johnson, Teacher
Dr. Daniel Whitehorn, Principal
Katherine Snyder, Principal
Sabrina Kessler-Stout, Literacy
Teresa Knapp, Teacher
Dana Jones, Teacher
Carrie Stewart, Media Specialist

Dr. Lloyd Sain
PTAS Trainer & Committee Chair

2004 Educational Consultant
Dr. Thomas L. McGreal
Mission Statement

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

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

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

Evaluation Overview

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

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

B. **Goals of Evaluation**
The Little Rock School District has established the following goals for the teacher evaluation process:

1. To aim for excellence in the educational curriculum through improving teaching techniques and providing opportunities for professional staff development and growth for every teacher.

2. To improve instruction by collecting specific data and by analyzing the individual teaching performance for each certified person.

3. To improve teaching and learning by developing an individual professional plan for each certified person in the non-probationary track.

4. To identify for the teacher the critical skills and expectations that are essential and clear indicators for effective teaching performance.

5. To offer a supportive process/track to any teacher who warrants additional assistance when further preparation and refining of skills are needed in meeting the expectations.

6. To offer feedback to the individual being evaluated in expressing the extent in which his/her performance or undertaking has met the District's expectations or school improvement initiatives.

7. To provide accountability for the District's decision to continue employment.
C. **Review of the evaluation**

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

D. **Training of the evaluators**

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

1. Train evaluators and administrators in observation techniques that will enable them to identify and to describe teaching behavior in alignment with the established teaching competencies as found in the Professional Teacher Appraisal System.

2. Offer training to evaluators to assist them in developing and assessing professional growth plans.

3. Ensure that a district appraisal training program is established and completed by all pertinent evaluators and administrators.

4. Train yearly new principals and vice-principals on the expectations and procedures for the district's revised teacher appraisal system.

E. **Orientation of Program Appraisal System**

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

1. To acquaint Track I and Track II certified teachers to the LRSD evaluation process, policy, procedures, and forms;

2. To explain and discuss the core teaching standards and coordinating rubrics for each domain;

3. To assign Track I teachers to an assigned evaluator at the building level;

4. To outline and explain the scope and importance of Professional Growth Plan; and

5. To acquire the teacher's signed acknowledgment of the training and the receipt of the new appraisal booklet.
A probationary teacher (Track I) is defined as one
• who has fewer than three years of teaching experience,
• who has more than three consecutive years of experience in an Arkansas school district but who is new to the district, or
• who enters teaching from the collegial or parochial sector.
A. Evaluation of Probationary (Track I) Teachers

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

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

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

B. Professional Growth Plan for Track I Teachers

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

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

C. Observation of the Track I (Probationary) Teacher

In Track I, a teacher will be observed and evaluated for three consecutive years (see page 10). During year one, the teacher will receive two formal observations and one informal observation. The teacher must submit a professional growth plan to the principal. While the teacher in Track I may receive two observations during Year I by an assigned Pathwise mentor, these two observations will not be included
or used in the evaluator's collection of data or evaluation of the teacher's mid-year or summative appraisal.

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

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

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

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

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

Year One

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

Year Two

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

Year Three

♦ One Formal Observation
♦ Two Documented Drop-in Observations
♦ Mid-Year Evaluation (Dec. 1 – Feb. 1)
♦ Summative Evaluation (by May 31st)
♦ Professional Growth Plan (by May 15th)
A Track II or non-probationary teacher is one
  • who has three or more consecutive years of teaching experience in the LRSD district
  • who has completed the Track I, Year 3 probationary status and will be recommended for non-probationary status for the subsequent year
Track II Expectations and Requirements

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

OBSERVATION OF A NON-PROBATIONARY TEACHER

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

□ Beginning with the Fall 2003-2004 school year, non-probationary teachers will be assigned a cycle (1, 2, or 3) as determined by the building principal and reported to the Human Resource Division for district tracking.
□ The cycle as determined in Fall '03, or when a teacher enters Track II after that date, will remain permanent for the teacher while employed in the LRSD, even when the teacher transfers to another building within the district.
□ A non-probationary teacher should be formally observed only once within the three-year period of a cycle unless placed into Track III. At that time, the teacher will be evaluated on all domains and the completion/progress of his/her professional growth plan.

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

REQUIREMENTS AND GUIDELINES FOR THE PROFESSIONAL GROWTH PLAN

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

□ Teachers may choose a plan for professional growth from a suggested list of topics/fields or may choose one of their own.
Teachers may choose to work independently or with a team consisting of two to five members within their building.

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

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

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

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

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

**Professional Growth Plan Activities/Methods:**
Activities and methods may include any of the following:

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

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

**Professional Growth Plan Revisions:**
In the event a Professional Growth Plan needs to be revised, all revisions must be approved by the other teachers involved in the plan and the administrator.
**Professional Growth Plan Resources:**
Resources will be approved as part of the teacher’s Professional Growth Plan by the administrator. They may include classroom or professional materials, curriculum personnel or others as approved.

