

**VAN BUREN SCHOOL DISTRICT**

**TEACHER**

**EVALUATION PLAN**

**Approved**



***EVERY CHILD \* WHATEVER IT TAKES.***



## Van Buren School District Teacher Evaluation Acknowledgments

Revised 9/05/14

### Van Buren School District Evaluation Committee:

#### Members:

Mr. Brian Summerhill, Assistant Superintendent  
Mrs. Karen Allen, Federal Programs  
Dr. Karen Endel, Principal Butterfield Trail Middle School  
Mr. Teddy McMurray, Van Buren High School  
Mr. Brad Rotert, Van Buren Freshman Academy  
Mrs. Vivian Owen, Northridge Middle School  
Mrs. Landi Brown, Rena Elementary  
Mrs. Jennifer Perry, Parkview Elementary



## Table of Contents

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<a href="#">INTRODUCTION</a>	<b>4</b>
<a href="#">MISSION STATEMENT</a>	<b>5</b>
<a href="#">PURPOSE</a>	<b>6</b>
<a href="#">PROGRAM OVERVIEW</a>	<b>7</b>
<a href="#">AR TESS TEACHER TRACKS</a>	<b>8</b>
<a href="#">TRACK ONE: PROBATIONARY TEACHERS</a>	<b>9- 11</b>
<a href="#">TRACK TWO: INTERIM TEACHER APPRAISAL PROCESS</a>	<b>12 - 15</b>
<a href="#">TRACK THREE: INTENSIVE SUPPORT TRACK</a>	<b>16 - 17</b>
<a href="#">FORMS</a>	<b>18 - 42</b>
<a href="#">MEDIA SPECIALIST</a>	<b>43</b>
<a href="#">COUNSELORS</a>	<b>44</b>
<a href="#">CURRICULUM COACHES</a>	<b>45</b>
<a href="#">GIFTED AND TALENTED COORDINATOR</a>	<b>46</b>
<a href="#">SPEECH LANGUAGE PATHOLOGIST</a>	<b>47</b>

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## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Introduction

In January 2012, a committee of teachers and administrators was formed to address Act 1209 of 2011, Teacher Excellence and Support System (TESS). The committee began the process of creating a new teacher evaluation plan for the Van Buren School District.

The committee reviewed the rules and regulations for Act 1209 of 2011 and A.C.A § 6-17-2801 thru A.C.A §6-17-2808 to ensure compliance. The district committee modeled the evaluation plan after the model plan provided by the Arkansas Department of Education. This model is based on the *Enhancing Professional Practice: Framework for Teaching* by Charlotte Danielson. All rights for the instructional rubric are reserved to Charlotte Danielson. The district believes and encourages continual growth in both teachers and students.

This evaluation plan is subject to review by the committee as the State of Arkansas determines future requirements of TESS. The committee will review the plan annually to ensure compliance and make revisions as necessary. The evaluation plan will be reviewed as needed in the Arkansas Consolidated School Improvement Plan (ACSIP).



**Van Buren School District Teacher Evaluation**  
**Van Buren School District**

Revised 9/05/14

**Mission Statement**

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

We believe:

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

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



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Purpose

The Van Buren School District and the teacher evaluation committee support the intent of TESS by lawmakers as referenced in A.C.A § 6-17-2802:

- Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- Provide a basis for making teacher employment decisions;
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;
- Encourage highly effective teachers to undertake challenging assignments;
- Support teachers' roles in improving students' educational achievements;
- Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.



## Van Buren School District Teacher Evaluation Program Overview

Revised 9/05/14

This evaluation system provides a listing of specific teaching behaviors and outcomes that apply to all professional teachers in the Van Buren School District. These expectations are divided into four domains for all teachers with additional domains for media specialists, counselors and curriculum coaches and gifted and talented coordinator. This evaluation system creates three tracks in which teachers may be assigned.

