Teacher Evaluation Packet

2014-2015 School Year

EVALUATION OVERVIEW PLAN

All Teachers
First Semester **Items to be completed by December 19, 2014.**
• One scheduled classroom observations conducted at least 50 minutes in length with a pre and post conference conducted.
Second Semester **Item to be completed by April 15, 2013.**
• One additional scheduled classroom observation at least 50 minutes in length with a pre and post conference conducted.

Teachers Receiving an Improvement Plan
• By January 15, 2015-Written notice will be issued to teacher informing them of improvement plan status. • By January 15, 2015-Meeting will be held with teacher outlining improvement plan expectations. • January 15-April 15, 2015-Teacher will be provided 90 calendar days to work on improvement plan recommendations. • By April 15, 2015-Teacher will be informed of contract renewal decision for 2015-2016.

CAVIT Classroom Teacher Evaluation Instrument

Non Continuing Teacher	☐
Continuing Teacher	☐

Teacher_____Program_____

Observation Dates:_____,_____,_____,_____,_____

CAVIT Goals

Student Learning-Student learning is the overriding focus of everything we do. It involves high standards, supported by a meaningful curriculum. The standards and curriculum are well integrated in our daily work – at the classroom, clinics and community levels. Student learning also involves continuous efforts to ensure learning for all students.

Data Driven Decision Making–Data Driven Decision Making identifies the extent to which our school is effectively using information and data. This area prompts us to examine how we use multiple sources of data to improve instructional practice and to continuously examine relationships between our work efforts, the outcomes they are achieving, and the improvement strategies we are using.

Capacity Development-The capacity development area addresses both organizational and human resource development. It requires continuous innovation to improve organizational structures and procedures throughout the system to improve learning for each student.

Community Connectedness-Community Connectedness emphasizes strong and ongoing partnerships connections with our internal and external communities. We see the community as a valuable resource for real world learning.

Components of Professional Practice

1. Planning and Preparation: The teacher designs and plans instruction that develops students' abilities to meet ADE and industry CTE standards and the school's assessment plan.	**3. Instruction**: The teacher implements and manages instruction that develops students' abilities to meet current ADE and industry CTE standards.
- Demonstrating knowledge of content and pedagogy - Demonstrating knowledge of students - Setting instructional outcomes - Demonstrating knowledge of resources - Designing coherent instruction - Designing student assessment	- Communicating with students - Using questioning and discussion techniques - Engaging students in learning - Using assessment in instruction - Demonstrating flexibility and responsiveness - Providing opportunities for students to engage in higher level thought processes - Providing meaningful, authentic learning experiences for all students - Meeting diverse needs/differentiation
2. Classroom Environment: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet current ADE and industry standards.	**4. Professional Responsibilities**: The teacher strives to implement the CAVIT vision and philosophy of education.
- Creating an environment of respect and rapport - Establishing a culture of learning - Managing classroom procedures - Managing student behavior - Organizing physical space	- Reflecting on instructional strategies and management processes - Maintaining accurate records - Communicating with families - Participating in a professional community - Growing and developing professionally - Demonstrating professionalism

Classroom Performance Domains – 60% of Total Evaluation Points
Domain #1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, state/national CTE and/or industry curriculum and their students' prior experience with this content. Instructional outcomes are clearly related to the major concepts of the CTE program area and consistent with the curriculum design. The outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum, industry, and core concepts in the discipline with students demonstrate their understandings in more than one way.

Component 1a. Demonstrating knowledge of content and pedagogy.
Arizona Professional Teaching Standards: S1, PO 5, 6, 7, 8, 9, 12 - S7, PO 1, 2, 3, 4, 5, 6, 7 - S8, PO 1, 4, 8 - S9, PO 1, 2, 3

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Teacher's plans and practice display little knowledge of the content or the ADE CTE standards and/or industry curriculum, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline: OR, there is little or no evidence of lesson planning. The teacher seldom or never uses classroom strategies and teaching techniques specific to content area. The teacher does not keep up-to-date in areas of specialization.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline and in the ADE CTE standards and/or industry curriculum, prerequisite relations between them and of the instructional practices specific to that discipline; instructional plans may be missing one or more critical elements of lesson design (aligned objective, activities and assessments) that impedes students from achieving the lesson objective. The teacher sometimes demonstrates fidelity to sound principles of teaching and learning that apply within content areas. The teacher keeps somewhat up-to-date in areas of specialization.	Teacher's plans and practice reflect sufficient knowledge of the content, the ADE CTE standards and/or industry curriculum, school exit outcomes, and prerequisite relations between important concepts and of the instructional practices specific to that discipline; instructional plans have no serious omissions, including aligned objectives, activities, and assessments that enable most students to meet the specific learning objectives. The teacher consistently demonstrates fidelity to sound principles of teaching and learning that apply within content areas. For the most part, the teacher keeps up-to-date in areas of specialization.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline, the ADE CTE standards and/or industry curriculum, and district exit outcomes. Teacher actively builds on knowledge of prerequisites and corrects misconceptions when describing instruction or seeking causes for student misunderstanding; instructional plans include critical elements of lesson design, including clear objectives aligned to ADE CTE standards and/or industry curriculum; aligned learning activities and assessments clearly enable all or almost all students to meet the specific learning objectives. The teacher demonstrates exclusively or almost exclusively fidelity to sound principles of teaching and learning that apply to content areas. The teacher keeps up-to-date in areas of specialization.

