TEACHER EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Arizona
Department of Education

2013-2014

Based on *The Arizona Framework for Measuring Educator Effectiveness*

THE TEACHER EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Table of Contents

Arizona Statutory Authority 1
Rationale for the Arizona Model for Measuring Educator Effectiveness 2
Summary of Components 3
Operational Definitions 5
Observation Process Guidelines 7
Student Academic Progress Guidelines 9
Survey Process Guidelines 10
Combining Teaching Performance, Student Academic Progress, and Survey Data for a Performance Classification 12
Performance Classifications 13
Point Allocations for Performance Classifications 14
Appendix A – Danielson Framework 15
Appendix B – Evaluation Process Tools 55
Appendix C – Professional Teaching Standards 66
Appendix D - Surveys 67
Appendix E – Glossary of Terms 79

Arizona Statutory Authority

Arizona Revised Statute §15-203 (A) (38) was passed by the legislature in 2009. This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a *framework* for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. School LEAs and charter schools were directed to use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013. As a result, the State Board of Education appointed an 18-member Task Force to develop the *Arizona Framework for Measuring Educator Effectiveness*.

The Task Force charged with creating the *Framework* conducted its work in service to the students in Arizona's public schools. The goal of the Arizona teacher and principal evaluations is to enhance performance so that students receive a higher quality education. The Task Force also considered evaluations to be the most effective element of a systemic approach to improving educator performance and student achievement.

The Task Force identified the following goals for the evaluation of teachers and principals to:

- Enhance and improve student learning;
- Use the evaluation process and data to improve teacher and principal performance;
- Incorporate multiple measurements of achievement;
- Communicate clearly defined expectations;
- Allow LEAs to use local instruments to fulfill the requirements of the framework;
- Reflect fairness, flexibility, and a research-based approach;
- Create a culture where data drives instructional decisions;
- Use the evaluation process and achievement data to drive professional development to enhance student performance;
- Increase data-informed decision making for student and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

The State Board of Education approved the *Arizona Framework for Measuring Educator Effectiveness* on April 25, 2011. During 2012 -2013, the legislature made further revisions to the statutes related to teacher and principal evaluation systems. Those revisions included the designation of the four performance classifications used in the evaluation system as: "Ineffective", "Developing", "Effective", and "Highly Effective." By school year 2013-2014, LEAs are required to adopt a policy that describes how the performance classifications will be used in making employment-related decisions. The statutes provide direction regarding multiyear contracts and transfer frequencies and include the opportunity for incentives for those in the highest performance levels. Beginning in 2015-2016 the policies must describe the support and consequences for those in the lowest performance levels.
Links to these statutes can be found here:

House Bill 2823 - http://www.azed.gov/teacherprincipal-evaluation/hb-2823/
House Bill 2500 - http://www.azleg.gov/legtext/51leg/1r/summary/h.hb2500_05-14-13_astransmittedtogovernor.pdf

Please refer to ARS§15-203 (A) 38, ARS§15-527-530, and ARS§15-537-538.01 for a complete description of the educator evaluation process.

The language in ARS§15-203(A) (38) uses the phrase "academic progress." In this model instrument, academic progress is defined as: "A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles."

Rationale for the Arizona Model for Measuring Educator Effectiveness

This teacher evaluation model was created to provide process, templates, observation rubrics, and a rating system for measuring teacher performance. All components align and comply with Arizona State Board of Education's adopted *Framework for Measuring Educator Effectiveness*. The *framework* provides the legal parameters and state requirements for the teacher evaluation process statewide. The *model* outlined in this document provides a process for teacher evaluation based on the Arizona requirements for measuring educator effectiveness.

The definitions stated below are to clearly delineate between *The Arizona Framework for Measuring Educator Effectiveness* and *The Arizona Model for Measuring Educator Effectiveness.*

- *The Arizona Framework for Measuring Educator Effectiveness*
  A framework for the Arizona teacher evaluation process developed by the state of Arizona in response to Arizona Revised Statute §15-203 (A) (38). This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument." The Arizona Framework for Measuring Educator Effectiveness can be found here:
  http://www.azed.gov/teacherprincipal-evaluation/az-framework/

- *An Arizona Model for Measuring Educator Effectiveness*
  A teacher evaluation process created to assist local education agencies (LEAs) and schools in providing an example to measure teacher effectiveness, per ARS 15-203 (A) (38). This model aligns with Arizona State Board of Education's adopted Framework for Measuring Educator Effectiveness referenced above.

ACKNOWLEDGEMENTS

This document would not be possible without the tremendous efforts of the following educators and experts:

- Dr. Karen Butterfield, Associate Superintendent of Highly Effective Teachers & Leaders, ADE
- Dr. Deb Duvall, Executive Director, Arizona School Administrators (ASA)
- Dr. Carrie Giovannone, Deputy Associate Superintendent, Research & Evaluation, ADE
- Todd Petersen, Deputy Associate Superintendent, Educator Effectiveness, ADE
- Dr. Ya-Ting Tang, Director, Program Evaluation, Research and Evaluation, ADE
- Eric Brooks, Director, Effective Teachers and Leaders, ADE
- Steve Larson, Education Program Specialist, Educator Excellence, ADE
- Virginia Stodola, Education Program Specialist, Educator Excellence, ADE
- Suzanne Witmer, Education Program Specialist, Educator Excellence, ADE
- Mesa Public Schools
- Peoria Unified School District
- The Charlotte Danielson Group

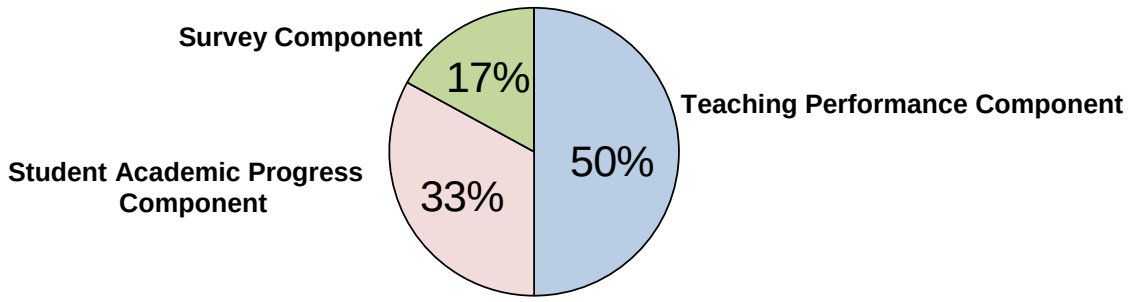
Arizona's Model for Measuring Educator Effectiveness Summary of Components

Arizona's Model for Measuring Educator Effectiveness was developed by the Arizona Department of Education with assistance from WestEd's Regional Educational Laboratory (REL). Four district Local Education Agencies (LEAs) and one charter LEA piloted the process during the 2012-2013 school year. These LEAs fully implemented the instrument in the 2013-2014 school year.

The *Arizona Model for Measuring Educator Effectiveness* is aligned to the *Arizona Framework for Measuring Educator Effectiveness with these three components and percentages:*

A.	Teaching Performance Component	50% (60 Points)
B.	Student Academic Progress Component	33% (40 Points)*
C.	Survey Component	17% (20 Points)*

* Percentages for certain teachers are slightly different since a student survey is not administered. Refer to specific rating tables for these percentages.



A. Teaching Performance Component

The teaching performance component, aligned to Arizona Professional Teaching Standards, accounts for 50% of the evaluation outcome. These standards may be found here:

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_2011_MS_Word_Version.html

The Arizona Department of Education *Teacher Model for Measuring Educator Effectiveness* utilizes the four domains in the 2013 Charlotte Danielson Framework for Teaching:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

B. Student Academic Progress Component

The total of school/grade/classroom-level data elements accounts for 33% of the evaluation outcome. If available, AIMS data must be used as at least one of the classroom-level data elements.

Rating Tables have been designed to display the point allocations of student academic progress data in the teacher evaluation process. The evaluator and teacher will select the appropriate rating table to be used during the evaluation process. Rating tables are content and grade level specific to align with the specific teaching assignment of each educator being evaluated. A complete set of rating tables can be found at this link: http://www.azed.gov/teacherprincipal-evaluation/teacherprincipal-evaluation-pilot-project-resources/

Rating table categories are:

- Achievement
- Growth
- College and Career Ready

Within each of these categories are multiple measures of student academic performance. One of these measures within this model, Student Learning Objectives (SLOs), are used for all teachers regardless of the availability of state assessment data. Each teacher will create a minimum of one Classroom SLO measuring student achievement and one Targeted SLO measuring student growth. Information on SLOs can be found at this link: http://www.azed.gov/teacherprincipal-evaluation/files/2013/06/slo-handbook.pdf .

C. Survey Component

Survey data elements accounts for 17% of the evaluation outcome. They will be comprised of the results of surveys conducted with the students; their parents and a peer review and self-review.

Parent surveys solicit information from parents on the quality of their teacher and school. The *classroom response rate* on the Parent Survey determines the awarded point allocation used as one part of the teacher's evaluation.

Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they were engaged in classroom practices.

Peer-review is defined as the assessment of one teacher's performance by a colleague in the same field for the purpose of maintaining or enhancing teaching performance. This type of assessment helps maintain and enhance quality by identifying weaknesses and errors in specific tasks and performance. Each teacher is assigned a minimum of three peer reviewers: two reviewers are chosen by the principal and one reviewer is selected by the teacher being evaluated. Peer reviews are completed and submitted to the school principal and data remains confidential.

The survey component includes a self-reflection process that encourages review of strengths and areas of focus. The self-review form is to be completed at the beginning of the academic year and reviewed at observation conferences as appropriate.

The results of these components (i.e., observation of teacher performance, student academic progress data, survey data, peer-review, and the self-review) measuring teacher effectiveness are intended to inform professional development recommendations for each teacher.

These surveys and instruments may be found at the following Arizona Department of Education link: http://www.azed.gov/teacherprincipal-evaluation/survey-models/

Arizona's Model for Measuring Educator Effectiveness Operational Definitions

These operational definitions define key concepts referenced in this document.

Component - The Arizona Model for Measuring Educator Effectiveness consists of three main components: Teaching Performance, Student Academic Progress, and Surveys.