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**REQUIRED SCHEDULE DATES FOR PROFESSIONAL GROWTH PLANS**

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

**May 15th**
Prior to May 15th, the teacher (s) and building administrator will have a concluding meeting during the second semester to review the results of the Plan via the Professional Growth Plan Final Evaluation Form for Completed Plans, p. 18

All forms for the pre-conference and the final meeting are maintained at the building level.
Cycle Year (Observation)
(To be formally observed every three years)

- One Formal Observation that includes a pre-and-post conference to assess Domains I thru IV
- Professional Growth Plan (by May 15th)
- Summative Evaluation (by May 31st)
  (Domains I thru IV)

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

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

- Domain IV Compliance Only
- Professional Growth Plan (by May 15th)
- Summative Evaluation (by May 31st)
  (Domain IV only)

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

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

Beginning Date         Final Report Date
____________________  ______________________

Teacher (s)                            Grade/Department
___________________________________________         ________________________
___________________________________________              ________________________
___________________________________________          ________________________
___________________________________________          ________________________
___________________________________________          ________________________

Growth Goal:

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

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

**DOMAIN 1: PLANNING AND PREPARATION**

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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

**DOMAIN 3: INSTRUCTION**

____  3a. Communicating Clearly and Accurately*
____  3b. Using Questioning and Discussion Techniques*
____  3c. Engaging Students in Learning*
____  3d. Providing Feedback to Students*
____  3e. Utilizing Technology
### Professional Growth Plan Outline Continued

<table>
<thead>
<tr>
<th>Activities to meet the goals of this plan</th>
<th>Resources needed for plan activities</th>
<th>Artifacts to be collected</th>
<th>Timeline (Month/Year to start activity)</th>
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<tbody>
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</table>

All activities in this plan must be completed prior to May 15th using the PGP for Completed Plan.

______________________________    __________________________
Administrator’s Signature        Date

This form is filed at the building level.
PROFESSIONAL GROWTH PLAN FINAL EVALUATION FORM
FOR COMPLETED PLANS

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

Teacher: _____________________________   School:  ______________________

Grade/Dept: _________  Plan start date: __________  Plan completion date: __________

If plan was a group plan, list other members:
1. ______________________________________  2. ______________________________________
3. ______________________________________  4. ______________________________________

Plan Outcomes:

Artifacts Submitted:

Teacher Reflection/Future Consideration:

Evaluator’s comments:

Administrator Signature   Date   Teacher Signature   Date

This form is filed at the building level.
SUGGESTED LIST OF ARTIFACTS

I. Planning and Preparation:
   • Lesson Plans
   • Long Range Plans
   • Assessment Plan
   • Grading Plan/Grade Book
   • Discipline Plan
   • Substitute Plans
   • Curriculum Maps
   • Data Disaggregation on Student Achievement, Performance

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

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

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

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

PROFESSIONAL SUPPORT

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

PURPOSE

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

1) to demonstrate the commitment of the District to the ongoing growth and development of all teachers,

2) to enable an administrator to assist a probationary or non-probationary teacher to improve a specific core teaching standard or/and professional competency, and

3) to enable a teacher to seek assistance in any of the Core Teaching Standards based upon the teacher self-initiation.

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

Level One: Awareness Phase

Level Two: Assistance Phase
Track III

LEVEL ONE: AWARENESS PHASE

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

The following steps are employed in the Awareness Phase:

1) The administrator identifies a concern related to the Core Teaching Standard and informs the teacher in writing of the concern.

2) The administrator establishes an initial meeting to be scheduled and held within 10 working days of the notification of concern.

3) The administrator and teacher collaborate and attempt to resolve the concern(s) via an established plan (see “Action Plan for Improvement Form,” p. 28). Procedures, resources, and timelines (not to exceed 30 days) relative to resolving the concern will be mutually agreed upon by the teacher, administrator, and/or other involved parties.

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

1) The teacher will return to the Track I or II because the concern(s) has been resolved.

2) If evidence exists that suggests that the teacher is making progress in the Awareness Phase but improvement is still needed, then the administrator may elect to leave the teacher in this phase for a continuation of mutually agreed upon procedures and extended time line, not to exceed 15 more additional days.

OR

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

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

Minutes of meetings and information collected in the Awareness Phase will remain at the building level and between the concerned parties.
If the administrator believes that the teacher needs a support system to address an area(s) of concern or if requested by the teacher, then a support team or appropriate personnel will be identified by the teacher and/or the administrator.

At the administrator’s discretion, the administrator may omit placing a teacher in the Awareness Phase and may place the teacher directly in the Assistance Phase.
The purpose of the Assistance Phase is to provide more specific guidance and assistance to a tenured teacher.

The following steps are employed in the Assistance Phase:

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

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

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

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

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

2) An individual plan for improvement will be written collaboratively by the teacher and the administrator. The teacher will be allowed input into the development of the plan. If the teacher rejects the plan, he/she will be responsible for correcting the below basic or basic performance. The plan will include the following components (see “Action Plan for Improvement Form,” p. 28): This plan is to be specific with obtainable objectives and reasonable measurements.