Evidence

Component 1b. Demonstrating knowledge of students.
Arizona Professional Teaching Standards: S1, PO 4, 8, 9 - S3, PO 3, , 7, 8 - S8, PO 4, 9 - S9, PO 1

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. The teacher demonstrates no understanding of disabilities or other special needs of students or their educational implications in learning.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a while. The teacher demonstrates little knowledge of disabilities and other special needs of students, as well as their educational implications in learning.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains the knowledge for groups of students. The teacher demonstrates sufficient knowledge of disabilities and other special needs of most students, as well as their educational implications in learning.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. The teacher demonstrates a depth of knowledge of disabilities and other special needs of all students, as well as their educational implications in learning.

Evidence

Domain #1: Planning and Preparation			
Component 1c. Setting instructional outcomes. **Arizona Professional Teaching Standards: S1, PO 1, 2, 3, 6**			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Instructional outcomes are absent or unclear and are not aligned to ADE's CTE standards and/or industry curriculum or district exit outcomes and are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. Objectives or activities do not permit viable methods of assessment.	Instructional outcomes are somewhat clear and are loosely aligned to ADE's CTE standards and/or industry curriculum and/or district's exit outcomes, and are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Learning objectives are not at the correct grade level or level of difficulty. Objectives may reflect more than one type of content, but teacher makes no attempt at coordination or content integration.	Instructional outcomes are clear and aligned to ADE's CTE standards and/or industry curriculum and/or district exit outcomes, and are stated as goals reflecting high-level learning and curriculum standards. Learning objectives are at the appropriate grade level and difficulty. Objectives are suitable for most students in the class, represent different types of content. Factual and conceptual understanding, and are capable of assessment. The outcomes reflect opportunities for coordination with colleagues or content integration.	Instructional outcomes are precise and explicit and are aligned to ADE's CTE standards and/or industry curriculum and district exit outcomes, and are slated as goals that can be assessed, reflecting rigorous learning and curriculum standards. Learning objectives are at the appropriate grade level and level of difficulty. Objectives are suitable for all students in the class, represent different types of content, factual and conceptual understanding, and multiple dispositions such as reasoning skills, social or communication skills, and listening to other's perspectives. Outcomes reflect evidence of coordination with colleagues and content integration, and take into account the needs of individual students.
Evidence			
Component 1d. Demonstrating knowledge of resources. **Arizona Professional Teaching Standards: S1, PO 7 – S5, PO 3 – S8 PO 8, 11, 12 – S9, PO 3**			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher demonstrate little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. The teacher or students do not use available resources, use them inappropriately, or use the resources in ways that do not enhance instruction or facilitate learning. Examples include video games or movies that are not aligned to learning objectives, surfing the Internet without a clear focus, entertaining or rewarding students, or for non-educational and/or personal purposes.	Teacher demonstrates some familiarity with resources available through the school to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge. The teacher uses available resources, but in ways that may not fully enhance instruction or facilitate learning. Examples include word processing, games that assess knowledge retrieval, videos and using a SmartBoard as a screen.	Teacher is fully aware of the tangible and intangible resources available through the school to enhance own knowledge, to use in teaching, and for students who need them; teacher uses available resources in ways that enhance instruction appropriate to the grade level. Examples include the teacher using technology to gain and maintain student attention, accessing prior knowledge, engaging students in learning, deepening cognition, providing feedback, and increasing motivation and retention.	Teacher seeks tangible and intangible resources in and beyond the school in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them; teacher facilitates grade level appropriate student use of available resources to deepen understanding, develop expertise, and use knowledge in real-world authentic applications. Examples include students using technology to gather, analyze, interpret, display, and present information, simulate real-world experience, solve authentic problems, promote student inquiry, or create original products.
Evidence			