Continuing Teacher - A certificated teacher who has been and is currently employed by the school district for the major portion of three consecutive school years and who has not been designated in the lowest performance classification for the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Charlotte Danielson Framework - The Charlotte Danielson Framework is the basis for the Teaching Performance Component of the model. A research-based set of components of instruction, aligned to the Arizona Professional Teaching Standards, and grounded in a constructivist view of learning and teaching. The framework consists of 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Evaluation - One comprehensive, summative evaluation that occurs annually and results in a summative teacher performance classification (Highly Effective, Effective, Developing, and Ineffective) and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes.

Evaluation Outcome - The summative score that represents one of four performance classifications derived from the accumulated Teaching Performance Component, Student Academic Progress Component, and Survey Component, and the associated recommendations for professional growth.

Group A Teachers - Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Group B Teachers - Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Observation - All teachers will be observed at least once a year. Observations may be formal or informal, however, a formal observation is a scheduled, announced event, and the district-approved evaluator will observe the teacher during a complete and uninterrupted lesson. Observations, whether formal or informal, are considered to be formative information; the results of which may be shared with the teacher to facilitate professional growth and/or be collected as pieces of evidence to be considered during the summative evaluation process. The discussion or conference after the first observation might entail a review of documents or artifacts reflecting the work products of the teacher. These documents may include student progress data or survey input from parents and/or students.

Performance Classification - The outcome of the evaluation process is one of four designations of performance: "Ineffective," "Developing," "Effective," and "Highly Effective."

Probationary Teacher - A certificated teacher who has not been employed by a school district for the major portion of three consecutive school years or a continuing teacher who has been designated in the lowest performance classification and has not regained continuing status.

Rating Tables - Rating tables are designed to display the point allocations of student academic progress data in the teacher evaluation process. The evaluator and teacher will select the appropriate rating table to be used during the evaluation process.

Student Learning Objective (SLO) - A Student Learning Objective is a classroom level standards-based measure relevant to the content area taught during the current school year that is specific and measurable, based on baseline data and written to measure growth and/or achievement.

Teacher - An individual who provides instruction to Pre-kindergarten*, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.
*For purposes of this evaluation instrument, Pre-Kindergarten teachers are not included. LEAs are to decide whether they are to use this model to evaluate their Pre-Kindergarten teachers or a different model.

Arizona's Model for Measuring Educator Effectiveness Observation Process Guidelines

The guidelines followed in the teacher evaluation process are defined as follows:

Orientation - The evaluator will conduct an orientation and provide materials outlining the evaluation process. It is suggested that this be done by the principal or supervisor in a group setting at the beginning of the school year.

Conference - **Beginning of the Year**- The teacher and the evaluator will meet early in the year to discuss the evaluation process. Discussion should include: the teacher's goals and objectives for the classroom/school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of parent and student survey data and previous evaluation results. The evaluator and teacher may review Student Learning Objectives (SLOs) and the teaching practices identified in the Danielson Framework for Teaching Domains. The Goal-Setting Worksheet may be reviewed during this meeting.

Observation Cycle - The cycle consists of a pre-observation conference(s) between teacher and evaluator, complete and uninterrupted classroom observation(s), and post-observation conference(s) between teacher and evaluator. Other planned and/or unannounced observations and/or conferences may also occur during this time.

Teacher Self-Review - This form is completed by the teacher in preparation for the evaluation process. The teacher reflects on his/her professional skills and knowledge as they relate to the Arizona Teaching Performance Standards.

Pre-Observation Conference - This conference, while not required by state statute, is recommended and precedes the first observation for the purpose of reviewing the details of the upcoming observation. Lesson plans may be shared, activities described, materials identified, teacher self-review discussed, etc. This conference may be completed face to face or electronically. The teacher's selection of Student Learning Objectives and related assessments should be reviewed.

Complete and Uninterrupted Observation - Observation of a complete and uninterrupted lesson by a governing board approved, qualified evaluator. Observations cannot be conducted within 2 instructional days of any scheduled school breaks of at least one week and must be separated by at least 60 calendar days.

Post Observation Conference - The purpose of this meeting is to identify areas of strengths and opportunities for improvement based upon evidence provided to the teacher. Plans, activities, and strategies to improve student academic performance should be the result of this conference. The evaluator may discuss the Self-Review form that was completed by the teacher. The post observation conference must occur within 10 business days of the observation.

Pre-Observation Conference #2 (If a second observation is conducted) - This conference, while not required by state statute, is recommended and should precede the second observation for the purpose of reviewing the details of the upcoming observation. Lesson plans may be shared, activities described, materials identified, teacher self-review form discussed, etc. This conference may be completed face-to-face or electronically.

Complete and Uninterrupted Observation #2 - Observation of a complete and uninterrupted lesson by a district-approved qualified evaluator. Observations cannot be conduction within 2 instructional days of any scheduled school breaks of at least one week and must be separated by at least 60 calendar days. The Local Governing Board (LEA) may waive the second observation for a continuing teacher if the first classroom observation resulted in one of the two highest observation ratings of Proficient or Distinguished

on the Danielson Framework for Teaching. A continuing teacher in this category may request a second classroom observation if one is desired.

Post-Observation Conference #2 - The purpose of this meeting is to identify areas of strengths and opportunities for improvement based upon evidence provided to the teacher. Plans, activities, and strategies to improve student academic performance should be the result of this conference. Identification of future actions for teacher improvement/growth may also be determined. The post observation conference must occur within 10 business days of the observation.

Depending on the timing of this conference, it may complete the annual evaluation cycle. If Student Academic Progress and Survey Data for the current year evaluation are available, a summative performance classification is determined during this conference. The post observation conference must occur within 10 business days of the observation.

Summative Evaluation Conference - If Student Academic Progress and Survey Data for the current year evaluation are not available at the time of the second post-observation conference, the Summative Evaluation Conference completes the annual evaluation cycle and includes a review of student achievement data and other evidence of the teacher's performance. The evaluator will discuss with the teacher the results of the Teaching Performance Component, the Student Academic Progress Component, and the Survey Component. A resultant summative performance classification (Highly Effective, Effective, Developing, Ineffective) is assigned to the teacher. Identification of future actions for teacher improvement/growth may also be determined.

Arizona's Model for Measuring Educator Effectiveness Student Academic Progress Guidelines /Teacher Rating Table

Student Academic Progress accounts for 40 points (33% of the overall model), of which 24 points (20%) will be designated for student growth.

Rating tables display the point allocations of student academic progress data in the teacher evaluation process. The evaluator and teacher will select the appropriate rating table to be used during the evaluation process. The rating table used for a teacher will be determined by the student population (e.g., SPED, ELL, etc.), subject/content area (e.g., music, P.E., math, etc.), grade level, and the availability of data (e.g., AIMS, AIMS A, AZELLA) specific to each teacher.

Below is an example of a rating table used with Grade 4-6 teachers in *Arizona's Model for Measuring Educator Effectiveness:* A complete set of rating tables can be found at this link: http://www.azed.gov/teacherprincipal-evaluation/teacherprincipal-evaluation-pilot-project-resources/

Implementation Year 2: Grades 4-6 Teachers					
Percent of Student Academic Progress Data	**Category**	**Point Value**	**Classroom Level Data[1]**	**Point Value**	**Data Source**
40 Points (33% of total)	Achievement	8	Percent Passing AIMS Reading	2	Prior Year Data
			Percent Passing AIMS Mathematics	2	Prior Year Data
			Classroom SLO(s)	4	Current Year Data
	Growth	24	Targeted SLO(s)	8	Current Year Data
			Student Growth Target-Reading	4	Prior Year Data
			Student Growth Target-Mathematics	4	Prior Year Data
			Mean SGP (Reading & Mathematics)	8	Prior Year Data
	Career & College Ready	8	AIMS CCR Equivalent Score- Reading	4	Prior Year Data
			AIMS CCR Equivalent Score- Mathematics	4	Prior Year Data

Arizona's Model for Measuring Educator Effectiveness Survey Process Guidelines

The Arizona Model for Measuring Educator Effectiveness integrates survey data from stakeholder groups (teachers, parents, and students) as one of the components of the teacher evaluation process. Survey data can provide information about perception and interest level related to school programming, processes, and plans. The results may be used to suggest future school improvement needs and direction.

Parent Survey Administration Logistics:

1. The Parent Survey will be administered anonymously on-line. The link to the survey will be provided to LEAs participating in the Teacher/Principal Evaluation Project.
2. Parents can use any device (e.g., computer, IPad, Smart phone, Kindle, etc.) that has access to the internet to fill out the parent survey.
3. If parents have more than one child currently attending different participating schools, they fill out one survey per participating school. If parents have more than one child currently attending the same participating school, their responses should be based on their perceptions of their OLDEST child's school experiences.
4. Both English and Spanish versions are available.
5. In order to boost the response rates for parent survey, LEAs are encouraged to:
    a. Post the link on LEA website.
    b. Send out a letter (electronic version) along with the link to parents. This letter explains the purpose of parent survey as well as encourages parents' participation.
    c. Send the letter (hard copy) home with students.
    d. Send out several reminders to all parents during the period of survey administration.

The results of the parent survey will be aggregated to the school level to be used for both the teacher and principal evaluations.

Student Survey Administration Logistics:

The student survey focuses on the student's perception of their teacher's teaching methods, so LEAs must make sure that each teacher is at least evaluated by one of his or her classes. The results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation.

1. All teachers of students in grades 3-12 regardless of their teaching assignment (with the exception of SPED Life Skills and K-2 teachers), must have student survey results.
2. SPED Life Skills and K-2 students will not complete student surveys; points within the teacher evaluation have been adjusted accordingly.
3. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.
4. Student surveys will be administered anonymously on-line; multiple entries per computer are allowed.

Peer-Review Administration Logistics:

Peer-review is the assessment of one teacher's performance by other teachers in the same field in order to maintain or enhance the quality of the work or performance in that field of teaching by detecting underdeveloped potential and missteps in specific works and performance.

Three reviewers are needed for the peer-review process: two chosen by the principal and one selected by the teacher being evaluated. Peer-review data and names of reviewers are to remain confidential.

