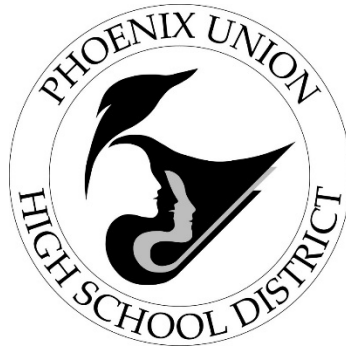


*Phoenix Union High School District*



**Classroom Teacher Observation Instrument  
Rubric  
2015 -2016 SY**

Procedure Manual: Teacher Evaluation (Rev. June 2015)  
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, 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					
<b>Planning for the Learner and Learning</b>  Pre-Conference Observation Post-Conference *Scorable in Cycle 2 for Successful Teacher Observation Cycle (STOC).	<ul style="list-style-type: none"> <li>Teacher has effectively prepared for learner development and differences, learner engagement, learning climate, and learning resources.</li> <li>This is evidenced by documentation of <b>all</b> of the following:                             <ul style="list-style-type: none"> <li>accommodations and modifications for sub-groups</li> <li>varied instructional tasks</li> <li>rules and procedures</li> <li>resources and materials.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher has effectively prepared for learner development and differences, learner engagement, learning climate, and learning resources.</li> <li>This is evidenced by documentation of <b>most</b> of the following:                             <ul style="list-style-type: none"> <li>accommodations and modifications for sub-groups</li> <li>varied instructional tasks</li> <li>rules and procedures</li> <li>resources and materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows <b>some</b> preparation for learner development and differences, learner engagement, learning climate, and learning resources.</li> <li>This is evidenced by documentation of <b>half</b> of the following:                             <ul style="list-style-type: none"> <li>accommodations and modifications for sub-groups</li> <li>varied instructional tasks</li> <li>rules and procedures resources and materials.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows <b>minimal or no</b> preparation for learner development and differences, learner engagement, learning climate, and learning resources.</li> <li>This is evidenced by documentation of <b>one or none</b> of the following:                             <ul style="list-style-type: none"> <li>accommodations and modifications for sub-groups</li> <li>varied instructional tasks</li> <li>rules and procedures</li> <li>resources and materials.</li> </ul> </li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Learner Development and Differences  Pre-Conference Observation Post-Conference	The teacher: <ul style="list-style-type: none"> <li>Delivers developmentally appropriate instruction that takes into account learners' prior knowledge, strengths, interests, differences, and needs.</li> <li>Applies this knowledge to enable <b>individual</b> students to advance their learning.</li> </ul>	The teacher: <ul style="list-style-type: none"> <li>Delivers developmentally appropriate instruction that takes into account the learners' prior knowledge, strengths, interests, differences, and needs.</li> <li>Applies this knowledge to enable <b>sub-groups</b> of students to advance their learning.</li> </ul>	The teacher: <ul style="list-style-type: none"> <li>Delivers instruction that displays a <b>partial</b> understanding of the learners' prior knowledge, strengths, interests, differences, and needs.</li> <li>Applies this knowledge to enable the <b>class as a whole</b> to advance its learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher delivers instruction that displays <b>little to no</b> understanding of individual learners' prior knowledge, strengths, interests, differences, or needs.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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	<ul style="list-style-type: none"> <li>Teacher implements a variety of experiences to engage <u>approximately 85%</u> of learners in applying content-related skills and learning through <u>collaboration (as appropriate)</u> and to extend learner interaction for <u>real-world applications</u> in accessing, interpreting, evaluating, and/or applying information.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher implements a variety of experiences to engage <u>approximately 70%</u> of learners in applying content-related skills and learning through <u>collaboration (as appropriate)</u> and to extend learner interaction for <u>real-world applications</u> in accessing, interpreting, evaluating, and/or applying information.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher implements a variety of experiences to engage <u>approximately 50%-65%</u> of learners in content-related skills and learning through <u>collaboration (as appropriate)</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assigns learning experiences that engage <u>fewer than 50%</u> of learners in content-related skills and learning through <u>collaboration (as appropriate)</u>.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Learning Climate  Pre-Conference  Observation  Post-Conference	<ul style="list-style-type: none"> <li>Teacher <u>facilitates</u> and demonstrates standards of conduct that create a safe, supportive, and respectful learning climate evidenced by <u>individual and group</u> responsibility for quality work.</li> <li>Teacher <u>consistently and effectively</u> addresses inappropriate behaviors as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>implements</u> and demonstrates standards of conduct and <u>effectively</u> addresses inappropriate behaviors as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>implements</u> standards of conduct and addresses inappropriate student behaviors with <u>inconsistent</u> results.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>does not</u> implement standards of conduct or address inappropriate student behaviors.