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

b. Strategies, procedures, technical assistance, and/or activities to be utilized for the resolution of the problem;
c. Indicators of success relating to the Core Teaching Standard that need improvement;

d. A listing of resources to be allocated for plan implementation and completion including but not limited to materials and staff development, with budgetary considerations. **Technical assistance must be provided during this probationary period unless rejected by the teacher and documented by the administrator.**

e. A time line, **maximum 40 contractual days** for the teacher, indicating implementation dates, final review dates, and meeting dates to review progress of the plan.

3) Copies of the plan, all meetings, and discussions will be filed at the building level and in the teacher’s personnel file (See “Minutes of Action Plan Meeting,” p. 29).

4) During the probation period, the evaluator will do a **formal** observation with the required pre and post observation conference to assess the progress and to provide feedback to the teacher. **In the pre-conference, the teacher and administrator will mutually identify, where possible the date of the classroom observation.** During the post observation conference, the administrator and the teacher will jointly conference to determine how future progress and feedback will be determined at or near the end of the probationary period (i.e., informal observation, drop-ins, written communication, and/or conferences).

5) **At the final probationary conference, a union representative will be present.** In the final meeting, the principal shall be present to inform the teacher and to respond to any questions about his or her decision to enact the below options listed under #6.

6) An appraisal form shall be completed and included with the evaluator’s recommendation.

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

- a. Problem is resolved. The teacher is moved from the Track III: Assistance Phase to Track I or II.

- b. Progress is noted. The teacher continues in the Assistance Phase for an additional period of time, not to exceed 15 additional days.

- c. Problem is not resolved. The teacher is recommended for non-renewal or termination of contract in accordance with the Arkansas Teacher Fair Dismissal Act.

4) All data and forms obtained during the Assistance Phase will be used if a non-renewal or termination should be recommended.
ACTION PLAN FOR IMPROVEMENT FORM

Check one:  _____Awareness Phase                      _____Assistance Phase

Teacher __________________________Evaluator __________________________

Date____________________________________

Domain:   _____Planning and Preparation    _____The Classroom Environment    _____Instruction

Concern(s):

Additional Assistance Phase Staff: (if applicable)

Action Plan Strategies:

Action Plan Success Indicators:

Resources (if applicable):

Initial Meeting Date/Time:

Interval Meeting Dates/Times:

Final Meeting Date/Time:

Recommendation:

Evaluator Signature_________________________ Date___________________

Teacher Signature__________________________ Date___________________

This form is filed at the building level and in the teacher’s personnel file.
MINUTES OF ACTION PLAN MEETING

Check one: _____Awareness Phase                   _____Assistance Phase

Teacher___________________________Evaluator______________________

Domain: _____Planning and Preparation       _____The Classroom Environment
       _____Instruction

Identifiable Concern(s):

Progress Noted:

Secondary Concern(s):

Modifications (if applicable):

Evaluator signature_____________________________ Date___________

Teacher signature______________________________  Date___________

This form is filed at the building level only.
DOMAINS AND RUBRICS:

Domain 1: Planning and Preparation
Domain 2: Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
CORE TEACHING STANDARDS

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

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

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

- Below basic: The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the element will enable the teacher to grow and develop in this area.

- Basic: The teacher appears to understand the concept underlying the element and aims to implement its components, but application is sporadic, intermittent, or otherwise not entirely successful.

- Proficient: The teacher clearly comprehends the concepts underscoring the components and applies it well.

- Distinguished: The teacher is identified as an exceptional or master teacher who makes a contribution to the profession. The teacher’s classroom is exceptionally student-centered and is representative of a climate where students are active, self-initiating, and responsible learners.

Some components of the Core Teaching Standards have been identified as critical elements to the teaching act. Thus, these components have been identified as heavily weighted and critical as denoted by an asterisk (*).
1A. **Demonstrating Knowledge of Content and Pedagogy***

- Knowledge of Content
- Background Knowledge
- Knowledge of Content-related Pedagogy

1B. **Demonstrating Knowledge of Students***

- Knowledge of Characteristics of Age Group
- Knowledge of Students’ Varied Approaches to Learning
- Knowledge of Students’ Skills and Achievement Levels
- Knowledge of Students’ Interest and Cultural Heritage

1C. **Selecting Instructional Goals***

- **Alignment to Standards**
- Clarity
- Suitability for Diverse Students

1D. **Demonstrating Knowledge of Resources***

- Resources for Teaching
- Resources for Students

1E. **Designing Coherent Instruction***

- Learning Activities
- Instructional Materials and Resources
- **Instructional Grouping**
- Lesson and Unit Structure

1F. **Assessing Student Learning***

- Alignment with Instructional Goals, Standards and Benchmarks
- Criteria and Standards
- Variety of Strategies
- **Analysis of Data and Assessment to Inform Instruction**
## DOMAIN 1: PLANNING AND PREPARATION

