

SANTA CRUZ VALLEY
UNIFIED SCHOOL DISTRICT NO. 35
TEACHER
EVALUATION
SYSTEM

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Definitions

Approaches Performance Standard	An evaluative marking indicating adequate teaching performance. Teaching skills promote learning, but more consistency or increased quality could improve effectiveness and learning rate.
Checklist	The evaluation summary of the evaluatee's teaching and professional performance for each evaluation cycle.
Classroom Level Data	Data that is limited to the student academic performance within an individual classroom or course.
Continuing Teacher	A certificated teacher who has been employed by the District for the major portion of three (3) consecutive school years and who has not been designated in the lowest performance classification for the previous school year.
Correction Plan	A plan to correct teaching performance that is deemed to be inadequate because the performance is marked "Falls Below Performance Standard" according to the evaluation criteria. See page 10.
Evaluator	Administrator or other designee trained and appointed by the School Board to evaluate certified staff.
Evaluatee	Certified staff being evaluated. "Teacher" is used synonymously with certified staff in this system.
Falls Below Performance Standard	An evaluative marking indicating that the teaching performance is substandard. Skills have not been used effectively, appropriately, or consistently to facilitate learning. This level of performance requires the completion of a Correction Plan.
Focused Observation	The evaluator or teacher may choose a specific teaching behavior to be observed and evaluated.
Formal Observation	The observation of a full, uninterrupted lesson by an evaluator of a teacher which includes the post-observation conference and completion of a post-observation form.
Level of Performance	Determined by the following: Meets Performance Standard, Approaches Performance Standard, Falls Below Performance Standard. See individual definitions.
Meets Performance Standard	An evaluative marking for teaching performance that demonstrates a full array of teaching skills USED EFFECTIVELY AND CONSISTENTLY.
Non-focused Observation	No specific teaching behavior is identified prior to the observation as one to be evaluated.

Observation	A period of time in which the evaluator is present to observe the teacher's performance.
Peer Teacher	A certified teacher that is present during a formal classroom observation at the teacher's request.
Professional Standards	The successful teacher must exhibit ethics, attitudes and behaviors that enhance the specific work environment and profession as a whole. While these attributes may be carried into the classroom, this element of evaluation is intended to address issues that fall outside of the process applicable to inadequate classroom performance.
Reliability	The ability of an instrument to measure performance consistently across different classrooms in the District or across classrooms statewide.
Scaffolding	A teaching technique which provides support and assistance in the early stages of learning a new concept or strategy, then gradually withdraws the support as the learning is mastered.
School Level Data	Data that is limited to the student academic performance within an individual school.
Special Factors	Conditions in the classroom that may have an adverse effect on the success of a lesson or the teaching; information that will facilitate the evaluator's perception of what is happening in the classroom.
Teacher Artifacts	Lesson plans, instructional materials, and assessment documents which form the basis for effective instruction and reflect alignment with curriculum standards; Accurate records concerning student achievement, attendance and discipline that are maintained and used to communicate essential information appropriately.
Validity	The extent to which an assessment's content is aligned to the state standards, representative of the actual skills learned and allows accurate conclusions concerning student achievement.

The Evaluation System

Purpose

The objective of the teacher performance evaluation system is to improve instruction and maintain instructional strengths. The focus of this process is to refine instruction, enhance student learning, and maintain excellence in teaching and in teacher professionalism.

System Review/Revision

There should be an annual review of the District evaluation system by a committee of teachers and administrators to ensure that the system meets the stated objectives. This committee should meet once a year. Any changes should be finalized before the issuance of contracts for the ensuing school year.

Evaluator Training/Orientation Cycle

Initial Evaluator Training

Every District evaluator will receive training in an evaluation course. The training may include role playing, observing taped lessons and mentoring in order to achieve reliability between District evaluators. The training will be completed before evaluators start any evaluations.