1. It is incumbent on the principal to create a process that documents and tracks the completion of the peer-review of each teacher.
2. Each teacher to selects one colleague for the review process and provides that name to the principal.
3. For each teacher, the principal selects two additional peer-reviewers. It is suggested that the principal choose reviewers who have knowledge of the professional responsibilities, as defined by Domain 4 of the Danielson Framework, for the teacher being reviewed.
4. Peer-reviews will be administered anonymously on-line; multiple entries per computer are allowed.

Self-Review Worksheet Administration Logistics:

The Teacher Self-Review Worksheet is completed and addressed during one of the teacher/principal conferences during the year. The teacher reflects on each of the four domains in the Danielson Framework, their prior year student academic progress data, and survey data. The principal will record the completion of the Teacher Self-Review Worksheet and award one point to be included in the final summative calculation.

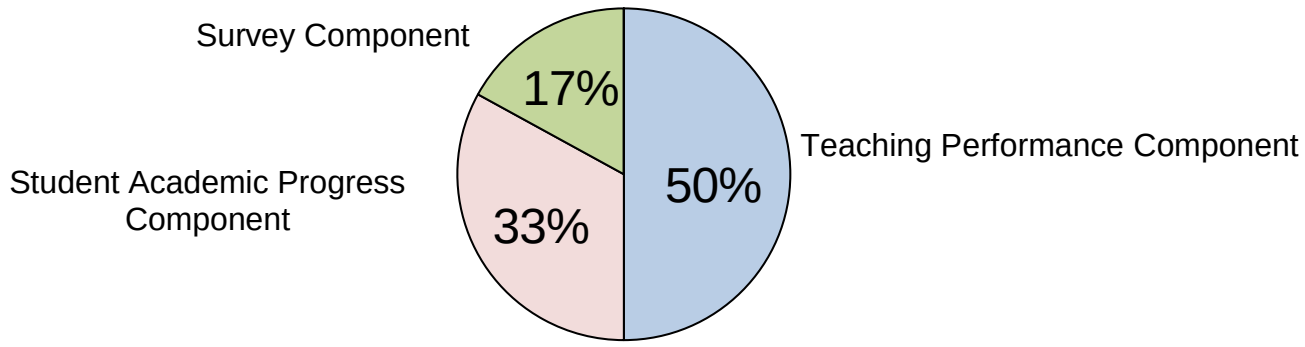
Combining Teaching Performance, Student Academic Progress, and Survey Data for a Performance Classification

In making decisions about the overall effectiveness of a teacher, the evaluator will refer to the evidence, information, and/or data collected related to the three components: Teaching Performance, Survey Data Results and a peer review; and Student Academic Progress data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. The weighting of the elements may be an LEA decision or one made in a previous conference between the evaluator and the teacher.

Prior to the annual summative evaluation conference the evaluator should review the Teacher's Self Review, previous conference notes, and any other documents reflecting a teacher's performance.

Percentages used in *Arizona's Model for Measuring Educator Effectiveness* are:



Teaching Performance will constitute 50% of the evaluation classification. The four domains of the Danielson Teaching Framework account for 50% or 60 points in the *Arizona Model for Measuring Educator Effectiveness.* The degree to which a teacher meets the criterion in each domain is determined by the evaluator, evidence, and information collected.

Student Academic Progress as defined in State Statutes and adopted by the State Board of Education will constitute a minimum of 33% or 40 points in the *Arizona Model for Measuring Educator Effectiveness.* Student Growth Data should constitute 20% of the total evaluation outcome; 24 of the total 120 points. Other measures of student academic progress may be included to determine the remaining 16 points, so that the measure of Student Academic Progress represents 33% or 40 of the total 120 points. Individual teacher rating tables are available for determining points.

Survey data, Self-Review, and Peer-Review Data will comprise 17% or 20 points in the *Arizona Model for Measuring Educator Effectiveness.* In reviewing survey data, school, district, or classroom goals may be set based on-the overall results or responses to individual questions.

Arizona's Model for Measuring Educator Effectiveness Performance Classifications

When evaluating teaching performance, student level data, and survey results, the four performance classifications described below will be used. The following descriptors were adopted by the Arizona State Board of Education in January, 2013, and cannot be modified.

Highly Effective
The teacher consistently demonstrates the listed functions and other actions reflective of the teaching standards that are above and beyond stated expectations. Teachers-who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school and LEA. Specific comments (i.e., evidence, explanation) are required for rating a teacher as Highly Effective. A Highly Effective *classification* means that performance is excellent. The employee is a top performer in all areas of teaching performance, student achievement, and academic progress in the perception of others.

Effective
The teacher demonstrates the listed functions reflective of the teaching standards most of the time and meets goals and any targets established for student performance and survey data. Performance in this area is satisfactory and similar to that of others regarded as good performers. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development to be considered an excellent performer in this standard, an Effective classification is indicative of a valued teacher. Expectations for this level will be determined at the initial teacher conference with the evaluator.

Developing
The teacher sometimes demonstrates the listed functions reflective of the teaching standards and meets some of the goals and targets established for student performance and survey data. A *Developing* classification indicates that the employee performs well at times but requires more consistent performance overall. The teacher demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective
The teacher rarely demonstrates the listed functions and meets few goals and targets for student performance and survey data. The demonstrated performance of this teacher requires intervention. A classification of ineffective indicates that performance is unsatisfactory and the teacher requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this classification**.**

Arizona's Model for Measuring Educator Effectiveness Point Allocations for Performance Classifications

The following tables show the range of points for each component of the model and the overall rating for the evaluation.

Teaching Performance (60 points possible)	Student Academic Progress (40 points possible)	Survey Data (20 points possible)
Points: Under Review	**Points: Under Review**	**Points: Under Review**

A performance classification (i.e., Highly Effective, Effective, Developing, or Ineffective) is not assigned to each individual component of the evaluation model. The points from all components (Teaching Performance, Student Academic Progress Data, and Survey Data) are totaled and contribute to the point range used for the annual summative evaluation.

Annual Summative Evaluation		
Highly Effective	**Points: Under Review**	**Percent: Under Review**
Effective	**Points: Under Review**	**Percent: Under Review**
Developing	**Points: Under Review**	**Percent: Under Review**
Ineffective	**Points: Under Review**	**Percent: Under Review**

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Appendix A

2013 Danielson Framework Rubric

Arizona
Department of Education

Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1a: **Demonstrating Knowledge of Students**	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
Critical Attributes	· *The teacher makes content errors.* · *The teacher does not consider prerequisite relationships when planning.* · *The teacher's plans use inappropriate strategies for the discipline.*	· *The teacher's understanding of the discipline is rudimentary.* · *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* · *Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.*	· *The teacher can identify important concepts of the discipline and their relationships to one another.* · *The teacher provides clear explanations of the content.* · *The teacher answers students' questions accurately and provides feedback that furthers their learning.* · *Instructional strategies in unit and lesson plans are entirely suitable to the content.*	In addition to the characteristics of "proficient," · *The teacher cites intra- and interdisciplinary content relationships.* · *The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.* · *The teacher's plans reflect recent developments in content-related pedagogy.*	
Possible Examples	· *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* · *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* · *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*	· *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* · *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* · *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*	· *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* · *The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements.* · *The teacher plans to expand a unit on civics by having students simulate a court trial. And others...*	· *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.* · *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.* · *And others...*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1b: **Demonstrating Knowledge of Students**	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.	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.	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.	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.	
Critical Attributes	· *Teacher does not understand child development characteristics and has unrealistic expectations for students.* · *Teacher does not try to ascertain varied ability levels among students in the class.* · *Teacher is not aware of student interests or cultural heritages.* · *Teacher takes no responsibility to learn about students' medical or learning disabilities.*	· *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* · *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* · *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.* · *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	· *The teacher knows, for groups of students, their levels of cognitive development* · *The teacher is aware of the different cultural groups in the class.* · *The teacher has a good idea of the range of interests of students in the class.* · *The teacher has identified "high," "medium," and "low" groups of students within the class.* · *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* · *The teacher is aware of the special needs represented by students in the class.*	In addition to the characteristics of "proficient," · *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* · *The teacher seeks out information about their cultural heritage from all students.* · *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*	
Possible Examples	· *The lesson plan includes a teacher presentation for an entire 30 minute period to a group of*	· *The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some*	· *The teacher creates an assessment of students' levels of cognitive development.* · *The teacher examines students'*	· *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*	

	7-year olds. · *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* · *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.*	*students.* · *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* · *Lesson plans make only peripheral reference to students' interests.* · *The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.*	*previous year's folders to ascertain the proficiency levels of groups of students in the class,* · *The teacher administers a student interest survey at the beginning of the school year.* · *The teacher plans activities based on student interests.* · *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.* · *The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.* · *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.*	· *The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.* · *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.* · *The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.* · *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1c: **Setting Instructional Outcomes**	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. 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.	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.	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.	
Critical Attributes	· *Outcomes lack rigor.* · *Outcomes do not represent important learning in the discipline.* · *Outcomes are not clear or are stated as activities.* · *Outcomes are not suitable for many students in the class.*	· *Outcomes represent a mixture of low expectations and rigor.* · *Some outcomes reflect important learning in the discipline.* · *Outcomes are suitable for most of the class.*	· *Outcomes represent high expectations and rigor.* · *Outcomes are related to "big ideas" of the discipline.* · *Outcomes are written in terms of what students will learn rather than do.* · *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* · *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	In addition to the characteristics of "proficient," · *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* · *Teacher connects outcomes to previous and future learning* · *Outcomes are differentiated to encourage individual students to take educational risks.*	