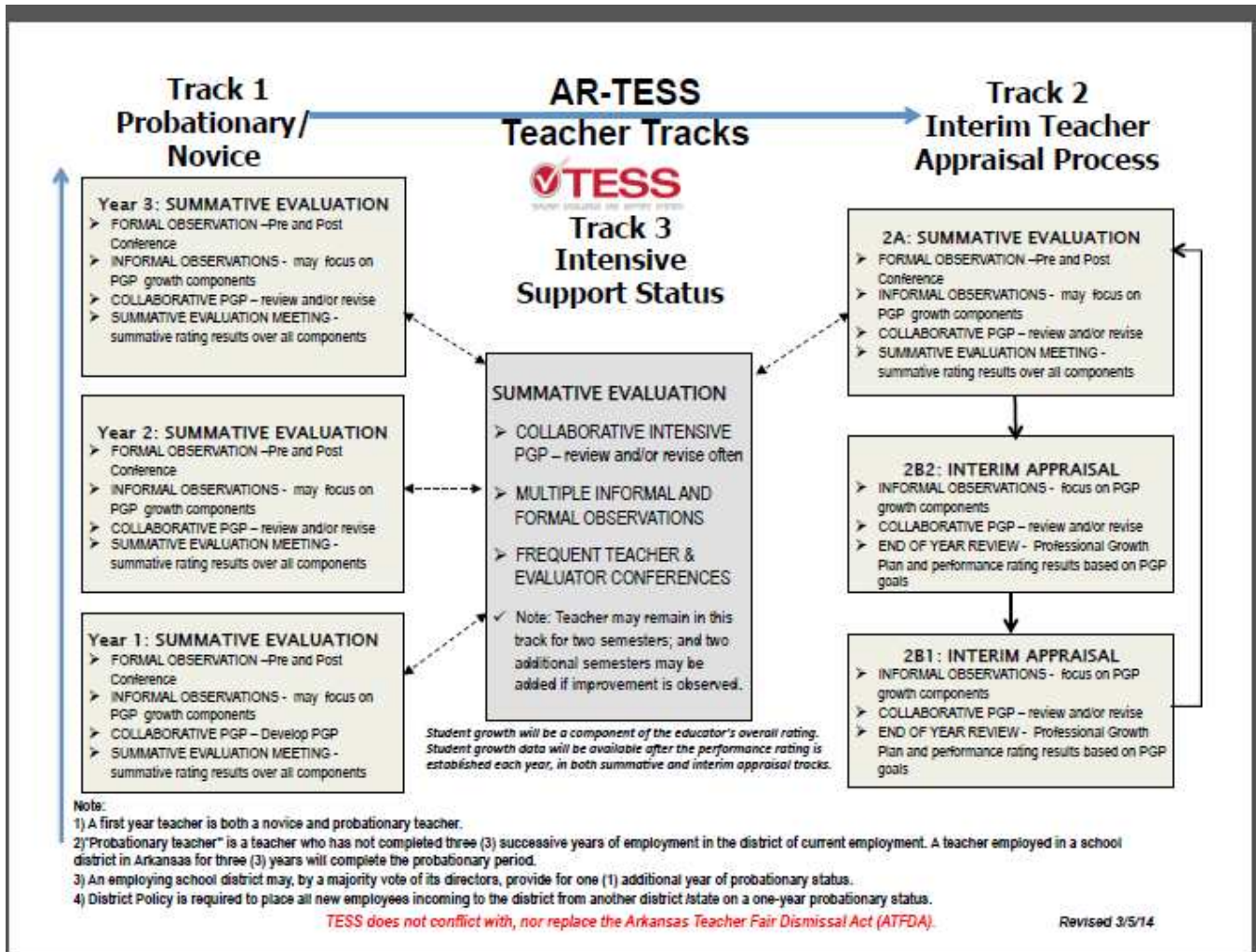
**Track One** is designed for teachers within their three-year probationary status or those teachers whose probationary status has been extended. An experienced teacher hired into the Van Buren School District will be placed in the third year of the probationary track.

**Track Two** is designed for experienced teachers who have obtained non-probationary status. A full summative evaluation will occur every third year based on all four domains and the twenty two components of the instructional rubric as well as evidence of student growth. The process consists of at least one formal evaluation based on an instructional rubric with four performance levels. During the non-formal evaluation years (interim) of track two, teachers will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities. Teachers will be rated based on their PGP goals.

**Track Three** is designed for probationary or non-probationary teachers who need intensive assistance to improve their teaching skills and to enhance their impact on student learning.

Teachers will continue in the tracks to which they are assigned until reassigned by their evaluators.

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







### Track One: Probationary Teachers

Track One is the section of the teacher evaluation system designed for teachers within their three-year probationary status or those teachers whose probationary status has been extended. An experienced teacher hired into the Van Buren School District will be placed in the third year of the probationary track. This also includes Media Specialist, Counselors, Gifted and Talented Coordinator and Curriculum Coaches in the first year of their new role. The Probationary Track will consist of:

- ❖ An initial conference with the evaluator at the beginning of the school year.
- ❖ A full evaluation will occur every year based on all four domains, and the twenty two components of the instructional rubric as well as evidence of student growth. The instructional rubric will consist of the following four performance levels: Distinguished(4), Proficient (3), Basic (2), and Unsatisfactory (1).
- ❖ Teachers will receive a rating in each domain derived from the average of the ratings of each component in that domain. A summative rating will be derived from the average of the four domain ratings.
- ❖ The teacher will have at least one formal observation which includes a pre and post conference.
- ❖ It is recommended that the evaluator complete at least two informal observations, based on the identified components of the PGP, with feedback, before completing a formal observation for each novice/probationary teacher.
- ❖ *The number of observations required and the appropriateness of the rubric for the required observations for [Media Specialists](#), [Counselors](#), [Gifted and Talented Coordinator](#), [Speech Language Pathologist](#) and [Curriculum Coaches](#) will be determined by the evaluator. (SEE APPROPRIATE SECTION)*
- ❖ **All teachers will utilize the [Bloomboard](#) online platform provided by the State to document all observations and other activities as required.**
- ❖ The novice/ probationary teacher will complete a self-assessment before the initial conference at the beginning of the year.
- ❖ The novice/probationary teacher will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities. The professional growth plan must be related to their teaching responsibilities and designed to improve student growth. The teacher will identify at least two goals\* **If the teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.**
  - With the evaluator's approval, the teacher may collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level.
  - If a group is selected, the evaluation is still an individual process and all self-assessments, conferences etc. will be conducted as an individual.



