Phoenix Union High School District #210

Procedure Manual

TEACHER EVALUATION

Preparing Every Student for Success in College, Career and Life

Adopted by
Governing Board
Revised *July 2015*

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For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPA/OCR/contactus.cfm for the address and phone number of the office that serves Arizona, or call 1-800-421-3481.

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Para más información sobre el aviso de la no discriminación, visite http://wdcrobcolp01.ed.gov/CFAPPA/OCR/contactus.cfm para la dirección y el número de teléfono de la oficina que da servicio a Arizona o llame al 1-800-421-3481.

Teacher Evaluation Committee Members - 2013

This document was collaboratively developed by a joint committee composed of members of the Classroom Teachers' Association, site level administrators, and CES administrators. The Teacher Evaluation Committee will remain active during the school year to solicit feedback on the instrument, consider revisions to the document and the evaluation process, and ensure that the Phoenix Union High School District (PUHSD) evaluation procedures align to current Arizona Revised Statutes while focusing on maintaining and improving instructional practices.

The following people spent many hours on the development of a new teacher evaluation system. The design of the new teacher evaluation instrument exemplifies their commitment to the profession of education, confidence in their colleagues and dedication to the students that they serve.

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June 2014 Revision

The people listed below revised the PUHD teacher evaluation system during the summer of 2014. The revisions included minor changes to parts this manual and the addition of rubrics and addenda related to the evaluation of Teachers of the Hearing Impaired (THI), Teachers of the Visually Impaired (VHI), and Speech and Language Pathologists (SLP). In addition, the Committee developed an evaluation manual for Psychologists, and developed or updated evaluation components for Counselors and Behavioral Intervention Specialists.

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I. Philosophy and Beliefs.

This system of assessment and evaluation of the performance of certificated teachers within the PUHSD has been developed through a partnership between administrators and certificated teachers. This process reflects the co-commitment of the administrators and the certificated teachers to a climate of mutual respect and student success. The evaluation process is intentionally designed to be supportive, ensuring teachers are provided the opportunity to demonstrate their expertise and hone their skills. Successful implementation depends upon each employee's knowledge and understanding of the components of the process. These procedures are not static, but subject to change and improvement.

Given that student learning is the primary focus of the teacher's professional time, a prime determinant in the quality of learning experiences for students is the classroom teacher and the behaviors exhibited by that teacher. Improvement in the types and quality of behaviors exhibited by the teacher contributes to enhanced student learning experiences.

This system was developed based on the beliefs that:

Teacher evaluation should be a shared responsibility—effective, efficient, and flexible to meet individual needs.

Teacher evaluation should be a dynamic system based on team effort and continuous at several levels.

Teacher evaluation should meet individual and organizational needs for continuous improvement and accountability.

Teacher evaluation will incorporate formative and summative processes, based on professional growth, and student achievement.

Teachers are willing to improve if given options for designing their own professional growth.

Teacher evaluation shall be based on Arizona Revised Statues, utilizing the governing board approved instrument and administered consistently.

Teacher evaluation feedback shall be timely, direct, and meaningful.

Teacher evaluation is a top priority for administrators and teachers.

The District's evaluation instrument utilizes the required elements of the model framework for a teacher evaluation instrument adopted by the State Board of Education on or before December 31, 2012. The model framework includes four (4) performance classifications designated as Highly Effective, Effective, Developing and Ineffective as adopted by the State Board of Education pursuant to A.R.S. § 15-203 and includes quantitative data on student academic progress that accounts for thirty-three percent (33%) and classroom performance that accounts for sixty-seven (67%) of the evaluation outcome.

II. Objectives.

The objectives of the assessment and evaluation system are as follows:

1. To ensure that state standards for student achievement and District curricula are taught.
2. To identify teaching standards and elements where strengths are observed and to encourage continued use of related behaviors.
3. Provide teachers the opportunity to create a personally driven Professional Growth Plan with the dual purpose of supporting individual professional growth, Site and District Initiatives.
4. To identify teaching standards and elements where improvement can occur.
5. To determine changes in behaviors which would improve performance on identified teaching standards and elements.
6. To provide professional development opportunities for the teacher to improve performance.
7. To help teachers in the creation of a Professional Development Plan that provides assistance for identified areas of improvement.
8. To provide teachers who are new to the profession and/or District an orientation and support through a three-year teacher induction program.

III. Designation of Qualified Evaluators

The District shall provide training for administrators and teachers who are to be designated as qualified evaluators by the Board. Training shall be according to the outcomes and procedures specified in the Procedure Manual: Certified Staff Evaluation. Qualified evaluators must complete training and demonstrate competency in the evaluation process.

Qualifications for the evaluators are as follows:

1. Knowledge of the policies, laws, and rules related to the evaluation system;
2. Knowledge of evaluation processes, evaluation system and its criteria;
3. Communication, planning, and implementation skills as directly related to the evaluation system;
4. Ability to gather and record data to analyze standards/elements to identify instructional strengths, areas of improvement, and areas of deficiency;
5. Ability to successfully coordinate and implement the evaluation process;
6. Conferencing skills that promote dialogue between the teachers and Evaluation Team members to include identification of teacher strengths, areas for improvement, and strategies to maintain/build effective practice;
7. Demonstrate knowledge and understanding of best practices related to instructional strategies, curriculum standards, and student assessment.

Probationary Teacher Evaluation/Professional Development Teams

Each probationary teacher shall be assigned an Evaluation/Professional Development Team as part of the evaluation process. An Evaluation/Professional Development Team consists of an administrator and a teacher who is a qualified evaluator. The administrator shall be the team leader and shall coordinate observations, meetings and maintenance of records of the observations. The team leader shall designate team members for the list of teachers who are qualified evaluators. The teacher member of the team will be selected from the qualified evaluators from within the department of the probationary teacher, including qualified Instructional Leaders when possible. If this is not possible, a qualified evaluator from the teaching staff at the school will be used. If neither of these options are possible, a qualified evaluator from another school will be selected. Any exceptions to this will be referred to a committee composed of the Associate Superintendent for Instruction and Accountability (or designee) and the CTA President (or designee). A teacher may appeal the appointment of a team member based on personal bias or conflict of interest at any time during the evaluation process; however, the evaluation process, including timelines, will be continued. (See Section V, Evaluation Safeguards.)

Peer Evaluator Qualifications:

- Shall have a minimum of five (5) years of teaching experience with a minimum of three (3) being in the PUHSD
- Shall have an effective rating, 3.0 or above on their evaluation
- Principal's recommendation with input from the Admin team, PDS and department
- Complete comprehensive qualified evaluator training with three (3) shadow observations with a designated mentor evaluator

Peer Evaluator Utilization:

- Peer Evaluators are for use with Probationary teachers only (1st, 2nd and 3rd year)
- Peer Evaluators are to be utilized at the discretion of the evaluating administrator
- Peer Evaluators can be utilized for second formal observation cycles for teachers with aggregate scores of 2.5 or above on the first formal observation cycle
- Peer Evaluators can be utilized for focused observations for teachers with aggregate scores below a 2.5 on the first formal observation cycle
- Peer Evaluators observations are not to be used for placing a teacher on a Plan for Improvement (PIP)

The evaluator or teacher may request a content specialist observation as needed for content-related assessment. The content specialist may be the department chair, a content area teacher, or a curriculum director. The content specialist will receive training related to his or her role in the evaluation process and will be designated a qualified evaluator prior to the observation of the teacher.

The evaluator shall coordinate observations and meetings and shall be responsible for maintaining records of observations.

IV. Training Program and Procedures for Evaluators

PROGRAM:

Goal: Train potential school District evaluators in use of the governing board approved instrument.

Objectives:

Demonstrate knowledge of District, state policies, laws and rules related to evaluation (orally and/or in writing);

Demonstrate planning and implementation strategies relating to timelines, content, and expectation through a written plan;

Demonstrate data recording and analysis skills orally and in writing through simulated and/or on-site practice;

Demonstrate ability to coordinate and implement the evaluation process through simulated and/or on-site practice sessions;

Demonstrate conferencing and feedback skills related to the instructional process orally and in writing through simulated and/or on-site practice sessions.

PROCEDURES:

1. Specific and sequential activities will be developed and implemented to ensure that all qualified evaluators from the District receive instruction, practice, and assessment.
2. Time will be allocated to allow qualified evaluators opportunity for instruction, group interaction, individual practice, and assessment of demonstrated competencies.
   a. Successful completion of the District High Qualified Evaluator Training Program.
   b. Assistance for individuals would be planned based on an as-needed basis.
   c. Annual recertification shall consist of successful completion of the District High Qualified Evaluator Recertification Program.
3. Activities will be organized, conducted, and assessed at both the knowledge and application levels.
4. Facilitator(s) from within the District shall conduct and assess the program of training.
5. Activities will be assessed in a variety of ways to include written, oral, and simulation participation.
6. Assessment activities have minimum proficiency levels set by the District.
7. Provisions are made for proficiency levels of training, procedures for developing and implementing a Professional Development Plan (PDP), continuation, and or revision of the PDP.
8. Provisions are made for proficiency levels of training, procedures for developing and implementing a Performance Improvement Plan (PIP), continuation, and or revision of the PIP.
9. Qualified evaluators must demonstrate the District-designated minimum level of proficiency of all qualifications for evaluators approved by the State Board of Education.

V. Evaluation Safeguards

The teacher may claim personal bias or conflict of interest at any time during the evaluation process; however, the evaluation process, including timelines, will be continued. S/he may appeal first to the principal/unit administrator if the claim is against any qualified evaluator other than the principal/unit administrator, or to the Assistant Superintendent for Human Resources or designee if the claim is against the principal/unit administrator. The second and final appeal is to the Associate Superintendent for Instruction and Accountability. See appeal procedures in the Professional Agreement, steps in Formal Appeal Procedures, steps 1-2, A-B.

A. By mutual agreement of the evaluator and teacher, content of the evaluation document may be changed as a result of a Post-Conference discussion. A teacher who wishes to respond to his/her evaluation in writing may do so within five (5) working days of the Post-Conference. The teacher's written response will become a part of the evaluation document and will be placed in the teacher's file and forwarded to Human Resources. In the event that the annual evaluation process is not completed in a school year the teacher shall not be harmed. The Director of Certified Personnel, the CTA President, the teacher and the evaluator will meet to determine the next steps.

In situations where a component of an observation cycle does not occur as scheduled, the evaluator and teacher will do the following:

A. Reschedule only that component of the observation cycle that did not occur by mutual agreement.

B. In the event that the observation component does not occur as scheduled, the teacher will provide updated evidence of planning for the new lesson to be observed.

C. In the event that the rescheduled component cannot be completed in the specified timelines, an extension must be made by mutual agreement.

In situations where procedural errors occur, the evaluator will do the following:

A. Meet with the teacher for a conference; provide feedback from the observation if it has occurred

B. Advise the teacher that a procedural error was made and all documentation from the observation will be removed from all files

C. Advise the teacher orally that the observation counts as a required observation though the records will show only that the observation was completed

D. Submit a record of this procedure using the conference form

In cases where the observation would have provided documentation for Developing or Ineffective rating, the teacher shall be notified that had a procedural error not occurred, he/she would have received a Developing or Ineffective rating at that time. To meet statutory requirements of two complete annual observation cycles, the observation process shall continue after sixty (60) working days, or by December 1st for First Semester observation cycles and May 1st for Second Semester observation cycles, whichever date comes first. The process may resume with new evaluators, if requested by the teacher. The request for new evaluators shall be submitted to the Director of Certified Personnel within ten working days of the Notice of Procedural Error.

If this procedure is violated, then the teacher may file a grievance and follow grievance procedures as outlined in the Professional Agreement.

VI. Confidentiality

Copies of assessment and evaluation reports of teacher performance are confidential, do not constitute a public record, and shall not be released or shown to unauthorized persons, in either draft or completed form.

A.R.S. § 15-537 permits the Arizona Department of Education to have copies of a teacher's evaluation report and performance classification, but maintains that these records are confidential. Furthermore, A.R.S. § 15-537 permits evaluations and performance classifications of teachers to be released to school districts and charter schools that inquire about the performance of the teacher for employment purposes.

Teachers who request an observer or representative be present during a Pre- or Post-Conference waive their right to confidentiality.

VII. Review by the Principal

All evaluations and recommendations will be reviewed and signed by the principal, who will take appropriate action. If, as a result of any evaluation, a recommendation for issuance of a Preliminary Notice of Inadequacy of Classroom Performance has been made, the Assistant Superintendent for Human Resources shall insure that the teacher has been provided copies of the statutes reprinted in the appendix herein.

VIII. Annual Reports

Annually, the Director of Certified Personnel shall tabulate appropriate data from all teacher evaluations in order to prepare reports submitted to:

1. The Arizona Department of Education, as required under Title 15 of the Arizona Revised Statutes;
2. The Associate Superintendent for Instruction and Accountability and the Professional Growth Committee, to facilitate identification the most common areas recommended for professional development and professional growth, so that appropriate activities are developed and offered.

IX. Revision

This evaluation system will be reviewed and revised annually, where necessary, by a joint committee composed of both teachers and administrators and ratified by the Classroom Teachers' Association.

X. Orientation to the Teacher Evaluation System

Prior to any observation for evaluation purposes being conducted, the Principal/designee shall conduct an in-service for the staff on the evaluation process and document. This in-service will highlight any changes in the process or document from the previous year. A list of these changes will be provided by the Human Resources Division. Professional Development hour(s) will be available for this in-service. An introduction to the evaluation process for teachers new to the District will be presented during teacher induction training or at the school prior to any observations for the purpose of evaluation of non-continuing teachers. All teachers will be notified of their evaluator or evaluation team prior to the beginning of the observation cycle.

XI. Probationary Status Teacher

In PUHSD a probationary teacher is a certificated teacher who has not been employed by the District for more than the major portion of three (3) consecutive years. In accordance with A.R.S. § 15-538.01 Section C, a certificated teacher who is currently a continuing teacher as defined in A.R.S. § 15-538.01 who has been designated in the lowest performance classification for the current school year shall become a probationary teacher for the subsequent school year. The probationary status shall remain in effect until that teacher's performance classification is designated in either of the two highest performance classifications.

Pursuant to A.R.S. § 15-539 subsection G, probationary teachers do not have a right to a hearing

The governing board shall offer a teaching contract for the next ensuing school year to each probationary teacher unless the governing board, a member of the board acting on behalf of the board or the superintendent of the school district gives notice to the teacher of the board's intention not to offer a teaching contract or unless such teacher has been dismissed pursuant to A.R.S. § 15-538, A.R.S. § 15-539, A.R.S. § 15-541 or A.R.S. § 15-544.

XII. Continuing Status Teacher

A "continuing status teacher" is one who has been employed by the school district for the major portion of three or more consecutive school years and has met the requirements outlined in the previous Probationary Teacher section. A continuing teacher who was assigned probationary teacher status pursuant to A.R.S. § 15-536, shall be returned to continuing teacher status upon designation in either of the two highest performance classifications.

XIII. Focused Evaluation Procedure

As one part of a Professional Development Plan, a focused observation may be implemented for the 2014-15 school year. Focused observations are special observations targeting the element(s) identified as needing improvement in the Professional Development Plan.

Focused observations are:

- Informal, with no score changes

- Automatically implemented if the teacher receives a rating of Ineffective in any element
- Automatically implemented if the teacher receives two or more less-than-effective ratings on any elements in the same standard, or a total of four or more less-than-effective ratings

A focused observation may include but not be limited to:

- Informal walk-through with written feedback
- Submission of lesson plans if requested
- Documentation of professional development
- Conferences specific to Professional Development Plan

XIV. Additional Formal Observation Cycles

An additional formal observation cycle may be conducted under either of the following circumstances:

- The results of a focused observation indicate that the identified area(s) of improvement are deemed less than effective.
- If the aggregate score of an observation cycle is 2.0 or lower, a Professional Development Plan will be implemented. This will include an additional formal observation cycle; the scores will be included in the computation of the yearly Summative Evaluation score.

XV. Successful Teacher Observation Cycle (STOC)

A Teacher and Evaluator may agree to waive the second Observation Cycle Pre-Conference if the following conditions are met during the first Observation Cycle.

- First formal observation cycle must occur
- Mutually agreed upon by teacher and evaluator
- Aggregate score of 3.3 or higher, based on the teacher's performance on the first four standards with no score below 3
- Lesson plan provided to evaluator prior to observation
- Observation occurs within established timelines and procedures
- All elements are scored during the observation and the Post-Conference
- Post-Conference and Annual Summative Evaluation conference may take place simultaneously

XVI. Exemplary Teacher Observation Cycle (ETOC)

A Teacher may waive the second Observation Cycle if the following conditions are met during the first Observation Cycle.

- First formal observation cycle must occur
- Aggregate score of 3.75 or higher is attained, based on the teacher's performance on the first four standards with no score below 3
- Summative evaluation conference will take place within usual specified timelines

TEACHER EVALUATION SYSTEM: PROCEDURES

Evaluation Procedures for Teachers.

Each teacher shall be observed for the purpose of evaluation at least twice annually, prior to May 1, allowing for a minimum of sixty (60) calendar days between first and last observation cycles. The standard evaluation process shall include two complete observation cycles and a summative evaluation conference. Pursuant to paragraph five (5) an additional informal or formal observation will be conducted.

1. The annual evaluation process requires: a school-wide in-service; at least two observation cycles, (the first required no later than December 1 with the second required no later than May 1. In the event that the annual evaluation process is not completed in a school year, the Director of Certified Personnel, the CTA President, the teacher and the evaluator will meet to determine the next steps.

   In the case of a teacher returning second semester from extended absence or leave, the first observation is required within 20 instructional days of the teacher's first teaching day).

   A complete and uninterrupted lesson must be observed. Observations shall not be conducted two (2) days prior to or after a board recess of a week or more.