Possible Examples	· *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* · *All the outcomes for a ninth grade history class are factual knowledge.* · *The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.* · *Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*	· *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* · *The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.*	· *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* · *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* · *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*	· *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.* · *Students will develop a concept map that links previous learning goals to those they are currently working on.* · *Some students identify additional learning .*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1d: **Demonstrating Knowledge of Resources**	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.	
Critical Attributes	· *The teacher only uses district-provided materials, even when more variety would assist some students.* · *The teacher does not seek out resources available to expand his/her own skill.* · *Although aware of some student needs, the teacher does not inquire about possible resources.*	· *The teacher uses materials in the school library, but does not search beyond the school for resources.* · *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.* · *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	· *Texts are at varied levels.* · *Texts are supplemented by guest speakers and field experiences.* · *Teacher facilitates Internet resources.* · *Resources are multi-disciplinary.* · *Teacher expands knowledge with professional learning groups and organizations.* · *Teacher pursues options offered by universities.* · *Teacher provides lists of resources outside the class for students to draw on.*	In addition to the characteristics of "proficient," · *Texts are matched to student skill level.* · *The teacher has ongoing relationship with colleges and universities that support student learning.* · *The teacher maintains log of resources for student reference.* · *The teacher pursues apprenticeships to increase discipline knowledge.* · *The teacher facilitates student contact with resources outside the classroom.*	
Possible Examples	· *For their unit on China, the students accessed all of their information from the district-supplied textbook.* · *Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn*	· *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* · *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.*	· *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.* · *The teacher took an online course on Literature to expand her knowledge of great American*	· *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* · *The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.*	

	it by himself. · *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	· *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	*writers.* · *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	· *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1e: **Designing Coherent Instruction**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. 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.	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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	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. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	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 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.	
Critical Attributes	· *Learning activities are boring and/or not well aligned to the instructional goals.* · *Materials are not engaging or do not meet instructional outcomes.* · *Instructional groups do not support learning.* · *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	· *Learning activities are moderately challenging.* · *Learning resources are suitable, but there is limited variety.* · *Instructional groups are random or only partially support objectives.* · *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	· *Learning activities are matched to instructional outcomes.* · *Activities provide opportunity for higher-level thinking.* · *Teacher provides a variety of appropriately challenging materials and resources.* · *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* · *The plan for the lesson or unit is well structured, with reasonable time allocations.*	In addition to the characteristics of "proficient," · *Activities permit student choice. Learning experiences connect to other disciplines.* · *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* · *Lesson plans differentiate for individual student needs.*	
Possible Examples	· *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.*	· *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*	· *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the*	· *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to*	

	· *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* · *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* · *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	· *The teacher found an atlas to use as a supplemental resource during the geography unit.* · *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* · *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	*challenge level.* · *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* · *The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.* · *The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.*	*learning.* · *While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.* · *After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.* · *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1f: **Designing Student Assessments**	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.	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. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	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.	

Critical Attributes	· *Assessments do not match instructional outcomes.* · *Assessments have no criteria.* · *No formative assessments have been designed.* · *Assessment results do not affect future plans.*	· *Only some of the instructional outcomes are addressed in the planned assessments.* · *Assessment criteria are vague.* · *Plans refer to the use of formative assessments, but they are not fully developed.* · *Assessment results are used to design lesson plans for the whole class, not individual students.*	· *All the learning outcomes have a method for assessment.* · *Assessment types match learning expectations.* · *Plans indicate modified assessments for some students as needed.* · *Assessment criteria are clearly written.* · *Plans include formative assessments to use during instruction.* · *Lesson plans indicate possible adjustments based on formative assessment data.*	In addition to the characteristics of "proficient," · *Assessments provide opportunities for student choice.* · *Students participate in designing assessments for their own work.* · *Teacher-designed assessments are authentic with real-world application, as appropriate.* · *Students develop rubrics according to teacher-specified learning objectives.* · *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	· *The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.* · *After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know*	· *The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.* · *The teacher's students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.* · *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	· *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* · *Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.* · *Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.*	· *To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* · *Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.* · *After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their*

	what grade to give." · *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* · *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*		· *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*activity for the next lesson.* · *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2a: **Creating an environment of respect and rapport**	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, putdowns, 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 impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, 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	
Critical Attributes	· *Teacher uses disrespectful talk towards students.* · *Student body language indicates feelings of hurt or insecurity.* · *Students use disrespectful talk towards one another with no response from the teacher.* · *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	· *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* · *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* · *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	· *Talk between teacher and students and among students is uniformly respectful.* · *Teacher responds to disrespectful behavior among students.* · *Teacher makes superficial connections with individual students.*	In addition to the characteristics of "proficient," · *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* · *When necessary, students correct one another in their conduct towards classmates.* · *There is no disrespectful behavior among students.* · *The teacher's response to a student's incorrect response respects the student's dignity*	

Possible Examples	· *A student slumps in his/her chair following a comment by the teacher.* · *Students roll their eyes at a classmate's idea; the teacher does not respond.* · *Many students talk when the teacher and other students are talking; the teacher does not correct them.* · *Some students refuse to work with other students.* · *Teacher does not call students by their names.*	· *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* · *A few students do not engage with others in the classroom, even when put together in small groups.* · *Students applaud half-heartedly following a classmate's presentation to the class.* · *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders*	· *Teacher greets students by name as they enter the class or during the lesson.* · *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* · *Students attend fully to what the teacher is saying.* · *Students wait for classmates to finish speaking before beginning to talk.* · *Students applaud politely following a classmate's presentation to the class.* · *Students help each other and accept help from each other.* · *Teacher and students use courtesies such as "please/thank you, excuse me."* · *Teacher says "Don't talk that way to your classmates," and the insults stop.*	· *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* · *Students say "Shhh" to classmates while the teacher or another student is speaking.* · *Students clap enthusiastically for one another's presentations for a job well done.* · *The teacher says:"That's an interesting idea, Josh, but you're 'forgetting…."*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2b: **Establishing a culture for Learning**	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 earning 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.	
Critical Attributes	· *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* · *The teacher conveys to at least some students that the work is too challenging for them.* · *Students exhibit little or no pride in their work.* · *Class time is devoted more to socializing than to learning*	· *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* · *The teacher conveys high expectations for only some students.* · *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* · *Many students indicate that they are looking for an "easy path."*	· *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* · *The teacher demonstrates a high regard for student abilities.* · *Teacher conveys an expectation of high levels of student effort.* · *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "Proficient," · *The teacher communicates a genuine passion for the subject.* · *Students indicate that they are not satisfied unless they have complete understanding.* · *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* · *Students recognize the efforts of their classmates.* · *Students take initiative in improving the quality of their work.*	

Possible Examples	· *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* · *Teacher says to a student: "Why don't you try this easier problem?"* · *Students turn in sloppy or incomplete work.* · *Students don't engage in work and the teacher ignores it.* · *Students have not completed their homework and the teacher does not respond.* · *Almost all of the activities are "busy work."*	· *Teacher says: "Let's get through this."* · *Teacher says: "I think most of you will be able to do this."* · *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* · *Teacher does not encourage students who are struggling.* · *Some students get to work after an assignment is given or after entering the room.*	· *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* · *Teacher says: "This idea is really important! It's central to our understanding of history."* · *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* · *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* · *Students get right to work right away when an assignment is given or after entering the room.*	· *The teacher says "It's really fun to find the patterns for factoring polynomials."* · *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* · *Students question one another on answers.* · *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* · *Students work even when the teacher isn't working with them or directing their efforts.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2c **Managing classroom procedures**	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.	
Critical Attributes	· *Students not working with the teacher are disruptive to the class.* · *There are no established procedures for distributing and collecting materials.* · *Procedures for other activities are confused or chaotic.*	· *Small groups are only partially engaged while not working directly with the teacher.* · *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* · *Classroom routines function unevenly.*	· *The students are productively engaged during small group work.* · *Transitions between large and small group activities are smooth.* · *Routines for distribution and collection of materials and supplies work efficiently.* · *Classroom routines function smoothly.*	In addition to the characteristics of "proficient," · *Students take the initiative with their classmates to ensure that their time is used productively.* · *Students themselves ensure that transitions and other routines are accomplished smoothly.* · *Students take initiative in distributing and collecting materials efficiently.*	
Possible Examples	· *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* · *There are long lines for materials and supplies or distributing supplies is time-consuming.* · *Students bump into one another lining up or*	· *Some students not working with the teacher are not productively engaged in learning.* · *Transitions between large and small group activities are rough but they are accomplished.* · *Students are not sure what to do when materials are being distributed or collected.* · *Students ask some clarifying*	· *Students get started on an activity while the teacher takes attendance.* · *Students move smoothly between large and small group activities.* · *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* · *Teacher has an established attention signal, such as raising*	· *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* · *A student reminds classmates of the roles that they are to play within the group.* · *A student re-directs a classmate to the table s/he should be at following a transition.*	

	sharpening pencils. · *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* · *Most students ask what they are to do or look around for clues from others.*	*questions about procedures* · *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	*a hand, or dimming the lights.* · *One member of each small group collects materials for the table.* · *There is an established color-coded system indicating where materials should be stored.* · *In small group work, students have established roles, they listen to one another, summarize g different views, etc.* · *Clean-up at the end of a lesson is fast and efficient.*	· *Students propose an improved attention signal.* · *Students independently check themselves into class on the attendance board.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2d **Managing Student Behavior**	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.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	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.	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 and respects students	
Critical Attributes	· *The classroom environment is chaotic, with no apparent standards of conduct.* · *The teacher does not monitor student behavior.* · *Some students violate classroom rules, without apparent teacher awareness.* · *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	· *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* · *Teacher attempts to keep track of student behavior, but with no apparent system.* · *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	· *Standards of conduct appear to have been established.* · *Student behavior is generally appropriate.* · *The teacher frequently monitors student behavior.* · *Teacher's response to student misbehavior is effective.* · *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," · *Student behavior is entirely appropriate; no evidence of student misbehavior.* · *The teacher monitors student behavior without speaking – just moving about.* · *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*	
Possible Examples	· *Students are talking among themselves, with no attempt by the teacher to silence them.* · *An object flies through the air without apparent teacher notice.* · *Students are running around the room, resulting in a chaotic environment.* · *Phones and other electronics distract students/ teacher doesn't do anything*	· *Classroom rules are posted, but neither teacher nor students refers to them.* · *The teacher repeatedly asks students to take their seats; they ignore him/her.* · *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	· *Upon a non-verbal signal from the teacher, students correct their behavior.* · *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* · *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	· *A student suggests a revision in one of the classroom rules.* · *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* · *The teacher asks to speak to a student privately about misbehavior.* · *A student reminds his/her classmates of the class rule about chewing gum.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2e: **Organizing physical space**	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.	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. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	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.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
Critical Attributes	· *There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.* · *Available technology is not being used, even if available and its use would enhance the lesson.*	· *The physical environment is safe, and most students can see and hear.* · *The physical environment is not an impediment to learning, but does not enhance it.* · *The teacher makes limited use of available technology and other resources.*	· *The classroom is safe, and all students are able to see and hear.* · *The classroom is arranged to support the instructional goals and learning activities.* · *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," · *Modifications are made to the physical environment to accommodate students with special needs.* · *There is total alignment between the goals of the lesson and the physical environment.* · *Students take the initiative to adjust the physical environment.* · *Teachers and students make extensive and imaginative use of available technology*	
Possible Examples	· *There are electrical cords running around the classroom.* · *There is a pole in the middle of the room; some students can't see the board.* · *A white board is in the classroom, but it is facing the*	· *The teacher ensures that dangerous chemicals are stored safely.* · *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a*	· *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* · *Desks are moved to make tables so students can work together, or in a circle for a class discussion.*	· *Students ask if they can shift the furniture to better suit small group work, or discussion.* · *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a*	

	wall, indicating that it is rarely, if ever, used.	*portion of the lesson.* · *The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.*	· *The use of an Internet connection enriches the lesson.*	*classmate's eyes.* · *A student suggests an application of the white board for an activity.*