## Van Buren School District Teacher Evaluation

Revised 9/05/14

- ❖ The teacher must complete and submit an Individual Professional Growth Reflection at the end of the school year.
- ❖ A mid-year review of the PGP with the teacher might include discussion related to informal observation(s) results. Possible revisions might result.
- ❖ Drop-in observations are encouraged and the number and length shall be at the discretion of the evaluator.
- ❖ The teacher shall supply artifacts related to the domains and components for discussion during the pre-and/or post-observation conferences.
- ❖ [Form E-](#) will be used to document Domain 4
- ❖ Evidence of student growth<sub>(when implemented)</sub>
- ❖ Evaluators will conduct a Summative Conference at the end of the school year to discuss performance on all 22 components obtained from informal and formal observations throughout the year, progress on PGP, relevant artifacts, and input from the teacher.
- ❖ Teachers will receive a rating in each domain derived from the average of the ratings of each component in that domain. A summative rating will be derived from the average of the four domain ratings. Each domain average is 25% of the overall weighted score. The summative scoring worksheet provided by AR TESS will be used to calculate the summative score on the lessons and summative evaluation at the summative evaluation conference at the end of the year.
  - **Summative Conference will be held by March 15<sup>th</sup>**
  - **Teacher Deadline to submit evidence March 1<sup>st</sup>**
- Evaluator makes the final summative rating decision

### Conclusion of the Probationary Track:

At the end of the probationary period, the evaluator may place a teacher in Track Two or extend the probationary period another year.

- ❖ If a teacher has an Unsatisfactory rating on any domain, the teacher shall be placed in the Intensive Support Track (Track 3). ***(A teacher may be placed into the Intensive Support Track at any time during the academic year. If placement in the Intensive Support Track does not happen at the summative evaluation at the end of the academic year, the teacher should immediately be evaluated based on the procedures in Track 3.)*** The teacher and evaluator develop an Intensive Growth Plan (IGP) by reviewing relevant data to determine goals for a research-based plan of improvement. If poor student performance is the basis for the teacher's status, student performance data is utilized to develop the plan. A teacher may be placed in the Intensive Support Track with ratings of Basic or Unsatisfactory on a majority of the components. The same process for IGP development should be followed. Teacher should receive notice in writing when he/she is placed in the Intensive Support Track.



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Glossary

**Formal Observation**- A scheduled observation for a minimum of 75% of the class period, which has both a pre and post observation conference, for which evidence is collected and recorded as part of the evaluation documentation.

**Informal Observation**- A scheduled or unscheduled observation with a minimum of 75% of the class period, which has a post observation conference, for which evidence is collected and recorded as part of the evaluation documentation.

**Drop-In Observation**- All other observations for which evidence is accumulated and which is also part of the evaluation documentation.

### **Track One forms:**

*Forms completed by teacher:*

[Form E](#)- Evidence for Domain 4

[Form K](#)- Individual Professional Development Log Sheet

*Forms completed by [Media Specialist](#), [Counselors](#), [Gifted and Talented Coordinator](#), [Speech Language Pathologist](#) and [Curriculum Coaches](#): \*SEE APPROPRIATE SECTION*

*Forms completed by administrator:*

[Form C](#)- Observation Summary (Optional)

[Form C-1](#) – Informal Observation Log (Optional)

[Forms C-2/C-4](#) – Drop In Observation Forms

[Form E](#)- Evidence for Domain 4 (Teacher receives copy at Post Conference)

[Form F](#)- Summary of Observations & Artifacts (optional)

[Form G](#)- Summative Evaluation (Teacher receives copy at Summative Conference)

[AR TESS Summative Evaluation Scoring Worksheet](#) (Summative) (Teacher receives copy at Summative Conference.)



## Van Buren School District Teacher Evaluation Track Two: Interim Teacher Appraisal Process

Revised 9/05/14

Track Two is the section of the teacher evaluation system designed for experienced teachers who have obtained non-probationary status. A full evaluation will occur every third year based on all four domains and the twenty two components of the instructional rubric as well as evidence of student growth. The instructional rubric will consist of the following four performance levels: Distinguished (4), Proficient (3), Basic (2), and Unsatisfactory(1). The process consists of at least one formal evaluation. The teacher will receive a rating in each domain derived from the average of the ratings of each component in that domain. A summative rating will be derived from the average of the four domain ratings.

Any number of informal and drop-in observations are conducted at the discretion of the evaluator. The teacher shall supply artifacts related to the lesson, as appropriate, for discussion during the pre and/or post observation conferences.

- ❖ Summary of performance is based on all formal and informal observations conducted throughout the school year, progress on the PGP, relevant artifacts, and input from the teacher.
  - Complete Self-Assessment
  - Evidence of components 4a, 4b, 4c, 4d, 4e and 4f
  - Evidence of student growth(*When Implemented*)
- ❖ **All teachers will utilize the [Bloomboard](#) online platform provided by the State to document all observations and other activities as required.**

During the interim of track two, teachers will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities. The professional growth plan must be related to their teaching responsibilities and designed to improve student growth. The teacher will identify at least two goals. **\* If the teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.** Teachers will be rated with instructional rubric based on their PGP goals.