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Managing Learning Resources  Pre-Conference  Observation  Post-Conference	<ul style="list-style-type: none"> <li>Teacher <u>effectively</u> manages the learning environment by allocating and coordinating the resources of material and time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher manages the learning environment by allocating and coordinating the resources of material and time as evidenced by <u>minimal</u> loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>inefficiently</u> manages resources of time or materials as evidenced by <u>some</u> loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>inefficiently</u> manages resources of time and materials as evidenced by a <u>significant</u> loss of instructional time.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <hr/> Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> <li>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.</li> <li>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 <i>appropriately (sometimes increasingly) complex</i> sources and text-based evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates activities, resources and/or available technologies that are aligned and encourage <b>understanding and application</b> of the content standards. (Content for special education teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.)</li> <li>Implements <i>effective</i> 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.</li> <li>Teacher creates <i>effective</i> opportunities for students to learn, practice, and use academic language.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates activities, resources and/or available technologies that are aligned and encourage understanding of content standards.</li> <li>Provides <i>some</i> support for learner literacy and/or communication skill development.</li> <li>Teacher creates <i>some</i> opportunities for students to learn, practice, and use academic language.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson activity resources and/or available technologies <i>are not</i> aligned to encourage understanding and application of the content standards.</li> <li><i>Does not</i> develop support for learner literacy development and communication skills.</li> <li>Teacher <i>does not</i> create opportunities for students to learn, practice and use academic language.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <hr/> Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> <li>Implements <u>specific</u> strategies that break the objective into smaller chunks leading to a higher level of understanding and application to content and related contents.</li> <li>Incorporates interdisciplinary connections that will promote <u>greater level of understanding</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Content presented during lesson is <u>accurate, aligned</u> to curriculum and appropriate for learning objectives. (Content for special education teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.)</li> <li>Aligns learning objectives to <u>appropriate</u> content and grade level standards.</li> <li>Scaffolds learning to build upon prior knowledge.</li> <li>Recognizes and plans for assumptions or misconceptions in the content or related content that might interfere with learning.</li> <li>Implements and aligns activities, resources and available technologies when appropriate to encourage <u>understanding and application</u> of the concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Content presented during lesson is <u>accurate and appropriate</u> for learning objectives.</li> <li>Scaffolds learning to build upon assumed prior knowledge.</li> <li>Recognizes assumptions or misconceptions in the related content that might interfere with learning.</li> <li>Implements activities, resources, and available technologies when appropriate to encourage <u>understanding</u> of the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Content is <u>not accurate or aligned</u> to standards <u>nor appropriate</u> for learning objectives.</li> <li><u>Does not</u> build upon learner's prior knowledge.</li> <li><u>Does not</u> recognize or plan for assumptions or misconceptions that interfere with learning.</li> <li>Lesson activity and resources <u>are not</u> aligned to encourage understanding or proficiency of the lesson objective(s); <u>no use</u> of available technology.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <hr/> Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> <li>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.</li> <li>Consistently applies a <b>comprehensive</b> understanding of content knowledge and/or theory as well as an advanced awareness of individualized learner development.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects from a variety of pedagogical/research-based practices to teach content to sub-groups of learners.</li> <li>Generally applies a <b>thorough</b> understanding of content knowledge and/or theory and student sub-group learner development. (Content for special education teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher displays a <b>limited</b> variety of pedagogical/research-based practices to teach content to whole group settings. Selected practices inconsistently support the effective development of content knowledge.</li> <li>Applies <b>general</b> understanding of content knowledge and whole group learner development.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely considers pedagogical/research-based practices that connect learners to the content. Selected practices do not support the development of content knowledge.</li> <li>Demonstrates an <b>insufficient</b> understanding of content knowledge and learner development.