   A teacher hired after the beginning of the school year will have at least one (1) formal Observation Cycle and an Annual Evaluation. A teacher hired after January 1st will have at least one (1) Observation Cycle.

2. An Observation Cycle consists of; a Pre-Conference, an Observation of a complete and uninterrupted lesson, and a Post-Conference (with the exceptions noted below). All three components of the Observation Cycle will be scheduled and agreed upon at the same time. The Pre-Conference will be scheduled at least two (2) working days in advance of the conference unless otherwise mutually agreed upon. The Observation will occur no sooner than one full working day after the Pre-Conference unless otherwise mutually agreed upon. Written feedback of the Observation will be provided to the teacher at least three (3) days prior to the Post-Conference which shall occur within ten working days of the Observation. A score of Not Observed for an Element(s) can occur only one time. Each Element(s) must be observed during the school year.

Successful Teacher Observation Cycle

A Teacher and Evaluator may agree to waive the second Observation Cycle Pre-Conference if the following conditions are met during the first Observation Cycle.

- First formal observation cycle must occur
- Mutually agreed upon by teacher and evaluator
- Aggregate score of 3.3 or higher, based on the teacher's performance on the first four standards with no score below 3
- Lesson plan provided to evaluator prior to observation
- Observation occurs within established timelines and procedures
- All elements are scored during the observation and the Post-Conference
- Post-Conference and Annual Summative Evaluation conference may take place simultaneously

Exemplary Teacher Observation Cycle.

A Teacher may waive the second Observation Cycle if the following conditions are met during the first Observation Cycle.

First formal observation cycle must occur

Aggregate score of 3.75 or higher is attained, based on the teacher's performance on the first four standards with no score below 3

Summative evaluation conference will take place within usual specified timelines

3. Upon completion of the two Observation Cycles (with the exceptions noted in number 2 above), an Annual Summative Evaluation Conference shall occur no later than May 15th. This phase in the evaluation process consists of: compilation of data from previous Observation Cycles, Pre- and Post-Conferences, review of current Professional Growth and /or Professional Development plan, discussion of the professional Growth Plan for the following year (which must be completed by August 31st). The written results of the Annual Summative Evaluation document shall be provided to the teacher within five (5) days of the Annual Summative Evaluation Conference. The evaluator or teacher may request a content specialist observation as needed for content-related assessment. The content specialist may be the department chair, a content area teacher, or a curriculum director. The content specialist must be a qualified evaluator. If the content specialist is a teacher, he/she may only evaluate on content.
4. By mutual agreement of the evaluator and the teacher, content of the evaluation documents may be changed as a result of any conference discussion. A teacher who wishes to provide a written response to his/her evaluation cycle may do so within five (5) working days of receipt of the documents. The teacher's written response will become a part of the evaluation documentation and will be placed in the teacher's file and forwarded to Human Resources.

In situations where a component of an observation cycle does not occur as scheduled; the evaluator and teacher will do the following:

A. Reschedule only that component of the observation cycle that did not occur by mutual agreement.

B. In the event that the observation component does not occur as scheduled, the teacher will provide updated evidence of planning for the new lesson to be observed.

C. In the event that the rescheduled component cannot be completed in the specified timelines, an extension must be made by mutual agreement.

In situations where procedural errors occur, the evaluator will do the following:

A. Advise the teacher that a procedural error was made and all documentation from the observation will be removed from all files.

B. Meet with the teacher for a conference; provide feedback from the observation if it has occurred. In cases where the observation would have provided documentation for a performance classification of "Developing and or Ineffective" the teacher shall be notified, that had a procedural error not occurred, he/she would have received a rating of "Developing and or Ineffective" at that time.

C. To meet statutory requirements of two complete annual observation cycles, the observation process shall continue with a mutually agreed upon date to complete the 1st Observation Cycle by December 1st if possible, with the Second Observation Cycle scheduled after sixty (60) working days.

D. All Observations must be completed by May 1st. The process may resume with new evaluators, if requested by the teacher. The request for new evaluators shall be submitted to the Director of Certified Personnel within ten working days of the Notice of Procedural Error.

E. In the event that the second observation cycle does not occur, the teacher shall not be harmed.

5. Additional Focused and Formal Observation

A. Focused Observation Procedure.

As one part of a Professional Development Plan, a focused observation may be implemented for the 2014-15 school year. Focused observations are special observations targeting the element(s) identified as needing improvement in the Professional Development Plan.

Focused observations are:

- Informal, with no score changes
- Automatically implemented if the teacher receives a rating of Ineffective in any element
- Automatically implemented if the teacher receives two or more less-than-effective ratings on any elements in the same standard, or a total of four or more less-than-effective ratings

A focused observation may include but not be limited to:

- Informal walk-through with written feedback

- Submission of lesson plans if requested
- Documentation of professional development
- Conferences specific to Professional Development Plan

B. Additional Formal Observation.

An additional formal observation cycle may be conducted under either of the following circumstances:

The results of a focused observation indicate that the identified area(s) of improvement are deemed less than effective.

If the aggregate score of an observation cycle is 2.0 or lower, a Professional Development Plan will be implemented. This will include an additional formal observation cycle; the scores will be included in the computation of the yearly Summative Evaluation score.

6. Inadequate Classroom Performance for Reclassified Continuing Teachers

A. If the teacher is rated INEFFECTIVE after completion of the Annual Evaluation, the evaluator shall complete the Summative Evaluation Instrument and conference with the teacher. INEFFECTIVE is defined as receiving an aggregate score below 1.5. A Continuing Teacher receiving an INEFFECTIVE rating for the current school year shall become a probationary teacher for the subsequent school year and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two highest performance classifications. Reclassified Probationary Teachers will receive a complete observation cycle no later than December 1. If the teacher is rated EFFECTIVE after completion of that observation cycle, the second Observation Cycle will be completed prior to May 1, culminating with the Annual Summative Evaluation no later than May 15.

B. If after completion of the first Observation cycle the teacher is rated INEFFECTIVE the evaluator shall complete the Summative Evaluation Instrument based on Standards 1 through 4 and conference with the teacher. Within five (5) working days of that conference, a Performance Improvement Plan shall be developed jointly by the evaluator and teacher and shall replace the Professional Development Plan. The Performance Improvement Plan is an intervention addressing standards 1 through 4 identifying the element(s) on which the teacher's performance is less than EFFECTIVE. Refer to Paragraph D. (See Performance Improvement Plan form)

C. If after completion of the Annual Evaluation, the teacher is rated less than EFFECTIVE, defined as receiving an aggregate score below 2.5 based on Standards 1 through 4, the evaluator shall conference with the teacher. Within five (5) working days of that conference, a Performance Improvement Plan shall be developed jointly by the evaluator and teacher and shall replace the Professional Development Plan. The Performance Improvement Plan is an intervention addressing standards 1 through 4 identifying the element(s) on which the teacher's performance is less than EFFECTIVE. The teacher shall have sixty (60) instructional days for performance improvement in the next school year. Refer to Paragraph D. (See Performance Improvement Plan form)

D. The evaluator shall recommend the issuance of a Preliminary Notice of Inadequate Classroom Performance after completion of the Annual Summative evaluation process and at least ten (10) days prior to the start of the period of time within which to correct the inadequacy and overcome the grounds for the notice. Pursuant to A.R.S. § 15-539, the written Preliminary Notice of Inadequate Classroom Performance shall specify the nature of the inadequacy in classroom performance with such particularity as to furnish the teacher an opportunity to correct the teacher's inadequacies and overcome the grounds for the notice. The teacher shall be given not less than sixty (60) instructional days to correct the inadequacy and overcome the grounds for the notice. The evaluator shall conduct two follow-up observations. The first performance improvement plan observation cycle will be completed by the thirtieth (30^{th}) instructional day from the implementation date of the Performance Improvement Plan. The second performance plan observation cycle is to be completed by the sixtieth (60^{th}) instructional day from the date of the implementation of the Performance Improvement Plan.

E. If after the two follow-up observations, the teacher is rated less than EFFECTIVE, the evaluator recommends to the Assistant Superintendent of Human Resources that a Notice of Intention to Dismiss be issued. Recommendations not to reemploy continuing teachers shall be reviewed by a District-level Evaluation Review Board to ensure that the annual evaluation process has been followed. The Evaluation Review Board shall be composed of one qualified evaluator from administration, the Assistant Superintendent for Human Resources or designee, and the CTA President or designee. In the event that the Evaluation Review Board finds the procedures have not been followed, the Evaluation Review Board shall recommend to the Superintendent that the evaluation process be reinitiated at the point that the Evaluation Review Board determined that procedures were not followed. Should the Evaluation Review Board recommend proceeding with the recommendation not to reemploy the continuing teacher, the process will follow the procedure for termination outlined in the Employee Conduct/Discipline Handbook.

7. Inadequate Classroom Performance for PUHSD Probationary Teachers

A. If after completion of the Annual Evaluation, the teacher is rated INEFFECTIVE, defined as receiving an aggregate score below 1.5, the evaluator shall complete the Summative Evaluation Instrument and conference with the teacher. Within five (5) working days of that conference, a Performance Improvement Plan shall be developed jointly by the evaluator and teacher and shall replace the Professional Development Plan. The Performance Improvement Plan is an intervention addressing standards 1 through 4 identifying the element(s) on which the teacher's performance is less than EFFECTIVE. (See Performance Improvement Plan form) The teacher shall have sixty (60) instructional days for performance improvement in the next school year.

B. The evaluator shall recommend the issuance of a Preliminary Notice of Inadequate Classroom Performance after completion of the Annual Summative evaluation process and at least ten (10) days prior to the start of the period of time within which to correct the inadequacy and overcome the grounds for the notice. Pursuant to A.R.S. § 15-539, the written Preliminary Notice of Inadequate Classroom Performance shall specify the nature of the inadequacy in classroom performance with such particularity as to furnish the teacher an opportunity to correct the teacher's inadequacies and overcome the grounds for the notice. The teacher shall be given not less than sixty (60) instructional days within which to correct the inadequacy and overcome the grounds for the notice. The evaluator shall conduct two follow-up observations. The first performance plan observation cycle will be completed by the thirtieth (30^{th}) instructional day from the implementation date of the Performance Improvement Plan. The second performance plan observation cycle is to be completed by the sixtieth (60^{th}) instructional day from the date of the implementation of the Performance Improvement Plan.

C. If after the two follow-up observations, the teacher is rated less than EFFECTIVE, the evaluator recommends to the Assistant Superintendent of Human Resources that a Notice of Intention to Dismiss be issued. Recommendations not to reemploy continuing teachers shall be reviewed by a District-level Evaluation Review Board to ensure that the annual evaluation process has been followed. The Evaluation Review Board shall be composed of one qualified evaluator from administration, the Assistant Superintendent for Human Resources or designee, and the CTA President or designee. In the event that the Evaluation Review Board finds the procedures have not been followed, the Evaluation Review Board shall recommend to the Superintendent the evaluation process be re-initiated at the point that the Evaluation Review Board determined that procedures were not followed. Should the Evaluation Review Board recommend proceeding with the recommendation not to reemploy the probationary teacher, the process will follow the procedure for termination outlined in the Employee Conduct/Discipline Handbook.

A teacher who receives a preliminary notice of inadequate classroom performance is not permitted to request a campus or area reassignment or apply for a TOA position until the evaluation process has been completed.

A teacher whose performance classification is developing or ineffective shall not be permitted to transfer to another school.

Teacher Professional Growth

Guidelines:

Probationary teachers in the PUHSD are required to participate in the Teacher Induction Program. The induction program is the Professional Growth Plan (PGP) for PUHSD probationary teachers. During their third year, PUHSD probationary teachers will design their own Professional Growth Plan. Each continuing teacher in the PUHSD will be required to design and implement a Professional Growth Plan. A PGP would include all activities to increase skill level in one or more of the following teacher performance standards:

- designs and plans instruction
- creates and maintains positive learning climates
- implements and manages the instructional plan
- assesses learning and communicates results
- demonstrates content knowledge
- demonstrates professional knowledge and engages in on-going professional development
- collaborates with colleagues, parents, the community, and other agencies to design, implement, and support learning programs
- demonstrates professionalism

It is recommended that the plan include one to three professional growth objectives per year. A plan might be annual or multi-year. It should be reviewed and updated each year during the teacher's annual evaluation conference. The teacher and his/her evaluator will meet annually no later than May 15 to evaluate the teachers' Professional Growth Plan. This annual conference shall be initiated by the evaluator, but may be initiated by the teacher at any time during the school year. The teacher may also request assistance from a colleague in the preparation of his/her plan and request the colleague's attendance at the conference. This conference may be combined with the Annual Evaluation conference, if mutually agreed upon by the teacher and evaluator. The Professional Growth Plan developed for the current year must be submitted by August 31.

Suggested Activities*:

- University/College classes
- Professional growth classes
- In-service activities
- Study groups
- Professional conferences
- Business internships
- Mentoring another teacher
- Serving on a Professional Development Team/Evaluation Team
- Pursuit of National Board Certification
- Leadership in school/District activities
- Membership/Leadership in a professional organization

*Participation in some of the above activities may apply toward recertification or, if attended outside the school day, toward professional growth hours for movement on the pay scale.

The Professional Growth Plan for Teachers.

A teacher's Professional Growth Plan may extend for one or more years, depending on the objective(s). The teacher shall document activities and projects completed as specified in the Professional Growth Plan. The results of this plan shall be reviewed annually as part of the evaluation process.

The Professional Growth Plan developed for the current year must be submitted by August 31st. The induction program is the professional growth plan for probationary teachers. The teacher and his/her evaluator will meet annually no later than May 15 to evaluate the teachers' Professional Growth Plan. This annual conference shall be initiated by the evaluator, but may be initiated by the teacher at any time during the school year. The teacher may request a Focused Observation as part of their PGP. The teacher may also request assistance from a colleague in the preparation of his/her plan and request the colleague's attendance at the conference. This conference may be combined with the Annual Evaluation conference, if mutually agreed upon by the teacher and evaluator.

The Professional Development Plan for Teachers.

The Professional Growth Plan will be superseded by a Professional Development Plan in the event that a teacher receives a rating of Developing or Ineffective on one or more element(s) in an observation cycle. The purpose of the Professional Development Plan is to provide the teacher with the opportunity to overcome deficiencies which resulted in the rating of Developing or Ineffective. The Professional Development Plan is designed by the evaluator with input from the teacher. The teacher and his/her evaluator will meet to design the teachers' professional development plan. The results of this plan shall be reviewed, revised, and/or evaluated during each observation cycle as part of the evaluation process.

This meeting shall be initiated by the evaluator within ten (10) days of the Post-Conference. The teacher also may request assistance from a colleague in the preparation of his/her plan and request the colleague's attendance at the conference. This conference may be combined with a Post-observation Conference or the summative evaluation conference, if mutually agreed upon by the teacher and evaluator.

Evaluation Rubric Scoring:

Element Scoring: Each element of a standard shall be scored numerically using the 1 through 4 Performance Classifications.

For second and/or third Observation cycles, elements of a standard may be scored numerically using a 0 through 4 rating.

Standard Scoring: Each Standard will be assigned a 1-4 using the average of element scores.

Overall Observation Cycle Score: This is determined by the average of the Standards scores.

Annual Summative Evaluation Score: This is the aggregate score of the Annual Summative Evaluation and the teacher's student academic growth component. The score of the Annual Summative Evaluation contributes sixty-seven percent (67%) and the teacher's student academic growth contributes thirty-three percent (33%) to the teacher's total Annual Summative Evaluation score.

The methodology for calculating the teacher's student academic growth score is outlined on pages 17-18.

Student Growth Score-33% of Annual Summative Evaluation Score

33% Committee Work (ARS 15-203)

Definitions of Groups below	AzMerit Science AIMS	School Within School Gap	Aspire 10/ ACT	Student Growth (CRTs)
Group A	Classroom 5%	5%	School level data 10%	13%
Group B	School wide 5%	5%	School level data 10%	13%
Group C	School wide 8%	10%	School level data 15%	n/a

Student Growth on CRTs is defined as 10% increase in proficiency as measure from pre to post assessments.