Evaluator Orientation

Before the beginning of each school year, there will be an evaluator orientation to focus on the new cycle that will be started. The Superintendent, or his designee, will conduct the evaluator orientation, prior to teacher orientation. Any necessary refinements and/or updates will be made and the process will be reviewed. There also can be a critique of taped lessons so that inter-evaluator reliability can be maintained in the District.

Teacher Training/Orientation Cycle

All new teachers will receive an overview of the teacher evaluation instrument during an orientation meeting. Teachers who are continuing with the District are welcome to attend the annual orientation, but are not required to do so, unless the evaluation instrument or policy contains changes from the previous year, or they have been instructed by their evaluator to attend. The orientation will include information on the evaluation system emphasizing the process and the criteria that will be used. An administrator or qualified evaluator will provide this information.

The annual evaluation orientation is conducted before the beginning of the formal evaluation cycle. Any and all questions and concerns that teachers have will be clarified. Instruction, school policy and procedures, school/district rules, etc. may be discussed. The evaluation system and format will be covered. Dates for formal observations can also be considered at this time.

Evaluations

The evaluator shall complete an evaluation of performance for each teacher at least once per school year. This evaluation should be completed by April 1st. Additional teacher performance evaluations, may occur as deemed necessary.

An evaluation of performance will be based upon the satisfactory performance of job expectations as determined by the following:

- Job description
- Two (2) formal full lesson observations which are separated by at least sixty (60) calendar days
- Informal observations
- Teacher's cumulative record
- Teacher artifacts (see Appendix A for examples)
- Student achievement data
- Other evidence of teacher performance

The evaluator may waive a second formal observation for a continuing teacher whose teaching performance based upon the first formal observation places the continuing teacher in one of the two highest performance classifications, unless the continuing teacher requests a second observation.

Data and Teaching Goals

Annually, at the start of each evaluation cycle, the evaluator and their evaluatee will confer to determine area(s) of focus in Section I: Instruction and Section II: Classroom Management & Organization and identify the activities and/or resources that will support growth in these areas. In addition, the evaluator and evaluatee will determine the student achievement data sources which will be considered for the outcome of Section III: Student Achievement Data. The form may be submitted as early as acceptance of teaching contract for subsequent year, but no later than the twentieth (20th) school day of the year. Forms for new teachers must be submitted within ten (10) school days from the date of hire.

Formal Observations

Classroom Observations

Full lesson classroom observations should be coordinated in advance to ensure the classroom visit serves the purpose of the System. For first year teachers, this should include a personal conference between the evaluator and evaluatee. At a minimum, this conference must include a setting of the schedule and a distribution of the forms. A clear understanding of the expectations (focus or no focus) of the visit and the preparation by the teacher of items such as the lesson plans, special factors, time verifications, method of gathering information, and inclusion of a peer teacher will be discussed. The evaluator may request lesson plans in advance of the visit.

The formal observation will be a minimum of a full, uninterrupted lesson in duration to allow adequate time for the teacher to demonstrate his/her competencies. A formal observation may not be conducted

within two (2) instructional days of any school break of one week or more. The evaluator will actively record observations.

Post Observation Conference (POC)

The evaluator will endeavor to hold the post observation conference within five (5) working days of the classroom observation unless it is mutually agreed upon between parties or unless there are unforeseen absences or commitments by evaluator or teacher. Upon written request of evalutee and approval of evaluator, an evalutee may request a peer teacher, mentor or teacher representative attend the post-observation conference.

The following elements of the lesson will be addressed during this time so that the conference can be a tool of further professional growth for the teacher:

- Teacher – complete a self-analysis of the lesson
- Evaluator – reinforce effective lesson plan development/delivery and classroom management
- Evaluator – provide for refinement of lesson plan development/delivery and/or classroom environment that shows areas of needed growth
- Jointly – summarize the post observation conference

At the end of the POC, the evaluator will summarize the meeting on a POC form. The feedback in this form should be clearly understood by a third party reader and a written copy must be provided to the evaluatee within ten (10) working days. If more than ten (10) working days lapse, the evaluator must observe another full lesson.