### **2A. Summative Evaluation Year:**

- ❖ Summative evaluation covering all 4 domains and the 22 components of the instructional rubric will be conducted.
- ❖ An initial conference with the evaluator at the beginning of the school year will be conducted to discuss process, set/review professional development goals and self-assessment.
- ❖ The teacher will complete a Self Assessment
- ❖ The teacher will complete an Individual Professional Growth Plan
- ❖ Teachers will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities. The professional growth plan must be related to their teaching responsibilities and designed to improve student growth. The teacher will identify at least two goals. **\* If the teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.**



## Van Buren School District Teacher Evaluation

Revised 9/05/14

- With the evaluator's approval, the teacher may collaborate with a team of teachers on shared plan that benefits the whole school, a content area, or a grade level.
- If a group is selected, the evaluation is still an individual process and all self-assessments, conferences etc. will be conducted as an individual.
- ❖ The teacher must complete and submit an Individual Professional Growth Reflection at the end of the school year.
- ❖ At least one formal observation will occur consisting of a pre and post observation conference.
  - Teachers will need to log onto [Bloomboard](#) to complete Pre/Post conferencing process.
- ❖ *The number of observations required and the appropriateness of the rubric for the required observations for [Media Specialists](#), [Counselors](#), [Gifted and Talented Coordinator](#), [Speech Language Pathologist](#) and [Curriculum Coaches](#) will be determined by the evaluator.* (SEE APPROPRIATE SECTION)
- ❖ It is recommended that at least one informal observation, based on the identified components of the PGP, with feedback, should be conducted prior to the formal observation.
- ❖ Evaluators may conduct informal observations when deemed necessary, but will do classroom drop-in observations at least one each semester.
- ❖ Throughout the year, teachers will collect evidence of student growth and professional activities.
- ❖ A mid-year review of the PGP with the teacher might include discussion related to informal observation(s) results. Possible revisions might result.
- ❖ Evaluators will conduct a Summative Conference at the end of the school year to discuss performance on all 22 components obtained from informal and formal observations throughout the year, progress on PGP, relevant artifacts, and input from the teacher. Teachers will receive a rating in each domain derived from the average of the ratings of each component in that domain. A summative rating will be derived from the average of the four domain ratings. Each domain average is 25% of the overall weighted score. The summative scoring worksheet provided by AR TESS will be used to calculate the summative score on the lessons and summative evaluation at the summative evaluation conference at the end of the year.
  - **Summative Conference will be held by March 15<sup>th</sup>**
  - **Teacher Deadline to submit evidence March 1<sup>st</sup>**
- Evaluator makes the final summative rating decision
- ❖ If a teacher has an Unsatisfactory rating on any domain, the teacher shall be placed in the Intensive Support Track (Track 3). ***(A teacher may be placed into the Intensive Support Track at any time during the academic year. If placement in the Intensive Support Track does not happen at the summative evaluation at the end of the academic year, the teacher should immediately be evaluated based on the procedures in Track 3.)*** The teacher and evaluator develop an Intensive Growth Plan (IGP) by reviewing relevant data to determine goals for a research-based plan of improvement. If poor student performance is the basis for the teacher's



## Van Buren School District Teacher Evaluation

Revised 9/05/14

status, student performance data is utilized to develop the plan. A teacher may be placed in the Intensive Support Track with ratings of Basic or Unsatisfactory on a majority of the components. The same process for IGP development should be followed. Teacher should receive notice in writing when he/she is placed in the Intensive Support Track.

### 2B. Interim Appraisal

- ❖ An initial conference with the evaluator at the beginning of the school year will be conducted to discuss process, set/review professional development goals and self-assessment.
- ❖ Teachers will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities. The professional growth plan must be related to their teaching responsibilities and designed to improve student growth. The teacher will identify at least two goals. **\* If the teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.**
- ❖ **All teachers will utilize the [Bloomboard](#) online platform provided by the State to document all observations and other activities as required.**
  - With the evaluator's approval, the teacher may collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level.
  - If a group is selected, the evaluation is still an individual process and all self assessments, conferences etc.. will be conducted as an individual.
- ❖ Teachers will be rated with instructional rubric based on their progress with their PGP goals.
- ❖ At any time the evaluator believes there is evidence to support several areas of growth not addressed on the PGP, the evaluator may place the teacher in Track 2A. If after being placed in Track 2A, a teacher may be placed in Track 3 if evidence from observations supports placement.
- ❖ The teacher must complete and submit an Individual Professional Growth Reflection at the end of the school year.
- ❖ Throughout the year, teachers will collect evidence of student growth and professional activities.
- ❖ The evaluator will conduct multiple informal observations with feedback focusing on professional growth to ensure the teacher is meeting the outcomes of the PGP.
- ❖ Observations may focus on targeted areas of the professional growth plan. A modified evaluation may be used based on specific components of the rubric addressed in the professional growth plan over the two years.
- ❖ Artifacts shall include:
  - Evidence of Domains 1 and 4
  - Evidence of Student Growth*(When Implemented)*
  - Evidence of progress on selected goals
- ❖ The teacher and evaluator will conference to determine progress on the PGP and relevant portions of the evaluation framework.
- ❖ Summative Evaluation Conference by March 15<sup>th</sup>
- ❖ Teacher deadline to submit artifacts/evidence March 1st



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Glossary

**Formal Observation**- A scheduled observation for a minimum of 75% of the class period, which has both a pre and post observation conference, for which evidence is collected and recorded as part of the evaluation documentation.