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3a: **Communicating with students**	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.	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.	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 scaffolded, 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.	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.	
Critical Attributes	· *At no time during the lesson does the teacher convey to the students what they will be learning.* · *Students indicate through their questions that they are confused as to the learning task.* · *The teacher makes a serious content error that will affect students' understanding of the lesson.* · *Students indicate through body language or questions that they don't understand the content being presented.* · *Teacher's*	· *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* · *Teacher must clarify the learning task so students can complete it.* · *The teacher makes no serious content errors, although may make a minor error.* · *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* · *Vocabulary and usage are correct but unimaginative.* · *Vocabulary is too advanced or juvenile for the students.*	· *The teacher states clearly, at some point during the lesson, what the students will be learning.* · *If appropriate, the teacher models the process to be followed in the task.* · *Students engage with the learning task, indicating that they understand what they are to do.* · *The teacher makes no content errors.* · *Teacher's explanation of content is clear, and invites student participation and thinking.* · *Vocabulary and usage are correct and completely suited to the lesson.*	In addition to the characteristics of "proficient," · *The teacher points out possible areas for misunderstanding.* · *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* · *All students seem to understand the presentation.* · *The teacher invites students to explain the content to the class, or to classmates.* · *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*	

	communications include errors of vocabulary or usage. · *Vocabulary is inappropriate to the age or culture of the students.*		· *Vocabulary is appropriate to the students' ages and levels of development.*	
Possible Examples	· *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* · *The teacher states that to add fractions, they must have the same numerator.* · *Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson.* · *The teacher uses technical terms with an elementary class without explaining their meanings.* · *The teacher says "ain't."*	· *The teacher mis-pronounces "..."* · *The teacher says: "And oh, by the way, today we're going to factor polynomials."* · *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* · *Students ask "What do I write here?" in order to complete a task.* · *The teacher says: "Watch me while I show you how to …." with students asked only to listen.* · *A number of students do not seem to be following the explanation.* · *Students are inattentive during the teacher's explanation of content.*	· *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* · *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* · *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	· *The teacher says: "Here's a spot where some students have difficulty:…be sure to read it carefully."* · *The teacher asks a student to explain the task to other students.* · *When needed, a student offers clarification about the learning task to classmates.* · *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.* · *The teacher says: "Who would like to explain this idea to us?"* · *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also mean the same thing.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3b: **Using questioning / prompts and discussion**	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.	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.	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.	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.	
Critical Attributes	· *Questions are rapid-fire, and convergent, with a single correct answer.* · *Questions do not invite student thinking.* · *All discussion is between teacher and students; students are not invited to speak directly to one another.* · *A few students dominate the discussion.*	· *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* · *The teacher invites students to respond directly to one another's ideas, but few students respond.* · *Teacher calls on many students, but only a small number actually participate in the discussion.*	· *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* · *The teacher makes effective use of wait time.* · *The teacher builds on uses student responses to questions effectively.* · *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* · *The teacher calls on most students, even those who don't initially volunteer.* · *Many students actively engage in the discussion.*	In addition to the characteristics of "proficient," · *Students initiate higher-order questions.* · *Students extend the discussion, enriching it.* · *Students invite comments from their classmates during a discussion.*	
Possible Examples	· *All questions are of the "recitation" type, such as "What is 3 x 4?"* · *The teacher asks a question for which the answer is on the board; students respond by*	· *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* · *The teacher asks: "Who has*	· *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"* · *The teacher uses the plural form*	· *A student asks "How many ways are there to get this answer?"* · *A student says to a classmate: "I don't think I agree with you on this,*	

	reading it. · *The teacher only calls on students who have their hands up.*	*an idea about this?" but the same three students offer comments.* · *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.*	*in asking questions, such as: "What are some things you think might contribute to…?"* · *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* · *The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.*	*because…."* · *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* · *A student asks "What if…?"*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3c: **Engaging students in learning**	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts 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.	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. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and 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.	
Critical Attributes	· *Few students are intellectually engaged in the lesson.* · *Learning tasks require only recall or have a single correct response or method.* · *The materials used ask students only to perform rote tasks.* · *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* · *Instructional materials used are unsuitable to the lesson and/or the students.* · *The lesson drags, or is rushed.*	· *Some students are intellectually engaged in the lesson.* · *Learning tasks are a mix of those requiring thinking and recall.* · *Student engagement with the content is largely passive, learning primarily facts or procedures.* · *Students have no choice in how they complete tasks.* · *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* · *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* · *The pacing of the lesson is uneven; suitable in parts, but*	· *Most students are intellectually engaged in the lesson.* · *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* · *Students have some choice in how they complete learning tasks.* · *There is a mix of different types of groupings, suitable to the lesson objectives.* · *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* · *The pacing of the lesson provides students the time needed to be intellectually engaged.*	In addition to the characteristics of "proficient," · *Virtually all students are highly engaged in the lesson.* · *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* · *Students suggest modifications to the grouping patterns used.* · *Students have extensive choice in how they complete tasks.* · *Students suggest modifications or additions to the materials being used.* · *Students have an opportunity for reflection and closure on the lesson to consolidate their*	

		rushed or dragging in others.		*understanding.*
Possible Examples	· *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* · *The lesson drags, or feels rushed. Students complete "busy work" activities.*	· *Students are asked to fill in a worksheet, following an established procedure.* · *There is a recognizable beginning, middle, and end to the lesson.* · *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	· *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* · *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* · *There is a clear beginning, middle, and end to the lesson.* · *The lesson is neither rushed nor drags.*	· *Students are asked to write an essay "in the style of Hemmingway."* · *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* · *Students identify or create their own learning materials.* · *Students summarize their learning from the lesson.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3d: **Using Assessment in Instruction**	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.	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 used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	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. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	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.	
Critical Attributes	· *The teacher gives no indication of what high quality work looks like.* · *The teacher makes no effort to determine whether students understand the lesson.* · *Feedback is only global.* · *The teacher does not ask students to evaluate their own or classmates' work.*	· *There is little evidence that the students understand how their work will be evaluated.* · *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* · *Teacher requests global indications of student understanding.* · *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* · *The teacher makes only minor attempts to engage students in self- or peer-assessment.* · *The teacher's attempts to adjust the lesson are partially successful.*	· *Students indicate that they clearly understand the characteristics of high-quality work.* · *The teacher elicits evidence of student understanding during the lesson.* · *Students are invited to assess their own work and make improvements.* · *Feedback includes specific and timely guidance for at least three groups of students.* · *The teacher attempts to engage students in self- or peer-assessment.* · *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*	In addition to the characteristics of "proficient," · *There is evidence that students have helped establish the evaluation criteria.* · *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* · *Teacher makes frequent use of strategies to elicit information about individual student understanding.* · *Feedback to students is specific and timely, and is provided from many sources, including other students.* · *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* · *The teacher's adjustments to the lesson are designed to assist individual students.*	
Possible Examples	· *A student asks: "How is this assignment going to be graded?"* · *A student asks "Does this quiz count towards my*	· *Teacher asks: "Does anyone have a question?* · *When a student completes a problem on the board, the teacher corrects the student's*	· *The teacher circulates during small group or independent work, offering suggestions to groups of students.* · *The teacher uses a specifically-*	· *The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.*	

	grade?" · *The teacher forges ahead with a presentation without checking for understanding.* · *The teacher says: "good job, everyone."*	*work without explaining why.* · *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	*formulated question to elicit evidence of student understanding.* · *The teacher asks students to look over their papers to correct their errors.*	· *While students are working, the teacher circulates providing substantive feedback to individual students.* · *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* · *Students offer feedback to their classmates on their work.* · *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3e: **Demonstrating flexibility and responsiveness**	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	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.	
Critical Attributes	· *Teacher ignores indications of student boredom or lack of understanding.* · *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* · *The teacher conveys to students that when they have difficulty learning, it is their fault.* · *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	· *Teacher's efforts to modify the lesson are only partially successful.* · *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* · *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* · *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	· *Teacher successfully makes a minor modification to the lesson.* · *Teacher incorporates students' interests and questions into the heart of the lesson.* · *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* · *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," · *Teacher successfully executes a major lesson readjustment when needed.* · *Teacher seizes on a teachable moment to enhance a lesson.* · *The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* · *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.*	
Possible Examples	· *The teacher says: "We don't have time for that today."* · *The teacher makes no attempt to adjust the lesson based on student confusion.* · *The teacher says: "If you'd*	· *The teacher says: "I'll try to think of another way to come at this and get back to you.* · *"The teacher says: "I realize not everyone understands this, but we can't spend any more*	· *The teacher says: "That's an interesting idea; let's see how it fits."* · *The teacher illustrates a principle of good writing to a student using his interest in*	· *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* · *The teacher incorporates the school's upcoming*	

