

BENTON PUBLIC SCHOOLS

CERTIFIED PERSONNEL EVALUATION PROCESS



BENTON PUBLIC SCHOOLS

EVALUATION NARRATIVE

The personnel evaluation system of the Benton School District is designed with one purpose in mind: to enhance student learning. Certain core competencies have been identified as beneficial for educators to use in their goal to improve student learning. This evaluation plan provides these core competencies and a process with which to evaluate the professional staff of the Benton School District.

BENTON PUBLIC SCHOOLS

CERTIFIED PERSONNEL EVALUATION PROCESS

The Benton School District recognizes that teachers, counselors, media specialists, and administrators are professionals. Levels of performance should be recognized and become a part of any evaluation system. This evaluation tool is designed to recognize these levels and provide a way to meet the needs specific to each level. Three tracks are established to differentiate the degree of supervision needed. Placement in a track will be for one contract year.

All Benton certified personnel, regardless of track, will be responsible for completing a Professional Growth Plan and a Staff Development Log. A summative conference will be held for all certified personnel each year.

Beginning Track

The beginning track has been developed to create an organized plan to assist personnel who are new to their professional positions or new to the Benton School District.

An educator with no years experience will be placed in the beginning track for three years. An educator new to the district with one year experience will be placed in the beginning track for two years. Certified staff new to our district with two or more years experience will be placed in the beginning track for one year. A district teacher that moves to a media specialist, counselor, or administrative position will be placed in the beginning track for one year.

Purpose:

- To provide training and support toward achieving the core competencies.
- To provide orientation to their school and district.
- To provide reliable data for making employment decisions.

Method:

- Beginning teachers will be formally observed a minimum of four times during each school year. The first two observations must be announced.
- Beginning elementary media specialists and counselors will have a minimum of two observations with post conferences and two conferences with a supervisor during each school year for a total of four contacts. The first observation must be announced. Beginning secondary counselors and media specialists will have a minimum of four conferences with a supervisor during each school year.
- Beginning administrators will have a minimum of four conferences with a supervisor during each school year.
- A pre-observation conference shall be held before all announced observations. All observations shall be followed by a post-conference within five working days. Appropriate forms shall be completed by the

administrator and the teacher, counselor, or media specialist. (See Chart on Page 6.)

- An appraisee may request an additional observation by the same or a different evaluator.
- If necessary for improvement, an action plan will be written by the person holding the beginning position and the supervisor. This action plan will be reviewed at the summative conference for the purpose of track placement for the next contract year.

Professional Track

The professional track has been developed to create an organized plan to expedite the evaluative process for personnel who are meeting core competencies.

Personnel with a minimum of three years experience who consistently meet the core competencies shall be placed in this track.

Purpose:

- To develop an evaluative process that benefits the master educator.
- To encourage growth.
- To provide reliable data for making employment decisions.

Method:

- All professional track personnel will be formally observed a minimum of one time during the school year. This observation may be either announced or unannounced. A post-observation conference will be held within five working days. Appropriate forms shall be completed by the administrator and the teacher, counselor, or media specialist.
- Media specialists, counselors, and administrators will have a minimum of one conference and/or one observation each school year with a supervisor.
- An appraisee may request an additional observation by the same or a different evaluator.
- If necessary for improvement, an action plan will be written by the person holding the position and the supervisor. This action plan will be reviewed at the summative conference for the purpose of track placement for the next contract year.

Assistance Track

The assistance track has been developed to create an organized plan to support an educator who has been identified by his supervisor as failing to meet core competencies or expectations. For those staff members who have not demonstrated satisfactory performance of the core expectations, a more direct and intensive system of support is necessary.

Purpose:

- To provide training and support toward achieving the core competencies.
- To provide reliable data for making employment decisions.

Method:

- Personnel in this track will have an action plan created in collaboration with a supervisor. The plan will outline steps for professional growth and removal from the assistance track.
- Personnel in this track will be evaluated as indicated in the action plan. Appropriate forms shall be completed by the administrator and teacher, counselor, or media specialist.

Recommendations to the District

1. The district should design and implement a new teacher induction program for all teachers new to the district.
2. All certified personnel should be given a booklet containing competencies and evaluation plan as well as sample forms.
3. Recommend staff development for teachers and administrators to familiarize them with plan and procedures.
4. Additional forms be made available to administrators for professional growth documentation.