Domain #1: Planning and Preparation			
Component 1e. Designing coherent instruction **Arizona Professional Teaching Standards: *S1, PO 7-12 – S8, PO 2, 4, 9 – S9, PO 5***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent sequence. They are suitable for only some students. There are frequent gaps in the implementation of district approved course ad sequence.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. There are some gaps in the implementation of district approved curriculum scope and sequence.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional and district outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. There are no serious gaps in the implementation of district approved curriculum scope and sequence.	Teacher coordinates knowledge of content, of student, and of resources, to design a series of learning experiences aligned to instructional and district outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. District approved curriculum scope and sequence are implemented with complete fidelity.
Evidence			

Component 1f. Designing student assessment			
Arizona Professional Teaching Standards: *S1, PO 3, 13 – S4, PO 2 – S9, PO 4*			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. Assessments may not be present or are not clearly aligned to measure student progress in meeting objectives aligned to learning outcomes.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least come students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. The teacher may design assessments that are not aligned to objectives, and formative assessments only provide information as to whether some students have met the learning outcomes.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. Teacher designs a variety of formal and informal assessments as frequent checks for understanding to guide instruction and provide feedback to students; the teacher is able to determine whether students have met the learning outcomes.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. Teacher designs a variety of formal and informal assessments, formative and summative, to frequently check for understanding and provide specific, timely feedback to students; students have opportunities to engage in self-assessment, goal setting, and progress tracking.
Evidence			
Domain 1: Planning and Preparation *Comments/Recommendations*			

Domain #2: The Classroom Environment
Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component 2a. Creating an environment of respect and rapport
Arizona Professional Teaching Standards: *S2, PO 1, 3, 4, 5, 8*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. Teacher may use sharp voice, be impatient, use sarcasm, or embarrass students. Students show disrespect to each other or to the teacher, and insensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status may be present.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict by many be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Minor exceptions are either not handled by the teacher or have a negative impact on the learning. Insensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status may be present.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. The teacher handles lack of respect among students effectively, efficiently, and positively with no negative impact on the learning. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident; the teacher and students work well together.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' culture and levels of development. Students themselves ensure high levels of civility among members of the class. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident; strong rapport is clearly evident among the teacher and students.

Evidence

Component 2b. Establishing a culture for learning
Arizona Professional Teaching Standards: *S2, PO 5, 6 – S3, PO 2 – S4, PO 1*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject or learning, low expectations for student achievement, and little or no evidence of student pride in work.	Classroom culture for learning is sometimes evident, with little teacher commitment to the subject or learning, modest expectations for student achievement, and little evidence of student pride to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject and the learning by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and the learning, and all students hold themselves to high standards of performance, for example, showing pride by initiating improvements to their work.

Evidence

Domain #2: The Classroom Environment

Component 2c. Managing classroom procedures
Arizona Professional Teaching Standards: *S2, PO 2, 3, 4, 5, 9 – S3, PO 13 – S8, PO7 – S9, PO 6*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is frequently not focused because of slow pacing, unclear directions, off-task discussions, busy work, and lack of adequate lesson planning.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is sometimes interrupted by slow pacing, unclear directions, and off-task discussions.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly; instructional time is primarily devoted to academic learning with student cognitive engagement, active learning, or student/teacher interactions.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is maximized and clearly focused on academic learning with student cognitive engagement, active learning or student/teacher interactions.

Evidence

Component 2d. Managing student behavior
Arizona Professional Teaching Standards: *S2, PO 2, 3 – S8, PO 7 – S9, PO 5*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. Classroom management is seriously deficient in terms of efficiency, effectiveness, and/or positive feeling tone. Student disruption that interferes with the learning of other students is evident.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. Classroom management is mostly efficient, effective and positive, with the use of a few different procedures and techniques, but not always with the desired results. Student behavior is not entirely conducive to learning.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior in appropriate and respects the student's dignity. Classroom management is handled effectively, efficiently, and positively, with no serious exceptions.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. Classroom management is handled effectively, efficiently and positively, with a wide range of clear, effective procedures and techniques; student behavior is conducive to learning.

Evidence

Domain #2: The Classroom Environment			
Component 2e. Organizing physical space **Arizona Professional Teaching Standards: _S2, PO 5, 9_**			
Ineffective (0 pts) ⬭	**Developing (1 pt)** ⬭	**Effective (2 pts)** ⬭	**Highly Effective (3 pts)** ⬭
The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. The classroom physical environment may not easily allow opportunities for student interaction. Few visuals are designed to cue student learning. Some posted material may not be readable, may be over-simulating, unrelated to content, and/or detract from learning.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. The room has limited visuals that are easily readable and usable to cue student learning in the content area. Visuals may be over-stimulating, unrelated to content, and/or detract from learning.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to learning activities. Teacher makes effective use of physical resources. Visuals are easily readable and designed to cue student learning in the content area. Some materials have been created with student involvement or display student work that promotes connections between prior and new learning.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use of adaptation of the physical environment to advance learning. Visuals are easily readable and are designed to cue student learning in the content area. Materials have been created with student involvement to promote connections between prior and new learning. Visuals are used as a scaffold to extend learning experiences and engage students.
Evidence			
Domain 2: Classroom Environment _Comments/Recommendations_			