*Component 1a: Demonstrating Knowledge of Content and Pedagogy*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Below Basic</strong></td>
</tr>
<tr>
<td>Knowledge of Content</td>
<td>Teacher makes content errors or does not correct content errors students make.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
</tr>
<tr>
<td>Background Knowledge</td>
<td>Teacher displays little understanding of background knowledge important for student learning of the content.</td>
</tr>
<tr>
<td></td>
<td>Teacher indicates some awareness of background knowledge, although such knowledge may be incomplete or inaccurate.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s plans and practices reflect understanding of background knowledge and relationships among topics and concepts.</td>
</tr>
<tr>
<td></td>
<td>Teacher actively builds on knowledge of background and relationships when describing instruction or seeking causes for student misunderstanding.</td>
</tr>
<tr>
<td>Knowledge of Content-related Pedagogy</td>
<td>Teacher displays little understanding of pedagogical issues involved in student learning of the content.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays basic pedagogical knowledge but does not monitor and adjust for student misconceptions.</td>
</tr>
<tr>
<td></td>
<td>Pedagogical practices reflect current research on best practice within the discipline while monitoring and adjusting for student misconceptions in whole group.</td>
</tr>
<tr>
<td></td>
<td>Instruction reflects the teacher’s search for best practice and adjusting for targeted, individual student misconceptions.</td>
</tr>
</tbody>
</table>
### Domain 1: Planning and Preparation

*Component 1b: Demonstrating Background Knowledge*

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Characteristics of Age Group</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Teacher displays minimal knowledge of developmental characteristics of age group.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher displays generally accurate knowledge of developmental characteristics of age group.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher displays knowledge of typical developmental characteristics of age group, exceptions, and differentiates appropriately.</td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Teacher displays general understanding of different approaches to learning that students exhibit.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher displays solid understanding of different approaches to learning that students exhibit.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher displays informed and seeks new ways to use varied approaches to learning in instructional planning.</td>
</tr>
<tr>
<td>Distinguished</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Skills and Achievement Levels</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Teacher displays little knowledge of students’ skills and achievement levels and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher recognizes the students’ skills and achievement levels but displays this knowledge for the class as a whole with little regard for differentiated needs.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher displays knowledge of individual student skills and achievement levels.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher instruction reflects the knowledge of individual student skills and achievement levels.</td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Interests and Cultural Heritage</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for the class only as a whole.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher displays knowledge of the interests or cultural heritage of each student.</td>
</tr>
</tbody>
</table>
**DOMAIN 1: PLANNING AND PREPARATION**

*Component 1c: Selecting Instructional Goals*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment to Standards</strong></td>
<td>Goals are not appropriate and represent low expectations or no conceptual understanding for students. Goals do not relate to standards and benchmarks.</td>
<td>Goals are moderately appropriate in either their expectations or conceptual understanding for students and relate to standards and benchmarks.</td>
<td>Goals are appropriate in their level of expectations, conceptual understanding, and relate to standards and benchmarks.</td>
<td>Not only are the goals appropriate, but teacher can also clearly articulate how goals establish high expectations and relate to standards and benchmarks.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Goals are either not clear or are stated as student activities.</td>
<td>Goals are only moderately clear or include a combination of goals and activities.</td>
<td>Most of the goals are clear and are written in the form of student learning.</td>
<td>All the goals are clear and are written in the form of student learning.</td>
</tr>
<tr>
<td><strong>Suitability for Diverse Students</strong></td>
<td>Goals are not suitable for the class.</td>
<td>Goals are suitable for a few students in the class.</td>
<td>Goals are suitable for most students in the class.</td>
<td>Goals take into account the varying learning needs of individual students or groups.</td>
</tr>
</tbody>
</table>
## DOMAIN 1: PLANNING AND PREPARATION

**Component 1d: Demonstrating Knowledge of Resources**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Resources for Teaching</strong></td>
<td>Teacher is unaware of resources available through the school or district.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
</tr>
<tr>
<td></td>
<td>Teacher is fully aware of all resources available through the school or district.</td>
</tr>
<tr>
<td></td>
<td>In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.</td>
</tr>
<tr>
<td><strong>Resources for Students</strong></td>
<td>Teacher is unaware of resources available to assist students who need them.</td>
</tr>
<tr>
<td></td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
</tr>
<tr>
<td></td>
<td>Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</td>
</tr>
<tr>
<td></td>
<td>In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.</td>
</tr>
</tbody>
</table>
# DOMAIN 1: PLANNING AND PREPARATION