Benton Public Schools

Components of Tracks

	BEGINNING	PROFESSIONAL	ASSISTANCE
Time in track	Beginning teacher-3 years Teachers new to district: 1 year experience-2 years; 2 or more years experience-1 yr.		Minimum of 1 contract year
Professional Growth Plan	Required	Required	Required
Staff Development Log	Required	Required	Required
Observation- teachers Observations and/or conferences- counselors, media specialist, administrators	Four-30 minutes (minimum) 2 announced 2 unannounced	One-30 minute (minimum) Announced or unannounced	One-30 minute (minimum) Announced or unannounced
Pre-Observation Form	Required	Optional or as needed	Optional or as needed
Classroom Observation Guide	Required	Required	Required
Post-Observation Reflection Form	Required	Optional or as needed (use to guide discussion)	Optional or as needed (use to guide discussion)
Summative Evaluation Form	Required	Required	Required
Action Plan	As needed	As needed	Required
Communication Log	As needed	As needed	As needed

Benton Public Schools

Teacher Competencies

- I. Planning and Preparation
 - A. **Demonstrates Knowledge of Content**
 - 1. Provides accurate information
 - 2. Displays knowledge of current information
 - B. **Selects Appropriate Assessment of Student Learning**
 - 1. Selects a variety of assessment tools
 - 2. Selects appropriate tool to match goals and objectives
 - 3. Uses assessment to identify student needs
 - C. **Demonstrates Knowledge of Students**
 - 1. Displays knowledge of developmental characteristics of age groups
 - 2. Displays understanding of varied learning styles
 - 3. Displays awareness of students' skills, knowledge, and special needs
 - 4. Displays knowledge of students' interests, environment, and cultural heritage
 - D. **Displays Knowledge of Resources**
 - 1. Utilizes a variety of resources
 - 2. Demonstrates use of technology
 - E. **Selects Suitable Instructional Goals**
 - 1. Establishes a clear purpose for the lesson
 - 2. Relates goals to the curriculum frameworks and standards
 - 3. Establishes high expectations
 - F. **Designs Coherent Instruction**
 - 1. Chooses relevant learning activities
 - 2. Selects the appropriate level of difficulty
 - 3. Plans for creative/critical thinking skills
 - 4. Demonstrates proper allocation of time
- II. Classroom Environment
 - A. **Creates an Environment of Dignity, Respect and Rapport**
 - 1. Demonstrates general warmth, caring, and respect in teacher-student interactions.
 - 2. Demonstrates fairness and consistency in handling of student behavior
 - 3. Exercises sound judgment
 - B. **Demonstrates Effective Classroom Management**
 - 1. Organizes tasks for group and individual work with little loss of instructional time
 - 2. Establishes procedures for non-instructional tasks
 - 3. Establishes clear standards of conduct

4. Responds appropriately to misbehavior while maintaining the students' dignity
- C. Creates an Atmosphere Conducive to Learning**
 1. Communicates the importance of the work with a positive attitude
 2. Exhibits and encourages high expectations for student achievement
 3. Reinforces positive student behavior
- D. Demonstrates Effective Use of Physical Space**
 1. Takes all necessary and reasonable precautions to protect students
 2. Demonstrates skillful use of physical resources (equipment, materials, facilities, etc.)

III. Instruction

- A. Demonstrates Effective Communication with Students**
 1. Communicates directions and procedures clearly to students
 2. Uses spoken and written language in a manner that is clear and correct with appropriate vocabulary
- B. Utilizes Questioning and Discussion Techniques**
 1. Provides questions of high quality and gives adequate time for student response
 2. Attempts to engage all students in meaningful discussion
- C. Engages Students in Learning**
 1. Provides activities and assignments appropriate for students
 2. Uses grouping appropriately to advance instructional goals
 3. Uses materials and resources to accomplish instructional goals
 4. Structures coherent lessons with appropriate pacing of activities
- D. Provides Feedback to Students**
 1. Provides consistent and effective feedback
 2. Provides feedback in a timely manner
- E. Demonstrates Flexibility and Responsiveness**
 1. Adjusts lessons to enhance learning
 2. Accommodates students' questions or interests to enhance learning.
 3. Persists in seeking approaches for students who need modifications