**Informal Observation**- A scheduled or unscheduled observation with a minimum of 75% of the class period, which has a post observation conference, for which evidence is collected and recorded as part of the evaluation documentation.

**Drop-In Observation**- All other observations for which evidence is accumulated and which is also part of the evaluation documentation.

### **Track Two: Interim Teacher Appraisal Process forms :**

*Forms completed by teacher:*

**Summative Evaluation Year:**

[Form E](#)- Evidence for Domain 4

[Form K](#)- Individual Professional Development Log Sheet

**Interim Years:**

[Form K](#)- Individual Professional Development Log Sheet

*Forms completed by [Media Specialist](#), [Counselors](#), [Gifted and Talented Coordinator](#) [Speech Language Pathologist](#) and [Curriculum Coaches](#):\*SEE APPROPRIATE SECTION*

*Forms completed by administrator:*

[Form C](#)- Observation Summary (Optional)

[Form C-1](#) – Informal Observation Log (Optional)

[Forms C-2/C-4](#) – Drop In Observation Forms

[Form E](#)- Evidence for Domain 4 (Teacher receives copy at Post Conference)

[Form F](#)- Summary of Observations & Artifacts (optional)

[Form G](#)- Summative Evaluation- Summative Year (Teacher receives copy at Summative Conference)

[Form G-1](#)- Summative Evaluation- Interim Years (Teacher receives copy at Summative Conference)

[AR TESS Summative Evaluation Scoring Worksheet](#) (Summative) (Teacher receives copy at Summative Conference)



## Van Buren School District Teacher Evaluation Track Three: Intensive Support Track

Revised 9/05/14

**Track Three** includes teachers who have received a rating of Unsatisfactory in any one entire domain of the framework or if the teacher has a rating of Unsatisfactory or Basic in the majority of components of a domain. A teacher may be placed in this track at any time from Track 1 or Track 2 based on observations or teacher performance. A teacher may be moved from this track to Track 1 or Track 2A by the evaluator, based on whether goals and tasks of the Intensive Growth Plan are met.

Teachers assigned to track three (Intensive Support Track) will be notified in writing of their placement in track three. Teachers should then expect to engage in a conversation with their administrators about the development of a:

- ❖ Formal, written plan of action with scheduled observations and further evaluations
- ❖ An Intensive Growth Plan (IGP) is developed by the teacher and evaluator based on data, observations, and artifacts. The IGP guides the evaluator's observations (informal) which are recommended to be conducted at least two (2) times each month. A meeting is conducted following each observation to provide specific and substantive feedback of teacher progress. Documentation of each meeting is maintained by the evaluator, and the IGP is adjusted based on teacher performance.
- ❖ Evaluators should conduct at least one (1) formal observation (announced) during each semester.
- ❖ Established timeline of actions
  - Intensive Support Track will not have a minimum time requirement, but shall not last more than 2 consecutive semesters, unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to 2 additional consecutive semesters.
- ❖ If intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress. The teacher shall be offered support to use formative assessments.
- ❖ The evaluator completes a summative evaluation over all 22 components.
- ❖ At this time, one of the following actions will occur:
  - If the teacher met the goals of the plan, the teacher is moved from the Intensive Support Track to either Track 1 (Probationary) or Track 2A (Interim Teacher Appraisal-Summative Evaluation Year).
  - If progress was made but goals were not met, the teacher may be recommended for two (2) additional semesters of intensive support (maximum of four semesters); if the teacher's time in Intensive Support Track is extended, the teacher should be notified in writing
  - If the teacher did not make progress, the teacher is recommended for termination or non-renewal.





## Van Buren School District Teacher Evaluation

Revised 9/05/14

- ❖ **TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act. Evaluators should follow all aspects of the Arkansas Teacher Fair Dismissal Act when considering termination or non-renewal.**

### **Track Three forms:**

#### **Forms completed by teacher in collaboration with evaluator:**

[Form Q](#)- Intensive Growth Plan

[Form S](#)- Intensive Growth Plan Reflective Narrative

#### **Forms completed by administrator:**

[Form P](#): Notification of placement in the Intensive Assistance Track

[Form G](#)- Summative Evaluation- Summative Year (Teacher receives copy at Summative Conference)

[Form G-2](#)- Component Rating Chart (Summative) (Teacher receives copy at Post conference)

[Form R](#): Recommendation Form



# FORMS



**Van Buren School District Teacher Evaluation**

Revised 9/05/14

**Domain 1: Planning and Preparation**

**INSTRUCTIONAL RUBRIC**

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p><i>1a: Demonstrating knowledge of content and pedagogy</i></p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p><i>1b: Demonstrating knowledge of student</i></p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p><i>1c: Setting instructional Outcomes</i></p>	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.</p> <p>Outcomes are stated as activities, rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities;</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>



Van Buren School District Teacher Evaluation

Revised 9/05/14

Domain 1: Planning and Preparation Con't

INSTRUCTIONAL RUBRIC

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<i>1d: Demonstrating knowledge of resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>1e: Demonstrating coherent instruction</i>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These learning activities are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<i>1f: Designing student assessments</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>



**Van Buren School District Teacher Evaluation  
INSTRUCTIONAL RUBIC**

Revised 9/05/14

**Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures.  The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines	There is little loss of instructional time due to effective classroom routines and procedures.  The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.  With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures.  Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.  Routines are well understood and may be initiated by students.