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <b>Observation</b> Post-Conference	<ul style="list-style-type: none"> <li>Teacher <u><i>systematically/holistically</i></u> plans for and uses formative and periodic summative assessments that are <u><i>tightly</i></u> aligned with curriculum and learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>effectively and consistently</i></u> plans for and uses formative and periodic summative assessments that are aligned with curriculum and learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>ineffectively and/or inconsistently</i></u> uses formative and periodic summative assessments that are aligned with curriculum and learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>does not</i></u> use formative and periodic summative assessments that are aligned with curriculum and learning targets.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Student Self-Assessment  <b>Pre-Conference</b> Observation Post-Conference	<ul style="list-style-type: none"> <li>As appropriate considering the Class Profile, students <u><i>systematically</i></u> examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress.</li> <li>Students collaborate with other student(s) to attain learning targets and apply learned concepts.</li> </ul>	<ul style="list-style-type: none"> <li>As appropriate considering the Class Profile, teacher <u><i>consistently and effectively</i></u> guides students to self-examine learning targets, work, and/or assessment results, to determine learning gaps and develop a plan to monitor progress.</li> <li>Teacher's guidance elicits overt student self-correction.</li> <li>Teacher guides students to collaborate with other students to attain learning targets and apply learned concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>inconsistently and/or ineffectively</i></u> guides students to self-examine learning targets, work, and assessment results to determine learning gaps and develop a plan to monitor progress.</li> <li>Teacher's guidance <u><i>inconsistently</i></u> elicits student self-correction.</li> <li>Teacher <u><i>inconsistently</i></u> provides opportunities for students to collaborate regarding learning targets and applied concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>does not</i></u> guide students to self-examine learning targets, work, or assessment results to determine learning gaps and develop a plan to monitor progress.</li> <li>Teacher <u><i>does not</i></u> provide opportunities for students to collaborate.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Appropriate Assessment  <b>Pre-Conference</b> <b>Observation</b> Post-Conference	<ul style="list-style-type: none"> <li>The teacher <u><i>systematically</i></u> prepares and accommodates <u><i>all</i></u> learners for appropriate academic/performance assessments and particular academic programs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>effectively</i></u> prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u><i>inconsistently</i></u> prepares and accommodates learners for appropriate academic/performance assessments and particular academic programs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher <u><i>does not</i></u> prepare and/or accommodate learners for appropriate academic/performance assessments and particular academic programs.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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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	<ul style="list-style-type: none"> <li>Teacher <u>systematically</u> applies appropriate data analysis to promote effective assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>effectively</u> applies appropriate data analysis to promote effective assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>inconsistently</u> applies appropriate data analysis for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>does not</u> apply appropriate data analysis for assessment.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Pre-Conference						
Observation						
Post-Conference						



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**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	<ul style="list-style-type: none"> <li>The teacher designs, implements, and monitors relevant, sequential learning content objectives appropriate for PUHSD curriculum objectives and content standards that provide <b>multiple</b> ways to demonstrate purposeful application of the content objectives.</li> <li>The teacher <b>systematically</b> assesses <b>individual</b> students in real time and builds upon <b>individual</b> student responses to measure student's progress toward achieving application of objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher incorporates school-wide initiatives through cross-disciplinary skills Continuous Improvement Plan (CIP).</li> <li>The teacher provides evidence of lesson planning which incorporates PUHSD curriculum objectives.</li> <li>The teacher <b>effectively</b> assesses students in real time to measure student's progress.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has <b>limited</b> evidence of lesson planning but implements content specific instruction.</li> <li>The teacher <b>rarely</b> assesses students in real time to measure student's progress.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides <b>little to no</b> evidence of planning (lesson plan). The instruction <b>did not</b> follow a developmentally appropriate and content-specific sequence.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <hr/> Pre-Conference <hr/> Observation <hr/> Post-Conference	<ul style="list-style-type: none"> <li>The teacher <b><i>systematically</i></b> analyzes the effectiveness of the instruction to the content objectives and articulates how the results will guide future instructional goals.</li> <li>Teacher uses available and appropriate assessment data to identify trends and <b><i>individual</i></b> learning gaps to guide planning and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can <b><i>accurately</i></b> identify strengths and weaknesses of the instruction and articulates how the results will guide future instructional goals.</li> <li>Teacher plans for and uses available and appropriate assessment data to identify trends and <b><i>sub-group</i></b> learning gaps to guide planning and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can <b><i>identify</i></b> strengths and weaknesses of the instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher <b><i>cannot</i></b> identify the strengths and weaknesses of the instruction.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1