IV. Professional Responsibilities

- A. Maintains Records**
 1. Records accurately
 2. Reports punctually

- B. Communicates Effectively with Families and Community**
 - 1. Initiates contact with parents concerning student progress
 - 2. Responds to concerns with sensitivity and professionalism
 - 3. Establishes and maintains open lines of communication
 - 4. Models effective and accurate verbal and written communication skills
- C. Contributes to School and District**
 - 1. Exhibits a cooperative rapport with colleagues
 - 2. Contributes to the learning community
- D. Demonstrates Professional Growth and Development**
 - 1. Engages in opportunities for professional development to enhance content knowledge and teaching skills
 - 2. Shares knowledge with colleagues
- E. Demonstrates a Professional Work Ethic**
 - 1. Exhibits punctuality
 - 2. Displays responsible behavior in matters of attendance
 - 3. Performs assigned responsibilities
 - 4. Provides supervision to ensure a safe environment
 - 5. Maintains professional appearance
 - 6. Adheres to district policies

Benton Public Schools

Counselor Competencies

- I. Planning and Preparation
 - A. **Coordinates Testing Procedures for School**
 - B. **Directs and/or Assists with Registration and Scheduling (Secondary)**
 - C. **Maintains Student Records and Protects Their Confidentiality**
 - D. **Recognizes Student Achievement**
 - E. **Assists with Data Collection as Needed**
 - F. **Demonstrates Knowledge of Available Resources**
 - 1. Cooperates with community agencies to convey needed information to students, parents, faculty
 - 2. Demonstrates use of technology
 - G. **Demonstrates Knowledge of Students**
 - 1. Displays knowledge of developmental characteristics of age groups
 - 2. Displays understanding of varied learning styles
 - 3. Displays awareness of students' skills, knowledge, and special needs
 - 4. Displays knowledge of students' interests, environment, and cultural heritage

- II. Counseling Services
 - A. **Develops and Maintains Effective Individual and Group Relationships with Students**
 - B. **Displays Ability to Appraise and Identify Individual Differences in Students**
 - C. **Assists the Individual Student in Evaluating his Abilities, Aptitudes, Interests, and Achievements**
 - D. **Informs and Advises Students in Academic and/or Career Opportunities**
 - E. **Provides Assistance in Personal Needs**
 - F. **Assists Teachers and Other School Personnel in Understanding the Needs of Individual Students**
 - G. **Creates an Environment of Dignity, Respect, and Rapport**
 - H. **Demonstrates Sound Judgment**

- III. Instruction (Elementary Only)
 - A. **Demonstrates Effective Communication with Students**
 - 1. Communicates directions and procedures clearly to students
 - 2. Uses spoken and written language in a manner that is clear and correct with appropriate vocabulary
 - B. **Utilizes Questioning and Discussion Techniques**
 - 1. Provides questions of high quality and gives adequate time for student response
 - 2. Attempts to engage all students in meaningful discussion

- C. Engages Students in Learning**
 - 1. Provides activities and assignments appropriate to students
 - 2. Uses grouping appropriately to advance instructional goals
 - 3. Uses materials and resources to accomplish instructional goals
 - 4. Structures coherent lessons with appropriate pacing of activities
- D. Provides Feedback to Students**
 - 1. Provides consistent and effective feedback
 - 2. Provides feedback in a timely manner
- E. Demonstrates Flexibility and Responsiveness**
 - 1. Adjusts lessons to enhance learning
 - 2. Accommodates students' questions or interests to enhance learning
 - 3. Persists in seeking approaches for students who need modifications

IV. Professional Responsibilities

- A. Maintains Records**
 - 1. Records accurately
 - 2. Reports punctually
- B. Communicates Effectively with Families and Community**
 - 1. Initiates contact with parents concerning student progress
 - 2. Responds to concerns with sensitivity and professionalism
 - 3. Establishes and maintains open lines of communication
 - 4. Models effective and accurate verbal and written communication skills
- C. Contributes to School and District**
 - 1. Exhibits a cooperative rapport with colleagues
 - 2. Contributes to the learning community
- D. Demonstrates Professional Growth and Development**
 - 1. Engages in opportunities for professional development to enhance content knowledge and teaching skills.
 - 2. Shares knowledge with colleagues
- E. Demonstrates a Professional Work Ethic**
 - 1. Exhibits punctuality
 - 2. Displays responsible behavior in matters of attendance
 - 3. Performs assigned responsibilities
 - 4. Provides supervision to ensure a safe environment
 - 5. Maintains professional appearance
 - 6. Adheres to district policies