Group A: These teachers are directly tied to State determined assessment and have valid and reliable assessments. **Please reference Group A courses in table below.**

Algebra 4 MYP	Biology 2 MYP H	English Rvw 1 IV 3
Algebra 1	Biology 2 MYP M	English Rvw I IV 4
Algebra 1 H	English 1	Geometry 1
Algebra 1 IB Prep	English 1 H	Geometry 1 Honors
Algebra 1 M	English 1 M	Geometry 1 IB Prep
Algebra 1 MYP	English 1 MYP	Geometry 1 M
Algebra 1 MYP H	English 1 MYP H	Geometry 1 MYP
Algebra 1 MYP M	English 1 MYP M	Geometry 1 MYP H
Algebra 2	English 2	Geometry 1 MYP M
Algebra 2 H	English 2 H	Geometry 2
Algebra 2 IB Prep	English 2 M	Geometry 2 Honors
Algebra 2 M	English 2 MYP	Geometry 2 IB Prep
Algebra 2 MYP	English 2 MYP H	Geometry 2 M
Algebra 2 MYP H	English 2 MYP M	Geometry 2 MYP
Algebra 2 MYP M	English 3	Geometry 2 MYP H
Algebra 3	English 3 H	Geometry 2 MYP M
Algebra 3 Honors	English 3 IB	IGCSE Eng 1st Lang 1
Algebra 3 M	English 3 M	IGCSE Eng 1st Lang 1 Ext
Algebra 3 MYP	English 3 MYP	IGCSE Eng 1st Lang 1 M
Algebra 3 MYP H	English 3 MYP H	IGCSE Eng 1st Lang 2
Algebra 3 MYP M	English 3 MYP M	IGCSE Eng 1st Lang 2 Ext
Algebra 4	English 4	IGCSE Eng 1st Lang 2 M
Algebra 4 Essentials	English 4 H	IGCSE Eng Lit 1
Algebra 4 H	English 4 IB	IGCSE Eng Lit 1 H
Algebra 4 M	English 4 M	IGCSE Eng Lit 1 M
Algebra 4 MYP	English 4 MYP	IGCSE Eng Lit 2
Algebra 4 MYP H	English 4 MYP H	IGCSE Eng Lit 2 H
Algebra 4 MYP M	English 4 MYP M	IGCSE Eng Lit 2 M
Biology 1	English 5	IGCSE Mathematics I - 1 Extended
Biology 1 H	English 5 H	IGCSE Mathematics I - 2
Biology 1 IB Prep	English 5 IB	IGCSE Mathematics I - 2 Extended
Biology 1 M	English 5 IB M	IGCSE Mathematics I - 2 M
Biology 1 MYP	English 5 M	IGCSE Mathematics I-1
Biology 1 MYP H	English 6	IGCSE Mathematics I-1 M
Biology 1 MYP M	English 6 H	Integrated Math 1-2 H
Biology 2	English 6 IB	Integrated Math 3-4H
Biology 2 H	English 6 IB M	Integrated Math 5-6 H
Biology 2 IB Prep	English 6 M	
Biology 2 M	English Rvw I-IV 1	
Biology 2 MYP	English Rvw I-IV 2	

Group B: These teachers are not directly related to a State determined assessment but do have valid and reliable assessments.
Reference the chart below

Advanced Weight Training/Boys 4	Fitness & Sports 1	Intro to Algebra 2
Advanced Weight Training/Boys 3	Fitness & Sports 1 M	Intro to Algebra 1
Advanced Weight Training/Girls 3	Fitness & Sports 2	Intro to Algebra 1 M
Advanced Weight Training/Girls 4	Fitness & Sports 2 M	Intro to Algebra 2 M
AP Calculus 1 AB	General PE for 10-12th Grade Boys 1	Intro to Theatre Arts 1
AP Calculus 2 AB	General PE for 10-12th Grade Boys 2	Intro to Theatre Arts 2
AP Calculus 3 BC	General PE for 10-12th Grade Girls 1	Lifetime Sports 1
AP Calculus 4 BC	General PE for 10-12th Grade Girls 2	Lifetime Sports 2
AP Statistics 1	General PE for 9th Grade Boys 1	Math 1 IB SL
AP Statistics 2	General PE for 9th Grade Boys 2	Math 2 IB SL
Art 1	General PE for 9th Grade Girls 1	Math 3 IB SL
Art 1 M	General PE for 9th Grade Girls 2	Math 4 IB SL
Art 2	IGCSE Drama: Intro to Theatre Arts 1	Pre-Calculus 1
Art 2 M	IGCSE Drama: Intro to Theatre Arts 2	Pre-Calculus 1 Honors
Beginning Dance 1	IGCSE Physical Education:10-12th	Pre-Calculus 1 IB
Beginning Dance 1 M	Grade Boys 1	Pre-Calculus 1 M
Beginning Dance 2	IGCSE Physical Education:10-12th	Pre-Calculus 2
Beginning Dance 2 M	Grade Boys 2	Pre-Calculus 2 Honors
Beginning Band 1	IGCSE Physical Education:10-12th	Pre-Calculus 2 M
Beginning Band 1 M	Grade Girls 1	Principles of Math Technology 1
Beginning Band 2	IGCSE Physical Education:10-12th	Principles of Math Technology 1 I
Beginning Band 2 M	Grade Girls 2	Trigonometry 1
Calculus I 1 H	IGCSE Physical Education:9th Grade	Trigonometry 1 M
Calculus I 2 H	Boys 1	Trigonometry 2
Calculus II 2 H	IGCSE Physical Education:9th Grade	Trigonometry 2 M
Calculus II 1 H	Boys 2	Weight Training for Boys 1 M
Discrete Mathematics W/Modeling 1 M	IGCSE Physical Education:9th Grade	Weight Training for Boys 2
Discrete Mathematics W/Modeling 2 M	Girls 1	Weight Training for Boys 2 M
Discrete Mathematics W/Modeling 1	IGCSE Physical Education:9th Grade	Weight Training for Boys 1
English 7	Girls 2	Weight Training for Girls 1
English 7 H	Interscholastic Athletics 1	Weight Training for Girls 1 M
English 7 IB	Interscholastic Athletics 1 M	Weight Training for Girls 2
English 7 M	Interscholastic Athletics 2	Weight Training for Girls 2 M
English 8	Interscholastic Athletics 2 M	Yoga & Fitness 2
English 8 H		Yoga & Fitness 1
English 8 IB		Yoga & Fitness 1 M
English 8 M		Yoga & Fitness 2 M

Group C: These teachers are not directly related to a State determined assessment and also do NOT have valid reliable assessments. (As work continues on CRT validity, continues this group will become smaller until entirely collapsed into Group B)

Determination of group will be based on majority of classroom teaching assignment.

School within Achievement of bottom
School gap quartile compared to achievement of the upper
5% Groups A & B two quartiles
10% Group C

Aspire 10 or ACT
10% (Group A & B)
15% of (Group C)

**PLAN and Aspire 10 are the same academic tests, the non-cognitive portion of the test has been removed and the name has changed.*

Rubric for School Level Aspire 10 & ACT Data

Pathway 1:
Goal: Increase College and Career Readiness percentages on the four subsets (English, Reading, Math and Science) as measured by the ACT Aspire test for 10th graders.
Artifacts: School level Aspire 10 Fall 2014 compared to School level Aspire 10 results, Fall 2015

Rubric:	4:	Increase in any 3-4 tests from previous year	100% of Indicator
	3:	Increase on any 2 tests from previous year	75% of Indicator
	2:	Increase on 1 test from previous year	50% of Indicator
	1:	No increases	

Pathway 2:
Goal: Increase College and Career Readiness percentages on the four subsets (English, Reading, Math and Science) of the ACT test for 11th graders.
Artifacts: School level ACT results, Spring 2015 compared to School level ACT results, Spring 2016

Rubric:	4:	Increase in any 3-4 tests from previous year	100% of Indicator
	3:	Increase on any 2 tests from previous year	75% of Indicator
	2:	Increase on 1 test from previous year	50% of Indicator
	1:	No increases	

Pathway 3:
Goal: Increase the overall "scale score" on the Aspire 10 test for 10th graders.
Artifacts: Aspire 10 Fall 2014 compared to School level Aspire 10 results, Fall 2015

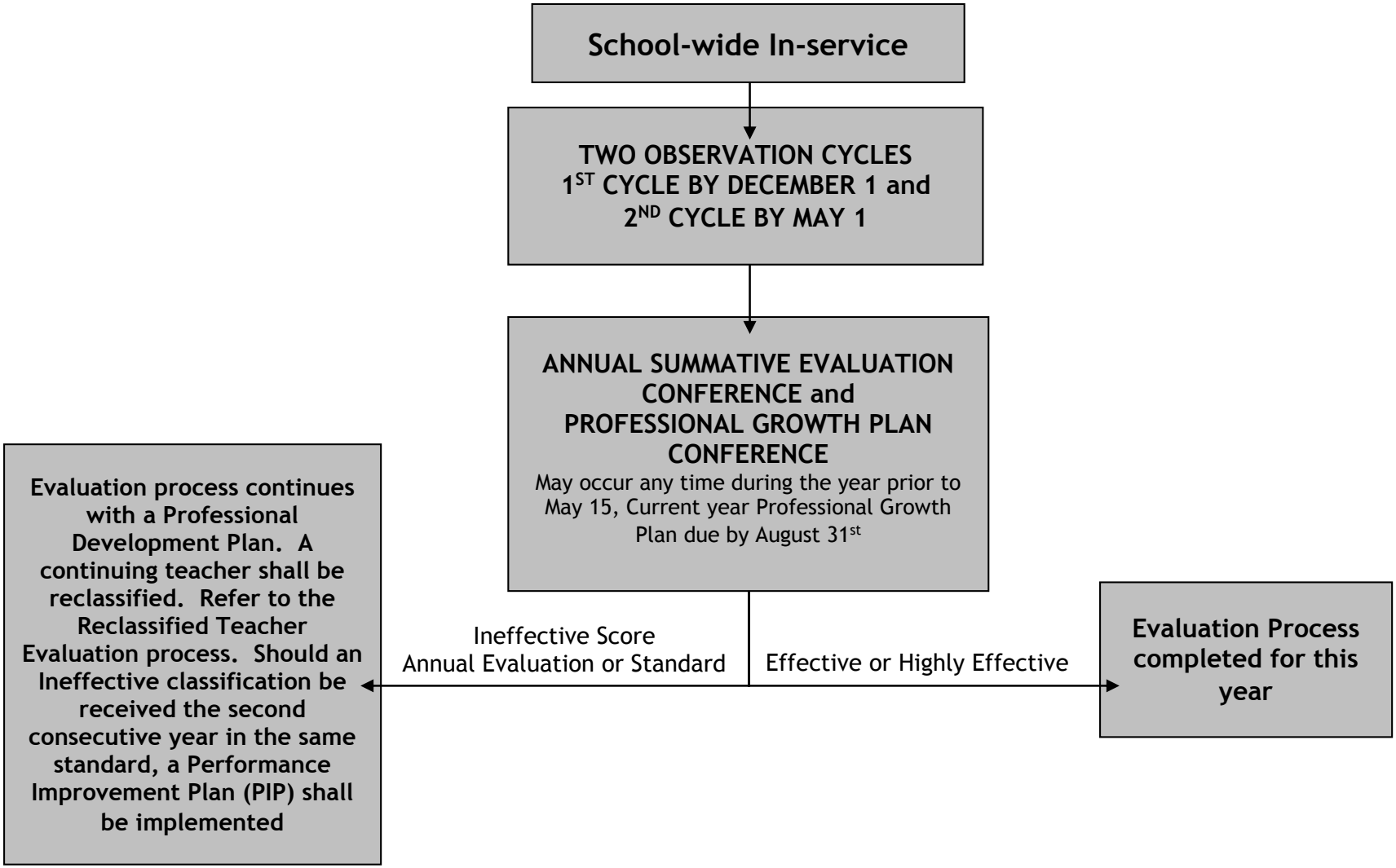
Rubric:	4:	Increase in any 3-4 tests from previous year	100% of Indicator
	3:	Increase on any 2 tests from previous year	75% of Indicator
	2:	Increase on 1 test from previous year	50% of Indicator
	1:	No increases	

Pathway 4:
Goal: Increase the overall "average composite score" on the ACT test for 11th graders.
Artifacts: School level ACT results, Spring 2015 compared to School level ACT results, Spring 2016

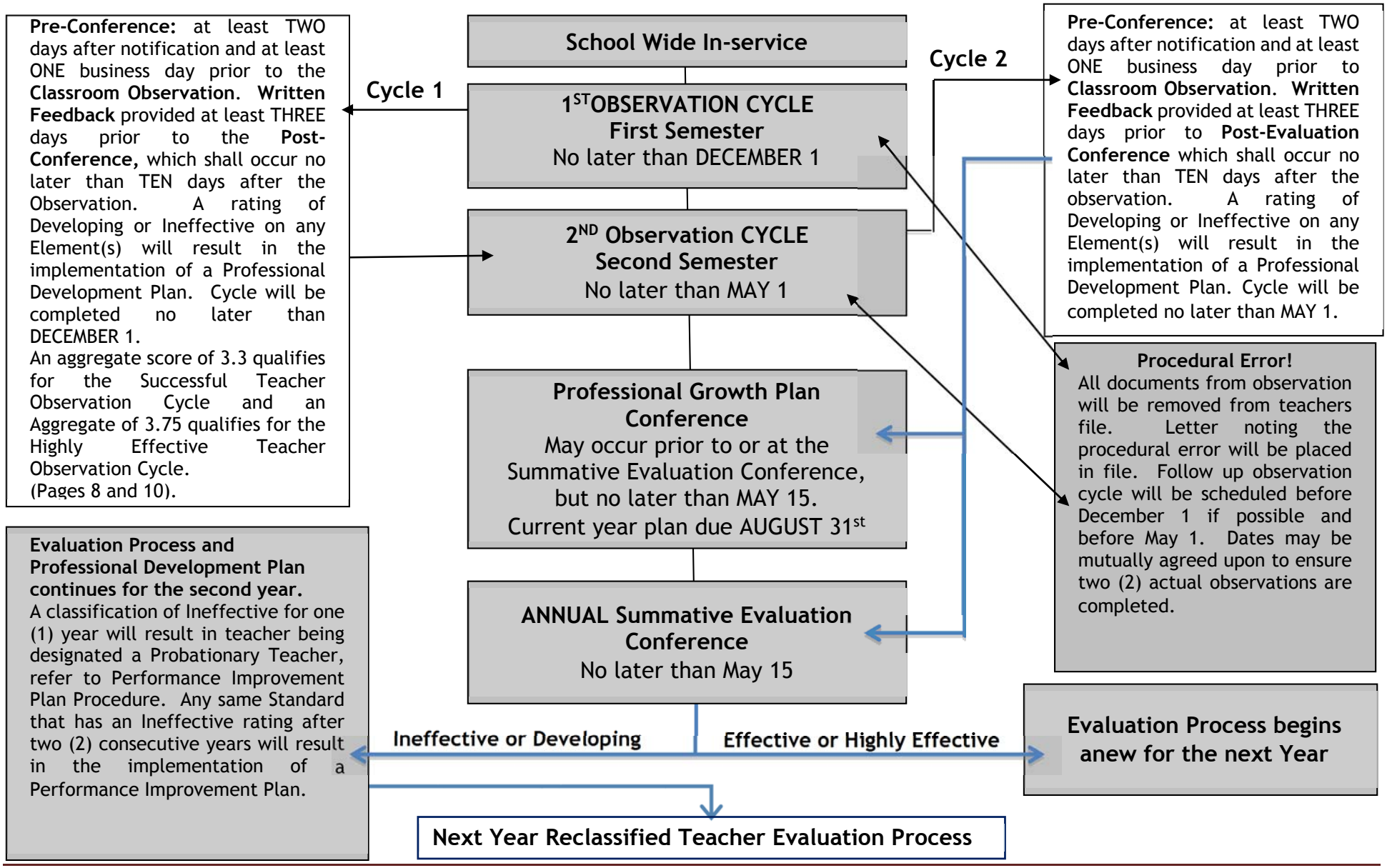
Rubric:	4:	Increase of .4 or higher	100% of Indicator
	3:	Increase of .2-.3	75% of Indicator
	2:	Increase of a .1	50% of Indicator
	1:	Same score	25% of Indicator

Composite score: A composite score represents the overall average score of the English, Reading, Science and Math subtests.

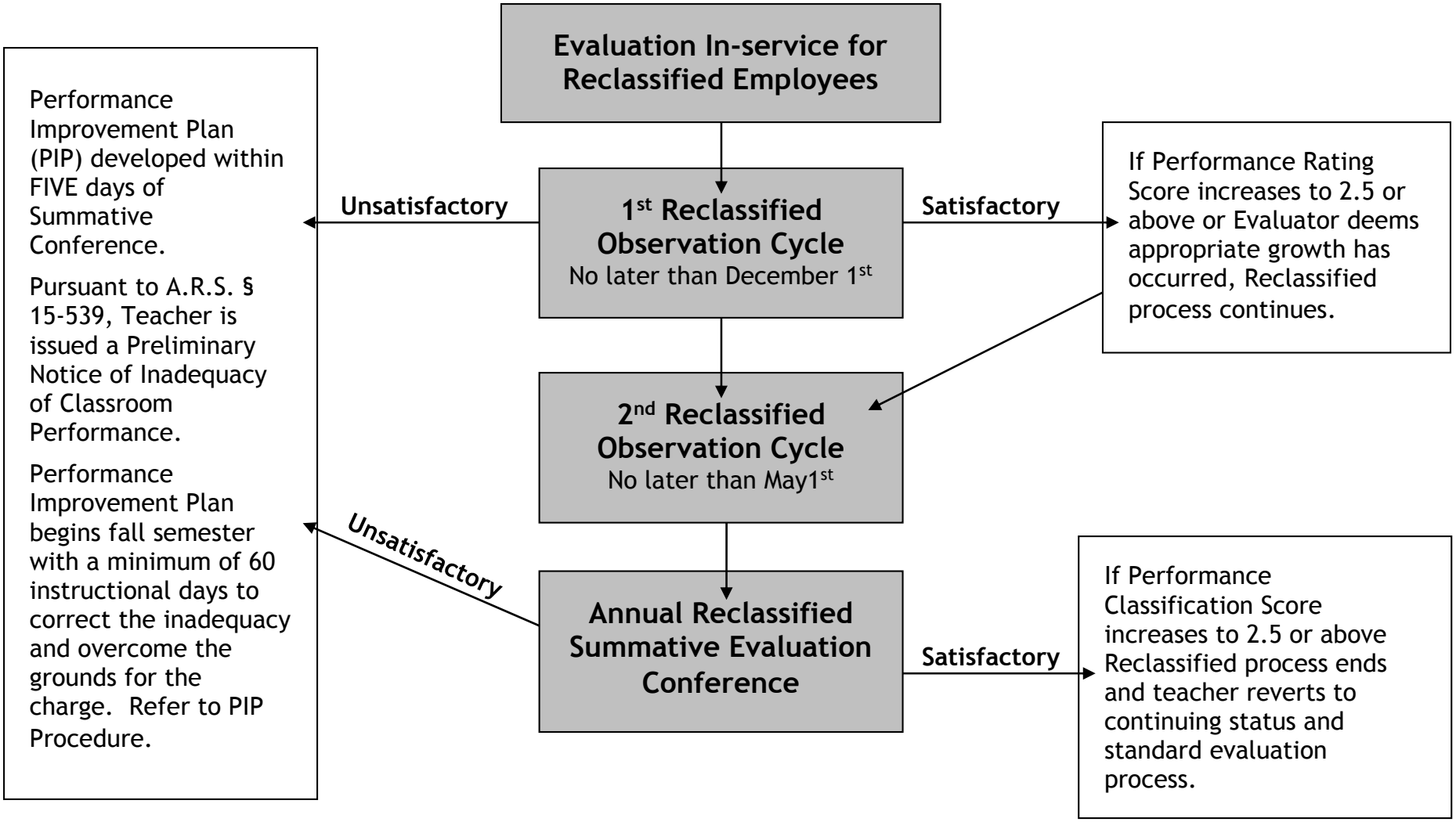
Basic Flow Chart of the Teacher Evaluation Process: SY 2015-16