Informal Observations

Informal Observation

Informal observations are non-scheduled classroom visits and/or observations of the teacher in any scenario that relates to the implementation of their teaching duties. Informal observations can occur at any time and for any duration. Informal observations made by the evaluator may be used to support the evaluation process.

Post Observation Conference

If the evaluator determines there is a need to conference on what is observed informally, a post conference may be scheduled to share the observation. This meeting can be recorded on a POC form.

Timelines

The following documents should be received by the Human Resources Department no later than the dates listed below.

August 31 st	Annual Goals Form for all teachers
October 15 th	First POC Form for all first year teachers and teacher with noted deficiencies
December 15 th	First POC Form for all non-first year teachers
	Second POC Form for all teachers with noted deficiencies

March 15th
April 1st

Second POC Form for all remaining teachers
Summative Evaluation packet for all teachers

Inadequacy of Classroom Performance

The criteria of instructional responsibilities are those items under each standard as stated in the certified Evaluation Criteria in Section I “Instruction,” Section II “Classroom Management and Organization,” and Section III “Student Achievement Data.” These criteria are those which directly impact the effectiveness of instruction.

- A teacher's classroom performance is inadequate if the teacher does not meet any one or more of the criteria for effective teaching as stated in the certificated evaluation criteria Section I - "Instruction," Section II - "Classroom Management and Organization" and Section III –Student Achievement Data” as determined by the evaluator through a summative evaluation.

The teacher shall be given a Preliminary Notice of Inadequacy of Classroom Performance pursuant to A.R.S. §15-538 if the administration intends to recommend a teacher nonrenewal or dismissal. The teacher will have at least forty-five (45) instructional days in which to complete the correction plan and demonstrate that the teacher has overcome the inadequacies. A formal observation evaluation shall be made after the conclusion of the correction period in order to determine if the teacher has corrected the inadequacies.

Professional Standards

Professional Ethics, Attitudes and Behavior

Section IV of the Evaluation Criteria is separate from classroom performance and addresses professional attitudes, behaviors, skills and ethics that are outside of the classroom performance element of the Teacher Evaluation System. Deficiencies identified in this area by the Teacher Performance Evaluation are not subject to the statutory remedial periods.

Unprofessional Conduct/Conduct in Violation of The Rules and Policies of the Governing Board

In addition to the other policies found in Board Policy and elsewhere, for the purpose of this instrument only, and not to limit the definition found in ARS §15-539, a teacher's performance is considered unprofessional conduct/conduct in violation of the rules of policies of the Governing Board if either of the following occur:

1. The teacher violates or fails to meet any criteria under Part IV “Professional Standards” or
2. There is reliable and substantial evidence that a teacher's failure to meet any of the criteria on Section I “Instruction,” Section II “Classroom Management and Organization,” and Section III “Student Achievement Data” is volitional (the result of the teacher's choice), in which case the teacher's failure to meet the criteria is not inadequate classroom performance and may be deemed unprofessional conduct.

In either of these two situations the District shall not be required to provide the statutory remedial periods to correct the behavior before taking disciplinary action.

Correction Plan

If there are one or more items from Section I, II, or III marked “Falls Below Performance Standard,” the evaluator and teacher will develop a correction plan to address identified deficient area(s). The final determination made by the evaluator may include a notice of intent to non-renew the teacher’s employment or a recommendation for dismissal.

During this process, it is hoped that the evaluator will provide the teacher an opportunity to agree to the correction plan, but it is not necessary to have full agreement by the teacher if the evaluator views certain actions to be essential for adequate teaching performance to occur. A correction plan should include, but not necessarily be limited to, the following:

- Specific area(s) of concern
- Description of steps/skills required to improve specific area of concern
- Timeline for required activities/steps to occur
- Measurement by which the evaluator will determine if teacher has corrected deficiencies
- Human and material resources available to teacher

The correction plan is valid for the time periods indicated on the correction plan and must be terminated through a formal evaluation.