Domain #3: Instruction
All students are highly engaged in learning and make significant contributions to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for students learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component 3a. Communicating with students
Arizona Professional Teaching Standards: *S2, PO 8 – S3, PO 1, 4, 5, 6, 8 – S8, PO 3 – S9, PO 5*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Expectations for learning goals, directions and procedures and explanations of content are absent, unclear, or confusing to students, and not aligned to Arizona's CTE standards and/or industry curriculum or district exit outcomes. OR, there is no learning goal. Teacher modeling is not used when necessary and appropriate. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development; students cannot articulate lesson objectives or why they are important to them.	Expectations for learning goals, directions and procedures, and expectations of content are implicit, may be unclear and not connected to previous learning; learning goals are loosely aligned to Arizona's CTE standards and/or industry curriculum and district exit outcomes. Teacher modeling is present, but ineffective. Teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development; some students are able to articulate lesson objectives or why they are important to learn.	Expectations for learning goals, directions and procedures, and explanation of content and relevance may not be explicit but are clear to students and connected to students' prior experiences. Teacher model includes the skills and labels the criteria for the correct performance expected of students. Learning goals are aligned to Arizona's CTE standards and/or industry curriculum and district exit outcomes. Communications are appropriate to students' cultures and levels of development; most students can articulate lesson objectives and why they are important to learn.	Expectations for learning goals, directions and procedures, and explanations of content and relevance are explicit and clear to students and are connected to prior experiences; learning goals are fully aligned to Arizona's CTE standards and/or industry curriculum and district exit outcomes. Explicit evidence can include a visual, readable display of the learning objective, a verbal announcement of the learning objective, or student recitation of the learning objective. When a lesson is teacher-led, teacher models the skill and labels specific criteria for the correct performance expected of students. Teacher's oral and written communication is clear, precise, and appropriate to students' cultures and levels of development, and anticipates possible student misconceptions; almost all students can say or show lesson objectives accurately and demonstrate a personal connection to their importance.
Evidence			

Domain #3: Instruction			
Component 3b. Using questioning and discussion techniques **Arizona Professional Teaching Standards: _S2, PO 7 – S3, PO 1, 8 – S9, PO 5_**			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher's questions are low-level or inappropriate or not aligned to lesson objectives, eliciting limited student participation, and recitation rather than discussion. There is a high level of student disengagement. There is a high level of student disengagement. Students do not interact with the content, other students, or with the teacher.	Some of the teacher's questions elicit thoughtful responses, but most are low-level, posed in rapid succession, with little wait time. Questions and/or teacher responses may not be aligned to lesson objectives. Teacher's attempt to engage all students in discussion are only partially successful. Students do seatwork, worksheets, book work, tests, reading, independently, and demonstrate limited interaction among themselves or with the teacher.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer most questions and teacher responses are aligned to the lesson objective. Most students participate in the discussion, with the teacher stepping aside when appropriate. Student interaction with other students is evident.	Questions reflect high expectations and are culturally and developmentally appropriate; all questions and teacher responses are aligned to lesson objectives. Students independently formulate high-level questions. All voices are heard. Students continuously interact with the content, other students, and the teacher.
Evidence			

Component 3c. Engaging students in learning			
Component 3c. Engaging students in learning **Arizona Professional Teaching Standards: _S2, PO 6, 7 – S3, PO 1, 3, 4, 7, 8, 9, 10, 12, 13, 14 – S7, PO 7 – S8, PO3 – S, PO 9_**			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement or rigor. The lesson has no structure or is poorly paced. Students do not interact with other students, or with the teacher. The teacher is not participating in learning tasks of the students. Active participation is not evident. A great deal of instructional time is lost. Students are not given opportunities for guided and/or independent practice OR the practice provided is not aligned.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement and little rigor. The lesson has a recognizable structure but is not fully maintained. Students do seatwork, worksheets, book work, tests, individual reading, etc., independently, and demonstrate limited interaction among themselves or with the teacher. The teacher provides assistance to students where required. Overt and covert active participation from most of the students most of the time is low or inconsistent. There is some loss of instructional time. Students are provided opportunities for guided and independent practice, but the practice may not be aligned.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Student interaction with other students is evident. Overt and covert active participation from most of the students most of the time is evident. Instructional time is mostly focused on academic learning with student cognitive engagement, active learning or student/teacher interactions. Students are provided appropriate, aligned opportunities for guided and independent practice.	Students are highly intellectually engaged throughout the lesson in significant learning, and make meaningful contributions to the activities, student groupings, and materials. All students are engaged in work of a high level of rigor. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students continuously interact with the content, other students, and the teacher. Teacher acts as facilitator with evidence of less whole class, teacher-directed instruction and less student passivity and more experiential, inductive, hands-on learning. A high degree of overt and covert active participation from all or almost all the students all of the time is evident. Instructional time is maximized and clearly focused on academic learning with student cognitive engagement, active learning or student/teacher interactions. Students are provided appropriate, aligned opportunities for guided and independent practice.
Evidence			

