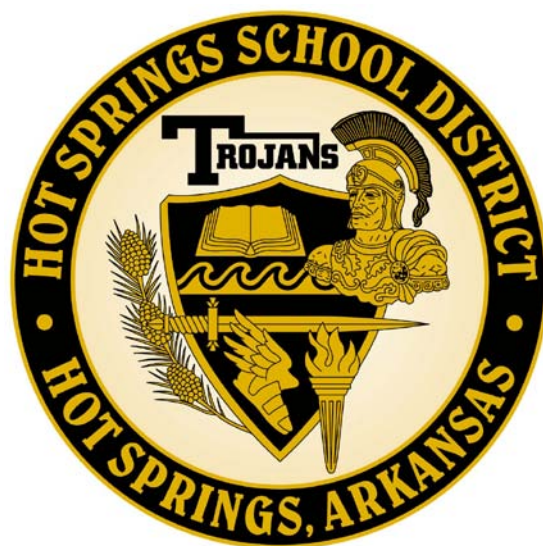


HOT SPRINGS SCHOOL DISTRICT

TEACHER EVALUATION PLAN



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ADOPTED JUNE 2007

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ADOPTED MAY 2013

HOT SPRINGS SCHOOL DISTRICT TEACHER EVALUATION PLAN

I. EVALUATION OVERVIEW

A. PURPOSE OF EVALUATION

Quality teaching begins with a teacher's formal education, but it grows through a process of continuous improvement gained through experience, targeted professional development and the insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness.

The 2011 Arkansas General Assembly introduced and passed legislation to standardize comprehensive evaluation and support for licensed educators through the Teacher Excellence and Support System (TESS). The Hot Springs School District supports full implementation of this state legislation.

B. GOALS OF EVALUATION

The Hot Springs School District intends to promote the following objectives, along with the Arkansas Department of Education, through TESS:

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning
- Provide feedback and a 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
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers

C. EVALUATORS

To ensure evaluators are prepared to implement the teacher evaluation plan, evaluators:

1. Shall be trained in observation techniques that will enable them to accurately and consistently apply Charlotte Danielson's Framework for Teaching to classroom observation.

The administrator software is called The Framework for Teaching Proficiency System (FFTPS) or FOCUS. Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FFTPS, a psychometrically valid methodology for training and certifying evaluators. FFTPS/FOCUS helps districts improve the accuracy and integrity of the classroom observation process for enhanced teacher evaluation and professional growth. FFTPS/FOCUS is a complete online solution that provides district evaluators with comprehensive training and scoring practice, capped with a scientifically designed assessment of ability to accurately and consistently apply Charlotte Danielson's Framework for Teaching to classroom observation.

2. Shall complete a state evaluation training program and successfully pass the certification test to be a credentialed evaluator.

FFTPS/FOCUS is the only system available for training and certifying observers of classroom teaching. Training modules and practice may be completed by individual study or facilitated group learning; however, the certification test must be completed individually. All administrators will attend a one-day face-to-face training at co-ops. Training will provide information about TESS law, process, implementation, and instruction for the FFTPS/FOCUS system. The total time to complete all training modules, practice videos, and the certification test for administrators is approximately 28-36 hours. Administrators must pass the certification test.

3. Shall complete the summary evaluation by April 15 of each year on every certified staff member. The annual evaluation documents will be placed in the staff members file in the Superintendent's office.

D. EVALUATION CRITERIA

The Hot Springs School District teacher evaluation plan:

1. Shall relate to established Components of Professional Practice by Charlotte Danielson.
2. Shall be linked to defined performance levels.
3. Should include collection of evidence.

E. EVALUATION PROGRAM TRAINING

Procedures for implementing the teacher evaluation plan will include:

1. All teachers must be provided access to Teachscape software for training materials.

All districts must provide the Teachscape software to all teachers. Teachers may individually access the software throughout the 2013-2014 school year as a resource. The teacher software is called The Framework for Teaching Effectiveness Series (FFTES). The system features comprehensive, self-paced, video-rich, online learning. Using master-scored classroom videos and interactive exercises that give formative feedback, the Effectiveness Series is designed to train teachers on the value, structure, and content of the Framework for Teaching, 2011 Revised Edition. It promotes the use as a scaffold to confidently discuss and improve teaching practices.

2. Acquaint the certified staff with the evaluation policy, program, procedures, and forms.

All schools must provide a half-day training and at least begin the FFTES modules with all teachers prior to August 31, 2013. The half-day face-to-face training at each school or district provides specific information regarding the teacher evaluation law, training process, and details about the FFTES system. All teacher training must be completed by May 31, 2014.

3. Provide for training time in all components.

The Effectiveness Series has two groups of video-rich learning modules - Laying the Foundation and Framework Component Modules. The modules are integrated into a single, easy-to-use, online system allowing for individual study or facilitated group learning. The FFTES system provides an extensive examination of the Danielson Framework, which is the foundation for the Teacher Excellence and Support System (TESS). The total training time using all FFTES modules is approximately 21 hours.