*Component 1e: Designing Coherent Instruction*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Learning activities are not suitable for students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. Learning activities do not differentiate.</td>
</tr>
<tr>
<td>Basic</td>
<td>Only some of the learning activities are suitable for students or instructional goals. Learning differentiation occurs. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Most of the learning activities are suitable for students and instructional goals such as whole group, small group and individualized instruction. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Learning activities incorporating differentiated instruction are highly relevant for students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td><strong>Instructional Materials and Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Materials and resources do not support the instructional goals or engage students in meaningful learning.</td>
</tr>
<tr>
<td>Basic</td>
<td>Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.</td>
</tr>
<tr>
<td>Proficient</td>
<td>All materials and resources support the instructional goals, and assist in differentiation of instruction.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>All materials and resources support the instructional goals, and assist in differentiated instruction. There is evidence of student participation in selecting or adapting materials.</td>
</tr>
<tr>
<td><strong>Instructional Groups</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Instructional groups are not varied and not appropriate to the different instructional goals.</td>
</tr>
<tr>
<td>Basic</td>
<td>Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Instructional groups are varied as appropriate to the different instructional goals.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Instructional groups are varied as appropriate to the different instructional goals. There is evidence of some student input in the instructional grouping.</td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.</td>
</tr>
<tr>
<td>Basic</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The lesson or unit has a clearly defined structure and activities that support differentiated instruction. Time allocations are reasonable.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>The lesson’s or unit’s structure is clear and allows for different pathways according to student needs.</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>Level of Performance</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td><strong>Basic</strong></td>
</tr>
<tr>
<td>Alignment with Instructional Goals, Standards, and Benchmarks</td>
<td>Content and methods of assessment are not aligned with instructional goals, standards, and benchmarks.</td>
</tr>
<tr>
<td>Criteria and Standards</td>
<td>Assessment contains no clear criteria or standards.</td>
</tr>
<tr>
<td>Variety of Strategies</td>
<td>Assessments show no variety in measuring student achievement with regard to differentiated instruction.</td>
</tr>
<tr>
<td>Analysis of Data and Assessment to Inform Instruction</td>
<td>Sources of data and/or assessments were not used for planning.</td>
</tr>
</tbody>
</table>
THE CLASSROOM ENVIRONMENT

2A. Establishing a Culture for Learning*

- Expectations for Learning and Achievement
- Teacher Interaction with Students
- Physical Environment
- Advocacy

2B. Managing Classroom Procedures*

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-instructional Duties

2C. Managing Student Behavior*

- Expectations
- Monitoring of Student Behavior
# DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2a: Establishing a Culture for Learning

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations for Learning and Achievement</strong></td>
<td>Instructional goals, activities, interactions, and classroom environment reflects below grade level, low order thinking and interaction is not connected to real-life situations.</td>
<td>Instructional goals, activities, interactions, and classroom environment reflect inconsistent use of grade level appropriate higher order thinking and very little connection to real-life situations.</td>
<td>Instructional goals, activities, interactions, and classroom environment reflect grade level appropriate higher order thinking instruction connected to real-life situations.</td>
<td>Instructional goals, activities, interactions and classroom environment reflect student/teacher collaboration in setting goals and planning grade-level appropriate higher order thinking instruction connected to real-life situations.</td>
</tr>
<tr>
<td><strong>Teacher Interaction with Students</strong></td>
<td>Teacher interaction with at least some students is negative, inappropriate to developmental and cultural norms.</td>
<td>Teacher-student interactions are generally appropriate but reflect occasional inconsistencies, favoritism, or disregard for developmental and cultural norms. Students exhibit disrespect for teacher.</td>
<td>Teacher-student interactions are positive, demonstrate general warmth, caring and respect, and are appropriate to the developmental and cultural norms. Students exhibit respect for teacher.</td>
<td>Teacher demonstrates genuine caring and respect for each student. Students exhibit respect for teacher.</td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td>Physical environment is uninviting, disorderly and lacks stimulating components.</td>
<td>Physical environment is limited with examples of orderliness, student work and stimulating components.</td>
<td>Physical environment creates an atmosphere that is attractive, welcoming, stimulating, and displays current examples of student work.</td>
<td>Physical environment is innovative, creative and reflects student-centered design with current student work and content-specific learning/materials displayed.</td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>Teacher does not work to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher sometimes works to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher works to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.</td>
</tr>
</tbody>
</table>
## DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2b: Managing Classroom Procedures*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td>Management of Instructional Groups</td>
<td>Tasks for group work are unsuccessful and/or unplanned, resulting in complete off-task behavior.</td>
</tr>
<tr>
<td>Management of Transitions</td>
<td>Transitions are inefficient, ineffective, and distracting.</td>
</tr>
<tr>
<td>Management of Materials and Supplies</td>
<td>Materials are handled inefficiently, resulting in loss of instructional time.</td>
</tr>
<tr>
<td>Performance of Non-instructional Duties</td>
<td>Instructional time is lost in performing non-instructional duties.</td>
</tr>
</tbody>
</table>
## DOMAIN 2: THE CLASSROOM ENVIRONMENT

*Component 2c: Managing Student Behavior*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>No standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>Establishment of standards of conduct and student understanding of them appear inconsistent.</td>
</tr>
<tr>
<td><strong>Monitoring of Student Behavior</strong></td>
<td>Student behavior is not monitored, and teacher is unaware of what students are doing.</td>
</tr>
</tbody>
</table>
3A: Communicating Clearly and Accurately*