Benton Public Schools

Media Specialist Competencies

- I. Planning and Preparation
 - A. **Evaluates, Selects, and Requisitions New Library Materials**
 - 1. Enlists faculty participation and recommendation in selection of resources
 - 2. Provide adequate resources in quality, variety, and quantity within budget limitations
 - 3. Discards obsolete and worn materials from collection
 - B. **Demonstrates Knowledge of Available Resources**
 - 1. Provides accurate information
 - 2. Displays knowledge of current information
 - 3. Demonstrates use of technology
 - 4. Maintains audio-visual equipment in good working order
 - 5. Utilizes a variety of resources
 - C. **Demonstrates Knowledge of Students**
 - 1. Displays knowledge of developmental characteristics of age groups.
 - 2. Displays understanding of varied learning styles
 - 3. Displays awareness of students' skills, knowledge, and special needs
 - 4. Displays knowledge of students' interests, environment, and cultural heritage

- II. Media Center Environment
 - A. **Creates an Environment of Dignity, Respect, and Rapport**
 - 1. Demonstrates general warmth, caring, and respect in teacher-student interactions.
 - 2. Demonstrates fairness and consistency in handling of student behavior
 - 3. Exercises sound judgment
 - B. **Demonstrates Effective Student Management**
 - 1. Organizes tasks for group and individual work
 - 2. Establishes procedures for non-instructional tasks
 - 3. Establishes clear standards of conduct
 - 4. Responds appropriately to misbehavior while maintaining the student's dignity
 - C. **Creates an Atmosphere Conducive to Literacy**
 - 1. Communicates the importance of reading
 - 2. Exhibits and encourages high expectations for student achievement
 - 3. Reinforce positive student behavior
 - D. **Demonstrates Effective Use of Physical Space**

1. Takes all necessary and reasonable precautions to protect students
2. Demonstrates skillful use of physical resources (equipment, materials, and facilities)

III. Instructional Functions

A. **Demonstrates Effective Communication with Students**

1. Communicates directions and procedures clearly to students
2. Uses spoken and written language in a manner that is clear and correct with appropriate vocabulary

B. **Orients Students and Faculty to Media Center**

1. Cooperates with teachers in scheduling use of media center resources
2. Assists teachers in selection of books and other instructional materials
3. Presents and discusses materials with a class studying a particular topic at teacher's request

C. **Provides Feedback to Students**

1. Provides consistent and effective feedback
2. Provides feedback in a timely manner

D. **Demonstrates Flexibility and Responsiveness**

1. Accommodates students' questions or interests to enhance learning
2. Persists in seeking approaches for students who need modifications

IV. Professional Responsibilities

A. **Maintains Records**

1. Uses effective record keeping and cataloguing techniques
2. Prepares and administers library budget
3. Maintains an accurate inventory of audiovisual equipment
4. Records accurately
5. Reports punctually

B. **Communicates Effectively in the School Environment**

1. Responds to concerns with sensitivity and professionalism
2. Establishes and maintains open lines of communication
3. Models effective and accurate verbal and written communication skills

C. **Contributes to School and District**

1. Exhibits a cooperative rapport with colleagues
2. Contributes to the learning community

D. **Demonstrates Professional Growth and Development**

1. Engages in opportunities for professional development to enhance content knowledge and teaching skills
 2. Shares knowledge with colleagues
- E. Demonstrates a Professional Work Ethic**
1. Exhibits punctuality
 2. Displays responsible behavior in matters of attendance
 3. Performs assigned responsibilities
 4. Provides supervision to ensure a safe environment
 5. Maintains professional appearance
 6. Adheres to district policies