**Van Buren School District Teacher Evaluation**

Revised 9/05/14

**Domain 2: The Classroom Environment Con't**

**INSTRUCTIONAL RUBIC**

<b>Component</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p><i>2d: Managing student behavior</i></p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.</p>
<p><i>2e: Organizing physical space</i></p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Domain 3: Instruction

### INSTRUCTIONAL RUBIC

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p><i>3a: Communicating with students</i></p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p><i>3b: Using questioning and discussion techniques</i></p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p><i>3c: Engaging students in learning</i></p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.</p> <p>The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>



Van Buren School District Teacher Evaluation

Revised 9/05/14

Domain 3: Instruction Con't

INSTRUCTIONAL RUBIC

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>3d: <i>Using assessment in instruction</i></p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions/prompts / assessments are used to diagnose evidence of learning</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>3e: <i>Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p> <p>The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>





**Van Buren School District Teacher Evaluation**

Revised 9/05/14

**Domain 4: Professional Responsibilities**

**INSTRUCTIONAL RUBIC**

<b>Component</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<p><i>4a: Reflecting on Teaching</i></p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.  Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p><i>4b: Maintaining Accurate Records</i></p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.  Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.  Students contribute information and participate in maintaining the records.</p>
<p><i>4c: Communicating with Families</i></p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.  Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.  But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.  Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.  Response to family concerns is handled with professional and cultural sensitivity.  Teacher's efforts to engage families in the instructional program are frequent and successful.</p>



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### Domain 4: Professional Responsibilities Con't

### INSTRUCTIONAL RUBIC

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p><i>4d: Participating in a Professional Community</i></p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p><i>4e: Growing and Developing Professionally</i></p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
<p><i>4f: Showing Professionalism</i></p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>



Van Buren School District Teacher Evaluation

Revised 9/05/14

**Form C-1** INFORMAL CLASSROOM OBSERVATIONS

Teacher \_\_\_\_\_ School \_\_\_\_\_  
Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_

Date	Domain & Components Observed



Van Buren School District Teacher Evaluation

Revised 9/05/14

Form C-2 DROP-IN OBSERVATION DOCUMENTATION

Domain I: Planning and Preparation

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Component	OBS*	Not OBS	Comments/ Evidence
Demonstrating knowledge of content and pedagogy (1a)			
Demonstrating knowledge of students (1b)			
Setting instructional outcomes (1c)			
Demonstrating knowledge of resources (1d)			
Demonstrating coherent instruction (1e)			
Designing student assessments (1f)			

Comments/Summary:

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

\_\_\_\_\_  
Evaluator Signature



**Van Buren School District Teacher Evaluation**

Revised 9/05/14

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

**Form C-3 DROP-IN OBSERVATION DOCUMENTATION**

Domain II: The Classroom Environment

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component	OBS*	Not OBS	Comments/ Evidence
Creating an environment of respect and rapport (2a)			
Establishing a culture for learning (2b)			
Managing classroom procedures (2c)			
Managing student behavior (2d)			
Organizing physical space (2e)			

Comments/Summary:

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

\_\_\_\_\_  
Evaluator Signature



**Van Buren School District Teacher Evaluation**

Revised 9/05/14

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

**Form C-4 DROP-IN OBSERVATION DOCUMENTATION**

Domain III: Instruction

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Component</b>	<b>OBS*</b>	<b>Not OBS</b>	<b>Comments/ Evidence</b>
Communicating with students (3a)			
Using questioning and discussion techniques (3b)			
Engaging students in learning (3c)			
Using assessment in instruction (3d)			
Demonstrating flexibility and responsiveness (3e)			

Comments/Summary:

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

\_\_\_\_\_  
Evaluator Signature

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



Van Buren School District Teacher Evaluation

Revised 9/05/14

FORM E EVIDENCE FOR DOMAIN 4

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

Component	Evidence	Comments	Rating
4a: Reflecting on Teaching			
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			



Van Buren School District Teacher Evaluation

Revised 9/05/14

**FORM F SUMMARY OF OBSERVATIONS AND ARTIFACTS**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Domain	Observation Dates			Summary of Informal Observation ____/____/____	Artifacts
	____/____/____	____/____/____	____/____/____		
1. Planning and Preparation					
2. The Classroom Environment					
3. Instruction					
4. Professional Responsibilities					

**Summary of Performance**

Domain 1	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 2	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 3	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 4	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)





Van Buren School District Teacher Evaluation

Revised 9/05/14

FORM G SUMMATIVE EVALUATION (FORMAL YEAR)

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Status \_\_\_\_\_ Probationary Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

Track 2 Year 3 \_\_\_\_\_ Intensive \_\_\_\_\_

Summary of Performance

Domain 1: Planning and Preparation	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 2: The Classroom Environment	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 3: Instruction	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)
Domain 4: Professional Responsibilities	<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Basic (2)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Distinguished (4)

**\*\*Overall Summative Rating:**

Areas for Further Development

Track recommendation for next year Prob 1  Prob 2  Prob 3  Track 2  Intensive

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

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



Van Buren School District Teacher Evaluation

Revised 9/05/14

FORM G-1 (INTERIM)