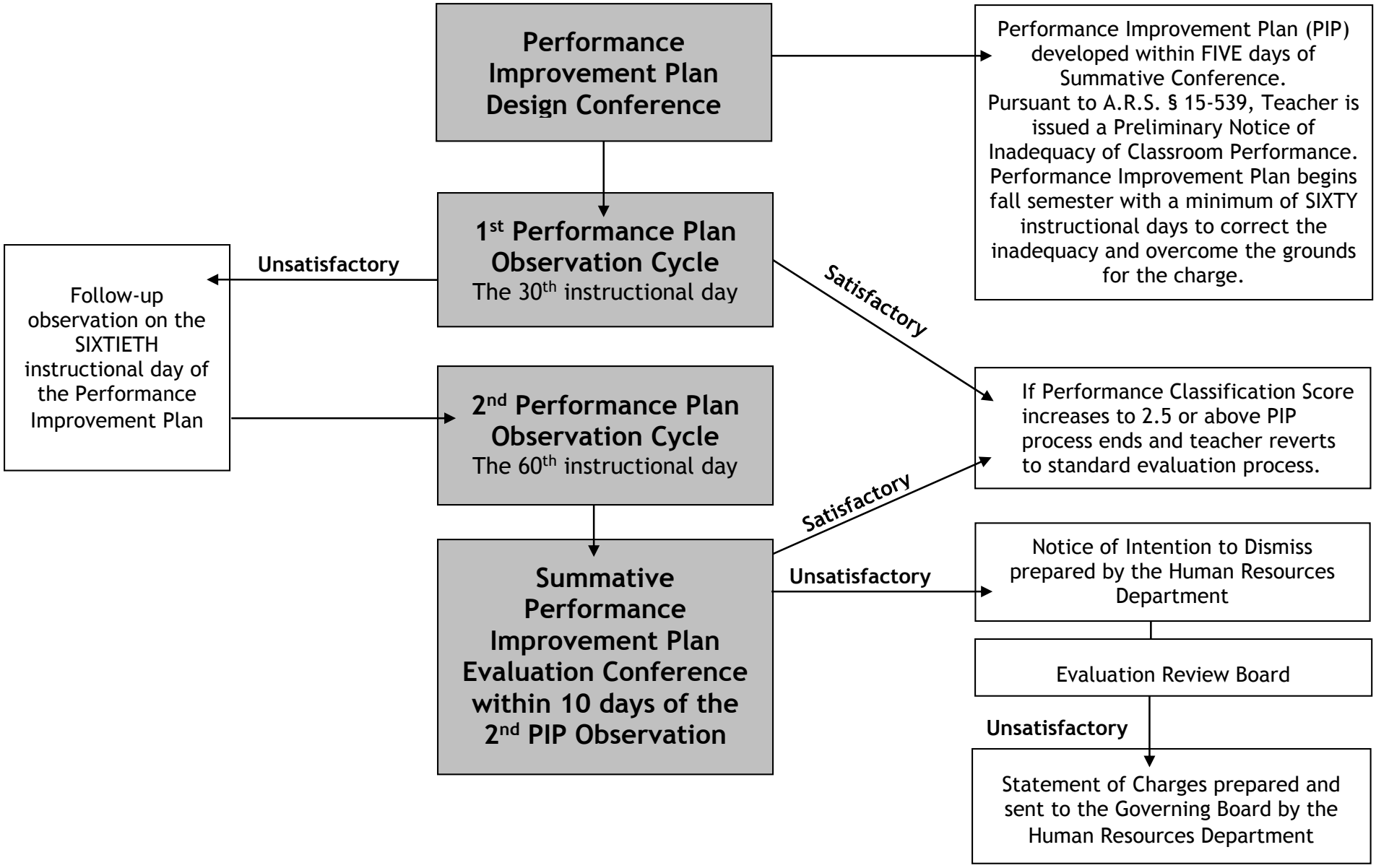
Detailed Flow Chart of the Teacher Evaluation Process: SY 2015-16



Flow Chart of the Reclassified Teacher Evaluation Procedure: SY 2015-16



Flow Chart of the Teacher Performance Improvement Plan Procedure: SY 2015-16



TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument
- THI/TVI/SLP Observation Instrument
  - Addendum for THI/TVI
  - Addendum for SLP

Teacher Observation Cycle Score Sheet

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument, SY 2015-16
- THI/TVI/SLP Observation Instrument, SY 2015-16
  - Addendum for THI/TVI, SY 2015-16
  - Addendum for SLP, SY 2015-16

Teacher Observation Cycle Score Sheet, SY 2015-16

PUHSD STANDARD: THE LEARNER and LEARNING

Aligns with In-TASC Standards 1, 2 and 3

In-TASC Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

In-TASC Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

In-TASC Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Planning for the Learner and Learning **Pre-Conference** **Observation** **Post-Conference** ***Scorable in Cycle 2 for Successful Teacher Observation Cycle (STOC).**	• Teacher has **effectively** prepared for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **all** of the following: • accommodations and modifications for sub-groups • varied instructional tasks • rules and procedures • resources and materials.	• Teacher has **effectively** prepared for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **most of** the following: • accommodations and modifications for sub-groups • varied instructional tasks • rules and procedures • resources and materials	• Teacher shows **some** preparation for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **half** of the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures resources and materials.	• Teacher shows **minimal or no** preparation for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **one or none** of the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures o resources and materials.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Learner Development and Differences **Pre-Conference** **Observation** **Post-Conference**	The teacher: • Delivers developmentally appropriate instruction that takes into account learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable **individual** students to advance their learning.	The teacher: • Delivers developmentally appropriate instruction that takes into account the learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable **sub-groups** of students to advance their learning.	The teacher: • Delivers instruction that displays a **partial** understanding of the learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable the **class as a whole** to advance its learning.	• The teacher delivers instruction that displays **little to no** understanding of individual learners' prior knowledge, strengths, interests, differences, or needs.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: THE LEARNER and LEARNING
Aligns with In-TASC Standards 1, 2 and 3

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Learner Engagement and Application of Content **Pre-Conference** **Observation** **Post-Conference**	• Teacher implements a variety of experiences to engage ***approximately 85%*** of learners in applying content-related skills and learning through ***collaboration (as appropriate)*** and to extend learner interaction for ***real-world applications*** in accessing, interpreting, evaluating, and/or applying information.	• Teacher implements a variety of experiences to engage ***approximately 70%*** of learners in applying content-related skills and learning through ***collaboration (as appropriate)*** and to extend learner interaction for ***real-world applications*** in accessing, interpreting, evaluating, and/or applying information.	• Teacher implements a variety of experiences to engage ***approximately 50%-65%*** of learners in content-related skills and learning through ***collaboration (as appropriate).***	• Teacher assigns learning experiences that engage ***fewer than 50%*** of learners in content-related skills and learning through ***collaboration (as appropriate)***.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Learning Climate **Pre-Conference** **Observation** **Post-Conference**	• Teacher ***facilitates*** and demonstrates standards of conduct that create a safe, supportive, and respectful learning climate evidenced by ***individual and group*** responsibility for quality work. • Teacher ***consistently and effectively*** addresses inappropriate behaviors as necessary.	• Teacher ***implements*** and demonstrates standards of conduct and ***effectively*** addresses inappropriate behaviors as necessary.	• Teacher ***implements*** standards of conduct and addresses inappropriate student behaviors with ***inconsistent*** results.	• Teacher ***does not*** implement standards of conduct or address inappropriate student behaviors.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Managing Learning Resources **Pre-Conference** **Observation** **Post-Conference**	• Teacher ***effectively*** manages the learning environment by allocating and coordinating the resources of material and time.	• Teacher manages the learning environment by allocating and coordinating the resources of material and time as evidenced by ***minimal*** loss of instructional time.	• Teacher ***inefficiently*** manages resources of time or materials as evidenced by ***some*** loss of instructional time.	• Teacher ***inefficiently*** manages resources of time and materials as evidenced by a ***significant*** loss of instructional time.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: CONTENT KNOWLEDGE

Aligns with In-TASC Standards 4 and 5

In-TASC Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

In-TASC Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Use of Resources to Support Content Literacy **Pre-Conference** **Observation** **Post-Conference**	• Guides learners to demonstrate proficiency of the lesson's objective(s) by creating activities, resources and/or using available technology to create their own representations and/or explanations. • Guides students to use research-based literacy and/or communication strategies appropriate to the content. This may include but is not limited to evidence of students' consistent use of: close reading, marking the text, academic dialog, writing from *appropriately (sometimes increasingly) complex* sources and text-based evidence.	• Incorporates activities, resources and/or available technologies that are aligned and encourage **understanding and application** of the content standards. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.) • Implements *effective* research-based supports for learner literacy and/or communication skill development. This may include but is not limited to evidence of: close reading, marking the text, academic dialog, writing from sources and text- based evidence. • Teacher creates *effective* opportunities for students to learn, practice, and use academic language.	• Incorporates activities, resources and/or available technologies that are aligned and encourage understanding of content standards. • Provides *some* support for learner literacy and/or communication skill development. • Teacher creates *some* opportunities for students to learn, practice, and use academic language.	• Lesson activity resources and/or available technologies *are not* aligned to encourage understanding and application of the content standards. • *Does not* develop support for learner literacy development and communication skills. • Teacher *does not* create opportunities for students to learn, practice and use academic language.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: CONTENT KNOWLEDGE
Aligns with In-TASC Standards 4 and 5

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Presentation of Content **Pre-Conference** **Observation** **Post-Conference**	• Implements *specific* strategies that break the objective into smaller chunks leading to a higher level of understanding and application to content and related contents. • Incorporates interdisciplinary connections that will promote *greater level of understanding*.	• Content presented during lesson is *accurate, aligned* to curriculum and appropriate for learning objectives. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.) • Aligns learning objectives to *appropriate* content and grade level standards. • Scaffolds learning to build upon prior knowledge. • Recognizes and plans for assumptions or misconceptions in the content or related content that might interfere with learning. • Implements and aligns activities, resources and available technologies when appropriate to encourage **understanding and application** of the concepts.	• Content presented during lesson is *accurate and appropriate* for learning objectives. • Scaffolds learning to build upon assumed prior knowledge. • Recognizes assumptions or misconceptions in the related content that might interfere with learning. • Implements activities, resources, and available technologies when appropriate to encourage **understanding** of the concept.	• Content is *not accurate or aligned* to standards *nor appropriate* for learning objectives. • *Does not* build upon learner's prior knowledge. • *Does not* recognize or plan for assumptions or misconceptions that interfere with learning. • Lesson activity and resources *are not* aligned to encourage understanding or proficiency of the lesson objective(s); *no use* of available technology.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: CONTENT KNOWLEDGE
Aligns with In-TASC Standards 4 and 5

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Application of Content **Pre-Conference** **Observation** **Post-Conference**	• The teacher selects from a variety of pedagogical/research-based practices and **consistently** implements the most effective practice(s) in advancing individual learning of the content. • Consistently applies a **comprehensive** understanding of content knowledge and/or theory as well as an advanced awareness of individualized learner development.	• The teacher selects from a **variety** of pedagogical/research-based practices to teach content to sub-groups of learners. • Generally applies a **thorough** understanding of content knowledge and/or theory and student sub-group learner development. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.)	• The teacher displays a **limited** variety of pedagogical/research-based practices to teach content to whole group settings. Selected practices inconsistently support the effective development of content knowledge. • Applies **general** understanding of content knowledge and whole group learner development.	• The teacher **rarely** considers pedagogical/research-based practices that connect learners to the content. Selected practices do not support the development of content knowledge. • Demonstrates an **insufficient** understanding of content knowledge and learner development.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: STANDARD ASSESSMENT

Aligns with In-TASC Standard 6

In-TASC Standard 6: Assessment- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Assessment Use and Alignment **Pre-Conference** **Observation** **Post-Conference**	• Teacher *systematically/ holistically* **plans for** and uses formative and periodic summative assessments that are *tightly* aligned with curriculum and learning targets.	• Teacher *effectively* **and** *consistently* **plans for** *and* uses formative and periodic summative assessments that are aligned with curriculum and learning targets.	• Teacher *ineffectively and/or inconsistently* uses formative and periodic summative assessments that are aligned with curriculum and learning targets.	• Teacher *does not* use formative and periodic summative assessments that are aligned with curriculum and learning targets.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Student Self-Assessment **Pre-Conference** **Observation** **Post-Conference**	• As appropriate considering the **Class Profile**, students *systematically* examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress. • Students collaborate with other student(s) to attain learning targets and apply learned concepts.	• As appropriate considering the **Class Profile**, teacher *consistently and effectively* guides students to self-examine learning targets, work, and/or assessment results, to determine learning gaps and develop a plan to monitor progress. • Teacher's guidance elicits overt student self-correction. • Teacher guides students to collaborate with other students to attain learning targets and apply learned concepts.	• Teacher *inconsistently and/or ineffectively* guides students to self-examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress. • Teacher's guidance *inconsistently* elicits student self-correction. • Teacher *inconsistently* provides opportunities for students to collaborate regarding learning targets and applied concepts.	• Teacher *does not* guide students to self-examine learning targets, work, or assessment results to determine learning gaps and develop a plan to monitor progress. • Teacher *does not* provide opportunities for students to collaborate.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Appropriate Assessment **Pre-Conference** **Observation** **Post-Conference**	• The teacher *systematically* prepares and accommodates *all* learners for appropriate academic/performance assessments and particular academic programs.	• Teacher *effectively* prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.	• Teacher *inconsistently* prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.	• The teacher *does not* prepare and/or accommodate learners for appropriate academic/performance assessments and particular academic programs.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: STANDARD ASSESSMENT
Aligns with In-TASC Standard 6

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Utilizing Appropriate Data **Pre-Conference** **Observation** **Post-Conference**	• Teacher *systematically* applies appropriate data analysis to promote effective assessment.	• Teacher *effectively* applies appropriate data analysis to promote effective assessment.	• Teacher *inconsistently* applies appropriate data analysis for assessment.	• Teacher *does not* apply appropriate data analysis for assessment.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: INSTRUCTIONAL PRACTICES

Aligns with In-TASC Standards 7 and 8

In-TASC Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community.

In-TASC Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Lesson Organization **Pre-Conference** **Observation** **Post-Conference**	• The teacher designs, implements, and monitors relevant, sequential learning content objectives appropriate for PUHSD curriculum objectives and content standards that provide ***multiple*** ways to demonstrate purposeful application of the content objectives. • The teacher ***systematically*** assesses ***individual*** students in real time and builds upon ***individual*** student responses to measure student's progress toward achieving application of objective(s).	• The teacher incorporates school-wide initiatives through cross-disciplinary skills Continuous Improvement Plan (CIP). • The teacher provides evidence of lesson planning which incorporates PUHSD curriculum objectives. • The teacher ***effectively*** assesses students in real time to measure student's progress.	• The teacher has ***limited*** evidence of lesson planning but implements content specific instruction. • The teacher ***rarely*** assesses students in real time to measure student's progress.	• The teacher provides ***little to no*** evidence of planning (lesson plan). The instruction ***did not*** follow a developmentally appropriate and content-specific sequence.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: INSTRUCTIONAL PRACTICES
Aligns with In-TASC Standards 7 and 8

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Reflection of Instruction **Pre-Conference** **Observation** **Post-Conference**	• The teacher *systematically* analyzes the effectiveness of the instruction to the content objectives and articulates how the results will guide future instructional goals. • Teacher uses available and appropriate assessment data to identify trends and *individual* learning gaps to guide planning and instruction.	• The teacher can *accurately* identify strengths and weaknesses of the instruction and articulates how the results will guide future instructional goals. • Teacher plans for and uses available and appropriate assessment data to identify trends and *sub-group* learning gaps to guide planning and adjust instruction.	• The teacher can *identify* strengths and weaknesses of the instruction.	• The teacher *cannot* identify the strengths and weaknesses of the instruction.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Monitor and Adjust **Pre-Conference** **Observation** **Post-Conference**	• The teacher responds to student learning needs using appropriate methods of checking for understanding and moves forward or adjusts the instruction to meet the needs of *individual learner*–by using questioning strategies, developing student questioning skills, and/or encouraging developmentally appropriate *metacognition* techniques. • Teacher monitors student progress and provides precise and clear feedback to *individual* students to bridge learning gaps, solidify and enhance learning.	• The teacher checks for understanding and uses content appropriate questioning strategies and **adjusts** instruction accordingly. • Teacher monitors student progress and provides feedback to *most* students to bridge learning gaps and enhance learning.	• The teacher uses content *appropriate* questions and checks for understanding.	• The teacher *does not* **use** questioning techniques and *does not* check for understanding.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: INSTRUCTIONAL PRACTICES
Aligns with In-TASC Standards 7 and 8

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Collaboration / Student to Student Engagement **Pre-Conference** **Observation** **Post-Conference**	• As appropriate considering the **Class Profile,** the teacher engages learners using *multiple*, developmentally appropriate instructional strategies for groups as it applies to the needs of learners in assessing, interpreting, evaluating, and/or applying information.	• As appropriate considering the **Class Profile,** the teacher engages learners using an *effective* instructional strategy for groups (two or more students), as it applies to the needs of the learners.	• As appropriate considering the **Class Profile**, the teacher engages *50% or less* of the learners using an appropriate instructional group collaboration strategy.	• The teacher *does not* use group collaboration strategy.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