	just pay attention, you could understand this."	*time on it."* · *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	*basketball as context.* · *The teacher says: "Let's try this way, "and then uses another approach.*	*championship game into an explanation of averages.* · *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4a **Reflecting on Teaching**	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.	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.	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.	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.	
Critical Attributes	· *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* · *The teacher makes no suggestions for improvement.*	· *The teacher has a general sense of whether or not instructional practices were effective.* · *The teacher offers general modifications for future instruction.*	· *The teacher accurately assesses the effectiveness of instructional activities used.* · *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," · *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* · *Teacher's suggestions for improvement draw on an extensive repertoire.*	
Possible Examples	· *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* · *The teacher says: "That was awful; I wish I knew what to do!"*	· *At the end of the lesson the teacher says, "I guess that went okay."* · *The teacher says: "I guess I'll try x next time."*	· *The teacher says: "I wasn't pleased with the level of engagement of the students."* · *The teacher's journal indicates several possible lesson improvements.*	· *The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* · *In conversation with colleagues, the teacher considers different group strategies for improving a lesson.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4b **Maintaining Accurate Records**	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.	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.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	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.	
Critical Attributes	· *Absence of a system for either instructional or non-instructional records.* · *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.*	· *The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.* · *The teacher's process for tracking student progress is cumbersome to use.* · *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.*	· *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* · *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.* · *The teacher's process for recording non-instructional information is both efficient and effective.*	In addition to the characteristics of "proficient," · *Students contribute to and maintain records indicating completed and outstanding work assignments.* · *Students contribute to and maintain data files indicating their own progress in learning.* · *Students contribute to maintaining non-instructional records for the class.*	
Possible Examples	· *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* · *The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."* · *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*	· *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* · *The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* · *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*	· *The teacher creates a link on the class website which students can access to check on any missing assignments.* · *The teacher's grade book records student progress toward learning goals.* · *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*	· *A student from each team maintains the database of current and missing assignments for the team.* · *When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.* · *When they bring in their permission slips for a field trip, students add their own information to the database.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4c: **Communicating with Families**	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.	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.	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.	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.	
Critical Attributes	· *Little or no information regarding instructional program available to parents.* · *Families are unaware of their children's progress.* · *Lack of family engagement activities.* · *Culturally inappropriate communication.*	· *School or district-created materials about the instructional program are sent home.* · *Infrequent or incomplete information is sent home by teachers about the instructional program.* · *Teacher maintains school-required grade book but does little else to inform families about student progress.* · *Teacher communications are sometimes inappropriate to families' cultural norms.*	· *Information about the instructional program is available on a regular basis.* · *The teacher sends information about student progress home on a regular basis.* · *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	In addition to the characteristics of "proficient," · *On a regular basis, students develop materials to inform their families about the instructional program.* · *Students maintain accurate records about their individual learning progress and frequently share this information with families.* · *Students contribute to regular and ongoing projects designed to engage families in the learning process.*	
Possible Examples	· *A parent says, "I'd like to know what my kid is working on at school!"* · *A parent says, "I wish I knew something about my child's progress before the report card comes out."* · *A parent says, "I wonder why we never see any school work come home."*	· *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* · *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* · *Weekly quizzes are sent home for parent/guardian signature.*	· *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* · *The teacher created monthly progress report sent home for each student.* · *The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.*	· *Students create materials for "Back to School" night that outline the approach for learning science.* · *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* · *Students design a project on charting family use of plastics.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4d: **Participating in a Professional Community**	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. 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.	
Critical Attributes	· *The teacher's relationship with colleagues is characterized by negativity or combativeness.* · *The teacher purposefully avoids contributing to activities promoting professional inquiry.* · *The teacher avoids involvement in school activities and school district and community projects.*	· *The teacher has pleasant relationship with colleagues.* · *When invited, the teacher participates in activities related to professional inquiry.* · *When asked, the teacher participates in school activities, and school district and community projects.*	· *The teacher has supportive and collaborative relationships with colleagues.* · *The teacher regularly participates in activities related to professional inquiry.* · *The teacher frequently volunteers to participate in school events and school district and community projects.*	In addition to the characteristics of "proficient," · *The teacher takes a leadership role in promoting activities related to professional inquiry.* · *The teacher regularly contributes to and leads events that positively impact school life.* · *The teacher regularly contributes to and leads significant school district and community projects.*	
Possible Examples	· *The teacher doesn't share test taking strategies with his colleagues. He figures that if his students do well, it will make him look good.* · *The teacher does not attend PLC meetings.* · *The teacher does not attend any school function after the dismissal bell.* · *The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve*	· *The teacher is polite, but never shares any instructional materials with his grade partners.* · *The teacher only attends PLC meetings when reminded by her supervisor.* · *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* · *The teacher only contributes*	· *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.* · *The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.* · *The basketball coach is usually willing to chaperone the 9th grade dance because*	· *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* · *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* · *The teacher leads the school's annual "Olympics" day, involving all students and faculty*	

	on any district committee unless they get me a substitute to cover my class."	*to the district Literacy committee when requested by the principal.*	*she knows all of her players will be there.* · *The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.*	*in athletic events.* · *The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4e: **Growing and Developing Professionally**	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	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. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	
Critical Attributes	· *The teacher is not involved in any activity that might enhance knowledge or skill.* · *The teacher purposefully resists discussing performance with supervisors or colleagues.* · *The teacher ignores invitations to join professional organizations or attending conferences.*	· *The teacher participates in professional activities when required or when provided by the school district.* · *The teacher reluctantly accepts feedback from supervisors and colleagues.* · *The teacher contributes in a limited fashion to educational professional organizations.*	· *The teacher seeks regular opportunities for continued professional development.* · *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* · *The teacher actively participates in professional organizations designed to contribute to the profession.*	In addition to the characteristics of "proficient," · *The teacher seeks regular opportunities for continued professional development, including initiating action research.* · *The teacher actively seeks feedback from supervisors and colleagues.* · *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*	
Possible Examples	· *The teacher never takes continuing education courses, even though the credits would increase his salary.* · *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply*	· *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.* · *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* · *The teacher joins the local chapter of the American*	· *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* · *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.*	· *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* · *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his*	

	discard the feedback form. · *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*	*Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.*	· *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.*	*progress.* · *The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4f: **Showing Professionalism**	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. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. 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.	
Critical Attributes	· *Teacher is dishonest.* · *Teacher does not notice the needs of students.* · *The teacher engages in practices that are self-serving.* · *The teacher willfully rejects school district regulations.*	· *Teacher is honest.* · *Teacher notices the needs of students, but is inconsistent in addressing them.* · *Teacher does not notice that some school practices result in poor conditions for students.* · *Teacher makes decisions professionally, but on a limited basis.* · *Teacher complies with school district regulations.*	· *Teacher is honest and known for having high standards of integrity.* · *Teacher actively addresses student needs.* · *Teacher actively works to provide opportunities for student success.* · *Teacher willingly participates in team and departmental decision making.* · *Teacher complies completely with school district regulations.*	· *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* · *Teacher is highly proactive in serving students.* · *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* · *Teacher takes a leadership role in team and departmental decision making.* · *Teacher takes a leadership role regarding school district regulations.*	

Possible Examples	· *The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* · *The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.* · *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* · *When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* · *The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.*	· *The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.* · *The teacher considers staying late to help some of her students in afterschool daycare, but realizes it conflicts with her gym class so she decides against it.* · *The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.* · *When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.* · *The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.*	· *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* · *Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.* · *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* · *The English department chair says, "I appreciate when …. attends our after school meetings – he always contributes something meaningful to the discussion.* · *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*	· *When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.* · *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.* · *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* · *The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.* · *When the district adopts a new web based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.*

TEACHER EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix B

Evaluation Process Tools

Arizona
Department of Education

Teaching Performance Profile and Rating

Teacher Name: **Educator Stakeholder ID (16 digits):**

School: **School Year:**

Grade/Subject/Dept

Evaluator: **Status:** Probationary ☐ Continuing ☐

	Formal Observation #1 Date:				Formal Observation #2 Date:				Final Score Date:				
see key below**	U	B	P	D	U	B	P	D	U	B	P	D	TOTAL
Domain 1: Planning and Preparation	✓	✓	✓	✓	✓	✓	✓	✓					
1a: Demonstrating Knowledge of Content and Pedagogy									0	1	2	3	
1b: Demonstrating Knowledge of Students									0	1	2	3	
1c: Setting Instructional Outcomes									0	1	2	3	
1d: Demonstrating Knowledge of Resources									0	1	2	3	
1e: Designing Coherent Instruction									0	1	2	3	
1f: Designing Student Assessments									0	1	2	3	
										Domain 1 Total			
Domain 2: The Classroom Environment													
2a: Creating an Environment of Respect and Rapport									0	1	2	3	
2b: Establishing a Culture for Learning									0	1	2	3	
2c: Managing Classroom Procedures									0	1	2	3	
2d: Managing Student Behavior									0	1	2	3	
2e: Organizing Physical Space									0	1	2	3	
										Domain 2 Total			
Domain 3: Instruction													
3a: Communicating With Students									0	1	2	3	
3b: Using Questioning and Discussion Techniques									0	1	2	3	
3c: Engaging Students in Learning									0	1	2	3	
3d: Using Assessment in Instruction									0	1	2	3	
3e: Demonstrating Flexibility and Responsiveness									0	1	2	3	
										Domain 3 Total			
Domain 4: Professional Responsibilities													
4a: Reflecting on Teaching									0	1	2	3	
4b: Maintaining Accurate Records									0	1	2	3	
4c: Communicating With Families									0	1	2	3	
4d: Participating in a Professional Community									0	1	2	3	
4e: Growing and Developing Professionally									0	1	2	3	
4f: Showing Professionalism									0	1	2	3	
										Domain 4 Total			

**KEY
- U Unsatisfactory
- B Basic
- P Proficient
- D Distinguished

NOTE: Domain #4 will be weighted by .67% to compensate for the points accumulated in the Peer Review.

Teacher Goal Setting Worksheet

Teacher:	
School:	
Date:	Grade Level/Subject:

After reviewing the teacher's student academic progress data, survey data, and other information related to teaching practice, the teacher and evaluator will set SMART goals to support the teacher's instructional effectiveness for the current school year.