SUMMATIVE EVALUATION

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Status Interim Year 1 \_\_\_\_\_ Interim Year 2 \_\_\_\_\_ Intensive \_\_\_\_\_

Areas of Strength:  I Planning & Preparations  II Classroom Environment  III Instruction  IV Prof Responsibilities

Components: \_\_\_\_\_

Areas for Further Development:  I Planning & Preparatio  II Classroom Environme  III Instructi  IV Prof  Responsibilities

Components: \_\_\_\_\_

Teacher Signature

Date

Evaluator's Signature

Date

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



## Van Buren School District Teacher Evaluation

Revised 9/05/14

### TESS SUMMATIVE EVALUATION SCORING WORKSHEET - TEACHER RUBRIC

TEACHER NAME  YEAR

EVALUATOR  DATE

Scores are entered in the GRAY boxes only. Formulas are used to calculate values in the BLUE boxes.

**DOMAIN 1**

- 1a Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

\*Score (1, 2, 3, 4)


**\*SCORES TO ASSIGN**

- 4 = Distinguished
- 3 = Proficient
- 2 = Basic
- 1 = Unsatisfactory

DOMAIN 1 AVERAGE 0.00  
 DOMAIN 1 RATING

**DOMAIN 2**

- 2a Creating an Environment of Respect
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

\*Score (1, 2, 3, 4)


**RATING SCALE USED**

- 3.51 - 4.00 = Distinguished
- 2.51 - 3.50 = Proficient
- 1.51 - 2.50 = Basic
- 1.00 - 1.50 = Unsatisfactory

DOMAIN 2 AVERAGE 0.00  
 DOMAIN 2 RATING

**DOMAIN 3**

- 3a Communicating with Students
- 3b Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility

\*Score (1, 2, 3, 4)


**CALCULATION METHOD**

Component scores in each domain are averaged for Domain Average.  
  
 Each Domain Average is 25% of the Overall Weighted Score.

DOMAIN 3 AVERAGE 0.00  
 DOMAIN 3 RATING

**DOMAIN 4**

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

\*Score (1, 2, 3, 4)


An evaluator shall place a teacher in Intensive Support Status if the teacher has an "unsatisfactory" in any of the domains. An evaluator may place a teacher in Intensive Support Status if the teacher receives "unsatisfactory" or "basic" in a majority of the components.

DOMAIN 4 AVERAGE 0.00  
 DOMAIN 4 RATING

<b>OVERALL WEIGHTED SCORE</b>	
<b>OVERALL RATING</b>	







Van Buren School District Teacher Evaluation

Revised 9/05/14

**FORM P NOTIFICATION OF PLACEMENT IN INTENSIVE SUPPORT TRACK**

Date:	
To:	
From:	
Subject:	

*\*\* if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.*

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

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date of Signature



Van Buren School District Teacher Evaluation

Revised 9/05/14

Form Q - Intensive Growth Plan (IGP)

Year:

Teacher:

Position:

<b>Professional Growth Target</b>	
<b>School/Group/Teacher Problem of Practice:</b> <i>Description: A Problem of Practice includes an area of concern involving student performance supported by multiple data sources and a review of current practices that may contribute to the area of concern.</i>	
<b>Related ACSIP Goal in SMART Format:</b> <i>(Specific, Measurable, Attainable, Realistic, Timely)</i>	
<b>Framework for Teaching component(s) and element(s) to be addressed:</b>	<b>Goal of this Plan:</b>



Van Buren School District Teacher Evaluation

Revised 9/05/14

**Form Q - Intensive Growth Plan (IGP)**

Theory of Action		
Implementation Strategies	Results Indicators	Sources of Data to Monitor
If I take the following actions:	What change(s) will be seen in my practices:	Evidence/Artifact of this change:
	Then I expect to see my <u>students</u> :	<u>Student</u> data/information source:





Van Buren School District Teacher Evaluation

Revised 9/05/14

Form Q - Intensive Growth Plan (IGP)

What steps are needed to ensure successful implementation of this growth plan?

Empty box for writing steps for implementation.

What are the proposed and/or revised times of events for this work?

Event	Proposed Completion Date	Revised Completion Date	Note/Comment

Teacher Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/ Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Van Buren School District Teacher Evaluation

Revised 9/05/14

FORM R Track 3 RECOMMENDATION

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Recommendation to move to \_\_\_\_\_ Track 1 \_\_\_\_\_ Track 2A  
Documentation:

Recommendation to \_\_\_\_\_ Terminate \_\_\_\_\_ Non-renew  
Documentation:

Recommendation to \_\_\_\_\_ Extend Intensive Support Track one semester ( No more than 2 semesters)  
Documentation:

❖ Teacher's Signature

Date

Evaluator's Signature

Date

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



**Van Buren School District Teacher Evaluation**

Revised 9/05/14

**FORM S- Intensive Growth Plan – Reflective Narrative**

**Directions:** Complete this reflective narrative prior to the summative evaluation conference.

1. What were my successes?

2. What are some remaining and/or additional areas to be addressed to enhance my professional growth?

3. What have I learned that will influence my future instructional practices?



## **MEDIA SPECIALIST**

Media Specialists are required to participate in all aspects of TESS and the VBSD Teacher Evaluation Plan. Media Specialists have a specific instructional rubric based on the work of Charlotte Danielson and modeled by the State of Arkansas. All forms in this section have been modified for the appropriateness and the uniqueness of the media specialist assignment.