Domain #3: Instruction			
Component 3d. Using assessment in instruction Arizona Professional Teaching Standards: *S3, PO 1, 8 − S4, PO 4 − S8, PO 3 − S9, PO 5*			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Assessment is not used and/or is not aligned to instruction or student learning, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is sometimes used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only come of the assessment criteria used to evaluate their work. Summative tests measure student learning; formative assessments provide only some information about where students are in the learning of the instructional objectives.	Teachers use a variety of formative and summative assessments to gauge student achievement of learning objectives and guide instruction; teacher provides timely, quality feedback to students; teacher is able to determine where most students are throughout the learning in meeting the instructional outcomes.	Teacher uses a variety of formative and summative assessments to gauge student achievement and promote the learning of instructional outcomes; assessment is used in a sophisticated manner throughout the instruction; students are involved in establishing the assessment criteria. Self-assessment by students and monitoring of progress by both students and the teacher is required; teacher gives timely, quality feedback to all students from a variety of sources. Students track individual progress and set personal goals.
Evidence			
Component 3e. Demonstrating flexibility and responsiveness Arizona Professional Teaching Standards: *S3, PO 1, 8, 15 − S8, PO 3 − S9, PO 5*			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher fails to adjust the instructional plan, even when a change would improve the lesson or students' interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the student or their home environment. The teacher seldom or never demonstrates the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. Sometimes the teacher demonstrating the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Most of the time, the teacher demonstrates the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. The teacher demonstrates exclusively or almost exclusively the use of classroom strategies and teaching techniques specific to the content area that are backed by research.
Evidence			

Domain #3: Instruction			
Component 3f. Providing opportunities for students to engage in higher level thought processes conducive to interacting with new knowledge and deepening understanding **Arizona Professional Teaching Standards: *S3, PO 1, 8 – S4, PO 4 – S8, PO 3 – S9, PO 5***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher fails to provide opportunities that challenge students beyond the knowledge retrieval level; there is no evidence of the construction of new meaning, deepening understanding, improvement in skills, or application of previously learned knowledge.	Teacher provides opportunities that require students to comprehend new information, but students are not required to demonstrate their understanding in words or non-linguistically; there is no evidence of the construction of new meaning, deepening understanding, improvement in skills, or application of previously learned knowledge.	Teacher provides opportunities that require students to develop skills that are necessary for subsequent, higher level learning, OR comprehend basic meaning of new information and demonstrate understanding verbally or non-linguistically, OR examine new knowledge in fine detail and as a result, form new conclusions.	Teacher provides opportunities that require complex analyses and new thinking that deepen understanding of previous knowledge, OR teacher requires students to complete authentic, complex real-world tasks in which they construct meaning through problem solving, decision-making, formulating and testing hypotheses, conducting inquiries, and/or developing and designing original products; there is evidence of deepening understanding and higher levels of expertise.
Evidence			

Component 3g. Providing meaningful, authentic learning experiences for all students			
Component 3g. Providing meaningful, authentic learning experiences for all students **Arizona Professional Teaching Standards: *S1, PO 9, 10, 11 12 - , S3, 3, 7, 8, 9 , 10 – S7, PO 4, 5 – S8, PO 2***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
There is little evidence of transfer of learning beyond knowledge acquisition in the individual content area or classroom. Learning activities require students to process information on a knowledge retrieval level and there is no application to real-world tasks. Few students met lesson objectives or had no depth of understanding of lesson objectives.	There is little or no evidence of transfer of learning beyond application within the discipline; students may engage in comprehension, analysis, or knowledge utilization activities, but without the prior knowledge necessary for these activities to be effective.	Transfer of learning that applies across disciplines or to real-world predictable situations is evident. Activities are primarily at the comprehension and analysis level and require students to interact with new knowledge. Many students met lesson objectives with a depth of understanding.	Application of learning to real-world unpredictable situations is evident; students primarily engage in analysis or knowledge utilization activities that require them to deepen understanding or use prior knowledge to complete authentic, real-world tasks. All students met lesson objectives with a depth of understanding.
Evidence			