GOALS:	

Evaluator: _____

Protocol for Pre-observation Conference

Teacher:	Grade Level/Subject(s):
School:	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	

1. To what part of the curriculum does your lesson relate?

2. How does this learning fit in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the student will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

9. How is the lesson aligned to the Arizona Standards and/or the Arizona Common Core State Standards?

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Previous Year Data Review

Data from school year:

Teacher:	
School:	
Today's Date:	Grade Level/Subject

Assessment/Survey Name	Results/Data/Comments

Post-Observation Conference

Teacher:	Grade Level/Subject(s):
School:	
Name of Observer:	
Date of Classroom Observation:	

Teacher Review (The evaluator determines whether the teacher is making acceptable progress toward goal attainment. This area is marked ***Satisfactory or Not Progressing.***

1.	Planning and Preparation	Satisfactory	Not Progressing
2.	The Classroom Environment	Satisfactory	Not Progressing
3.	Instruction	Satisfactory	Not Progressing
4.	Professional Responsibilities	Satisfactory	Not Progressing

Discussion of Teaching Practices
Areas of Strength:
Areas for Improvement:

Data Review
Student Progress:
Survey Information:

Teacher *(signature)* Evaluator *(signature)*

Teacher Self-Review

Teacher:	Grade Level/Subject(s):
School:	
Name of Observer:	

Danielson Framework for Teaching Domains	Evidence
Domain 1: Planning and Preparation 1a Demonstrating 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	
Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space	
Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness	
Domain 4: Professional Responsibilities 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	

Student Academic Progress Comments

Survey Data Comments

Teacher Performance Based Summative Evaluation Form
Grades 3-12

Teacher _____School _____Date _____

Rating Table: _____

TEACHING PERFORMANCE	General comments on teaching performance	Possible Points	Teaching Performance Score	Weighting of points	Points
Domain 1: Planning and Preparation		18		X1	
Domain 2: Classroom Environment		15		X1	
Domain 3: Instruction		15		X1	
Domain 4: Professional Responsibilities	Weighted to compensate for points accumulated in the peer review.	18		x.67	
				Subtotal	/60

STUDENT ACADEMIC PROGRESS DATA	Possible Points	Results	Points
		Subtotal	/40

SURVEY DATA	Possible Points	Results	Points
Student Survey	15		
Parent Survey	2		
Self-Review	1		
Peer Survey	2		
		Subtotal	/20

Page 1

Teacher Performance Based Summative Evaluation Form
Kindergarten – Grade 2

Teacher _____School _____Date _____

Rating Table: _____

TEACHING PERFORMANCE	General comments on teaching performance	Possible Points	Teaching Performance Score	Weighting of points	Points
Domain 1: Planning and Preparation		18		X1	
Domain 2: Classroom Environment		15		X1	
Domain 3: Instruction		15		X1	
Domain 4: Professional Responsibilities	Weighted to compensate for points accumulated in the peer review.	18		X1	
				Subtotal	/66

Student Academic Progress	Possible Points	Results	Points
Student Learning Objectives			
		Subtotal	/44

SURVEY DATA	Possible Points	Results	Points
Parent Survey	5		
Self-Review	1		
Peer Survey	4		
		Subtotal	/10

Page 1

Teacher Performance Based Summative Evaluation Form
Kindergarten – Grade 2

Teacher _____School _____ Date _____

Rating Table: _____

Areas of Strength:
Areas Targeted for Improvement:
Suggestions for Professional Learning:

Performance Classification: Component Summary

Teaching Performance	/66points
Student Academic Progress	/44 points
School Level and Survey Data	/10 points
	Total points earned

*The student survey is not administered at this level.

Performance Classification Key:

Highly Effective:	Under Review
Effective:	Under Review
Developing:	Under Review
Ineffective:	Under Review

Performance Classification for this teacher:

_____ _____ _____

Teacher Signature Date Evaluator Signature

The signature may not constitute agreement; only acknowledgment of the teaching review and receipt of the evaluation.

Teacher Performance Based Summative Evaluation Form
Grades 3-12

Teacher _____School _____ Date _____

Rating Table: _____

Areas of Strength:
Areas Targeted for Improvement:
Suggestions for Professional Learning:

Performance Classification: Component Summary

Teaching Performance	/60points
Student Academic Progress	/40 points
School Level and Survey Data	/20 points
Total points earned	

Performance Classification Key:	
Highly Effective:	Under Review
Effective:	Under Review
Developing:	Under Review
Ineffective:	Under Review
Performance Classification for this teacher:	

_____ _____ _____

Teacher Signature Date Evaluator Signature

The signature may not constitute agreement; only acknowledgment of the teaching review and receipt of the evaluation.

TEACHER EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix C

Professional Teaching Standards

Standards are posted on the CCSSO website.

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_2011_MS_Word_Version.html

Arizona
Department of Education

TEACHER EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix D

Surveys

Arizona
Department of Education

3-5 Student Survey Questions

	Always	Most of the Time	Some of the Time	Never
1. The schoolwork we do helps me learn.	○	○	○	○
2. The schoolwork we do is interesting.	○	○	○	○
3. What I learn in this class is useful to me in my real life.	○	○	○	○
4. I am not bored in this class.	○	○	○	○
5. In this class, we learn a lot almost every day.	○	○	○	○
6. My teacher makes sure that we think hard about things we read and write.	○	○	○	○
7. When the work is too hard, my teacher helps me keep trying.	○	○	○	○
8. In this class, it is more important to understand the lesson than to memorize the answers.	○	○	○	○
9. My teacher uses a lot of different ways to explain things.	○	○	○	○
10. My teacher knows when we understand the lesson and when we do not.	○	○	○	○
11. Our classroom materials and supplies have a special place and things are easy to find.	○	○	○	○
12. My teacher tells us what we are learning and why.	○	○	○	○
13. My teacher wants us to share what we think.	○	○	○	○
14. Students feel comfortable sharing their ideas in this class.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
15. My teacher talks to me about my work to help me understand my mistakes.	○	○	○	○
16. My teacher writes notes on my work that helps me do better next time.	○	○	○	○
17. My teacher builds on things we learn in other classes, subjects, and years.	○	○	○	○
18. My teacher cares about me.	○	○	○	○
19. If I am sad or angry, my teacher helps me feel better.	○	○	○	○
20. My teacher would notice if something was bothering me.	○	○	○	○
21. We do not waste time in this class.	○	○	○	○
22. Students in my class are respectful to our teacher.	○	○	○	○
23. My classmates behave the way my teacher wants them to.	○	○	○	○
24. All of the kids in my class know what they are supposed to be doing and learning.	○	○	○	○
25. Students behave well in this class which makes the teacher happy.	○	○	○	○
26. The people we learn and read about in this class are like me.	○	○	○	○
27. My teacher teaches us to respect people's differences.	○	○	○	○
28. In this class, I feel like I fit in.	○	○	○	○
29. I feel like an important part of my classroom community.	○	○	○	○
30. My teacher knows what my life is like outside of school.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
31. My teacher knows what is important to me.	○	○	○	○
32. School work in this class is challenging but not too difficult.	○	○	○	○
33. I ask for help when I need it.	○	○	○	○
34. I feel like I do a good job in this class.	○	○	○	○

6-12 Student Survey Questions

	Always	Most of the Time	Some of the Time	Never
1. My teacher makes learning enjoyable.	○	○	○	○
2. What I learn in this class is useful to me in my real life.	○	○	○	○
3. My teacher teaches things that are important to me.	○	○	○	○
4. My teacher knows the things that make me excited about learning	○	○	○	○
5. I am not bored in this class.	○	○	○	○
6. In this class, we learn a lot every day.	○	○	○	○
7. In this class, it is more important to understand the lesson than to memorize the answers.	○	○	○	○
8. When the work is too hard, my teacher helps me keep trying.	○	○	○	○
9. My teacher accepts nothing less than my best effort.	○	○	○	○
10. My teacher knows when we understand the lesson and when we do not.	○	○	○	○
11. If I don't understand something, my teacher explains it a different way.	○	○	○	○
12. My teacher explains difficult things clearly.	○	○	○	○
13. My classroom is organized and I know where to find what I need.	○	○	○	○
14. Students feel comfortable sharing their ideas in this class.	○	○	○	○
15. My teacher respects my opinions and suggestions.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
16. In this class, we have a say in what we learn and do.	○	○	○	○
17. My teacher talks to me about my work to help me understand my mistakes.	○	○	○	○
18. My teacher writes notes on my work that help me improve.	○	○	○	○
19. When we study a topic, my teacher makes connections to other subjects or classes.	○	○	○	○
20. My teacher cares about me.	○	○	○	○
21. My teacher pays attention to what all students are thinking and feeling.	○	○	○	○
22. My teacher would notice if something was bothering me.	○	○	○	○
23. We do not waste time in this class.	○	○	○	○
24. Students in this class treat the teacher with respect.	○	○	○	○
25. The students behave the way my teacher wants them to.	○	○	○	○
26. Students behave well in this class which helps us to progress through the lessons.	○	○	○	○
27. The classroom materials, pictures, words, books, and art reflect my cultural background.	○	○	○	○
28. My teacher respects my cultural background.	○	○	○	○
29. My teacher respects me as an individual.	○	○	○	○
30. Students in this class respect each other's differences.	○	○	○	○
31. In this class, I feel like I fit in.	○	○	○	○
32. I feel like an important part of this classroom community.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
33. My teacher knows what my life is like outside of school.	○	○	○	○
34. My teacher knows what is important to me.	○	○	○	○
35. School work in this class is challenging but not too difficult.	○	○	○	○
36. I ask for help when I need it.	○	○	○	○
37. I feel like I do a good job in this class.	○	○	○	○

Student surveys are adapted from the Colorado Department of Education

ADE Parent Survey

Welcome to the Arizona Department of Education (ADE) Parent Survey.

	English	Spanish
1. Which language would you prefer for taking the ADE Parent Survey?	○	○

Dear Parent:

Your opinions about the performance of your child's school are very important to us! This survey was developed by the Arizona Department of Education and will only take about 5 minutes to complete. Your identity will remain completely anonymous. Your responses to the survey questions will be combined with responses from other parents to give us information about your child's school.

If you have more than one child currently attending different schools, please fill out one survey per school. If you have more than one child currently attending the same school, your responses should be based on your perceptions of your OLDEST child's school experiences.

If you have any questions about this survey, please contact the Arizona Department of Education by email at Steve.Larson@azed.gov.

Asterisks (*) indicate that a response is required.