In-TASC Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Classroom Performance Summative **Pre-Conference** **Observation** **Post-Conference**	• Teacher *systematically* uses cumulative data to analyze and adjust instruction. (e.g., formative pre/post-test, portfolio based, etc.)	• Teacher *always* provides *appropriate* emergency / guest teacher lesson plan in his/her absence and communicates with colleagues prior to any planned absences. • Available multimedia and/or technology is/are *effectively* utilized to enrich curriculum. • Grading and disciplinary information in the Plan For Success (PFS) is *consistent* with practice in all courses taught. • Teacher demonstrates positive professional relationships with students. • Teacher communicates and collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students.	• Teacher *inconsistently* provides lesson plans in his/her absence. • Multimedia (e.g., video clips, music clips, website reference, YouTube, Khan Academy, etc.) and/or technology is utilized (e.g., document camera, laptops, computer, projectors, Microsoft Office software usage, etc.). • Teacher completes and submits a PFS for each course they teach. • Grading and disciplinary practices are not consistent with the PFS.	• Teacher provides *no* lesson plan for absences. • *No* use of instructional technology or multimedia is evident throughout the year.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES
Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Service to Students **Pre-Conference** **Observation** **Post-Conference**	• *Synergy* Gradebook entries for StudentVue and ParentVue are *current by the week or appropriate interval*, given no technical issues. • Teacher implements classroom level attendance and academic intervention programs.	• Attends IEP meetings and/or participates by providing feedback to Case Managers and/or IEP Team prior to IEP meeting for *all* assigned ESS students • Teacher attends mandatory parent, counselor, and other stakeholder meetings during the professional day, unless excused. • Teacher is able to provide *current* student academic performance status upon request. • *Effectively* implements IEP's for *all* ESS students assigned • When in a team teaching environment the teacher **consistently**: • Collaborates for instructional planning • Maintains professional and respectful relationships • Coordinates implementation of IEP's for all ESS students • Maximizes contact with all students (special populations)	• Attends IEP meetings and/or participates by providing feedback to Case Managers and/or IEP Team prior to IEP meeting for all assigned ESS students. • Implements IEP's for *all* ESS students • When in a team teaching environment the teacher **inconsistently**: • Collaborates for instructional planning • Maintains professional and respectful relationships • Implements IEP's for all ESS students	• *Does not* attend or participate in IEP meetings for all assigned ESS students	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES
Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Educator Disposition / Involvement **Pre-Conference** **Observation** **Post-Conference**	• Teacher can articulate use of skills acquired from professional development activities. • Teacher can articulate how they support site CIP in their own classroom.	• Teacher ***regularly*** participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (*Exception for First Year teachers who are accountable for meeting Induction Program requirements.)* • Teacher articulates focus areas of their Professional Growth Plan and ***all*** related learning activities (discussed throughout the year and scored at the Summative Evaluation Conference). • Teacher attends and provides completion documentation of ***at least one*** professional growth opportunity during the year (campus, District, non-District). • Teacher attends ***in a punctual manner*** and participates at ***all*** PLC and staff meetings unless excused. • Teacher can articulate knowledge of site CIP. • Teacher attends the Open House and the graduation ceremony of their designated campus unless excused by principal.	• Teacher ***inconsistently*** participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (*Exception for First Year teachers who are accountable for meeting Induction Program requirements.)* • Teacher ***has submitted*** an acceptable PGP/PDP. • Teacher ***inconsistently*** attends PLC meetings and staff meetings.	• Teacher ***has not*** participated in any school committee or (co)sponsored a club or participated in an evaluator approved activity. • Teacher ***does not*** complete a PGP/PDP. • Teacher ***does not*** attend PLC meetings on a regular basis. • Teacher ***does not*** attend school Open House or the graduation ceremony. • Professional courtesy ***is not*** demonstrated. • Responses to stakeholder requests are ***non-existent***.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES
Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
	THIS PART APPLICABLE TO EXCEPTIONAL STUDENT SERVICES CASE MANAGERS					
Pre-Conference **Observation** **Post-Conference**	• Effectively facilitates IEP meetings, communicating student needs, goals, and present levels of performance • Maintains a strong working knowledge of **Arizona College and Career Ready Standards (AZCCRS)** and applies it to present levels of performance and student goals • Consistently maintains and provides progress data to help determine IEP team decisions • Intervenes when necessary to assure continued progress of all students • Effectively collaborates with teachers to assist in student progress on IEP goals and course success • Consistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback • Consistently assists colleagues in areas of ESS content fluency and IEP compliance • Consistently monitors student progress to ensure that course selection (regular or modified) is appropriate to meet needs	• **95% or more** of IEPs for continuing students are compliant based on IDEA regulations and state and District policy • Consistently comes prepared for meetings with a draft IEP that has been updated with student's current progress • Consistently aligns students' IEP present levels and goals to **AZCCRS** • Designs student goals that are measurable, disability specific, applicable to student needs and consistent with students' exposure to curriculum content • Produces quarterly IEP Progress Reports that consistently contain accurate progress measures • Consistently submits valid and complete paperwork within the District-**required five days after IEP meeting** • Consistently makes requested IEP corrections within 5 days of receiving them from ESS office • Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses • Contacts parents to discuss student progress, to elicit assistance and/or to provide feedback as needed • Attends all required IEP meetings, **unless excused** • Monitors student transcripts to align courses with graduation plan	• **94-75%** of IEPs for continuing students are compliant • Rarely comes prepared for meetings with a draft IEP that has been updated with student's current progress • Inconsistently aligns students' IEP present levels and goals to **AZCCRS** • IEP goals inaccurate, immeasurable, or not applicable to students' courses or present levels of performance • Provides inconsistent IEP Progress Reports with inaccurate or inappropriate data • Inconsistently submits paperwork within the District-required timelines • Provides inconsistent or inappropriate accommodations and/or modifications • Inconsistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback • Attends **99-75%** of required IEP meetings**, unless excused** • Rarely makes requested IEP corrections within 5 days of receiving them from ESS office • Inconsistently monitors student transcript and is generally not aligned to courses with graduation plan	• **Less than 75%** of IEPs for continuing students are compliant • Does not come prepared for meetings with a draft IEP that has been updated with student's current progress • Does not align students' IEP present levels and goals to **AZCCRS** • IEPs do not reflect student academic and transition needs and abilities • Does not provide relevant data on student progress reports or provides inaccurate information regarding IEP needs and services • Does not submit paperwork within the District-required timelines • Provides inappropriate accommodations and/or modifications • Rarely or does not contact parents to discuss student progress, to elicit assistance and/or to provide feedback • Attends **less than 75%** of required IEP meetings**, unless excused** • Never makes requested IEP corrections within 5 days of receiving them from ESS office • Does not monitor student transcript and courses are not aligned with graduation plan	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments Required. Only appropriate for Observation Cycle 1

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument, SY 2015-16
- **THI/TVI/SLP Observation Instrument, SY 2015-16**
  - Addendum for THI/TVI, SY 2015-16
  - Addendum for SLP, SY 2015-16

Teacher Observation Cycle Score Sheet, SY 2015-16

PUHSD STANDARD: THE LEARNER and LEARNING

Aligns with In-TASC Standards 1, 2 and 3

In-TASC Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

In-TASC Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

In-TASC Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Planning for the Learner and Learning **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP has **effectively** prepared for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **all** of the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures o resources and materials.	• THI/TVI/SLP has **effectively** prepared for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **most of** the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures o resources and materials	• THI/TVI/SLP shows **some** preparation for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **half** of the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures resources and materials.	• THI/TVI/SLP shows **minimal or no** preparation for learner development and differences, learner engagement, learning climate, and learning resources. • This is evidenced by documentation of **one or none** of the following: o accommodations and modifications for sub-groups o varied instructional tasks o rules and procedures o resources and materials.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Learner Development and Differences **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Delivers developmentally appropriate instruction that takes into account learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable **individual** students to advance their learning.	THI/TVI/SLP: • Delivers developmentally appropriate instruction that takes into account the learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable **sub-groups** of students to advance their learning.	THI/TVI/SLP: • Delivers instruction that displays a **partial** understanding of the learners' prior knowledge, strengths, interests, differences, and needs. • Applies this knowledge to enable the **class as a whole** to advance its learning.	• THI/TVI/SLP delivers instruction that displays **little to no** understanding of individual learners' prior knowledge, strengths, interests, differences, or needs.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: THE LEARNER and LEARNING

Aligns with In-TASC Standards 1, 2 and 3

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Learner Engagement and Application of Content **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP implements a variety of experiences to engage **approximately 85%** of learners in applying content-related skills and learning through **collaboration (as appropriate)** and to extend learner interaction for **real-world applications** in accessing, interpreting, evaluating, and/or applying information.	• THI/TVI/SLP implements a variety of experiences to engage **approximately 70%** of learners in applying content-related skills and learning through **collaboration (as appropriate)** and to extend learner interaction for **real-world applications** in accessing, interpreting, evaluating, and/or applying information.	• THI/TVI/SLP implements a variety of experiences to engage **approximately 50%-65%** of learners in content-related skills and learning through **collaboration (as appropriate).**	• THI/TVI/SLP assigns learning experiences that engage **fewer than 50%** of learners in content-related skills and learning through **collaboration (as appropriate)**.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Learning Climate **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **facilitates** and demonstrates standards of conduct that create a safe, supportive, and respectful learning climate evidenced by **individual and group** responsibility for quality work. • THI/TVI/SLP **consistently and effectively** addresses inappropriate behaviors as necessary	• THI/TVI/SLP **implements** and demonstrates standards of conduct and **effectively** addresses inappropriate behaviors as necessary.	• THI/TVI/SLP **implements** standards of conduct and addresses inappropriate student behaviors with **inconsistent** results.	• THI/TVI/SLP **does not** implement standards of conduct or address inappropriate student behaviors.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Managing Learning Resources **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **effectively** manages the learning environment by allocating and coordinating the resources of material and time.	• THI/TVI/SLP manages the learning environment by allocating and coordinating the resources of material and time as evidenced by **minimal** loss of instructional time.	• THI/TVI/SLP **inefficiently** manages resources of time or materials as evidenced by **some** loss of instructional time.	• THI/TVI/SLP **inefficiently** manages resources of time and materials as evidenced by a **significant** loss of instructional time.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: CONTENT KNOWLEDGE

Aligns with In-TASC Standards 4 and 5

In-TASC Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

In-TASC Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Use of Resources to Support Content Literacy **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Guides learners to demonstrate proficiency of the lesson's objective(s) by creating activities, resources and/or using available technology to create their own representations and/or explanations. • Guides students to use research-based literacy and/or communication strategies appropriate to the content. This may include but is not limited to evidence of students' consistent use of: close reading, marking the text, academic dialog, writing from *appropriately (sometimes increasingly) complex* sources and text-based evidence. • **Effectively** monitors student's use of self-advocacy skills and appropriate resources (e.g., sign language interpreters, FM Systems, hearing aids, Braille, enlargement software, augmentative communication devices) in other settings as appropriate for HI, VI, and SLI students.	THI/TVI/SLP: • Incorporates activities, resources, and/or available technologies that are aligned and encourage **understanding and application** of the content standards. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.) • Implements *effective* research-based supports for learner literacy and/or communication skill development. This may include but is not limited to evidence of: close reading, marking the text, academic dialog, writing from sources and text- based evidence. • Creates *effective* opportunities for students to learn, practice, and use academic language. • **Consistently** monitors student's use of self-advocacy skills and appropriate resources (e.g., sign language interpreters, FM Systems, hearing aids, Braille, enlargement software, augmentative communication devices) in other settings as appropriate for HI, VI, and SLI students.	THI/TVI/SLP: • Incorporates activities, resources, and/or available technologies that are aligned and encourage understanding of content standards. • Provides *some* support for learner literacy and/or communication skill development. • Creates *some* opportunities for students to learn, practice, and use academic language. • **Inconsistently** monitors student's use of self-advocacy skills and appropriate resources (e.g., sign language interpreters, FM Systems, hearing aids, Braille, enlargement software, augmentative communication devices) in other settings as appropriate for HI, VI, and SLI students.	THI/TVI/SLP: • Lesson activity resources and/or available technologies *are not* aligned to encourage understanding and application of the content standards. • *Does not* develop support for learner literacy development and communication skills. • *Does not* create opportunities for students to learn, practice, and use academic language. • **Rarely** monitors student's use of self-advocacy skills and appropriate resources (e.g., sign language interpreters, FM Systems, hearing aids, Braille, enlargement software, augmentative communication devices) in other settings as appropriate for HI, VI, and SLI students.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: CONTENT KNOWLEDGE

Aligns with In-TASC Standards 4 and 5

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Presentation of Content **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Implements **specific** strategies that break the objective into smaller chunks leading to a higher level of understanding and application to content and related contents. • Incorporates interdisciplinary connections that will promote **greater level of understanding**.	• Content presented during lesson is **accurate, aligned** to curriculum, learning targets, and/or related service goals, and appropriate for learning objectives. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.) • Aligns learning objectives to **appropriate** content and grade level standards. • Scaffolds learning to build upon prior knowledge. • Recognizes and plans for assumptions or misconceptions in the content or related content that might interfere with learning. • Implements and aligns activities, resources, and available technologies when appropriate to encourage **understanding and application** of the concepts.	• Content presented during lesson is **accurate and appropriate** for learning objectives. • Scaffolds learning to build upon assumed prior knowledge. • Recognizes assumptions or misconceptions in the related content that might interfere with learning. • Implements activities, resources, and available technologies when appropriate to encourage **understanding** of the concept.	• Content is **not accurate or aligned** to standards **nor appropriate** for learning objectives. • **Does not** build upon learner's prior knowledge. • **Does not** recognize or plan for assumptions or misconceptions that interfere with learning. • Lesson activity and resources **are not** aligned to encourage understanding or proficiency of the lesson objective(s); **no use** of available technology.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: CONTENT KNOWLEDGE

Aligns with In-TASC Standards 4 and 5

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Application of Content **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP • Selects from a variety of pedagogical/ research-based practices and **consistently** implements the most effective practice(s) in advancing individual learning of the content. • Consistently applies a **comprehensive** understanding of content knowledge and/or theory as well as an advanced awareness of individualized learner development.	THI/TVI/SLP • Selects from a **variety** of pedagogical/ research-based practices to teach content to sub-groups of learners. • Generally applies a **thorough** understanding of content knowledge and/or theory and student sub-group learner development. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.)	THI/TVI/SLP: • Displays a **limited** variety of pedagogical/ research-based practices to teach content to whole group settings. Selected practices inconsistently support the effective development of content knowledge. • Applies **general** understanding of content knowledge and whole group learner development.	THI/TVI/SLP: • **Rarely** considers pedagogical/ research-based practices that connect learners to the content. Selected practices do not support the development of content knowledge. • Demonstrates an **insufficient** understanding of content knowledge and learner development.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: STANDARD ASSESSMENT

Aligns with In-TASC Standard 6

In-TASC Standard 6: Assessment- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Assessment Use and Alignment **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **systematically/ holistically plans for** and uses formative and periodic summative assessments that are **tightly** aligned with curriculum and learning targets as part of a student's related services.	• THI/TVI/SLP **effectively and consistently plans for** and uses formative and periodic summative assessments that are aligned with curriculum and learning targets as part of a student's related services.	• THI/TVI/SLP **ineffectively and/or inconsistently** uses formative and periodic summative assessments that are aligned with curriculum and learning targets as part of a student's related services.	• THI/TVI/SLP **does not** use formative and periodic summative assessments that are aligned with curriculum and learning targets as part of a student's related services.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Student Self-Assessment **Pre-Conference** **Observation** **Post-Conference**	• As appropriate considering the **Class Profile**, students **systematically** examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress. • Students collaborate with other student(s) to attain learning targets and apply learned concepts.	• As appropriate considering the **Class Profile**, THI/TVI/SLP **consistently and effectively** guides students to self-examine learning targets, work, and/or assessment results, to determine learning gaps and develop a plan to monitor progress. • THI/TVI/SLP's guidance elicits overt student self-correction. • THI/TVI/SLP guides students to collaborate with other students to attain learning targets and apply learned concepts.	THI/TVI/SLP: • **inconsistently and/or ineffectively** guides students to self-examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress. • THI/TVI/SLP's guidance **inconsistently** elicits student self-correction. • THI/TVI/SLP **inconsistently** provides opportunities for students to collaborate regarding learning targets and applied concepts.	• THI/TVI/SLP **does not** guide students to self-examine learning targets, work, or assessment results to determine learning gaps and develop a plan to monitor progress. • THI/TVI/SLP **does not** provide opportunities for students to collaborate.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: STANDARD ASSESSMENT

Aligns with In-TASC Standard 6

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Appropriate Assessment **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **systematically** prepares and accommodates **all** learners for appropriate academic/performance assessments and particular academic programs.	• THI/TVI/SLP **effectively** prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.	• THI/TVI/SLP **inconsistently** prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.	• THI/TVI/SLP **does not** prepare and/or accommodate learners for appropriate academic/performance assessments and particular academic programs.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Utilizing Appropriate Data **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **systematically** applies appropriate data analysis to promote effective assessment.	• THI/TVI/SLP **effectively** applies appropriate data analysis to promote effective assessment.	• THI/TVI/SLP **inconsistently** applies appropriate data analysis for assessment.	• THI/TVI/SLP **does not** apply appropriate data analysis for assessment.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: INSTRUCTIONAL PRACTICES

Aligns with In-TASC Standards 7 and 8

In-TASC Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community.