Domain #3: Instruction			
Component 3h. Meeting Diverse Needs/Differentiation **Arizona Professional Teaching Standards: *S1, PO 4, 5, 7, 8, 11, 12 – S2, PO 4 – S3, PO 3, 7, 8, 12, 15 – S8, PO 3, 4, 6, 7 – S9, PO 1, 5***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
There is no evidence that the teachers uses methods or varies process, product, or content to meet the needs of the learners; there is no evidence of tiered intervention.	The teacher attempts to use various methods or to vary process, product, or content for some of the learners with varying degrees of effectiveness; there is little or no evidence of tiered intervention.	Teacher uses a variety of methods, (modeling, visuals, music/art, manipulatives, graphic organizers, simulations, groupings, available technology) to meet the diverse needs of most students, including special education, ELL, gifted, etc.; **and/or** the teacher differentiates process, product, and/or content or environment and tiered interventions to meet the needs of **most** learners.	Teacher uses ample and a wide variety of methods, (modeling, visuals, music/art, manipulatives, graphic organizers, simulations, groupings, available technology), to meet the diverse needs of all learners, including special education, ELL, gifted, etc.; and/or the teacher effectively differentiates process, product, and/or content or environment and tiered intervention to meet the needs of **<u>all</u>** learners.
Evidence			
Domain 3: Instruction *Comments/Recommendations*			

Domain #4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for suing student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the learning community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component 4a. Reflecting on instructional strategies and management processes
Arizona Professional Teaching Standards: *S1, PO 7 – S5, PO 3 – S8, PO 8, 11, 12 – S9, PO 3*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher is able to identify planning and pedagogical decision that positively impacts the students' achievement. Teacher suggests specific, alternative strategies and predicts the likely success of each of those strategies.

Evidence

Component 4b. Maintaining accurate records
Arizona Professional Teaching Standards: *S4, PO 3, 5*

Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Teacher fails to use technology as a tool to access and manage information. Teacher fails to maintain records as required by law, district policy, and administrative regulations. Teacher's systems for maintaining both instructional and non-instructional records are either not up to date, non-existent, or in disarray, resulting in errors and confusion. Teacher does not keep student records private and confidential.	Teacher demonstrates limited ability to use technology as a tool to access and manage information. Teacher maintains accurate records as required by law, district policy, and administrative regulations. Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful, and may not be up to date. Privacy and confidentiality of student records is sometimes disregarded.	Teacher demonstrates proficiency in the use of technology as a tool to access and manage information. Teacher maintains accurate, up to date, and complete records as required by law, district policy, and administrative regulations. The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and effective. Teacher maintains privacy of student records and performance; respects confidentiality.	Teacher demonstrates proficiency in the use of technology as a tool to access and manage information. Teacher maintains accurate, up to date, and complete records as required by law, district policy, and administrative regulations. There is clear and consistent evidence that the system of managing student data and monitoring student progress is highly effective and students contribute to goal setting, the monitoring of those goals, and the discussion of the significance of the goal setting process. Teacher maintains privacy of student records and performance; respects confidentiality.

Evidence

Domain #4: Professional Responsibilities			
Component 4c. Communicating with families **Arizona Professional Teaching Standards: *S4, PO 4 – S5, PO 1***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher communication with families about the instructional program, or about individual students, is sporadic or may be culturally inappropriate. Teacher makes no attempt to engage families in the instructional program or solicit input. Teacher communicates with parents or guardians only when absolutely necessary.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families, and input from parents or guardians is rarely solicited. Teacher communicates with parents or guardians to relay educational or behavioral concerns through report cards, progress reports, and other district, school, or classroom correspondence.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to parents about individual students is conveyed in a culturally appropriate manner, and input from parents or guardians is solicited to enhance the academic and social success of students. Teacher promotes and documents constructive communication efforts with parents or guardians, through phone calls, notes, emails, as well as, through report cards, progress reports and other district, school, or classroom correspondence.	Teacher's communication with all families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program and encourages input from parents or guardians to enhance the academic and social success of students. Teacher promotes and documents positive, constructive two-way communication efforts with parents or guardians through phone calls, notes home, and email communication, as well through report cards, progress reports and other district, school. Or classroom correspondence.
Evidence			

Component 4d. Participating in a professional community			
Arizona Professional Teaching Standards: *S5, PO 2, 4, 5*			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, with little or no reflection professional practices at any level.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. There is little involvement by the teacher in the shared vision or in a culture of inquiry or reflection at the school or personal level.	Teacher participates actively in the professional community and in school and district events and projects; participation is aligned to district and school goals. Teacher maintains positive and productive relationships with colleagues that are characterized by mutual support, cooperation, cohesion, a shared vision, and active participation in a culture of inquiry and reflection on current practices at the school, department, grade, and personal level.	Teacher makes a substantial contribution to the professional community that is aligned to district and school goals, school and district events and projects; the teacher assumes a leadership role among the faculty and promotes cohesion and a shared vision among staff members. Professional relationships are evident and consistent and are characterized by mutual support, cooperation and initiative in promoting a culture of inquiry and reflection on current practices at the state, district, school, department, grade, and personal level.
Evidence			