Benton Public Schools

Administrator Competencies

- I. Instructional Leadership
 - A. **Plans and Encourages Professional Growth**
 - 1. Provides staff development opportunities based on needs
 - 2. Provides access to professional resources
 - B. **Evaluates Instructional Programs and Staff for Effectiveness**
 - 1. Provides appropriate feedback in a timely manner
 - 2. Recognizes and encourages effective teaching methods
 - C. **Provides Individual Support and Assistance to Faculty as Needed**
 - D. **Investigates and Evaluates New Developments in Curriculum and Instruction**
 - E. **Demonstrates Knowledge of Students**
 - 1. Displays knowledge of developmental characteristics of age groups
 - 2. Conveys understanding of varied learning styles
 - 3. Communicates awareness of students' skills, knowledge, and special needs
 - 4. Communicates awareness of students' interests, environment, and cultural heritage
 - F. **Analyzes and Interprets Test Data to Promote Student Achievement**

- II. Management Effectiveness
 - A. **Oversees Building Needs**
 - 1. Coordinates operation and maintenance of the school building
 - 2. Supervises proper care of equipment and property
 - 3. Maintains current inventory
 - 4. Demonstrates effective use of physical space
 - 5. Takes all necessary and reasonable precautions to provide a safe environment
 - B. **Manages Personnel Needs for Faculty/Staff**
 - 1. Works to ensure that a strong faculty/staff is selected
 - 2. Creates an environment of dignity, respect, and rapport
 - 3. Establishes a direct line of communication with faculty/staff
 - 4. Defines expectations and responsibilities for all personnel
 - 5. Coordinates/assists in evaluation of faculty/staff
 - 6. Encourages a cohesive and cooperative learning environment
 - C. **Manages Student Discipline**

1. Communicates effectively and involves parent(s) in student discipline
2. Demonstrates fairness and consistency in handling of student behavior
3. Exercises sound judgment
4. Responds appropriately to misbehavior while maintaining students' dignity

D. Manages Campus Budget

1. Submits budget requests based on directions from Business Manager and with input from staff
2. Stays informed as to budget balances and takes appropriate action to avoid spending more than budgeted
3. Effectively communicates with staff regarding budget status
4. Stays informed and adheres to all laws, regulations, policies, and administrative guidelines relating to financial transactions occurring at the campus level

III. Organizational Skills

- A. **Designs and Organizes the Overall School Operation Effectively**
- B. **Coordinates Scheduling for All School Academic and Extracurricular Activities**
- C. **Coordinates Activities with Other Schools in the District**
- D. **Demonstrates Knowledge and Appropriate Use of Resources and Technology**
- E. **Collaborates with Faculty to Establish Goals to Enhance Student Achievement**

IV. Professional Responsibilities

- A. **Maintains Records**
 1. Records accurately
 2. Reports punctually
- B. **Communicates Effectively with Faculty/Staff, Families, and Community**
 1. Initiates contact with parents concerning student progress
 2. Responds to concerns with sensitivity and professionalism
 3. Establishes and maintains open lines of communication
- C. **Contributes to School and District**
 1. Exhibits a cooperative rapport with colleagues
 2. Contributes to the learning community
- D. **Demonstrates Professional Growth and Development**
 1. Engages in opportunities for professional development to enhance knowledge and leadership skills
 2. Shares knowledge with colleagues

E. Demonstrates a Professional Work Ethic

1. Exhibits punctuality
2. Displays responsible behavior in matters of attendance
3. Performs assigned responsibilities
4. Provides supervision to ensure a safe environment
5. Maintains professional appearance
6. Adheres to district policies

Benton Public Schools

Pre-Observation Form Instruction Plan for a Single Observed Lesson

Teacher's Name _____ Position _____

Date _____ Building _____

Questions to Consider

1. What are your goals for the lesson? What do you want the students to learn? (Component I.A)	4. Briefly describe the students in this class, including those with special needs. (Component I.C)
2. Why are these goals suitable for this group of students? How do these goals relate to the district's curriculum guides? (Component I.E)	5. What instructional materials or other resources, if any, will you use? (List all other materials you will be using for this lesson.) (Component I.D)
3. How do you plan to assess student achievement of the goals? How do you plan to make use of the results of the assessments? (Component I.B)	6. How do you plan to engage students in the lesson? (Component I.F)