	District school	Charter school
2. What type of school is your child currently attending?	○	○

3. Please select the school for which you are completing this survey (drop down menu)

Please rate your level of frequency with the following questions

	Always	Most of the Time	Some of the Time	Never
4. The staff at my child's school is respectful and caring.	○	○	○	○
5. My child is safe at school.	○	○	○	○
6. My child's school has high expectations for academic achievement.	○	○	○	○
7. My child's school prepares my child to be on track for college or a career.	○	○	○	○
8. The teacher(s) at my child's school inform(s) me of my child's progress.	○	○	○	○
9. My child likes going to school.	○	○	○	○
10. My child's school values my opinion.	○	○	○	○
11. My child's school has partnerships with community organizations that benefit my child.	○	○	○	○

Students are often given the grades A, B, C, D, and F to denote the quality of their work.	A	B	C	D	F
12. What overall grade would you give your child's teacher(s)?	○	○	○	○	○
13. What overall grade would you give the school administrator(s)?	○	○	○	○	○
14. What overall grade would you give the quality of education that your child is receiving?	○	○	○	○	○
15. What overall grade would you give your child's school?	○	○	○	○	○

16. What are the areas of strength at your child's school?	
17. What are the areas needing improvement at your child's school?	

Thank you for completing our survey! If you have any questions about this survey, please contact the Arizona Department of Education by email at Steve.Larson@azed.gov

Teacher Peer-Review

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The teacher identifies specific ways in which a lesson might be improved.	○	○	○	○
2. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.	○	○	○	○
3. The teacher regularly sends home information about student progress.	○	○	○	○
4. The teacher develops activities designed to engage families successfully and appropriately in their children's learning.	○	○	○	○
5. The teacher has supportive and collaborative relationships with colleagues.	○	○	○	○
6. The teacher frequently volunteers to participate in school events and/or district and community projects.	○	○	○	○
7. The teacher seeks regular opportunities for continued professional development.	○	○	○	○
8. The teacher welcomes colleagues in the classroom for the purpose of gaining insight from their feedback.	○	○	○	○
9. The teacher actively addresses student needs.	○	○	○	○
10. The teacher actively works to provide opportunities	○	○	○	○
11. The teacher willingly participates in team and departmental decision making.	○	○	○	○
12. The teacher takes a leadership role in team and developmental decision making.	○	○	○	○

The tables below are suggested weighting options for Survey, Peer-Review, and Self-Review Data. LEAs may alter this weighting and the components included in this section. All surveys should have a reliability index of at least .70

Weighting Survey Data			
Percentage for Survey Data	Point value	Survey Data used for this portion of the Teacher Evaluation	Point Determination for Survey Data
17%	15	Student Survey Recommendation: Set cut scores for the range of 1-5 points and average the total score across administrations.	Under Review
	2	Parent Survey	Under Review
	1	Teacher Completed Self-Review = 1 point	
	2	Peer-Review	Under Review
	20	**Total**	

Weighting Survey Data K-2 only			
Percentage for Survey Data	Point value	Survey Data used for this portion of the Teacher Evaluation	Point Determination for Survey Data
8%	5	Parent Survey	Under Review
	1	Teacher Completed Self-Review = 1 point	
	4	Peer-Review	To be completed by 3 raters Under Review
	10	**Total**	

Appendix E – Glossary of Terms

Term	Definition
Academic Progress	A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.
Aggregate	In statistics, data combined from several measurements.
Benchmark	A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.
Best Practice	Practices that are based on current research include the latest knowledge and technology and have proven successful across diverse student populations.
Bias	One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.
Classroom Observations	Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.
Classroom-Level Data	Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.
Component	A category of measures within the evaluation system. In Arizona's Framework for Measuring Educator Effectiveness, the teacher evaluation system consists of the following three components: Student Academic Progress Data, Survey Data, and Teaching Performance.
Content Standard	What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.
Content Validity	Assessments are aligned with written and enacted curriculum.
Criterion-Referenced Test (CRT)	An assessment intended to measure how well a person has learned a specific body of knowledge and/or skills.
Data	Factual information, especially information organized for analysis or used to reason or make decisions.
Data Analysis	Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.
Data Baseline	Student performance data collected at or near the beginning of a cycle, before strategies and interventions and action plans have been implemented.
Data Findings	A presentation of the data without judgmental comments.
Data Implications	The logical inferences that are suggested as a result of the analysis of findings. Implications lead to the creation of task lists: actions that must be taken as a result of the implications.
Data Systems	A way to collect, store, analyze, and report on data.
Data-Based Decision Making	Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.
Data-Driven Culture	When the atmosphere and culture within a building or district is driven and supported by data.

Term	Definition
Demographic Indicators	Describes the students who are included in the outcome data. This type of data gives us information, such as minority student achievement, Limited English Proficiency student achievement, attendance rates, mobility rates, and socioeconomic status of students. This is the type of data that tells you whether you have equity within the outcome measures. The statistical characteristics of human populations (e.g., age, race/ethnicity, experience, socioeconomic status). These statistics help describe the students who receive the outcome/performance scores.
Disaggregated Data	"Disaggregate" means to separate a whole into its parts. The process of breaking down data into smaller subsets in order to more closely analyze performance, disaggregation is an analysis tool that lets one determine whether there is equity on outcome measures, whether different groups of students are performing similarly on the outcomes.
Dispositions	Attitudes, aptitudes.
Evaluation	One comprehensive, summative evaluation that occurs annually and results in a summative teacher performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes. The outcome of the annual evaluation of the teacher will be a performance classification. The classification levels adopted in Arizona State Statutes and adhered to the model instrument are: Highly Effective, Effective, Developing, and Ineffective.
Formal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme, by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme.
Formative Assessment	Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.
Framework	A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.
Gap Analysis	An analysis of the gap between where you are and where you want to be - a deficiency assessment.
Goal (academic)	Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.
Group A Teachers	Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
Group B Teachers	Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
Growth Score	Growth scores provide an equal interval scale from which one can quantify improvements in taught skills
Indicator	Descriptive statements that define benchmarks.
Informal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. Notes or checklists to record their observations from student-teacher conferences or informal classroom interactions can also be informal assessments.
Instructional Leadership	School leaders create and sustain a context for learning that puts students' learning first.
Local Education Agency (LEA)	A public board of education or other public authority within a State, which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state**.**
Locally Developed Assessments	Those assessments developed or administered at the local building level that can also measure the progress students are making toward the school improvement goals. In many instances, these assessments have not been analyzed for validity and/or reliability.
Longitudinal Data	Data/information about school, and students that is collected over multiple years for comparison purposes.
Maintenance Goal	A goal that current data does not indicate is an area of need, but one that requires continued resource support to ensure that current levels of achievement are maintained and/or improved.

Term	Definition
Mission	A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.
Model	One serving as an example to be imitated or compared.
Multiple Measures of Data	Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.
Multiple Measures of Student Learning	The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.
Multiple Measures of Teacher Performance	The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self-assessments, or student or parent surveys.
Multiple Sources of Data	Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.
Non-tested Grades and Subjects	Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.
Norm-Referenced Test	An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."
Objective	Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.
Observation	Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.
Other Assessments	The development and/or adaptation of other measures of student growth for nontested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.
Outcome Indicators	Outcome data tells us what the students learned; and what they achieved. Outcome data paints the performance picture. These are the kinds of data that tell us what percentage of students passed the state writing test, and the percentage of students receiving E/F's in their classes, etc. These data pieces tell you how student achievement is going. This is the type of data that indicates whether or not there is quality in your classroom, school, or district. Data that reports the outcomes or performance of the achievement results of students.
Parent Surveys	Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.
Pedagogy	Generally refers to strategies of instruction, or a style of instruction.
Peer Review	The assessment of one teacher's performance by other teachers in the same field in order to maintain or enhance the quality of the work or performance in that field of teaching. Typically, the reviewers are not selected from among close colleagues or friends. This type of assessment helps maintain and enhance quality by detecting weaknesses and errors in specific works and performance.
Perception Data	Information collected that will indicate how stakeholders feel about something – data is usually gathered through survey/interview format.
Pre- and Post-Tests	Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of student growth. Many pre- and post-test models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.

Term	Definition
Professional Development/Learning	A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.
Professional Growth Plan	A reflective, collaborative plan developed between evaluators and teachers to provide opportunities for the teachers' professional growth with the ultimate goal of improved student achievement.
Performance Improvement Plan	A performance improvement plan designed to help the teacher correct inadequacies and maintain adequate classroom performance.
Professional Learning Community	Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.
Rater Calibration (also called Recalibration)	An assessment of a rater's accuracy in scoring (adherence to the scoring standards) prior to beginning scoring. It usually consists of a set of pre-scored performances which the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Calibration tests generally contain performances that are exemplars at a particular score level and should, when possible cover the entire range of possible scores.
Rater Certification	An assessment of a rater's accuracy in scoring after initial training. It usually consists of a set of pre-scored performances that the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Certification tests generally contain performances that are exemplars at a particular score level and should, when possible cover the entire range of possible scores.
Reliability	The ability of an instrument to measure teacher performance consistently across different rates and different contexts.
Results Driven Instruction	Instruction informed by student achievement data and focused on results.
Rubric	An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.
S.M.A.R.T. Goals	**S**pecific: Who? What? Where? **M**easurable: How will the goals be measured? **A**ttainable: Is the goal realistic, yet challenging? **R**esults-oriented: Is the goal consistent with other goals established and fits with immediate and long rang plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?
School Culture & Climate	School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.
School Improvement Plan	A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data.
School Profile	A school profile is a summary of information that describes the students within a specific school. The profile enables the school to identify student strengths and needs. It is the source from which student performance goals emerge, and provides baseline information related to student performance that can later be used in determining the success of the school's improvement plan.
School-Level Data	Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.
Scientific-Based Research	Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.
Stakeholder	An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.
Status Score	The score a student receives at particular period of time.
Student Growth	The change in student achievement for an individual student between two or more points in time.
Student Portfolios	A personal collection of information describing and documenting a student's achievements, learning, and goals.
Student Survey	Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Term	Definition
Summative Assessment	Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.
Teacher Survey	Questionnaires that typically ask teachers to rate principals on an extent-scale regarding various aspects of principal's/school's performance on a variety of measures
Team	Any group of teachers that teach the same subject, students or grade levels.
Triangulation	Comparison of multiple data sources to determine strengths and weaknesses of a school's performance. Triangulation assures that school improvement decisions will not be made from a single assessment or data source.
Validity	The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.
Vision	A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.