In-TASC Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Lesson Organization **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Designs, implements, and monitors relevant, sequential learning content objectives appropriate for PUHSD curriculum objectives, content standards, and/or related services goals that provide **multiple** ways to demonstrate purposeful application of the content objectives. • **Systematically** assesses **individual** students in real time and builds upon **individual** student responses to measure student's progress toward achieving application of objective(s).	THI/TVI/SLP: • Incorporates District supported learning strategies. • The teacher incorporates school-wide initiatives through cross-disciplinary skills Continuous Improvement Plan (CIP). • Provides evidence of lesson planning and/or service log entries that incorporate PUHSD curriculum objectives, learning targets, and/or related service goals. • **Effectively** assesses students in real time to measure student's progress.	THI/TVI/SLP: • Has **limited** evidence of lesson planning but implements content specific instruction. • **Rarely** assesses students in real time to measure student's progress.	• THI/TVI/SLP provides **little to no** evidence of planning (lesson plan). The instruction **did not** follow a developmentally appropriate and content-specific sequence.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Reflection of Instruction **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • **Systematically** analyzes the effectiveness of the instruction to the content objectives and articulates how the results will guide future instructional goals. • Uses available and appropriate assessment data to identify trends and **individual** learning gaps to guide planning and instruction.	THI/TVI/SLP: • Can **accurately** identify strengths and weaknesses of the instruction and articulates how the results will guide future instructional goals. • Plans for and uses available and appropriate assessment data to identify trends and **sub-group** learning gaps to guide planning and adjust instruction.	• THI/TVI/SLP **can identify** strengths and weaknesses of the instruction.	• THI/TVI/SLP **cannot identify** the strengths and weaknesses of the instruction.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: INSTRUCTIONAL PRACTICES
Aligns with In-TASC Standards 7 and 8

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Monitor and Adjust **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Responds to student learning needs using appropriate methods of checking for understanding and moves forward or adjusts the instruction to meet the needs of **individual learner**–by using questioning strategies, developing student questioning skills, and/or encouraging developmentally appropriate **metacognition** techniques. • Monitors student progress and provides precise and clear feedback to **individual** students to bridge learning gaps, solidify, and enhance learning.	THI/TVI/SLP: • Checks for understanding and uses content appropriate questioning strategies and **adjusts** instruction accordingly. • Monitors student progress and provides feedback to **most** students to bridge learning gaps and enhance learning.	• THI/TVI/SLP uses content **appropriate** questions and checks for understanding.	• THI/TVI/SLP **does not use** questioning techniques and **does not** check for understanding.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Collaboration / Student to Student Engagement **Pre-Conference** **Observation** **Post-Conference**	• As appropriate considering the **Class Profile,** THI/TVI/SLP engages learners using **multiple**, developmentally appropriate instructional strategies for groups as it applies to the needs of learners in assessing, interpreting, evaluating, and/or applying information.	• As appropriate considering the **Class Profile,** THI/TVI/SLP engages learners using an **effective** instructional strategy for groups (two or more students), as it applies to the needs of the learners.	• As appropriate considering the **Class Profile**, THI/TVI/SLP engages **50% or less** of the learners using an appropriate instructional group collaboration strategy.	• THI/TVI/SLP **does not** use group collaboration strategy.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

In-TASC Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Classroom Performance Summative **Pre-Conference** **Observation** **Post-Conference**	• THI/TVI/SLP **systematically** uses cumulative data to analyze and adjust instruction (e.g., formative pre/post-test, portfolio based, etc.).	• THI/TVI/SLP **always** provides **appropriate** instructions in his/her absence and communicates with colleagues prior to any planned absences. • Technology is **effectively** utilized to enrich curriculum as appropriate for a student population. • Grading and disciplinary information in the Plan For Success (PFS) is **consistent** with practice for teachers of HI/VI Labs only • THI/TVI/SLP demonstrates positive professional relationships with students. • THI/TVI/SLP communicates and collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students.	• THI/TVI/SLP **inconsistently** provides instructions in his/her absence. • Technology is **minimally** utilized to enrich curriculum as appropriate for a student population. • THI/TVI/SLP completes and submits a PFS for HI/VI labs only • Grading and disciplinary practices are not consistent with the PFS.	• THI/TVI/SLP provides **no** instructions for absences. • **No** use of instructional technology or multimedia is evident throughout the year.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Service to Students **Pre-Conference** **Observation** **Post-Conference**	• **Synergy** Gradebook entries for StudentVue and ParentVue are **current by the week or appropriate interval**, given no technical issues. Hearing, vision, and speech service log entries are current based on IEP service time. • THI/TVI/SLP implements classroom level attendance and academic intervention programs.	THI/TVI/SLP: • **Consistently** attends IEP meetings, develops appropriate IEP goals, or meets deadlines for IEPs, METS, and quarterly IEP progress reports. • Attends mandatory parent, counselor, and other stakeholder meetings during the professional day, unless excused.	THI/TVI/SLP: • **Inconsistently** attends IEP meetings, develops appropriate IEP goals, or meets deadlines for IEPs, METS, and quarterly IEP progress reports. • Implements IEP's for assigned caseloads • When in a team teaching environment the teacher **inconsistently**: o Collaborates for instructional planning	THI/TVI/SLP: • **Does not** attend or participate in IEP meetings for all assigned ESS students • **Rarely** attends IEP meetings, develops appropriate IEP goals, or meets deadlines for IEPs, METS, and quarterly IEP progress reports.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
		• Is able to provide **current** student academic performance status upon request. • **Effectively** implements IEP's for assigned caseloads. • When in a team teaching environment the teacher **consistently**: o Collaborates for instructional planning o Maintains professional and respectful relationships o Coordinates implementation of IEP's for all ESS students o Maximizes contact with all students (special populations)	o Maintains professional and respectful relationships o Implements IEP's for all ESS students			

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Educator Disposition / Involvement **Pre-Conference** **Observation** **Post-Conference**	THI/TVI/SLP: • Can articulate use of skills acquired from professional development activities. • Can articulate how they support District supported learning strategies in their own classroom.	THI/TVI/SLP: • **Regularly** participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (*Exception for First Year teachers who are accountable for meeting Induction Program requirements.)* • Demonstrates extensive knowledge of resources and access resources as appropriate for students available through the school, or District, or in the larger community. • Articulates focus areas of their Professional Growth Plan and ***all*** related learning activities (discussed throughout the year and scored at the Summative Evaluation Conference). • Attends and provides completion documentation of **at least one** professional growth opportunity during the year (campus, District, non-District). • Attends **in a punctual manner** and participates at **all** PLC and staff meetings unless excused. • Can articulate knowledge of District supported learning strategies. • Attends the Open House and the graduation ceremony of their designated campus unless excused by principal.	THI/TVI/SLP: • **Inconsistently** participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (*Exception for First Year teachers who are accountable for meeting Induction Program requirements.)* THI/TVI/SLP: • Demonstrates limited knowledge of resources appropriate for students available through the school, or District, or in the larger community. • **Has submitted** an acceptable PGP/PDP. • **Inconsistently** attends PLC meetings and staff meetings.	THI/TVI/SLP: • *Has not* participated in any school committee or (co)sponsored a club or participated in an evaluator approved activity. • THI/TVI/SLP demonstrates ***no*** knowledge of resources and access resources as appropriate for students available through the school, or District, or in the larger community. • THI/TVI/SLP **does not** complete a PGP/PDP. • THI/TVI/SLP ***does not*** attend PLC meetings on a regular basis. • Teacher ***does not*** attend school Open House or the graduation ceremony. • Professional courtesy **is not** demonstrated. • Responses to stakeholder requests are **non-existent**.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
Educator Disposition / Involvement *(continued)* **Pre-Conference** **Observation** **Post-Conference**		THI/TVI will assist with hearing and vision screenings, follow-up screenings, and referrals to appropriate agencies as needed. SLP will in-service staff to reinforce treatment goals.				

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
THIS PART APPLICABLE TO EXCEPTIONAL STUDENT SERVICES CASE MANAGERS						
Pre-Conference **Observation** **Post-Conference**	• Effectively facilitates IEP meetings, communicating student needs, goals, and present levels of performance • Maintains a strong working knowledge of **Arizona College and Career Ready Standards (AZCCRS)** and applies it to present levels of performance and student goals • Consistently maintains and provides progress data to help determine IEP team decisions • Intervenes when necessary to assure continued progress of all students • Effectively collaborates with teachers to assist in student progress on IEP goals and course success • Consistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback	• **95% or more** of IEPs for continuing students are compliant based on IDEA regulations and state and District policy • Consistently comes prepared for meetings with a draft IEP that has been updated with student's current progress • Consistently aligns students' IEP present levels and goals to **AZCCRS** • Designs student goals that are measurable, disability specific, applicable to student needs, and consistent with students' exposure to curriculum content • Produces quarterly IEP Progress Reports that consistently contain accurate progress measures • Consistently submits valid and complete paperwork to the ESS office within the District-**required five days after IEP meeting** • Consistently makes requested IEP corrections within 5 days of receiving them from ESS office	• **94-75%** of IEPs for continuing students are compliant • Rarely comes prepared for meetings with a draft IEP that has been updated with student's current progress • Inconsistently aligns students' IEP present levels and goals to **AZCCRS** • IEP goals inaccurate, immeasurable, or not applicable to students' courses or present levels of performance • Provides inconsistent IEP Progress Reports with inaccurate or inappropriate data • Inconsistently submits paperwork within the District-required timelines • Provides inconsistent or inappropriate accommodations and/or modifications • Inconsistently contacts parents to discuss student progress, to elicit assistance, and/or to provide feedback • Attends **99-75%** of required IEP meetings**, unless excused**	• **Less than 75%** of IEPs for continuing students are compliant • Does not come prepared for meetings with a draft IEP that has been updated with student's current progress • Does not align students' IEP present levels and goals to **AZCCRS** • IEPs do not reflect student academic and transition needs and abilities • Does not provide relevant data on student progress reports or provides inaccurate information regarding IEP needs and services • Does not submit paperwork within the District-required timelines • Provides inappropriate accommodations and/or modifications • Rarely or does not contact parents to discuss student progress, to elicit assistance and/or to provide feedback Attends **less than 75%** of required IEP meetings**, unless excused**	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

THIS PART APPLICABLE TO EXCEPTIONAL STUDENT SERVICES CASE MANAGERS

Pre-Conference **Observation** **Post-Conference**	• Consistently assists colleagues in areas of ES content fluency and IEP compliance • Consistently monitors student progress to ensure that course selection (regular or modified) is appropriate to meet needs	• Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses • Contacts parents to discuss student progress, to elicit assistance and/or to provide feedback as needed. • Attends all required IEP meetings, **unless excused** Monitors student transcripts to align courses with graduation plan	• Rarely makes requested IEP corrections within 5 days of receiving them from ESS office • Inconsistently monitors student transcripts and is generally not aligned to courses with graduation plan	• Never makes requested IEP corrections within 5 days of receiving them from ESS office • Attends **less than 75%** of required IEP meetings, **unless excused** • Does not monitor student transcripts and courses are not aligned with graduation plan	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument, SY 2015-16
- THI, TVI, and SLP Observation Instrument, SY 2015-16
  - **Addendum for THI/TVI, SY 2015-16**
  - Addendum for SLP, SY 2015-16

Teacher Observation Cycle Score Sheet, SY 2015-16

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2014-15.

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
ADDENDUM FOR TEACHER OF THE HEARING IMPAIRED (THI) and TEACHER OF THE VISUALLY IMPAIRED (TVI)						
Educator Disposition / Involvement **Pre-Conference Observation** **Post-Conference**	The THI/TVI **consistently** communicates **effectively** with staff to implement: • Accommodations and/or modifications • Use of specialized equipment/assistive technology • Resources (internal/external) • Student support Personnel (e.g. Sign Language Interpreter, Mobility Instructor, Braille Transcriber, Instructional Assistants) The THI/TVI **effectively** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI **effectively** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI provides information, consult services, and support to students, families, educational teams, and others regarding their student's related service needs **consistently.**	The THI/TVI **consistently** communicates with staff to implement: • Accommodations and/or modifications • Use of specialized equipment/assistive technology • Resources (internal/external) • Student support Personnel (e.g. Sign Language Interpreter, Mobility Instructor, Braille Transcriber, Instructional Assistants) The THI/TVI **consistently** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI **consistently** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI provides information, consult services, and support to students, families, educational teams, and others regarding their student's related service needs **most of the time**.	The THI/TVI **inconsistently** communicates with staff to implement: • Accommodations and/or modifications • Use of specialized equipment/assistive technology • Resources (internal/external) • Student support Personnel (e.g. Sign Language Interpreter, Mobility Instructor, Braille Transcriber, Instructional Assistants) The THI/TVI **inconsistently** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI **inconsistently** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI provides information, consult services, and support to students, families, educational teams, and others regarding their student's related service needs **some of the time**.	The THI/TVI **rarely** communicates with staff to implement: • Accommodations and/or modifications • Use of specialized equipment/assistive technology • Resources (internal/external) • Student support Personnel (e.g. Sign Language Interpreter, Mobility Instructor, Braille Transcriber, Instructional Assistants) The THI/TVI **rarely** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI **rarely** adapts to student's classroom setting, and adjusts and modifies instruction to meet the student's specific related service needs. The THI/TVI **does not** provides information, consult services, and support to students, families, educational teams, and others regarding their student's related service needs.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2014-15.

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

Educator Disposition / Involvement (cont.)	THI/TVI will **effectively** manage their caseload. This is evidenced by engaging in *all* of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a THI/TVI Case Manager.	THI/TVI will **effectively** manage their caseload. This is evidenced by engaging in *most* of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a THI/TVI Case Manager.	THI/TVI will **effectively** manage their caseload. This is evidenced by engaging in *some* of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a THI/TVI Case Manager.	THI/TVI will **effectively** manage their caseload. The THI/TVI *does none* of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, and families of the student's progress. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a THI/TVI Case Manager		

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument, SY 2015-16
- THI, TVI, and SLP Observation Instrument, SY 2015-16
  - Addendum for THI/TVI, SY 2015-16
  - **Addendum for SLP, SY 2015-16**

Teacher Observation Cycle Score Sheet, SY 2015-16

Teacher Evaluation System: Forms. THI/TVI/SLP Observation Instrument, SY 2015-16

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES
Aligns with In-TASC Standard 9

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
	Descriptors					
	ADDENDUM FOR SPEECH and LANGUAGE PATHOLOGISTS (SLP)					
Educator Disposition / involvement **Pre-Conference** **Observation** **Post-Conference**	SLP evaluates/assesses to identify a student as SLI eligible. This is evidenced by documentation of **all** of the following: • Uses tools, protocols, and strategies that are appropriate, thorough, current, and evidenced based. • Includes assessment strategies that are nondiscriminatory. • Collects data using a variety of sources including interviews, observation, portfolios, etc. • Interprets data to determine the nature and severity of a student's communication disorder, delay, or difference, and its effect on academic and social performance or daily living skills.	SLP evaluates/assesses to identify a student as SLI eligible. This is evidenced by documentation of **most** of the following: • Uses tools, protocols, and strategies that are appropriate, thorough, current, and evidenced based. • Includes assessment strategies that are nondiscriminatory. • Collects data using a variety of sources including interviews, observation, portfolios, etc. • Interprets data to determine the nature and severity of a student's communication disorder, delay, or difference, and its effect on academic and social performance or daily living skills.	The SLP evaluates/assesses to identify a student as SLI eligible. This is evidenced by documentation of **some** of the following: • Uses tools, protocols, and strategies that are appropriate, thorough, current, and evidenced based. • Includes assessment strategies that are nondiscriminatory. • Collects data using a variety of sources including interviews, observation, portfolios, etc. • Interprets data to determine the nature and severity of a student's communication disorder, delay, or difference, and its effect on academic and social performance or daily living skills.	SLP evaluates/assesses to identify a student as SLI eligible. The SLP **does none** of the following: • Uses tools, protocols, and strategies that are appropriate, thorough, current, and evidenced based. • Includes assessment strategies that are nondiscriminatory. • Collects data using a variety of sources including interviews, observation, portfolios, etc. • Interprets data to determine the nature and severity of a student's communication disorder, delay, or difference, and its effect on academic and social performance or daily living skills.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES
Aligns with In-TASC Standard 9

	ADDENDUM FOR SPEECH and LANGUAGE PATHOLOGISTS (SLP)					
Pre-Conference **Observation** **Post-Conference**	SLP will **effectively** manage their caseload. This is evidenced by engaging in **all** of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. • Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of an SLP.	SLP will **effectively** manage their caseload. This is evidenced by engaging in **most** of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. • Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of an SLP.	SLP will **effectively** manage their caseload. This is evidenced by engaging in **some** of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. • Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of an SLP.	SLP will **effectively** manage their caseload. SLP **does none** of the following: • Uses service delivery options appropriately, efficiently, and effectively. • Meets responsibilities and obligations to students on the caseload. • Keeps clear and comprehensive records and informs parents, teachers, families of the student's progress. • Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of an SLP.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
	SLP provides information, consult services, and support to students, families, educational teams and others regarding their students' communication disorder **consistently**.	SLP provides information, consult services, and support to students, families, educational teams and others regarding their students' communication disorder **most** of the time.	SLP provides information, consult services, and support to students, families, educational teams and others regarding their students' communication disorder **some** of the time.	SLP **does not** provide information, consult services, and support to students, families, educational teams and others regarding their students' communication disorder.	Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addenda

- Classroom Teacher Observation Instrument, SY 2015-16
- THI, TVI, and SLP Observation Instrument, SY 2015-16
  - Addendum for THI/TVI, SY 2015-16
  - Addendum for SLP, SY 2015-16

Teacher Observation Cycle Score Sheet, SY 2015-16

Teacher Name: ..... School Year: .....

Department: ..... School: .....