Monitor and Adjust <hr/> Pre-Conference <hr/> Observation <hr/> Post-Conference	<ul style="list-style-type: none"> <li>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 <b><i>individual learner</i></b>-by using questioning strategies, developing student questioning skills, and/or encouraging developmentally appropriate <b><i>metacognition</i></b> techniques.</li> <li>Teacher monitors student progress and provides precise and clear feedback to <b><i>individual</i></b> students to bridge learning gaps, solidify and enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher checks for understanding and uses content appropriate questioning strategies and <b><i>adjusts</i></b> instruction accordingly.</li> <li>Teacher monitors student progress and provides feedback to <b><i>most</i></b> students to bridge learning gaps and enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses content <b><i>appropriate</i></b> questions and checks for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher <b><i>does not</i></b> use questioning techniques and <b><i>does not</i></b> check for understanding.</li> </ul>		

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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  <hr/> Pre-Conference  Observation  Post-Conference	<ul style="list-style-type: none"> <li>As appropriate considering the <b>Class Profile</b>, the teacher engages learners using <u>multiple</u>, developmentally appropriate instructional strategies for groups as it applies to the needs of learners in assessing, interpreting, evaluating, and/or applying information.</li> </ul>	<ul style="list-style-type: none"> <li>As appropriate considering the <b>Class Profile</b>, the teacher engages learners using an <u>effective</u> instructional strategy for groups (two or more students), as it applies to the needs of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>As appropriate considering the <b>Class Profile</b>, the teacher engages <u>50% or less</u> of the learners using an appropriate instructional group collaboration strategy.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher <u>does not</u> use group collaboration strategy.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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**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 <hr/> Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> <li>Teacher <b><i>systematically</i></b> uses cumulative data to analyze and adjust instruction. (e.g., formative pre/post-test, portfolio based, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b><i>always</i></b> provides <b><i>appropriate</i></b> emergency / guest teacher lesson plan in his/her absence and communicates with colleagues prior to any planned absences.</li> <li>Available multimedia and/or technology is/are <b><i>effectively</i></b> utilized to enrich curriculum.</li> <li>Grading and disciplinary information in the Plan For Success (PFS) is <b><i>consistent</i></b> with practice in all courses taught.</li> <li>Teacher demonstrates positive professional relationships with students.</li> <li>Teacher communicates and collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b><i>inconsistently</i></b> provides lesson plans in his/her absence.</li> <li>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.).</li> <li>Teacher completes and submits a PFS for each course they teach.</li> <li>Grading and disciplinary practices are not consistent with the PFS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides <b><i>no</i></b> lesson plan for absences.</li> <li><b><i>No</i></b> use of instructional technology or multimedia is evident throughout the year.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. June 2015)  
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**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 <b>Observation</b> Post-Conference	<ul style="list-style-type: none"> <li>• <b><i>Synergy</i></b> Gradebook entries for StudentVue and ParentVue are <b><i>current by the week or appropriate interval</i></b>, given no technical issues.</li> <li>• Teacher implements classroom level attendance and academic intervention programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends IEP meetings and/or participates by providing feedback to Case Managers and/or IEP Team prior to IEP meeting for <b><i>all</i></b> assigned SPED students</li> <li>• Teacher attends mandatory parent, counselor, and other stakeholder meetings during the professional day, unless excused.</li> <li>• Teacher is able to provide <b><i>current</i></b> student academic performance status upon request.</li> <li>• <b><i>Effectively</i></b> implements IEP's for <b><i>all</i></b> SPED students assigned</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• When in a team teaching environment the teacher <b><i>consistently</i></b>:</li> <li>• Collaborates for instructional planning</li> <li>• Maintains professional and respectful relationships</li> <li>• Coordinates implementation of IEP's for all SPED students</li> <li>• Maximizes contact with all students (special populations)</li> </ul>	<ul style="list-style-type: none"> <li>• Attends IEP meetings and/or participates by providing feedback to Case Managers and/or IEP Team prior to IEP meeting for all assigned SPED students.