Teacher's Signature

Supervisor's Signature

Benton Public Schools

Classroom Observation Form

Teacher's Name _____ **Position** _____

Date _____ **Building** _____

Time _____

Component I.A-F: Demonstrates evidence of planning & preparation.	Component III.A: Demonstrates effective communication with students.
Component II.A: Creates an environment of dignity, respect, and rapport.	Component III.B: Utilizes questioning and discussion techniques.
Component II.B: Demonstrates effective classroom management.	Component III.C: Engages students in learning.
Component II.C: Creates an atmosphere conducive to learning.	Component III.D: Provides feedback to students.
Component II.D: Demonstrates effective use of physical space.	Component III.D: Demonstrates flexibility and responsiveness.

Additional Comments:

 Teacher's Signature
 (Signature does not necessarily reflect agreement)

 Supervisor's Signature

Benton Public Schools

Post Observation Reflective Form

Name _____ School _____

Grade _____ Subject _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. In reflecting on the lesson, to what extent were students productively engaged?
(Component III.C)

2. Did the students learn what was intended? Explain. Were the instructional goals met? Explain. (Components I and III)

3. Were goals or instructional plans altered as the lesson was taught? If so, why?
(Component II.E)

4. What was most effective about the lesson?

5. If this lesson were to be taught again, would any changes be made? Why?

6. Provide several samples of student work on this assignment if possible. This work should reflect the full range of student ability in the class.

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Classroom Observation Form

Teacher's Name _____ Date _____ Building _____

Conference # _____ 1 _____ 2 _____ 3 _____ 4

Component I: Planning and Preparation:	Component II: Classroom Environment:
Component III: Instruction:	Component IV: Professional Responsibilities:

Signature

Supervisor's Signature

Benton Public Schools Teacher Summative Evaluation Form

Teacher's Name

School Year

Years in District

Present Track

Building

Position

I. Planning and Preparation: _____

II. Classroom Environment: _____

III. Instruction: _____

IV. Personal and Professional Responsibilities: _____

Component IV, D: Completed Staff Development Log Yes No

Component IV, D: Completed Professional Growth Plan Yes No Continued

Additional Comments: _____

Recommended Track for Next Year: Beginning Teacher Track

Professional Track

Assistance Track

Recommended for Contract Renewal

Recommended for Non-Renewal

Teacher's Signature

(Signature does not necessarily reflect agreement. Comments may be attached)

Supervisor's Signature

Benton Public Schools

Counselor Observation Form

Counselor's Name _____ **Date** _____ **Building** _____

Conference # _____ **1** _____ **2** _____ **3** _____ **4**

Component I: Planning and Preparation:	Component II: Counseling Services:
Component III: Instruction (Elementary Counselors only):	Component IV: Professional Responsibilities:

Signature

Supervisor's Signature

Benton Public Schools

Teacher Summative Evaluation Form

Teacher's Name _____ School Year _____ Years in District _____ Present Track _____ Building _____ Position _____

Component I: Planning and Preparation: 	Component II: Counseling Services:
Component III: Instruction (Elementary Counselors Only): 	Component IV: Professional Responsibilities:
Component IV.D: Completed Staff Development Log ___ Yes ___ No	Component IV.D: Completed Professional Growth Plan ___ Yes ___ No

Additional Comments: _____

Recommended Track for Next Year: ___ Beginning Teacher Track ___ Professional Track ___ Assistance Track

_____ Recommended for Contract Renewal
_____ Recommended for Non-Renewal

Teacher's Signature
(Signature does not necessarily reflect agreement. Comments may be attached)

Supervisor's Signature

Benton Public Schools

Media Specialist Conference Form

Media Specialist's Name _____ **Date** _____ **Building** _____

Conference # _____ **1** _____ **2** _____ **3** _____ **4** _____

Component I: Planning and Preparation:

Component II: Library/Media Center Environment:

Component III: Instructional Functions:

Component IV: Professional Responsibilities:

Signature

Supervisor's Signature

Benton Public Schools

Media Specialist Summative Evaluation Form

Name _____ School Year _____ Years in District _____ Present Track _____ Building _____ Position _____