	Observation Cycle 1 *(To be completed by Dec. 1st)*			Observation Cycle 2 *(To be completed by May 1st)*		
Course and Period						
Inclusion Class: Y/N						
	Pre	Obs	Post	Pre	Obs	Post
Date:						

PUHSD Standard and Elements: Standard 1: **The Learner and Learning**. Record scores in non-shaded area corresponding to each element.						
Page numbers below refer to the location of the Standard in the PUHSD Teacher Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
Planning for the Learner and Learning (p.1)						
Learner Development and Differences (p.2)						
Learner Engagement and Application (p.2)						
Learning Climate (p.3)						
Managing Learning Resources (p. 3)						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 1 =					
	**Mark if Professional Development is needed:					

PUHSD Standard and Elements: Standard 2: **Content Knowledge**. Record scores in non-shaded area corresponding to each element.						
Page numbers below refer to the location of the Standard in the PUHSD Teacher Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
Use of Resources to Support Content Literacy (p.4)						
Presentation of Content (p.5)						
Application of Content (p.5)						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 2 =					
	**Mark if Professional Development is needed:					

PUHSD Standard and Elements: Standard 3: **Assessment**. Record scores in non-shaded area corresponding to each element.						
Page numbers below refer to the location of the Standard in the PUHSD Teacher Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
Assessment Use and Alignment (p.6)						
Student Self-Assessment (p.7)						
Appropriate Assessment (p.7)						
Utilizing Appropriate Data (p.8)						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 3 =					
	**Mark if Professional Development is needed:					

PUHSD Standard and Elements: Standard 4: **Instructional Practices**. Record scores in non-shaded area corresponding to each element.						
Page numbers below refer to the location of the Standard in the PUHSD Teacher Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
Lesson Organization (p.9)						
Reflection of Instruction (p.10)						
Monitor and Adjust (p.10)						
Collaboration / Student to Student Engagement (p.11)						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 4 =					
	**Mark if Professional Development is needed:					

PUHSD Standards and Elements: Standards 1 – 4.						
	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Average Summative Scores for Standards 1- 4 =					
PUHSD Standard and Elements: Standard 5: **Professional Responsibilities**. Record scores in non-shaded area corresponding to each element.						
Page numbers below refer to the location of the Standard in the PUHSD Teacher Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
Classroom Performance Summative (p.12)						
Service to Students (p.13)						
Educator Disposition/ Involvement (p.14)						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 5 =					
	**Mark if Professional Development is needed:					
Summative Classroom Performance Rating Score (the 67% score), based on Standards 1 – 5.						
	Summative Classroom Performance Rating Score (the 67% Score) =					

Observation Cycle One Strength(s):
Observation Cycle One Support(s):
Observation Cycle Two Strengths(s):
Observation Cycle Two Support(s):
Professional Growth Plan Attained Goal >> ☐ Did not attain goal>> ☐
**If Professional Development is marked as needed in any standard of the Teacher Observation Instrument, record next steps on the professional development component of the professional growth plan.

Obs 1: Teacher Signature: _____ Date _____ Evaluator Signature: _____ Date _____

Obs 2: Teacher Signature: _____ Date _____ Evaluator Signature: _____ Date _____

☐ Check this box after 1st observation cycle if the teacher has met the requirements of and is taking part in the ***Successful Teacher Observation Option** for their 2nd observation cycle.

☐ Check this box after 1st observation cycle if the teacher has met the requirements of and is taking part in the ****Exemplary Teacher Observation Option** and waiving the 2nd observation cycle.

☐ Check this box after 2nd observation cycle as indication that requirements of A.R.S. § 15-537 have been met.

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired.

*Aggregate score of 3.3 or higher, based on the teacher's performance on the first four standards with no score below 3

**Aggregate score of 3.75 or higher is attained, based on the teacher's performance on the first four standards with no score below 3

APPENDICES

This guide is intended to assist the teacher in evaluating his/her progress on the PUHSD Teacher Observation Instrument. The Standards listed below incorporate essential questions for individual teacher reflection on progress and accomplishment of each Element.

The Learner and Learning

Planning for the Learner and Learning

Pre. | Obs. | Post.

- What strategies do I use that will be most effective for individual students, sub-groups of students, and the class as a whole?
- How do I accommodate, modify and differentiate instruction?

Learner Development and Differences

Pre. | Obs. | Post

- Is instruction appropriate for the students' developmental level in this class?
- Do I take into account the variety of prior knowledge, strengths, and interests of my students?

Learner Engagement and Application

Pre. | Obs. | Post

- Do I work in opportunities for my students to work collaboratively (pairs, groups, seminars, etc.)
- Are my students able to apply the instruction to real-world settings?

Learning Climate

Pre. | Obs. | Post.

- Do students display my expectations for classroom procedures and routines?
- Do students display that they assess self and group efforts and quality?

Managing Learning Resources

Pre. | Obs. | Post.

- Are my lessons organized and is my time well-managed?
- Do the routines my students practice minimize any lost instructional time?

Content Knowledge

Use of Resources to Support Content Literacy

Pre. | Obs. | Post.

- Are my students using/applying the lesson's objective(s) and/or skill(s)?
- Which specific research-based literacy strategies and/or communication skill building strategies do I use in my lessons?

Are my students reading at least 50% informational text?

Are my students analyzing complex text using explicit and inferential textual evidence?

How do I enhance my students' abilities to deal with increasingly complex texts?

How do I enable my students' expertise in content-specific academic language?

Presentation of Content

Pre. | Obs. | Post.

- How do I chunk the objectives, scaffold my instruction, and align with appropriate standards?
- Is my lesson relevant and does it create opportunities for interdisciplinary connections? How?
- Have I considered possible misconceptions or assumptions?

Application of Content Knowledge

Pre. | Obs. | Post.

- How do I select the appropriate instructional methods/theories for the different learners and/or content in my class?
- Have I considered Key Shifts to Common Core (i.e., Close Reading, Text- Based Evidence, Academic Vocabulary, Balance of Texts, Balance of Writing, etc.) and do I include these practices throughout my instruction and planning as I see it is needed to increase learning?

Assessment

Assessment Use and Alignment

Pre. | Obs. | Post.

- What specific assessment results show academic growth and/or mastery of the lesson objective(s)?
- Are my assessments tightly aligned with learning targets?

Student Self-Assessment

Pre. | Obs. | Post.

- What processes or activities do I use to guide students to self-reflect on learning targets, work, and test results to address learning gaps and set learning goals?
- Are students collaborating with each other on learning?

Appropriate Assessment

Pre. | Obs. | Post.

- Are my assessments appropriate for my students' developmental levels and the content?
- Do I have data that I can use to show that my assessments are appropriate for my students?

Utilizing Appropriate Data

Pre. | Obs. | Post.

- What have I learned from analyzing my students' assessment results and how will this guide my subsequent lesson planning?

Instructional Practices

Lesson Organization

Pre. | Obs. | Post.

- Do I develop lessons that are organized, sequential and provide opportunities for practice, analysis and mastery?
- Am I checking for individuals' understanding throughout my lesson?

Reflection of Instruction

Pre. | Obs. | Post.

- How do I determine my lesson's effectiveness?
- Am I considering individualized data when reflecting on lesson effectiveness?
- Using this information, where will I go next with my instruction?

Monitor and Adjust

Pre. | Obs. | Post.

- How do I monitor and adjust for individual student or sub-group learning needs?
- Am I providing feedback to individual students or sub-groups to enhance their learning?

Collaboration/Student to Student Engagement

Pre. | Obs. | Post.

- Are my students working collaboratively and successfully in groups (two or more students) to assess, interpret, evaluate and/or apply information?

Standard 5. Professional Responsibilities	
Classroom Performance Summative	
What practices do I use to ensure information and communication about student academic performance are current? ▫ Use of cumulative data to analyze and adjust instruction ▫ Emergency/guest teacher lesson plans ▫ Use of multimedia and technology ▫ Plan for Success is clear and aligned ▫ Communication and Collaboration with colleagues ▫ Positive professional student relationships	**Notes:**
Service to Students	
What interventions and supports do I provide to address student absences and/or promote academic success? ▫ Synergy Gradebook (StudentVue and ParentVue) and classroom attendance is current and accurate ▫ Able to provide current academic performance status if requested ▫ Effectively implement IEPs for all ESS student assigned ▫ Attend mandatory parent, student and other stakeholder meetings (IEPs included) ▫ If a ESS teacher, adhere to Case Manager duties	**Notes:**
Educator Disposition/Involvement	
How am I invested in my school community? ▫ Support the Continuous Improvement Plan on campus and in classroom ▫ Ongoing professional development and professional growth ▫ Attend and participate in PLC and staff meetings ▫ Participate in school committees and sponsorships ▫ *Participate in school-community engagement* ▫ Articulate Self-Evaluation at Summative Evaluation Conference	**Notes:**

Personal Goal: _____

Continuous Improvement Plan alignment: _____

Standard and Element:	Objective(s):	Activities:	Evidence of accomplishment:
Learner and Learning: **Content Knowledge:** **Assessment:** **Instructional Practices:** **Professional Responsibility:**	**Specific objective(s) based on my self-evaluation:**	**Professional Growth** (College course, District Pro. Growth, National Board Certification) **Professional Development** (PLC, In-service, Conference, Induction)	□ Student data logs □ Student work samples □ Best practices refined □ Teacher collaboration □ Parent collaboration □ Certificate of course completion or transcripts □ Student work samples □ Evidence of literary /communication strategy implementation □ Student self-assessment formal /summative assessment results □ Course curriculum and aligned assessments □ Lesson plans □ Differentiated lessons □ Synergy grade book □ Emergency lesson plans □IEP progress reports Other(s)

Evaluator Recommendation

□ Attained or made satisfactory progress toward Plan Objectives
□ Did not make satisfactory progress toward Plan Objectives.

Administrator Signature	Date	Teacher Signature	Date

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content.
Within five days of receipt of this document the teacher may attach comments if desired.

Evaluators collaborate with teachers who score developing or ineffective in element(s) by using this worksheet to guide the Professional Development Plan. This document can be used as the official Professional Development Plan. PDP form must be signed by evaluator and teacher.

Standard and Element:	Objective(s) for Elements rated as 2 or 1 in OC 1 or OC 2:	Activities:	Evidence of accomplishment:
The Learner and Learning: □ Planning for Learner and Learning □ Learner Development and Differences □ Learner Engagement and Application of Content □ Learning Climate □ Managing Learning Resources **Content Knowledge:** □ Use of Resources to Support Content Literacy □ Presentation of Content □ Application of Content **Assessment** □ Assessment Use and Alignment □ Student Self-Assessment □ Appropriate Assessment □ Utilizing Appropriate Data **Instructional Practices** □ Lesson Organization □ Reflection on Instruction □ Monitor and Adjust □ Collaboration/Student to Student Engagement **Professional Responsibility:** □ Classroom Performance Summative □ Service to Students □ Educator Disposition/Involvement	**Specific objectives supporting Elements rated 2 or 1 in Observation Cycle 1 or Observation Cycle 2**	□ **Professional Growth** (College course, District Pro. Growth, National Board Certification) □ **Professional Development** (PLC, In-service, Conferences, Induction)	□ Student data logs □ Student work samples □ Best practices refined □ Teacher collaboration □ Parent collaboration □ Certificate of course completion or transcripts □ Student work samples □ Evidence of literary/communication strategy implementation □ Student self-assessment formal/summative assessment results □ Course curriculum and aligned assessments □ Lesson plans □ Differentiated lessons □ Synergy grade book □ Emergency lesson plans □ IEP progress reports □ Other(s):

Continuous Improvement Plan goal (as appropriate):

Evaluator Signature: _____ Date: _____ Teacher Signature: _____ Date: _____

PROFESSIONAL DEVELOPMENT RESOURCES

There are a myriad of Professional Development resources that certified staff can access to build and refine skills related to the components/indicators/rubrics of the evaluation process. Professional Development is an integral part of the responsibility of every teacher. Professional Development should be linked to identified areas of need in classroom performance in order to ensure student growth.

Teachers can engage in Professional Growth or Professional Development opportunities through the resources listed below:

IDEAL

Scholastic U

- Building Foundational Skills: Phonics, Word Study and Comprehension
- Exploring the Lexile Framework for Reading for all Teachers
- English: A Universal Tool
- Strategies for Teaching Striving Readers for all 9-12 Teachers
- High School Literacy: Comprehension Through Active Strategic Reading

Teacher-created PD classes – Strands:

- Content Specific
- Safe and Drug Free Schools
- Spanish Conversation
- Teacher Evaluation Standards
- Technology

National Board incentive classes

AZ K-12 Center Resources and Sessions (coaching and training)

Purchased databases (Encyclopedia Britannica, Rosen Teen Health and Wellness, GaleNet, Visual Thesaurus, ProQuestElibrary Science and Math)

EBSCO (PD journals, all educational journals), AZ CIS

Professional Development Specialist on each campus

Free – PBS, C-SPAN, video journals

AEA – various offerings

AP, IB, Cambridge, AVID, ACT Quality Core, PLC, PLATO, READ 180

Degree Programs

Consultants (various)

Site PLCs – content specific

PLC Team Leader Training (Math)

Math Blog

Librarians and Libraries

Curriculum Development (all content areas)

Assessment Development (all content areas)

Teacher Cadres

Tools

- SmartBoard tools
- CPS
- PCG
- Criterion
- Grammar Tools
- Laurus Math
- SharePoint

Pre-Conference Guiding Questions

D1. Classroom Teacher Pre-Conference *Guiding Questions*

D1. THI/TVI/SLP Pre-Conference *Guiding Questions*

Standard	Element	Guiding Question(s)
The Learner and Learning	**Planning for the Learner and Learning**	How did you prepare for individual student differences when planning this lesson?
		What specific accommodations and/or modifications did you make to differentiate the lesson for individual students and/or sub-groups?
		How does your lesson build on your students' prior knowledge?
		How do you create opportunities for students to advance their learning?
		What opportunities will your students have to interact collaboratively to extend their learning to real-world applications?
Assessment	**Assessment Use and Alignment**	How are the assessments (formative and/or summative) you will use in this lesson aligned to the curriculum and the daily learning targets?
	Utilizing Appropriate Data	What data will you use to assess your students' learning?
Instructional Practices	**Lesson Organization**	What did you take into consideration when planning this lesson?
		How will you know when students have grasped the intended skill or knowledge?
		What opportunities do students have to be active participants in their learning?
Professional Responsibilities	**Service to Students**	What interventions do you employ in your classroom to address student absence and/or academic concerns?
	Educator Disposition	How do the professional development activities you are actively participating in this year support your Professional Growth Plan (or Professional Development Plan if needed)?
		What are some ways you support the school's Continuous Improvement Plan in your classroom/PLC?

Standard	Element	Guiding Question(s)
The Learner and Learning	**Planning for the Learner and Learning**	How did you prepare for individual student differences when planning this lesson?
		What specific accommodations and/or modifications did you make to differentiate the lesson for individual students and/or sub-groups?
		How does your lesson build on your students' prior knowledge?
		How do you create opportunities for students to advance their learning?
		What opportunities will your students have to interact collaboratively to extend their learning to real-world applications?
Assessment	**Assessment Use and Alignment**	How are the assessments (formative and/or summative) you will use in this lesson aligned to the curriculum and/or the IEP and the daily learning targets?
	Utilizing Appropriate Data	What data will you use to assess your students' learning?
Instructional Practices	**Lesson Organization**	What did you take into consideration when planning this lesson?
		How will you know when students have grasped the intended skill or knowledge?
		What opportunities do students have to be active participants in their learning?
Professional Responsibilities	**Service to Students**	What interventions do you employ in your classroom to address student absence and/or academic concerns?
	Educator Disposition	How do the professional development activities you are actively participating in this year support your Professional Growth Plan (or Professional Development Plan if needed)?
		What resources do you utilize through the school or District and in the larger community to support HI/VI/SLI students?

Post-Conference Guiding Questions

E1. Classroom Teacher Post-Conference Guiding Questions

E2. THI/TVI/SLP Post-Conference Guiding Questions

Standard	Element	Guiding Question(s)
Content	**Use of Resources to Support Content Literacy**	How did students demonstrate proficiency of the lesson's objective(s)? Which specific research-based literacy strategies and/or communication skill building strategies did you use in this lesson?
	Presentation of Content	Reflecting on the lesson objectives, how did you chunk the objectives, scaffold your instruction and ensure alignment to appropriate grade level standards? How did you make your lesson relevant and create opportunities for interdisciplinary connections?
	Application of Content **May be asked during Pre- or Post-Conference**	Advancing individual learning of the content is a challenging task. What factors and data did you consider as you planned, designed and implement the instructional practices for this lesson? How are you monitoring individual learning development for students?
Assessment	**Assessment Use and Alignment**	What specific assessment results show academic growth and/or mastery of the lesson objective (s)? What percent of your students showed growth and mastery of lesson objectives individually or by subgroup?
	Student Self-Assessment	What processes or activities did you use to guide your students to self-reflect on learning targets, their work, and test results to address learning gaps and set learning goals?
	Appropriate Assessment	What data can you share from the assessments you used in the lesson to show they were appropriate for your students?
	Utilizing Appropriate Data	What did you learn from analyzing your students' assessment results and how will this guide your subsequent lesson planning?
Instructional Practices	**Reflection of Instruction**	What process do you engage in to determine your lesson's effectiveness?
	Monitor and Adjust	How did you monitor and adjust for individual student or sub-group learning needs? What feedback did you provide to individual students or sub-groups to enhance their learning?
Professional Responsibilities *The artifacts agreed to during the Pre-Conference will be observed, evaluated, and discussed in both evaluation cycles. Scoring entered during both evaluation cycles are for discussion and feedback only and are not to be averaged into the teachers overall performance score. Scores on all elements received during the Summative Evaluation Conference will serve as the final scores for this rubric.	**Classroom Performance Summative**	What practices do you use to ensure information about student academic performance is current?
	Service to Students	Provide evidence as agreed upon during the first Pre-Conference of the types of interventions you use to address student absences and/or academic success.
	Educator Disposition	Provide evidence as mutually agreed upon in the Pre-Conference of the professional development activities you are actively participating in this year. Provide evidence as mutually agreed upon of how you have supported your school's Continuous Improvement Plan in your classroom.