Summative Evaluation

The summative evaluation consists of a conference between the teacher and the evaluator to summarize the teacher performance for that specific portion of the academic year or to summarize a correction plan. During the conference evaluations of the teacher’s performance will be discussed. Any correction plan that was written will also be discussed. All or part of the above mentioned items can be used in the summative evaluation.

Certified Evaluation Criteria

To create life-long and successful learners in an ever-changing world, teachers need to implement appropriate skills, knowledge and methodologies in the classroom. They need to teach using strategies, methodologies and techniques that will address students' learning in a manner that meets the needs of all students (ESL, Special Education, Gifted, Native English speakers, etc.) and is bias free.

Section I: Instruction

A. The teacher clearly defines the language and content objectives and communicates them to all students.

1. The objective is aligned to the District's curriculum.
2. The objective is clear and stated in measurable terms.
3. The objective is selected at the appropriate level of difficulty for students.
4. The teacher identifies sub-objectives and arranges them in a logical, sequential order.
5. The teacher selects activities that support the objective.

B. The teacher plans lessons that promote State Standards as outlined in the approved Instructional Calendar.

1. The teacher documents State Standards in instructional plans.
2. The teacher uses assessments that reflect State Standards.
3. The teacher adjusts/ provides for enrichments and tutorials as needed.
4. The teacher demonstrates inclusion of cross-curricular standards.
5. The teacher uses a variety of supplemental materials.
6. The teacher stays current with and demonstrates knowledge of instructional cycle.

C. The teacher builds background knowledge that establishes links to prior knowledge and life experiences. (Anticipatory Set)

1. The anticipatory set is relevant to the objective.
2. The anticipatory set creates interest and motivation.
3. The anticipatory set links concepts to the students' prior knowledge.
4. The anticipatory set links concepts to the students' prior learning.
5. Students are actively involved in the anticipatory set.
6. The anticipatory set is used as a transition between objectives/ lessons.

D. The teacher introduces and emphasizes key vocabulary throughout the lesson.

1. The teacher explicitly teaches key content vocabulary.
2. The teacher explicitly teaches academic vocabulary.
3. Vocabulary is taught in context and repeated throughout the lesson.

E. The teacher provides comprehensible input throughout the lesson.

1. The teacher gives a clear explanation of the tasks.
2. The teacher's speech is appropriate for all proficiency levels.
3. The teacher adapts content for all proficiency levels.
4. The teacher uses a variety of techniques to make concepts comprehensible.

F. The teacher monitors and adjusts throughout the lesson.

1. The teacher uses a variety of techniques to monitor, e.g., scanning, questioning, checking student work, group response, board work, etc.
2. The teacher re-teaches to individuals or groups as appropriate when monitoring reveals a lack of comprehension.
3. The teacher alters instructional delivery when re-teaching.
4. The teacher adjusts the pacing of the lesson delivery.
5. The teacher adapts lessons according to the I.E.P's of special needs students and proficiency levels of ELLs.

G. The teacher includes strategies in the lesson that promote critical and strategic thinking.

1. The teacher explicitly teaches and models learning strategies.
2. The teacher uses scaffolding techniques throughout the lesson to support student learning.
3. The teacher uses a variety of question- types, including those that promote higher level thinking skills.

H. The teacher uses effective questioning techniques.

1. Questioning is relevant and an integral part of the lesson.
2. Teacher responses are appropriate.
3. The teacher uses a variety of techniques when selecting students for responses to avoid patterns.
4. The teacher's questions incorporate the appropriate cognitive levels.
5. Wait time is varied according to the situation and needs of the students.