Component I: Planning and Preparation:	Component II: Library/Media Center Environment:
Component III: Instructional Functions:	Component IV: Professional Responsibilities:
Component IV.D: Completed Staff Development Log ___ Yes ___ No	Component IV.D: Completed Professional Growth Plan ___ Yes ___ No

Additional Comments: _____

Recommended Track for Next Year: ___ Beginning Track ___ Professional Track ___ Assistance Track

_____ Recommended for Contract Renewal

_____ Recommended for Non-Renewal

 Signature
 (Signature does not necessarily reflect agreement. Comments may be attached)

 Supervisor's Signature

Benton Public Schools

Administrator Conference Form

Administrator's Name _____ **Date** _____ **Building** _____

Conference # _____ **1** _____ **2** _____ **3** _____ **4**

Component I: Instructional Leadership:

Component II: Management Effectiveness:

Component III: Organizational Skills:

Component IV: Professional Responsibilities:

Signature

Supervisor's Signature

Benton Public Schools

Administrator's Summative Evaluation Form

 Administrator's Name School Year Years in District Present Track Building Position

Component I: Instructional Leadership:	Component II: Management Effectiveness:
Component III: Organizational Skills:	Component IV: Professional Responsibilities:
Component IV.D: Completed Staff Development Log ___ Yes ___ No	Component IV.D: Completed Professional Growth Plan ___ Yes ___ No

Additional Comments: _____

Recommended Track for Next Year: ___ Beginning Track ___ Professional Track ___ Assistance Track

_____ Recommended for Contract Renewal

_____ Recommended for Non-Renewal

 Administrator's Signature
 (Signature does not necessarily reflect agreement. Comments may be attached)

 Supervisor's Signature

Benton Public Schools

Professional Growth Plan

Name _____

Building _____ Position _____

Length of Plan _____ 1 year _____ 2 years Date _____

All certified personnel will be responsible for developing, maintaining, and revising a Professional Growth Plan to improve, maintain, and expand their competencies. Plans shall be written, updated, and/or revised, and submitted to your immediate supervisor by October 15 of each school year.

I. Goal:

II. Describe how this will improve student learning:

III. Describe how this plan will be achieved:

A. Methods/Strategies:

B. Resources/Support Needed:

IV. Designate which of the following options will be used to document your progress.

Artifacts	Portfolios	Student Assessment
Videotape	Self-Assessment	Archival Data
Observation	Coursework/Staff Development Log	Professional Reading Log
Contribution to the Learning Community		Other

Notify your immediate supervisor after completion of Professional Growth Plan. Supervisors should keep a copy of this plan on file and indicate on the Summative Evaluation if sufficient progress has been made.

Date Achieved: _____

Signature: _____

Supervisor's Signature: _____

Benton Public Schools Action Plan

Name _____

Date of Meeting _____

Supervisor _____

Date of Next Meeting _____
(30 calendar days from first meeting)

Problem(s) Identified _____

Related to CORE Competencies _____

Action Plan

Action(s) to be Taken	Indicator(s) of Success	Comments	Anticipated Date of Completion

Signature

Supervisor's Signature

Resources Provided _____

Action Plan Results _____

Date _____

Signature

Supervisor's Signature

**Benton Public Schools
COMMUNICATION LOG**

Name _____

Supervisor _____

Date	Type of Communication	Purpose	Outcome	Employee's Signature	Supervisor's Signature

Provide copy for employee following each communication

EVALUATION OF COACHES

Name of Coach	Assignment	Level	Date	Evaluator
---------------	------------	-------	------	-----------

Evaluators: 1. Head Coach 2. Athletic Director
 Rating Scale: NA – Not Applicable 1. Unsatisfactory 2. Improvement needed 3. Satisfactory 4. Exemplary