Directions and Procedures
Oral and Written Language

3B: Using Questioning and Discussion Techniques*

Quality of Questions
Discussion Techniques
Quality of Discussion

3C: Engaging Students in Learning*

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

3D: Providing Feedback to Students*

Quality
Timeliness
Responses to Students

3E: Utilizing Technology

Curriculum Resource
Instruction
## DOMAIN 3: INSTRUCTION

*Component 3a: Communicating Clearly and Accurately*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions and Procedures</td>
<td>Teacher directions and procedures are confusing to students.</td>
<td>Teacher directions and procedures are sometimes grade-level inappropriate, excessively detailed, or poorly expressed.</td>
<td>Teacher directions and procedures are clear to students and contain an appropriate level of detail.</td>
<td>Teacher directions and procedures are clear to students and teacher anticipates possible student misunderstanding.</td>
</tr>
<tr>
<td>Oral and Written Language</td>
<td>Spoken or written language contains many grammar and syntax errors. Vocabulary is inappropriate, vague or used incorrectly, leaving students confused.</td>
<td>Teacher’s spoken and written language is sometimes unclear and incorrect. Vocabulary is sometimes inappropriate for students’ ages or backgrounds.</td>
<td>Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to student’s age and interests.</td>
<td>Teacher’s spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson.</td>
</tr>
</tbody>
</table>
### DOMAIN 3: INSTRUCTION

*Component 3b: Using Questioning and Discussion Techniques*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Teacher’s questions are virtually all of poor quality. Questions show little variety in techniques employing mostly or all structured techniques. No interpretative or open-ended techniques employed.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher’s questions are a combination of low and high quality. Teacher uses more than one questioning technique with little interpretative or open-ended techniques.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Most of teacher’s questions are of a high quality. Teacher uses a variety of questioning techniques including some interpretative, structured, open-ended, and guided questions to allow for adequate demonstration of understanding. Adequate time is available for students to respond.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher’s questions are of uniformly high quality and demonstrate a variety of techniques, with adequate time for students to respond. Teacher encourages students to formulate a variety of high quality questions.</td>
</tr>
<tr>
<td><strong>Discussion Techniques</strong></td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>Interaction between teacher and students is predominantly recitation style with teacher initiating all questions and/or answers.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher makes some attempt to engage students in discussion, with uneven results.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Classroom interaction represents true discussion with teacher acting as facilitator.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Teacher encourages students to assume a considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Discussion</td>
<td>Discussions are often of non-substantive quality with little attention to topic(s).</td>
<td>Teacher attempts to keep discussion substantive but with limited success. Discussion wanders from appropriate topic(s).</td>
<td>Teacher guides and leads students in engaged and substantive discussion and conversation.</td>
<td>Teacher encourages students to initiate quality discussions with substantive conversation to further understanding while engaging all students.</td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

*Component 3c: Engaging Students in Learning*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Presentation of Content</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation of content is inappropriate and unclear or uses poor examples and analogies.</td>
</tr>
<tr>
<td><strong>Activities, Resources, and Assignments</strong></td>
<td>Activities and resources are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.</td>
</tr>
<tr>
<td><strong>Grouping of Students</strong></td>
<td>Instructional groups are inappropriate to the students or to the instructional goals.</td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Structure and Pacing</strong></td>
<td>The lesson has no clearly defined structure, and/or the pacing is inappropriate.</td>
</tr>
<tr>
<td><strong>Lesson Adjustment</strong></td>
<td>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

*Component 3d:  Providing Feedback to Students*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td>Feedback is either not provided or is of uniformly poor quality.</td>
<td>Feedback is inconsistent in quality: Some elements are not accurate, substantive, constructive, and specific.</td>
<td>Feedback is consistently accurate, substantive, constructive, and specific. Provision is made for students to use feedback in their learning.</td>
<td>Feedback is consistently accurate, substantive, constructive, and specific. Provision is made for students to use feedback in their learning.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Feedback is not provided in a timely manner.</td>
<td>Timeliness of feedback is inconsistent.</td>
<td>Feedback is consistently provided in a timely manner.</td>
<td>Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.</td>
</tr>
<tr>
<td><strong>Responses to Students</strong></td>
<td>Teacher devalues or disregards students’ questions or interests.</td>
<td>Teacher attempts to accommodate students’ questions or interests with minimum explanation.</td>
<td>Teacher successfully accommodates students’ questions or interests with a sufficient explanation.</td>
<td>Teacher seizes a major opportunity to enhance learning by building on spontaneous interactions.</td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

Component 3e: Utilizing Technology

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Curriculum Resource</strong></td>
<td>Teacher does not use technology as a resource to support the curriculum.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Instruction provides no opportunity for use of technology.</td>
</tr>
</tbody>
</table>
4A. Reflecting on Teaching

Accuracy
Use in Future Teaching

4B. Maintaining Accurate Records*

Student Completion of Assignments
Student Progress in Learning
Non-instructional Records

4C. Communication with Families

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

4D. Contributing to the School

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

4E. Growing and Developing Professionally*

Enhancement of Content Knowledge and Pedagogical Skill
Service to the Profession
Professional Growth to School Improvement

4F. Showing Professionalism

Service to Students
Decision Making
## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4a: Reflecting on Teaching

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.</td>
</tr>
<tr>
<td><strong>Use in Future Teaching</strong></td>
<td>Teacher has no suggestions for how a lesson may be improved another time.</td>
</tr>
</tbody>
</table>
### Domain 4: Professional Responsibilities