I. The teacher provides hands-on experiences and practice that lead to mastery of the objectives.

1. The teacher promotes retention by establishing meaning /value to the objective.
2. The teacher models the desired learning.
3. The teacher utilizes students to model the desired learning.
4. The teacher provides opportunities for guided practice.
5. The teacher provides opportunities for independent practice.

J. The teacher provides opportunities for interaction and/or discussion.

1. The teacher provides grouping configurations that support the language and content objectives of the lesson.
2. The teacher provides opportunities for interaction and/or discussion that encourages elaborated responses about lesson concepts.
3. The teacher provides opportunities for students to clarify key concepts in the native language as needed.

K. The teacher teaches to the language and content objective.

1. The teacher teaches to one objective.
2. The teacher provides information relevant to the objective.
3. The teacher provides activities relevant to the objective.
4. The teacher asks questions relevant to the objective.
5. The teacher makes responses relevant to the objective.

L. The teacher actively engages students in the lesson.

1. The teacher generates overt behavior from students.
2. The teacher generates covert behavior from students.
3. The students' behaviors are aligned with the objectives.
4. The teacher minimizes off-task time and behaviors.
5. The teacher provides for students who complete work early.

M. The teacher provides constructive feedback in a timely manner.

1. The teacher provides specific feedback.
2. The teacher provides immediate feedback.
3. The teacher provides feedback in a positive manner.
4. The teacher utilizes feedback to diagnose learning and make adjustments in instruction.

N. The teacher provides closure/ summary of the objectives.

1. Closure is relevant to the content objectives.
2. Closure is relevant to the language objectives.
3. Closure involves active participation by students.
4. Closure involves all students simultaneously.

O. The teacher assesses and measures comprehension and learning in a variety of ways.

1. The teacher uses assessments appropriate to the objectives.
2. The teacher assesses student mastery of the objectives in a timely manner and keeps students informed of their growth.
3. The teacher maintains documentation of student growth.
4. Assessments are adapted according to the needs of IEP students.
5. Assessments are adapted according to the needs of ELL students.

P. The teacher maintains a positive feeling/tone during the lesson.

1. Courtesy and mutual respect are modeled and expected.
2. Eye contact, facial expressions, gestures, and voice inflection stress points of interest and communicate enthusiasm.
3. Students are consistently reinforced when they do well, and they are encouraged when they have difficulty.
4. The classroom atmosphere is caring and friendly.
5. The teacher establishes a positive rapport with students.

Section II: Classroom Management and Organization

A. The teacher maintains a stimulating learning environment.

1. The temperature of the classroom is comfortable and promotes concentration on learning.
2. Decorations in the classroom include examples of student work, appropriate posters and other visual learning related to the content area(s).
3. The classroom is developmentally appropriate.
4. The classroom is neat and orderly.
5. The teacher involves students in maintaining a stimulating learning environment.
6. The teacher physically organizes the classroom to create an environment conducive to learning.

B. The teacher manages behavior in a manner that promotes student success.

1. Expectations for student behavior are clearly defined and communicated.
2. The teacher consistently enforces expectations for student behavior.
3. The teacher uses consequences that are appropriate for the behavior.
4. Interactions between the teacher and student(s) are constructive.
5. The teacher disciplines students with little or no interruption of the learning process.

C. The teacher organizes materials in a manner that promotes efficiency.

1. There is evidence of a neat and orderly system of organization in place.
2. Materials are kept up to date.
3. The teacher organizes materials appropriate for the lesson.
4. The teacher involves students in organizing for efficiency.

D. The teacher follows policies and procedures for handling disciplinary matters.

1. The teacher is knowledgeable of District policies and procedures pertaining to student discipline.
2. The teacher uses consequences for inappropriate behavior that are progressive in nature.
3. The teacher keeps parents informed of student behavior.
4. The teacher maintains appropriate documentation on student behavior.