Domain #4: Professional Responsibilities			
Component 4e. Growing and developing professionally **Arizona Professional Teaching Standards: *S6, PO 2, 3, 4, 5***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher does not participate, or does not consistently participate, in professional development activities, and makes no effort to share knowledge with colleagues or assume professional responsibilities. Teacher is resistant to feedback from supervisors or colleagues on teaching performance. Teacher does not participate and/or contribute to the professional learning community. Teacher fails to recognize the school as an organization within a larger community.	Teacher participates in professional development activities that are convenient or are required, and makes limited contribution to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues on teaching performance; contributions to and participation in the professional learning community are limited. Teacher sometimes recognizes the school as an organization within a larger community.	Teacher seeks out opportunities for professional development based on individual assessment of need, and actively shares expertise with others. Teacher welcomes and incorporates feedback from supervisors and colleagues. Teacher participates actively in assisting other educators and contributing to the professional learning community at the school and/or district levels. Teacher recognizes the school as an organization within a larger community and emphasizes strong and ongoing partnership connections with internal and external communities.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out, welcomes, and incorporates feedback, from supervisors and colleagues. Teacher initiates important activities which contribute to the professional learning community at the school and district levels. Teacher recognizes the school as an organization within a larger community and promotes and facilitates strong and ongoing partnership connections with internal and external communities.
Evidence			
Component 4f. Demonstrating professionalism **Arizona Professional Teaching Standards: *S2, PO 10 – S4, PO 5 – S5, PO 2, 4***			
Ineffective (0 pts) ◯	**Developing (1 pt)** ◯	**Effective (2 pts)** ◯	**Highly Effective (3 pts)** ◯
Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. Professional interactions and practice are characterized by a lack of honesty, integrity, and awareness of student needs.	Teacher is hones and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by." Professional interactions and practice are characterized by honest, but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with district initiatives.	Teacher displays a high level of ethics and professionalism in dealing with both students and colleagues, and complies fully and voluntarily with school and district regulations. Professional interactions and practices are characterized by honesty, integrity, confidentiality and/or assurance that students' needs are consistently met, participation in team or departmental decision-making, and contributions to a culture of continuous improvement in district initiatives.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. Professional interactions and practice display the highest standards of honesty, integrity, confidentiality; teacher challenges negative attitudes/practices, and encourages a culture of continuous improvement.
Evidence			

PROFESSIONAL RESPONSIBILITIES – 7% OF TOTAL EVALUATION POINTS			

PROFESSIONAL RESPONSIBILITIES: The following professional responsibilities are minimal expectations for all CAVIT teachers. Failure to consistently meet these expectations shall result in administrative action.

PERFORMANCE DESCRIPTORS	YES (1 pt)	NO (0 pts)	COMMENTS
1. The teacher attends, participates, and arrives on time for required meeting.			
2. The teacher works and communicates effectively and professionally with parents, community members, staff and administrators.			
3. The teacher upholds and enforces school rules, administrative regulations, and board policies and procedures.			
4. Creates and maintains positive and appropriate relationships with students and staff members.			
5. Complies with state and federal special education laws, rules and regulations.			
6. The teacher consistently meets deadlines set forth by the school and district.			
7. The teacher consistently adheres to assigned work hours and maintains good attendance.			
8. The teacher complies with laws and professional responsibilities related to student, parent and teacher rights.			
9. The teacher complies with federal, state and CAVIT policies and procedures for test administration, data collection, and data stewardship.			
10. The teacher maintains professional mannerisms and appearance.			

Teacher Reflection on Professional Practices Levels of Performance			
Ineffective (0 pts) ◯	Developing (1 pt) ◯	Effective (2 pts) ◯	Highly Effective (3 pts) ◯
Teacher does not accurately reflect on the effectiveness of professional practices, and has no ideas about how practices could be improved. The teacher is unable to evaluate overall performance and fails to implement a professional development plan.	Teacher provides a partially accurate and objective reflection on professional practices, but does not cite specific evidence. Teacher makes only general suggestions as to how planning or pedagogical practices might be improved. The teacher reviews and evaluates some aspects of performance and implements a general professional development plan.	Teacher provides an accurate and objective reflection on professional practices, citing evidence to support the assessment. Teacher makes some specific suggestions as to how planning and pedagogical practices might be improved. The teacher reviews and evaluates his or her overall performance and implements a professional development plan aimed at improving instructional practice.	Teacher's reflection on professional practices is thoughtful and accurate, citing specific evidence to support the assessment in each of the four Domains. Teacher is able to identify planning and pedagogical decisions that positively impact the students' achievement. Teacher suggests specific, alternative strategies and predicts the likely success of each of those strategies. The teacher reviews and evaluates his or her overall performance and implements a focused professional development plan aimed at raising student achievement and improving instructional practice.