PROFESSIONAL AND PERSONAL RELATIONSHIPS

Circle Rating

- | | | | | | | |
|--|-------------------------------|----|---|---|---|---|
| 1. Cooperation in regards to submitting eligibility lists, equipment, needs, program information relative to sport with: | a. athletic director | NA | 1 | 2 | 3 | 4 |
| | b. building principal | NA | 1 | 2 | 3 | 4 |
| 2. Cooperates with maintenance personnel in care of sport areas. | | NA | 1 | 2 | 3 | 4 |
| 3. Rapport with other coaching staff members. | | NA | 1 | 2 | 3 | 4 |
| 4. Rapport with head coach and assistants before, during, and after the coaching season for program development. | | NA | 1 | 2 | 3 | 4 |
| 5. Public Relations – cooperates with: | a. Newspapers and other media | NA | 1 | 2 | 3 | 4 |
| | b. Booster’s organization | NA | 1 | 2 | 3 | 4 |
| | c. Parents | NA | 1 | 2 | 3 | 4 |
| 6. Carries out the procedures of the athletic department. | | NA | 1 | 2 | 3 | 4 |
| 7. Accepts and implements athletic department decisions and procedures. | | NA | 1 | 2 | 3 | 4 |
| 8. Maturely accepts criticism and/or recognition. | | NA | 1 | 2 | 3 | 4 |
| 9. Sideline conduct at games toward players, officials, fans, etc... | | NA | 1 | 2 | 3 | 4 |
| 10. Conduct outside of school where students are involved (team parties, camps, etc.) | | NA | 1 | 2 | 3 | 4 |
| 11. Encourages students to participate in the athletic program. | | NA | 1 | 2 | 3 | 4 |
| 12. Letters to colleges regarding players, service groups, etc. Follows up on graduates. | | NA | 1 | 2 | 3 | 4 |
| 13. Respects and supports other coaches and athletes during their seasonal sports. | | NA | 1 | 2 | 3 | 4 |
| 14. Keeps athletic director and principal informed of any or all problems before, during or after all sporting events. | | NA | 1 | 2 | 3 | 4 |
| 15. Keeps athletic director and principal informed of the conditions of practice and playing fields. | | NA | 1 | 2 | 3 | 4 |

COACHING PERFORMANCE

- | | | | | | | |
|--|--|----|---|---|---|---|
| 1. Set an appropriate example at all times while with athletes. | | NA | 1 | 2 | 3 | 4 |
| 2. Supervision and administration of training rooms, locker rooms and practice areas. | | NA | 1 | 2 | 3 | 4 |
| 3. Supervision of athletes at all times. | | NA | 1 | 2 | 3 | 4 |
| 4. Scouting responsibilities. | | NA | 1 | 2 | 3 | 4 |
| 5. Knowledge of: | a. the sport and rule changes | NA | 1 | 2 | 3 | 4 |
| | b. eligibility information and rules | NA | 1 | 2 | 3 | 4 |
| | c. county and state rules and changes | NA | 1 | 2 | 3 | 4 |
| 6. Written rules of coach’s expectations for student participants in sports | | NA | 1 | 2 | 3 | 4 |
| 7. Prompt for practice sessions. | | NA | 1 | 2 | 3 | 4 |
| 8. Is innovative – uses new techniques, ideas, etc., along with established procedures for coaching. | | NA | 1 | 2 | 3 | 4 |
| 9. Shows good judgment in coaching responsibilities and decisions. | | NA | 1 | 2 | 3 | 4 |
| 10. Appropriate dress at practices and games. | | NA | 1 | 2 | 3 | 4 |
| 11. Maintains good squad discipline. | | NA | 1 | 2 | 3 | 4 |
| 12. Continually works with athletes without interfering with other sports. | | NA | 1 | 2 | 3 | 4 |
| 13. Shows respect (verbal, physical, psychological) for athletes. | | NA | 1 | 2 | 3 | 4 |
| 14. Leadership. | | NA | 1 | 2 | 3 | 4 |
| 15. Instills in athletes: | a. a competitive spirit for individual and team growth | NA | 1 | 2 | 3 | 4 |
| | b. a desire for intellectual growth and development | NA | 1 | 2 | 3 | 4 |

RELATED RESPONSIBILITIES

- | | | | | | | |
|--|----------------------|----|---|---|---|---|
| 1. Refrains from notifying booster’s organization of needs without consent of the athletic director. | | NA | 1 | 2 | 3 | 4 |
| 2. Compliance with: | a. meeting deadlines | NA | 1 | 2 | 3 | 4 |
| | b. inventory | NA | 1 | 2 | 3 | 4 |

*See attachments for addition comments.

 Evaluator’s Signature

 Coach’s Signature

Signature of coach is only to show that the coach has reviewed the evaluation, but does not necessarily agree with the statements.