E. Teacher uses student data to improve student learning.

1. The teacher frequently and accurately collects student achievement data
2. The teacher demonstrates an ability to analyze student achievement data.
3. The teacher makes appropriate adjustments in instructional materials and/or techniques to help all students achieve the objectives and/or show notable gain
4. The teacher participates in the Cycle for Success Plan.

Section III: Student Achievement Data

This section shall be based upon valid and reliable classroom level data when available. Multiple data sources must be referenced for reviewing student achievement progress.

A. Documentation of individual student achievement and growth

1. Pre-assessment, formative assessment and summative assessment data demonstrate individual student growth.
2. Students demonstrate notable achievement and/or growth.

Section IV: Professional Standards

Any standard in this section that is not met may result in disciplinary action, without providing the remedial period otherwise found in statute that includes, but is not limited to a verbal warning, a written warning, an administrative reprimand, temporary suspension with or without pay, or dismissal.

- A. The teacher plans lessons that incorporate the approved District curriculum.**
 - 1. Lessons follow the approved District curriculum.
 - 2. The teacher demonstrates accountability for implementing the approved District curriculum.
 - 3. Prior to instructional delivery, the building principal approves curriculum that is not established by the District.
 - 4. Assessment is aligned with the approved District curriculum.
 - 5. Detailed substitute plans are maintained, adequate and readily available, including seating plans, schedules, contingency plans, disciplinary procedure, attendance procedures, lunch procedures, fire drill procedures and duty assignments.
- B. The teacher maintains records that are adequate and accurate.**
 - 1. Records contain all necessary information in sufficient detail.
 - 2. Records are legible and clearly labeled.
 - 3. Records are well organized.
 - 4. Records are completed in a timely manner.
 - 5. The teacher maintains confidentiality of records unless law authorizes disclosure.
- C. The teacher interacts professionally with all staff.**
 - 1. The teacher collaborates positively with staff.
 - 2. The teacher problem-solves productively with staff.
 - 3. The teacher actively participates during meetings and training.
 - 4. The teacher establishes and maintains positive rapport with all levels of staff from classified to administration.
 - 5. The teacher communicates effectively with staff.
- D. The teacher interacts professionally with parents.**
 - 1. The teacher communicates with parents in accordance with District policy and procedures.
 - 2. The teacher communicates with parents in a timely manner regarding student progress and/or behavior.
 - 3. The teacher maintains a written record of parent interaction and communication.
 - 4. Interactions convey a positive image of and support for the students, staff, school and community.
 - 5. The teacher maintains confidentiality with parents unless law authorizes disclosure.
- E. The teacher follows District policies and procedure.**
 - 1. The teacher performs assigned duties.
 - 2. The teacher adheres to policies of the District and school site.
 - 3. The teacher follows procedures of the District and school site.
 - 4. Timelines are met.
 - 5. The teacher participates in the development and refinement of policies and procedures.
 - 6. The teacher follows policies and procedures pertaining to student discipline.

F. The teacher is professional in attendance and punctuality.

1. The teacher is on time to work.
2. The teacher adheres to the stated duty day.
3. The teacher is on time to all meetings, training, etc.
4. Leave requests are completed and submitted in a timely manner in accordance with District policy.
5. The teacher makes arrangements for a substitute in a timely manner in accordance with District policy.

G. The teacher maintains school equipment, materials and classroom.

1. The teacher follows policies and procedures for acquiring equipment and materials as needed.
2. The teacher is accountable for equipment, materials, furniture and classroom.
3. The teacher uses equipment and materials safely and appropriately.
4. The teacher maintains equipment, materials, furniture and classroom properly.
5. The teacher follows policies and procedures for replacing lost/damaged equipment and materials.
6. The teacher creates a safe learning environment.
7. The teacher adheres to state fire codes.
8. The teacher organizes materials utilizing best safety practice.

H. The teacher actively pursues educational advancement.

1. The teacher actively participates in District staff development programs.
2. The teacher seeks professional growth opportunities outside of District staff development programs.
3. The teacher stays current in instructional methodology and implements acquired training in the classroom.
4. The teacher demonstrates knowledge of content area being taught in the classroom.
5. The teacher exhibits general academic knowledge.

