

**VAN BUREN SCHOOL DISTRICT
TEACHER EVALUATION PLAN**

Protocols

Revised 6-18-19



EVERY CHILD * WHATEVER IT TAKES.



Acknowledgments

Van Buren School District Evaluation Committee:

Members:

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



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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).

Amended by ACT 295 of 2017



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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.



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Purpose

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The Van Buren School District and the teacher evaluation committee support the intent of TESS by lawmakers as referenced in A.C.A § 6-17-2801:

- ❖ 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 Protocols Program Overview

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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 Novice teachers (Teachers who have completed less than three years of public school classroom teaching), or an experienced teacher hired into the Van Buren School District that will be placed in a summative evaluation year their first year in the district.

Track Two is designed for experienced teachers. A full summative evaluation will occur every fourth year based on all four domains and the twenty-two components of the instructional rubric. The process consists of at least one formal evaluation based on an instructional rubric with four performance levels. During the formative years (a year other than a summative evaluation year) teachers will establish a growth plan in collaboration with the evaluator for their professional learning and engage in appropriate activities.

Track Three-Intensive Support is designed for 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 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. The entire teacher evaluation system is available on the VBSD web site:

<http://www.vbsd.us/teachers/existing/tess>



Van Buren School District Teacher Evaluation Protocols Track One: Novice and New Teachers to the District

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Track One is the section of the teacher evaluation system designed for Novice Teachers (Teachers who have completed less than 3 years of public school classroom teaching.) and for experienced teachers hired into the Van Buren School District will receive a summative evaluation during their first year in the district and then be added to the rotation. This also includes Media Specialist, Counselors, Gifted and Talented Coordinator in the first year of their new role. Track One 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: Highly Effective (4), Effective (3), Progressing (2), and Ineffective (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.
- ❖ **All teachers will utilize the [edreflect](#) online platform provided by the State to document all observations and other activities as required.**
- ❖ The novice new to district teacher will complete a self-assessment before the initial conference at the beginning of the year.
- ❖ The novice new to district 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.
- ❖ Drop-in observations are encouraged, and the number and length shall be at the discretion of the evaluator.
- ❖ The teacher shall upload artifacts to [Edreflect](#) related to the domains and components for discussion during the pre-and/or post-observation conferences.



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- ❖ 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.
 - **Summative Conference will be held by March 15th**
 - **Teacher Deadline to submit evidence March 1st**
- ❖ *Evaluator makes the final summative rating decision*

- ❖ If a teacher has an Ineffective 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 Progressing or Ineffective 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.

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.

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



Track Two: Experienced Teachers

Track Two is the section of the teacher evaluation system designed for experienced teachers. A full evaluation will occur every fourth 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: Highly Effective (4), Effective (3), Progressing (2), and Ineffective (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 upload artifacts to [edreflect](#) 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
- ❖ **All teachers will utilize the [Edreflect](#) online platform provided by the State to document all observations and other activities as required.**

During the formative year, 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.**

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.**



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- 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.
- ❖ At least one formal observation will occur consisting of a pre and post observation conference.
 - Teachers will need to log onto [Edreflect](#) to complete Pre/Post conferencing process.
- ❖ 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.
 - **Summative Conference will be held by March 15th**
 - **Teacher Deadline to submit evidence March 1st**
- ❖ *Evaluator makes the final summative rating decision*

- ❖ If a teacher has an Ineffective 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 Progressing or Ineffective 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.

Formative Year

- ❖ 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.



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- ❖ 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 [Edreflect](#) 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.
- ❖ At any time, the evaluator believes there is evidence to support several areas of growth not addressed on the PGP, the evaluator may conduct a summative evaluation. If after having a summative evaluation, a teacher may be placed in Track 3 if evidence from observations supports placement.
- ❖ .
- ❖ Throughout the year, teachers will collect evidence of professional activities.
- ❖ The evaluator will conduct 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 three years.
- ❖ The teacher and evaluator will conference to determine progress on the PGP and relevant portions of the evaluation framework.
- ❖ Summative Evaluation Conference by March 15th
- ❖ Teacher deadline to submit artifacts/evidence March 1st

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.

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



Track Three: Intensive Support Track

Track Three includes teachers who have received a rating of Ineffective in any one entire domain of the framework or if the teacher has a rating of Ineffective or Progressing in the majority of components of a domain. A teacher may be placed in this track at any time from Novice or Experienced Tracks based on observations or teacher performance. A teacher may be moved back from this track to Novice or Experienced 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.
- ❖ Written notice will be given to the teacher as to whether or not goals have been met.
- ❖ 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 Novice/New To District or Track 2 Experienced Teachers
 - 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



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- If the teacher did not make progress, the teacher is recommended for termination or non-renewal.
- ❖ **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 R](#): Recommendation Form



FORMS



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

*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

*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: _____

Component	OBS*	Not OBS	Comments/ Evidence
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.



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 I agree, only that I have received it.

Teacher Signature

Date

Evaluator Signature

Date



Form Q - Intensive Growth Plan (IGP)

Year:

Teacher:

Position:

Professional Growth Target		
School/Group/Teacher Problem of Practice: <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>		
Related ACSIP Goal in SMART Format: <i>(Specific, Measurable, Attainable, Realistic, Timely)</i>		
Framework for Teaching component(s) and element(s) to be addressed:		Goal of this Plan:



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:



Form Q - Intensive Growth Plan (IGP)

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

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: _____



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.*



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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 [Edreflect](#) 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 [Edreflect](#) website.



Gifted and Talented Coordinator

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 [Edreflect](#) website.



Speech Language Pathologist

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 Speech Pathologist 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 [Edreflect](#) website.