2014-2015 CAVIT Teacher Evaluation Instrument
Student Achievement Section – 33% of Total Evaluation Points

Data Strand #1 – ADE CTE End of Program Assessment – 15% of Student Achievement Section
(Teachers without an end of program assessment will not be held accountable for this standard.)

Teachers will be evaluated on the percentage of test takers that meet or exceed the pass score on their respective end of program CTE assessment administered in April, 2014. Improvement plans relating to this strand will be evaluated on the percentage of test takers that meet or exceed the pass score on their respective end of program CTE assessment administered in November-December, 2014.

Ineffective	Developing	Effective	Highly Effective
0-69% of test takers within a program pass the ADE CTE assessment	70-79% of test takers within a program pass the ADE CTE assessment	80-95% of test takers within a program pass the ADE CTE assessment	95-100% of test takers within a program pass the ADE CTE assessment

Data Strand #2 – CAVIT Practical Program Assessments – 12% of Student Achievement Section
(The point value will be 27% for data strand #2 for teachers without ADE end of program assessments and/or new to the district.)

Teachers will be evaluated on the average proficiency score for all students taking practical assessments administered in May, 1, 2013. Teachers working collaboratively with advisory members will create scoring rubrics for 3-5 technical skills for students to be assessed on. Advisory/industry members will evaluate student proficiency. Formula: Total all skill scores achieved by student – divide total by number of skills assessed – identify average assessment score - total all average assessment scores – divide by number of students – document average proficiency score for all students assessed. *Outside evaluators and scoring rubrics must be preapproved by superintendent prior to testing. New teachers to district and teachers on an improvement plan relating to this strand will be evaluated on results from practical program assessments conducted at the end of Fall Semester 2014.

Ineffective	Developing	Effective	Highly Effective
0-69% average proficiency score for all students	70-79% average proficiency score for all students	80-95% average proficiency score for all students	95-100% average proficiency score for all students.

Data Strand #3 – CAVIT Student Satisfaction Survey – 3% of Student Achievement Section

Teachers will administer school adopted online student satisfaction survey in March, 2014. Evaluation results will only be totaled for students rating their program's overall quality with a "A" or "B" grade. New teachers to district and teachers on an improvement plan relating to this strand will be evaluated on survey results conducted at the end of Fall Semester 2014.

Ineffective	Developing	Effective	Highly Effective
0-69% of students rate program quality with a "A" or "B" grade.	70-79% of students rate program quality with a "A" or "B" grade.	80-95% of students rate program quality with a "A" or "B" grade.	95-100% of students rate program quality with a "A" or "B" grade.

Data Strand #4 – CAVIT Parent Satisfaction Survey – 3% of Parent Achievement Section

Teachers will administer school adopted parent satisfaction survey in April, 2014. Evaluation results will only be totaled for parents rating their child's program overall quality with an "A" or "B" grade. *Teachers not receiving a 85% return rate on parent surveys sent out will receive an unsatisfactory rating. New teachers to the district and teachers on an improvement plan relating to this strand will be evaluated on results from parent surveys administered at the end of Fall Semester 2014. Superintendent will select an outside proctor to contact parents for their responses for teachers on an improvement plan relating to this standard.

Ineffective	Developing	Effective	Highly Effective
0-69% of parents rate program quality with a "A" or "B" grade.	70-79% of parents rate program quality with a "A" or "B" grade.	80-95% of parents rate program quality with a "A" or "B" grade.	95-100% of parents rate program quality with a "A" or "B" grade.

Evaluation Points Summary			
Evaluation Score Summary	**Domains (60%)**	**Professional Responsibilities (7%)**	**Student Achievement (33%)**
Raw Score			
Weighted Score	.60	.7	.33
Total Score			

Total Performance Rating – Overall Scoring Guide

100-88 Pts – **Highly Effective**   87-70 Pts – **Effective**   69-62 Pts – **Developing**   0-61 Pts - **Ineffective**

Evaluator's Reflections:

Area(s) of Strength:

Recommendations for Improvement:

Evaluator's Signature:_____ Date:_____

I have seen and discussed this evaluation. (a) I accept this assessment in its entirety. ◯   (b) I wish to attach additional information. ◯

Teacher's Signature:_____ Date:_____