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Annual Data and Teaching Goals

(To be completed by evaluator)

Teacher _____ Date _____

Data Sources for Determination of Section III of the Teacher Evaluation

* _____

* _____

*(as needed) _____

*(as needed) _____

Areas of focus/ skills selected from Sections I and II of the Teacher Evaluation:

* _____

* _____

* _____

* _____

Activities/ Resources to support growth in the areas of focus selected above:

* _____

* _____

* _____

* _____

Evaluator's Signature

Date

Evaluatee's Signature

Date

Goals may be established and form may be submitted as early as acceptance of teaching contract for subsequent year, but no later than the 20th school day of the year. Goals for new teachers must be submitted within ten (10) school days from the date of hire.

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Post Observation Conference (POC) Form

(To be completed by evaluator)

October 15 th	First POC Form for all first year teachers and teachers with noted deficiencies
December 15 th	First POC Form for all non-first year teachers
	Second POC Form for all teachers with noted deficiencies
March 15 th	Second POC Form for all remaining teachers

Evaluatee: _____ Evaluator: _____

Date of Conference: _____ Grade/Subject: _____

Date/time of full lesson observation: _____

One sentence summary of lesson: _____

Standards addressed in lesson: _____

Analysis of Lesson

1. What things in the lesson helped students learn?

2. What parts of the lesson were not helpful to student learning, or what things would you add/change to make learning even more productive?

Evaluatee Signature Date Evaluator Signature Date

Copy must be provided to the evaluatee and the original sent to the HR Dept

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Teacher Performance Evaluation

The three checklist sections of this evaluation are based on formal observations, informal observations, student achievement data, teacher's cumulative record, teacher artifacts and other evidence of teacher performance.

Teacher: _____ **Subject/Period:** _____

Date(s) of Formal Full Lesson Observation(s): _____/_____/_____

Date of Summative Evaluation Conference: _____ **Evaluator:** _____

LEGEND

M	=	Meets Performance Standards
A	=	Approaches Performance Standards - more consistency or increased quality needed
FB	=	Falls Below Performance Standards - major deficiencies Correction Plan is required to meet performance standards.

Section I: Instruction

	M	A	FB
A. The teacher clearly defines the language and content objectives and communicates them to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The teacher plans lessons that promote State Standards as outlined in the approved Instructional Calendar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The teacher builds background knowledge that establishes links to prior knowledge and life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The teacher introduces and emphasizes key vocabulary throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The teacher provides comprehensible input throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. The teacher monitors and adjusts throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. The teacher includes strategies in the lesson that promote critical and strategic thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. The teacher uses effective questioning techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. The teacher provides hands-on experiences and practice that lead to mastery of the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. The teacher provides opportunities for interaction and/or discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. The teacher teaches to the language and content objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. The teacher actively engages students in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. The teacher provides constructive feedback in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. The teacher provides closure/ summary of the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. The teacher assesses and measures comprehension and learning in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. The teacher maintains a positive feeling/tone during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section II: Classroom Management and Organization

A. The teacher maintains a stimulating learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The teacher manages behavior in a manner that promotes student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The teacher organizes materials in a manner that promotes efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The teacher follows policies and procedures for handling disciplinary matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section III: Student Achievement Data

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Comments: (additional comments may be attached as necessary)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The following ratings in sections I and II of the final annual teacher evaluation earn the points indicated:

- Meets = 2 points
- Approaches = 1 point
- Falls Far Below = 0 points

The following ratings in section III of the final annual teacher evaluation may earn the point ranges:

- Meets = 15-21 points
- Approaches = 8-14 point
- Falls Far Below = 0-7 points

Teacher Evaluation Section	Total Possible	Earned
Instruction, Classroom Management & Organization	42	
Student Achievement Data	21	
Total	63	