Standard	Element	Guiding Question(s)
Content	**Use of Resources to Support Content Literacy**	How did students demonstrate proficiency of the lesson's objective(s)? Which specific research-based literacy strategies and/or communication skill building strategies did you use in this lesson? Or to which specific annual IEP goals did your lesson align?
	Presentation of Content	Reflecting on the lesson objectives, how did you chunk the objectives, scaffold your instruction and ensure alignment to appropriate grade level standards and/or learning targets as defined by annual IEP goals? How did you make your lesson relevant and create opportunities for interdisciplinary connections?
	Application of Content **May be asked during Pre- or Post-Conference**	Advancing individual learning of the content is a challenging task. What factors and data did you consider as you planned, designed, and implement the instructional practices for this lesson? How are you monitoring individual learning development for students?
Assessment	**Assessment Use and Alignment**	What specific assessment results show academic growth and/or mastery of the lesson objective (s)? What percent of your students showed growth and mastery of lesson objectives individually or by subgroup?
	Student Self-Assessment	What processes or activities did you use to guide your students to self-reflect on learning targets, their work, and test results to address learning gaps and set learning goals?
	Appropriate Assessment	What data can you share from the assessments you used in the lesson to show they were appropriate for your students?
	Utilizing Appropriate Data	What did you learn from analyzing your students' assessment results and how will this guide your subsequent lesson planning?
Instructional Practices	**Reflection of Instruction**	What process do you engage in to determine your lesson's effectiveness?
	Monitor and Adjust	How did you monitor and adjust for individual student or sub-group learning needs? What feedback did you provide to individual students or sub-groups to enhance their learning?
Professional Responsibilities *The artifacts agreed to during the Pre-Conference will be observed, evaluated, and discussed in both evaluation cycles. Scoring entered during both evaluation cycles are for discussion and feedback only and are not to be averaged into the teachers overall performance score. Scores on all elements received during the Summative Evaluation Conference will serve as the final scores for this rubric.	**Classroom Performance Summative**	What practices do you use to ensure information about student academic performance is current?
	Service to Students	Provide evidence of student performance via student service logs and progress toward annual IEP goals as they relate to a student
	Educator Disposition	Provide evidence as mutually agreed upon in the Pre-Conference of the professional development activities you are actively participating in this year. Provide evidence as mutually agreed upon of how you have supported the District-supported learning strategies

Observation Frameworks

F1. Classroom Profile for Classroom Teacher

F2. Classroom Profile for THI/TVI/SLP

F3. Sample Classroom Profile for THI/TVI/SLP

Teacher: _____ School: _____

Subject: _____ Period: _____ Date: _____

Please list characteristics of your class. Describe your students and provide pertinent information that would be helpful to your Evaluator.	
What are your classroom tardy and attendance policies?	
How do individual students identify and begin working on the daily objectives?	
If necessary, explain the arrangement of your classroom in terms of the seating chart and grouping.	
How do you address students' needs? How do you plan to individualize learning? Areas to address may include: Gifted and Exceptional Learner ESS ELL Reclassified ELL Disciplinary	
I encourage student-to-student collaboration in my classroom by:	
I promote student self-assessment in my classroom by:	
Additional Comments:	

THI/TVI/SLP: _____ School: _____

Subject: _____ Period: _____ Date: _____

Please list characteristics of your class. Describe your students and provide pertinent information that would be helpful to your Evaluator.	
Setting (e.g., classroom, lab, office, community).	
Profile of student or students (e.g., individual, group, disability category).	
Activity (e.g., lesson, intervention, therapy, evaluation).	
Purpose of Activity (to address learning targets and/or related service goals).	
Related activities (e.g., paperwork related to IEP, meetings, MIPS, consult services, and assistive technology).	
Additional Comments:	

THI/TVI/SLP: _____ School: _____

Subject: _____ Period: _____ Date: _____

Please list characteristics of your class. Describe your students and provide pertinent information that would be helpful to your Evaluator.	
Setting (e.g., classroom, lab, office, community).	Settings may be: • Classroom: HI/VI/SLI classroom, CBT, Practical, Medically Fragile, Advisory, LSL, general education classroom. • Community: campus environment, city community, neighborhood, retail locations, private school, District off-site community programs.
Profile of student or students (e.g., individual, group, disability category).	Student needs may be addressed in a one on one environment, small group, large group, or whole class. Disability categories may include: students with mild to profound cognitive deficits, hearing and/or vision impairments, and/or speech and language impairments.
Activity (e.g., lesson, intervention, therapy, evaluation).	Activities may look like: • The THI/TVI/SLP is working on learning targets specific to a student's disability either one on one, in a group, or within a classroom (as a support to the teacher or direct instruction). • Providing academic support for content areas. • The THI/TVI/SLP may be administering standardized assessments, informal assessments, functional VI/HI/SLI assessments.
Purpose of Activity (to address learning targets and/or related service goals).	To provide specially designed instruction to students with IEP eligibility categories in the areas of HI/VI/SLI.
Related activities (e.g., paperwork related to IEP, meetings, MIPS, consult services, and assistive technology).	The THI, TVI, or SLP may be participating in the following activities: Planning for therapy/services, writing progress reports, student logs, IEP's, MET's, Medicaid billing, consulting with general ed. teachers, special ed. teachers, support staff, facilitator, etc. Attending IEP's, METS, discipline-specific PLC's, and parent meetings as needed. Assistive technology: May be traveling to lending libraries for assistive technology to use with students, conferences/in-services to learn new technology which may include magnification devices, BrailleNote, screen enlargement software, screen reader, FM systems, hearing aids, augmentative communication devices, switches.
Additional Comments:	The THI, TVI, or SLP will be evaluated using the teacher evaluation instrument with specific areas modified for the related service content.

IEP Compliance	*The case manager maintains IEP compliance in:* □ **4.** The case manager effectively facilitates and provides information for all IEP meetings. □ **3.** 95% or more of his/her caseload. □ **2.** 94-75% of his/her caseload. □ **1.** Less than 75% of his/her caseload.
IEP Alignment with Common Core State Standards	*The case manager applies CCSS to IEP present levels of performance and student goals:* □ **4.** Always. He/she has a strong working knowledge of these standards. □ **3.** Consistently. □ **2.** Inconsistently. □ **1.** Not at all.
IEP Student Goals	*The case manager provides student goals that are:* □ **4, 3.** Measurable, disability specific, applicable to student needs, and consistent with students' exposure to curriculum content. □ **2.** Inaccurate, immeasurable, or not applicable to present levels of performance or current courses. □ **1.** IEPs do not reflect students' academic and transition needs and abilities.
Progress Data	*The case manager provides progress data that is:* □ **4.** Consistently maintained and regularly provided to help determine IEP team decision, including but not limited to quarterly IEP progress reports. □ **3.** Provided in quarterly IEP progress reports and consistently contains accurate progress measures. □ **2.** Inconsistently provided in quarterly IEP progress reports and contains inaccurate or inappropriate data. □ **1.** Not provided in quarterly IEP progress reports, and/or does not provide relevant or accurate information.
IEP Submission	*The case manager submits IEP paperwork within the District-required FIVE days after the IEP meeting:* □ **4, 3.** Consistently. □ **2.** Inconsistently. □ **1.** Never.
Accommodations and Modifications	*The case manager:* □ **4.** Intervenes when necessary to assure continued progress of ALL students. He/she effectively collaborates with teachers and related service providers to assist in student progress on IEP goals and course success. □ **3.** Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses. □ **2.** Provides inconsistent or inappropriate accommodations and/or modifications. □ **1.** Provides inappropriate accommodations and/or modifications.
Parent Contact	*The case manager contacts parents to discuss student progress, elicit assistance, and/or to provide feedback:* □ **4.** Consistently. □ **3.** As needed. □ **2.** Inconsistently. □ **1.** Rarely.
IEP Involvement	*The case manager:* □ **4.** Consistently assists colleagues in areas of ESS content fluency and IEP compliance. He/she attends all required IEP meetings unless excused. □ **3.** Attends all required IEP meetings. □ **2.** Attends 99-75% of required IEP meetings, unless excused. □ **1.** Attends less than 75% of required IEP meetings, unless excused.

Graduation Plan	*The case manager monitors student transcripts to ensure courses align with a student's transition plan:* □ **4.** Consistently. Additionally, student progress is consistently monitored to ensure that courses (regularly or modified) align appropriately with student needs. □ **3.** Consistently. □ **2.** Inconsistently. □ **1.** Not at all.

#	ROLE / RESPONSIBILITY	GENERAL ED TEACHER	SPECIAL ED TEACHER
1	Provider of direct instruction	Negotiable	Negotiable
2	Managing the classroom	Shared	Shared
3	Disciplining individual students	Shared	Shared
4	Issuing consequences	Shared	Shared
5	Developing lessons/units	Primary	Secondary
6	Adapting curriculum	Shared	Shared
7	Adapting teaching methods	Shared	Shared
8	Adapting assessments	Secondary	Primary
9	Adapting materials	Secondary	Primary
10	Monitoring weekly/daily progress and behavior	Shared	Shared
11	Assigning grades for tests	Secondary	Primary
12	Assigning grades for homework/assignments	Secondary	Primary
13	Assigning term/semester grades	Secondary	Primary
14	Writing the IEP (not during class times)	Provides Input	Primary
15	Communicating with parents	Shared	Shared
16	Facilitating peer relationships and supports	Shared	Shared
17	Classroom administrative duties (grading, organizing, monitoring progress, etc.)	Shared	Shared
18	Parent/Teacher conferences and IEP meetings	Shared	Shared
19	Completing progress reports (both ESS and school requirements)	Shared	Shared
20	Formative assessments	Shared	Shared

COMMENTS:

Term	Definition
Annual Summative Evaluation Conference	That phase in the evaluation process consisting of the compilation of data from previous Observation Cycles and Professional Growth Plan reviews, as well as completion of the evaluation instrument.
Approximately	Not more than five points below the standard of measure.
AZCCRS	Arizona College and Career Ready Standards
Consistently	With great regularity in practice.
Continuing Teacher	A "continuing status teacher" is one who has been employed by the school district for the major portion of three or more consecutive school years and has met the requirements outlined in the previous Probationary Teacher section. A continuing teacher who was assigned probationary teacher status pursuant to A.R.S. § 15-536, shall be returned to continuing teacher status upon designation in either of the two highest performance classifications. three years.
Days	Unless otherwise noted, days will be considered instructional days (days when students are attending class).
Developing	Developing– performance characterized by an approaching acceptable demonstration of professional skills and teaching behaviors in the elements/standards. An overall rating of at least 1.5 and up to 2.49 results in a developing performance classification.
Effective	Effective– Performance characterized by consistently effective demonstrations of professional skills and teaching behaviors in the elements/standards. An overall rating of at least 2.5 and up to 3.49 results in an effective performance classification.
Elements	Descriptors which comprise the evaluation.
ETOC	Exemplary Teacher Observation Cycle. Aggregate score of 3.75 or higher is attained, based on the teacher's performance on the first four standards with no score below 3.
THI	Teacher(s) of the Hearing Impaired
HI	Hearing Impaired
Highly Effective	Highly Effective – Performance characterized by consistently exceptional demonstrations of professional skills and teaching behaviors in the elements/standards. An overall rating of 3.5 or greater results in a highly effective performance classification.
Holistically	Teacher's instructional plans include formative and summative assessments, taking into account a students' learning styles and needs to measure basic skills, knowledge, and overall comprehension and application of the learning objectives.
Inconsistently	Demonstrated sometimes but with notable gaps in frequency/regularity.
Ineffective	Ineffective– Performance characterized by consistently ineffective demonstration of professional skills and teaching behaviors in the elements/standards. An overall rating of 1.49 or below results in an ineffective performance classification.
Learning Target	Specific, measureable sub-objectives

Term	Definition
Not Observed	Any individual element that was not observed during the observation cycle and whose absence did not hinder student learning. Can only be assigned once a school year on any element(s).
Observation Cycle	Each full cycle consists of a Pre-Conference, a classroom observation, and a Post-Conference.
PDP	Professional Development Plan
Performance Classification	An overall rating of a teacher's performance for each of the elements/standards in the evaluation instrument. The overall classification is determined as a result of the annual observation.
Performance Improvement Plan	PIP. A plan that a teacher develops collaboratively with the evaluator or evaluation team to improve an overall performance classification of ineffective on the annual evaluation in one or more standard(s). The Performance Improvement Plan replaces the Professional Development Plan.
PGP	Professional Growth Plan
PIP	Performance Improvement Plan
Professional Development Plan	PDP. The Professional Development Plan supersedes a Professional Growth Plan with purpose of providing the teacher with the opportunities to overcome deficiencies which lead to a Developing or Ineffective rating.
Professional Development Team	A team consisting of the evaluator and the teacher who collaboratively design the Professional Development Plan. The teacher may request a colleague to participate on the team.
Professional Growth Plan	PGP. A written document in which the teacher indicates his/her annual learning objectives, activities, and evidence of professional growth. For probationary teachers, the professional growth plan is the new teacher induction program.
Professional Growth Plan Cycle	The period of time during which the teacher accomplishes the objectives identified in his/her professional growth plan.
Proficiency	The line of demarcation between a rating of developing and effective.
Proficient	Teacher attains a level of effective in a standard.
PUHSD Probationary Teacher	A certified employee who has been employed on a full-time basis by the PUHSD for less than three years or who is beginning the teacher's fourth year of employment and who has been designated in one of the two lowest performance classifications.
Reclassified Probationary Teacher	A certificated teacher who is currently a continuing teacher as defined in A.R.S. § 15-538.01 but who has been designated after an evaluation conducted according to the requirements pursuant to A.R.S. § 15-537 in the lowest performance classification for the current school year shall become a probationary teacher as defined in A.R.S. § 15-536 for the subsequent school year and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two highest performance classifications.
Rubric	Observation Instrument. A written description of various levels of performance on the elements/standards. The performance levels are Highly Effective, Effective, Developing, or Ineffective.
Semester	18 calendar weeks.

Term	Definition
SLI	Speech or Language Impaired
SLP	Speech and Language Pathologist(s)
Specially Designed Instruction	From the IDEA regulations, Sec. 300.39 Exceptional Student Services. (a) General. (1) Exceptional Student Services means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including – (i) Instruction conducted in the classroom, in the home, in hospitals, and institutions, and in other settings; and (ii) Instruction in physical education. (b) Individual exceptional student services terms defined. The terms in this definition are defined as follows: (3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To insure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
Standards	The cornerstones of professional practice comprised of elements that measure teacher performance.
STOC	Successful Teacher Observation Cycle. Aggregate score of 3.3 or higher, based on the teacher's performance on the first four standards with no score below 3.
Sub-groups	Groups of students with similar needs as identified by the teacher.
SY	School Year
Systematically	All student needs are incorporated in the teacher's educational and assessment plans, with a clear rationale that addresses learners individually, in student groups, and as a whole class.
Teacher Evaluation System	A systematic, ongoing process designed to improve instructional practice and teacher performance.
TVI	Teacher(s) of the Visually Impaired
VI	Visually Impaired
Whole Class	All students in the class are addressed and evaluated in the same manner. Differentiation and/or accommodation is not made for subgroups and/or individual student needs.

Question	Answer
Which documents are required for the Pre-Conference?	Required documents/evidence for Pre-Conference: Evidence of planning (e.g., lesson plan, PowerPoints, etc.), answers to the guiding questions, and Class Profile. * Additional documents may be requested and/or presented for the purpose of finalizing a score. Request should be made at least 24 hours prior to Pre-Conference.
Which documents are required for the Post-Conference?	Required document/evidence for Post-Conference: Evidence of results of the formal or informal assessment * Additional documents may be requested and/or presented for the purpose of finalizing a score. Request should be made at least 24 hours prior to Post-Conference
What happens when evaluations do not occur according to procedure?	• Teacher will not be penalized if an evaluator fails to complete both cycles • Every school must submit to HR a list of teachers that did not receive two formal observation cycles with rational. • Teachers declaring intention to retire may have future observations scheduled towards the end of the semester. • Performance Based Pay and annual evaluation scores will be based on completed observation
How are the observation cycles scheduled, and what happens when a cycle is interrupted?	• All three components of the observation cycle will be scheduled at the beginning of the semester. • In the event that a date change is required for one component of the observation cycle, the teacher and evaluator will agree to a new date/time • For documentation purposes teacher and evaluator are to maintain a log of changes in the cycle dates.
What are the roles of a representative during the formal observation cycle?	• A representative may be present during both the Pre-Conference and Post-Conferences. • Representatives are not allowed to be present or participate during the observation.
What is the observation cycle for late hire teachers/administrators?	• For first semester new teachers who were hired post-orientation, a minimum of one observation is required after an orientation to be conducted by the API/primary evaluator • New administrators hired after the evaluator training, must participate in the qualified evaluator training and be board approved prior to evaluating teachers. • For second semester new teachers an observation cycle is optional.

Question	Answer
How does a teacher communicate that appropriate disciplinary action occurred?	• Teachers shall address known behavior issues, documented interventions and the Class Profile during the Pre-Conference and Post-Conferences.
How are scores affected when a teacher has utilized appropriate disciplinary action and a student remains purposely uncooperative?	• Teachers shall be evaluated on professional classroom management decisions.
Which students count towards the 33%?	• Students' scores count if they have been enrolled prior to the 11th day.
When are we going to include second semester student growth in the Summative Evaluation Conference when scores are not yet available?	• Pending ADE guidance
How do we calculate the final aggregate score?	• The aggregate score with a five or higher in the hundredth place value will be rounded up to the nearest tenth place value.
How do evaluators determine the completion of Case Manager duties (as listed in the Case Manager section of the Evaluation Instrument's Professional Responsibilities Standard)?	• Evaluators should always confer and communicate with Exceptional Student Services Department Facilitators for this information. Exceptional Student Services Facilitators may use the Case Manager Checklist to record and report such information to evaluators.