*Component 4b: Maintaining Accurate Records*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Student Completion of Assignments</strong></td>
<td>Teacher’s system for maintaining information on student completion of assignments is in disarray.</td>
</tr>
<tr>
<td><strong>Student Progress in Learning</strong></td>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
</tr>
<tr>
<td><strong>Non-instructional Records</strong></td>
<td>Teachers’ records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
</tr>
</tbody>
</table>
# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## Component 4c: Communication with Families

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td></td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Distinguished</td>
</tr>
<tr>
<td><strong>Information About the Instructional Program</strong></td>
<td>Teacher provides little information about the instructional program to families.</td>
</tr>
<tr>
<td></td>
<td>Teacher participates in the school’s activities for parent communication but offers little additional information.</td>
</tr>
<tr>
<td></td>
<td>Teacher provides two forms of documentation information to parents, as appropriate about the instructional program.</td>
</tr>
<tr>
<td></td>
<td>Teacher provides at least three forms of information to parents as appropriate about instructional program. Students participate in preparing materials.</td>
</tr>
<tr>
<td><strong>Information About Individual Students</strong></td>
<td>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</td>
</tr>
<tr>
<td></td>
<td>Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.</td>
</tr>
<tr>
<td></td>
<td>Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns.</td>
</tr>
<tr>
<td></td>
<td>Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</td>
</tr>
<tr>
<td><strong>Engagement of Families in the Instructional Program</strong></td>
<td>Teacher makes no attempt to engage families in the instructional program.</td>
</tr>
<tr>
<td></td>
<td>Teacher makes modest attempts to engage families in the instructional program.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and innovative.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and innovative. Students contribute ideas for projects that will be enhanced by family participation.</td>
</tr>
</tbody>
</table>
## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

**Component 4d: Contributing to the School and District**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Relationships with Colleagues</strong></td>
<td>Teacher demonstrates an unwillingness to cooperate with colleagues.</td>
</tr>
<tr>
<td><strong>Service to the School</strong></td>
<td>Teacher avoids participating in school events.</td>
</tr>
<tr>
<td><strong>Instructional Collaboration on Teaching and Learning</strong></td>
<td>Teacher rarely or never collaborates with colleagues making no contribution to the improvement of the instructional program, department, team, or district efforts.</td>
</tr>
</tbody>
</table>
## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

*Component 4e: Growing and Developing Professionally

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td>Enhancement of Content Knowledge and Pedagogical Skill</td>
<td>Teacher does not participate in professional development activities to enhance knowledge or skill.</td>
</tr>
</tbody>
</table>

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

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

**Under Enhancement of Content and Knowledge and Pedagogical skill, “participate in professional development activities” is assessed as follows:**
- Teacher earns 0–29 hours of development is below basic
- Teacher earns 30–59 hours is basic.
- Teacher earns 60 – 74 hours with 6 hours in educational technology, 2 hours in parental involvement/strategies, and 2 hours in AR History for K-5 AR History teachers who offer instruction in AR History is proficient.
- Teacher earns 75 hours or more with 6 hours in educational technology, 2 hours in parental involvement/strategies, and 2 hours in AR History for teachers who offer instruction in AR History is distinguished.
## Domain 4: Professional Responsibilities

**Component 4f: Showing Professionalism**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
</tr>
<tr>
<td><strong>Service to Students</strong></td>
<td>Teacher is not alert to students’ needs.</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>Teacher makes decisions solely based on self-serving interests.</td>
</tr>
</tbody>
</table>
PROFESSIONAL

TEACHER

APPRAISAL

FORMS
Professional Teacher Appraisal System Forms

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

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

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

(To be completed by the evaluator/observer)

<table>
<thead>
<tr>
<th>Name ___________________________</th>
<th>Subject ________________</th>
<th>Grade Level________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer___________________</td>
<td>Observation Date____________</td>
<td>Delivery Date________</td>
</tr>
</tbody>
</table>

## Domain 1: Planning and Preparation

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

## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
</tr>
</tbody>
</table>
CLASSROOM OBSERVATION
(To be completed by the observer)

FORMAL _____ INFORMAL _____ DROP-IN _____

TIME IN_______ TIME-OUT_______

Name ________________________ Subject ____________________ Grade Level_________

Observer____________________ Observation Date__________ Delivery Date________

<table>
<thead>
<tr>
<th>Domain 2: Classroom Environment</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Component 2a: Establishing a Culture for Learning</td>
<td>*Component 3a: Communicating Clearly and Accurately</td>
</tr>
<tr>
<td>*Component 2b: Managing Classroom Procedures</td>
<td>*Component 3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>*Component 2c: Managing Student Behavior</td>
<td>*Component 3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>Component 2d: Organizing Physical Space</td>
<td>*Component 3d: Providing Feedback to Students</td>
</tr>
<tr>
<td>General Comments:</td>
<td>*Component 3e: Utilizing Technology</td>
</tr>
</tbody>
</table>

Notes:

Notes:
Instruction and Reflection Profile

Teacher ____________________________________________________________

Evaluator's Name__________________________________________________

Title_____________________________________________________________

Grade___________________________ School____________________________

Subject________________________________________ Date of Evaluation _____/_____/_____