The rubric's uniqueness in some aspects lends itself to differentiating the observation process. In some situations, the evaluator may not be able to utilize one formal observation to observe all aspects of the rubric. The evaluator may have to observe a series of lessons or interactions to collect appropriate evidence.

Media Specialists in their first year as a media specialist or first year in the VBSD as a media specialist shall be placed in the Probationary Track for one year as a Year 3 Probationary Teacher. Probationary media specialist will follow the same guidelines as other teachers in the probationary track.

Media Specialists who are in Track 2 will follow the same guidelines as regular classroom teachers in Track 2. However, the number of observations may vary in order to observe all aspects of the media specialist rubric. All appropriate and specific forms for media specialist are located on the [Bloomboard](#) website.



## COUNSELORS

Counselors are required to participate in all aspects of TESS and the VBSD Teacher Evaluation Plan. Counselors will follow a specific instructional rubric based on the work of Charlotte Danielson and modeled by the State of Arkansas. All forms in this section have been modified for the appropriateness and the uniqueness of the counselor assignment.

The rubric's uniqueness in some aspects lends itself to differentiating the observation process. In some situations, the evaluator may not be able to utilize one formal observation to observe all aspects of the rubric. The evaluator may have to observe a series of lessons or interactions to collect appropriate evidence.

Counselors in their first year as a counselor or first year in the VBSD as a counselor shall be placed in the Probationary Track for one year as a Year 3 Probationary Teacher. Probationary counselors will follow the same guidelines as other teachers in the probationary track.

Counselors who are in Track 2 will follow the same guidelines as regular classroom teachers in Track 2. However, the number of observations may vary in order to observe all aspects of the counselor rubric. All appropriate and specific forms for counselors are located on the [Bloomboard](#) website.



## Curriculum Coaches

Curriculum Coaches are required to participate in all aspects of TESS and the VBSD Teacher Evaluation Plan. Curriculum Coaches will follow a specific instructional rubric based on the work of Charlotte Danielson and modeled by the State of Arkansas. All forms in this section have been modified for the appropriateness and the uniqueness of the curriculum coach assignment.

The rubric's uniqueness in some aspects lends itself to differentiating the observation process. In some situations, the evaluator may not be able to utilize one formal observation to observe all aspects of the rubric. The evaluator may have to observe a series of lessons or interactions to collect appropriate evidence.

Curriculum Coaches in their first year as a curriculum coach or first year in the VBSD as a curriculum coach shall be placed in the Probationary Track for one year as a Year 3 Probationary Teacher. Probationary curriculum coaches will follow the same guidelines as other teachers in the probationary track.

Curriculum Coaches who are in Track 2 will follow the same guidelines as regular classroom teachers in Track 2. However, the number of observations may vary in order to observe all aspects of the curriculum coach rubric. All appropriate and specific forms for curriculum coaches are located on the [Bloomboard](#) website.



## Van Buren School District Teacher Evaluation Gifted and Talented Coordinator

Revised 9/05/14

The Gifted and Talented Coordinator is required to participate in all aspects of TESS and the VBSD Teacher Evaluation Plan. GT Coordinators will follow a specific instructional rubric based on the work of Charlotte Danielson and modeled by the State of Arkansas. All forms in this section have been modified for the appropriateness and the uniqueness of the GT Coordinator assignment.

The rubric's uniqueness in some aspects lends itself to differentiating the observation process. In some situations, the evaluator may not be able to utilize one formal observation to observe all aspects of the rubric. The evaluator may have to observe a series of lessons or interactions to collect appropriate evidence.

GT Coordinators in their first year as a GT Coordinator or first year in the VBSD as a GT Coordinator shall be placed in the Probationary Track for one year as a Year 3 Probationary Teacher. Probationary GT Coordinators will follow the same guidelines as other teachers in the probationary track.

GT Coordinators who are in Track 2 will follow the same guidelines as regular classroom teachers in Track 2. However, the number of observations may vary in order to observe all aspects of the GT Coordinator rubric. All appropriate and specific forms for GT Coordinators are located the [Bloomboard](#) website.



## Van Buren School District Teacher Evaluation Speech Language Pathologist

Revised 9/05/14

Speech Pathologists are required to participate in all aspects of TESS and the VBSD Teacher Evaluation Plan. Speech Pathologist will follow a specific instructional rubric based on the work of Charlotte Danielson and modeled by the State of Arkansas. All forms in this section have been modified for the appropriateness and the uniqueness of the GT Coordinator assignment.

The rubric's uniqueness in some aspects lends itself to differentiating the observation process. In some situations, the evaluator may not be able to utilize one formal observation to observe all aspects of the rubric. The evaluator may have to observe a series of lessons or interactions to collect appropriate evidence.

Speech Pathologists in their first year as a Speech Pathologist or first year in the VBSD shall be placed in the Probationary Track for one year as a Year 3 Probationary Teacher. Probationary Speech Pathologists will follow the same guidelines as other teachers in the probationary track.

Speech Pathologists who are in Track 2 will follow the same guidelines as regular classroom teachers in Track 2. However, the number of observations may vary in order to observe all aspects of the Speech Pathologist rubric. All appropriate and specific forms for are located on the [Bloomboard](#) website.