4. Assign each certified staff member to an evaluator.

II. TEACHER EXCELLENCE AND SUPPORT SYSTEM

A. COMPONENTS OF PROFESSIONAL PRACTICE

All certified personnel will be evaluated on the Components of Professional Practice: Domain 1 – Planning and Preparation, Domain 2 – The Classroom Environment, Domain 3 – Instruction, and Domain 4 – Professional Responsibilities. The four performance levels are unsatisfactory, basic, proficient, or distinguished.

Certified personnel who have successfully completed Track 1: Probationary/Novice shall be placed in Track 2: Interim Teacher Appraisal Process. Track placement is determined by summative ratings. A Professional Growth Plan will be created for each individual. An effective implementation of the growth plan is contingent upon the collaborative and reflective participation of each teacher and supervisor.

Any teacher who receives an unsatisfactory rating in any domain of the Components of Professional Practice will be placed in Track 3: Intensive Support Status. Personnel in this track will focus on correcting identified deficiencies.

Artifacts will be collected to reflect performance. Domains 1 and 4 will be represented through off-stage evidence. Domains 2 & 3 will be represented through observations. Examples of artifacts will be provided.

B. FORMS AND TEACHER EVALUATION

The forms to be used for the Teacher Excellence and Support System are provided. A description of each Track and the accompanying forms can be found below.

TRACK 1 – PROBATIONARY/NOVICE (1-3 Years)
TRACK 2 – INTERIM TEACHER APPRAISAL PROCESS
2A: SUMMATIVE EVALUATION
2B2/2B1: INTERIM APPRAISAL PROCESS
TRACK 3 – INTENSIVE SUPPORT STATUS

The teacher and evaluator each receive one (1) copy of each form. The evaluator maintains an evaluation file for each certified staff member. If the teacher transfers or is reassigned within the district, his/her evaluation file is forwarded to the new principal/supervisor.

TRACK 1 : PROBATIONARY/ NOVICE (1-3 Years)

A probationary teacher is a teacher who has not completed three (3) successive years of employment in the Hot Springs School District. A first year teacher will be considered both a novice and probationary teacher. All novice and experienced certified teachers will be involved in the probationary teacher track during their first year of employment with the Hot Springs School District. Experienced teachers new to the district may be removed from the probationary cycle by the building principal after completion of one year in the district and a total of at least three years experience. Novice teachers will remain in Track 1 for three (3) years.

METHODS/PROCEDURES:

The probationary/novice teacher plan will consist of:

1. At least two (2) formative observations focused on targeted growth areas.
2. Professional Growth Plan developed following the first formative observation.
3. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Professional Growth Plan review and development. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times.

TRACK 2: INTERIM TEACHER APPRAISAL PROCESS

All teachers who have more than three years of satisfactory experience with the Hot Springs School District will cycle through the Interim Teacher Appraisal Process. Track 2 consists of a three year cycle: 2A – Summative Evaluation, 2B2 – Interim Appraisal Process, and 2B1 – Interim Appraisal Process. This track allows veteran teachers to receive a summative evaluation once every three years.

METHODS/PROCEDURES:

2A

1. At least two (2) formative observations focused on targeted growth areas.
2. Professional Growth Plan developed following the first formative observation.
3. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Professional Growth Plan review and development. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times.
4. Successful completion of Track 2A will move the certified employee to Track 2B2.

2B2

1. Conversations about PGP and one (1) or more observations focused on PGP goals during the year.
2. Modified evaluation is based on specific components of the rubric included in the PGP over a two year cycle.
3. Reflect on PGP in the spring conference.
4. Successful completion of Track 2B2 will move the certified employee to Track 2B1.

2B1

1. Conversations about PGP and one (1) or more observations focused on PGP goals during the year.
2. Modified evaluation is based on specific components of the rubric included in the PGP over the year.
3. Reflect on PGP in the spring conference.
4. Successful completion of Track 2B1 will move the certified employee to Track 2A.

TRACK 3: INTENSIVE SUPPORT STATUS

The Intensive Support Status is required to assist teachers who have received an unsatisfactory rating in any domain of the Components of Professional Practice. A teacher can move from Track 1 or Track 2 into Track 3 at any time needed.

METHODS/PROCEDURES:

The intensive support status plan will consist of:

1. Intensive Professional Growth Plan developed following the placement into Track 3.
2. Multiple formal and informal observations focused on intensive growth areas.
3. Multiple conferences between teacher and evaluator.
4. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Intensive Professional Growth Plan review. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times. The teacher will complete the Pre-Summative Evaluation Questions Form prior to the Pre-Conference.
5. A teacher may remain in Track 3 for two (2) semesters. Two (2) additional semesters may be added if improvement is observed. Successful completion of Track 3 will move the certified employee back to Track 1 or Track 2A depending on placement when entering Track 3. Non-successful completion of Track 3 will result in recommendation for non-renewal or termination.