A teacher who earns the following points according to the rubric above will receive the corresponding Arizona Department of Education (ADE) Educator Effectiveness rating listed below:

- Highly Effective 57-63 points
- Effective 50-56 points
- Developing 43-49 points
- Ineffective 0-42 points

Check One

- ☐ Highly Effective – Recommended for Contract
- ☐ Effective – Recommended for Contract
- ☐ Developing – Recommended for Contract
- ☐ Ineffective - Correction Plan is required or Notice of Non-Renewal or Dismissal

Evaluator's Signature

Date

Statement of Assurances

I have reviewed the attached observation/evaluation and I agree with it.

Teacher Signature

Date

OR

I have reviewed the observation and/or evaluation and I disagree. I understand that I have the right to respond in a written rebuttal within ten (10) calendar days, and that my comments will be attached to these documents

Teacher Signature

Date

AND

The evaluator complied with the procedures in the evaluation system.

Yes _____ No _____ (If "No" is marked an explanation must be written below.)

Teacher Signature

Date

Evaluator's Signature

Date

Appendix A: Examples of teacher artifacts that may be requested or presented as part of the evaluation process include but are not limited to:

Lessons plans

1. Unit plans
2. Instructional calendars
3. Sheltered instruction lesson plan checklist
4. State standards

Instructional Materials

1. Handouts
2. Graphic organizers
3. Manipulatives
4. Labs
5. Student centers
6. Buzz book
7. Visual displays: word walls, Everyday Counts & Focus Poetry display (K-5), key vocabulary, bulletin boards, illustrations, photos, maps, charts, models, murals
8. Realia

Assessment Documents

1. Tests/quizzes- pre-, formative, summative
2. Projects
3. Observation checklists
4. Anecdotal records
5. Rating Scales
6. Rubrics- analytic or holistic
7. Portfolios
8. Self assessments
9. Journals
10. Language assessment reports
11. AIMS reports
12. DIBELS reports (K-3)
13. Galileo reports
14. DAP Writing
15. K-1 math report
16. K-5 Literacy tests- DRA, CAP, Letter ID, Sound ID, Consonant blends/digraphs, HFW

Educational Record

1. Attendance records
2. Disciplinary records

Communication of Data

1. Student report cards
2. Communication log with parents

Appendix B: Data Sources

PRIORITY PRACTICES When reviewing data evaluators should remain cognizant of the following principles:	“VALID AND RELIABLE” DATA SOURCES	
	Classroom-level Data	School-level Data
<ol style="list-style-type: none"> 1 Consider the context in which teaching and learning occur 2 Compare learning gains from one point in time to another for the same students, not different groups of students 3 Use fair and valid measures of student learning 4 Select student assessment data measures that are most closely aligned with existing curricula 5 Use student learning as only one component of a teacher assessment system that is based upon multiple data sources 6 Use both measures of student growth and fixed achievement standards or goals 7 Use a timeframe for a teacher assessment that allows for patterns of student learning to be documented in a fair manner 8 Do not narrow the curriculum and limit teaching to a fit a test unless the test actually measures what should be taught 9 Recognize that gain scores have pitfalls that must be avoided 	AIMS AP Exams AZELLA DIBELS EXAM View (common) Galileo Gains test (ELL) Common adopted chapter and unit assessments (formative and summative) Common Teacher -made assessments (*approved) Common District-created/*approved assessment Rubric-based presentations, projects, portfolios (*approved) SpEd tests based on IEP’s SpEd Anecdotal Recordings IEP Progress Reports Accelerated Math/Reading	Aggregated: AIMS AP Exams AZELLA DIBELS EXAM View (common) Galileo Gains test (ELL)

*For a data source to be approved as valid and reliable, a request must be made to the respective content area curriculum committee which, in turn, will make a recommendation to the Director of Curriculum, Instruction, and Assessment.