(if applicable)

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

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

1. LEARNING GOALS/OBJECTIVES-DOMAIN 1C

What are the goals for student learning for this lesson? That is, what do you intend students to learn? 1C

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

Why have you chosen these goals? 1C
### 2. **STUDENT GROUPING-DOMAIN 1E**

<table>
<thead>
<tr>
<th>How will you group students for instruction? <strong>1E</strong></th>
<th>How would you group students for similar instruction in the future? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why have you chosen this grouping, and how does it contribute to differentiation of instruction? <strong>1E</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 3. **METHODS-DOMAIN 1E**

<table>
<thead>
<tr>
<th>What teaching method(s) will you use for this lesson? <strong>1E</strong></th>
<th>In what ways were your teaching methods effective? How do you know that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why have you chosen these methods and how do they contribute to differentiation of instruction? <strong>1E</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 4. ACTIVITIES-DOMAIN 1E

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allocated</th>
<th>In what ways were your activities effective? How do you know that?</th>
</tr>
</thead>
</table>

### 5. MATERIALS-DOMAIN 1E

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Actually Used</th>
<th>In what ways were your materials effective?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Actually Used</th>
<th>In what ways were your materials effective?</th>
</tr>
</thead>
</table>

### 6. EVALUATION-DOMAIN 1F

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Actually Used</th>
<th>Has anything that happened during this lesson influenced your evaluation plan? If so, how has it changed and why?</th>
</tr>
</thead>
</table>
Why have you chosen this approach to evaluation or assessment? How does it contribute to differentiation of instruction? **1F**

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

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

### GENERAL REFLECTION BEFORE THE OBSERVATION-DOMAIN 1B

What demographic information have you obtained on your students of the class observed? What special characteristics exist among the students of the class being observed? **1B**

Approximately what PERCENTAGE of your class can be categorized as the following? Cite the source that supports your data. **1B**

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

100% Total
How does the content of this lesson build on what has been learned PREVIOUSLY and how does it relate to what students will be learning in the FUTURE? **DOMAIN 1A**

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

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

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

Did you depart from anything you planned for in this lesson? If so, why? **4A**

If you were going to teach this class again to the same students, what would you do differently? What would you do the same? Why? **4A**
Based on what happened in this lesson, what do you plan to do next with this class? 4A

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

Identify an individual or group of students who had difficulty in this lesson. What account for this individual or group’s performance? How will you help this (these) student(s) achieve the learning goals? 4A

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

To be signed at the conclusion of the post conference

Evaluator's Signature ________________________________ Date ________________

Teacher's Signature ________________________________ Date ________________

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Teacher ___________________________ School _____________________ Date ____________

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

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

## DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrating Knowledge of Content and Pedagogy*</td>
<td>BB</td>
</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students*</td>
<td></td>
</tr>
<tr>
<td>1c. Selecting Instructional Goals*</td>
<td></td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources</td>
<td></td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction*</td>
<td></td>
</tr>
<tr>
<td>1f. Assessing Student Learning*</td>
<td></td>
</tr>
</tbody>
</table>

### Strengths

### Areas to Address

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Establishing a Culture for Learning*</td>
<td>BB</td>
</tr>
<tr>
<td>2b. Managing Classroom Procedure*</td>
<td></td>
</tr>
<tr>
<td>2c. Managing Student Behavior*</td>
<td></td>
</tr>
</tbody>
</table>

### Strengths

### Areas to Address
### DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Component</th>
<th>BB</th>
<th>B</th>
<th>P</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Communicating Clearly and Accurately*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. Using Questioning and Discussion Techniques*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c. Engaging Students in Learning*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Providing Feedback to Students*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Utilizing Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strengths

<table>
<thead>
<tr>
<th>Areas to Address</th>
</tr>
</thead>
</table>

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Component</th>
<th>BB</th>
<th>B</th>
<th>P</th>
<th>D</th>
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<tbody>
<tr>
<td>4a. Reflecting on Teaching</td>
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<tr>
<td>4b. Maintaining Accurate Records*</td>
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<tr>
<td>4c. Communication with Families</td>
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<tr>
<td>4d. Contributing to the School and District</td>
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<tr>
<td>4e. Growing and Developing Professionally*</td>
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<tr>
<td>4f. Showing Professionalism</td>
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### Strengths

<table>
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<th>Areas to Address</th>
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</table>

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

Principal’s Signature ___________________________ Date ______________
Teacher’s Signature ___________________________ Date ______________

Signature indicates that the teacher has read and signed the report but does not necessarily indicate agreement with it.)

Recommended for re-election ______ Yes     _____ No (To be completed at the end of the school year.)
Recommended for Tenure____________     Recommended for extended year of probationary status in Year III ____________
Name ___________________________ School_________________ Grade Level______________
Subject___________________ Date________ Observer Name_______________________________

**Domain 4: Professional Responsibilities**

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<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
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<td>4b. Maintaining Accurate Records*</td>
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<td>BB B P D</td>
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</tbody>
</table>

Teacher Recommended for Renewal _______Yes

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

Principal’s Signature Date Teacher’s Signature Date