</li> <li>• Implements IEP's for <b><i>all</i></b> SPED students</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• When in a team teaching environment the teacher <b><i>inconsistently</i></b>:</li> <li>• Collaborates for instructional planning</li> <li>• Maintains professional and respectful relationships</li> <li>• Implements IEP's for all SPED students</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Does not</i></b> attend or participate in IEP meetings for all assigned SPED students</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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	Descriptors					
Educator Disposition / Involvement  Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> <li>Teacher can articulate use of skills acquired from professional development activities.</li> <li>Teacher can articulate how they support site CIP in their own classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>regularly</u> participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (<i>Exception for First Year teachers who are accountable for meeting Induction Program requirements.</i>)</li> <li>Teacher articulates focus areas of their Professional Growth Plan and <u>all</u> related learning activities (discussed throughout the year and scored at the Summative Evaluation Conference).</li> <li>Teacher attends and provides completion documentation of <u>at least one</u> professional growth opportunity during the year (campus, District, non-District).</li> <li>Teacher attends <u>in a punctual manner</u> and participates at <u>all</u> PLC and staff meetings unless excused.</li> <li>Teacher can articulate knowledge of site CIP.</li> <li>Teacher attends the Open House and the graduation ceremony of their designated campus unless excused by principal.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>inconsistently</u> participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity and provides evidence. (<i>Exception for First Year teachers who are accountable for meeting Induction Program requirements.</i>)</li> <li>Teacher <u>has submitted</u> an acceptable PGP/PDP.</li> <li>Teacher <u>inconsistently</u> attends PLC meetings and staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>has not</u> participated in any school committee or (co)sponsored a club or participated in an evaluator approved activity.</li> <li>Teacher <u>does not</u> complete a PGP/PDP.</li> <li>Teacher <u>does not</u> attend PLC meetings on a regular basis.</li> <li>Teacher <u>does not</u> attend school Open House or the graduation ceremony.</li> <li>Professional courtesy <u>is not</u> demonstrated.</li> <li>Responses to stakeholder requests are <u>non-existent</u>.</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments required.  Only appropriate for Observation Cycle 1

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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 SPECIAL EDUCATION CASE MANAGERS						
	<ul style="list-style-type: none"> <li>Effectively facilitates IEP meetings, communicating student needs, goals, and present levels of performance</li> <li>Maintains a strong working knowledge of <b>Arizona College and Career Ready Standards (AZCCRS)</b> and applies it to present levels of performance and student goals</li> <li>Consistently maintains and provides progress data to help determine IEP team decisions</li> <li>Intervenes when necessary to assure continued progress of all students</li> <li>Effectively collaborates with teachers to assist in student progress on IEP goals and course success</li> <li>Consistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback</li> <li>Consistently assists colleagues in areas of SPED content fluency and IEP compliance</li> <li>Consistently monitors student progress to ensure that course selection (regular or modified) is appropriate to meet needs</li> </ul>	<ul style="list-style-type: none"> <li><b>95% or more</b> of IEPs for continuing students are compliant based on IDEA regulations and state and District policy</li> <li>Consistently comes prepared for meetings with a draft IEP that has been updated with student's current progress</li> <li>Consistently aligns students' IEP present levels and goals to <b>AZCCRS</b></li> <li>Designs student goals that are measurable, disability specific, applicable to student needs and consistent with students' exposure to curriculum content</li> <li>Produces quarterly IEP Progress Reports that consistently contain accurate progress measures</li> <li>Consistently submits valid and complete paperwork within the <b>District-required five days after IEP meeting</b></li> <li>Consistently makes requested IEP corrections within 5 days of receiving them from ESS office</li> <li>Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses</li> <li>Contacts parents to discuss student progress, to elicit assistance and/or to provide feedback as needed</li> <li>Attends all required IEP meetings, <b>unless excused</b></li> <li>Monitors student transcripts to align courses with graduation plan</li> </ul>	<ul style="list-style-type: none"> <li><b>94-75%</b> of IEPs for continuing students are compliant</li> <li>Rarely comes prepared for meetings with a draft IEP that has been updated with student's current progress</li> <li>Inconsistently aligns students' IEP present levels and goals to <b>AZCCRS</b></li> <li>IEP goals inaccurate, immeasurable, or not applicable to students' courses or present levels of performance</li> <li>Provides inconsistent IEP Progress Reports with inaccurate or inappropriate data</li> <li>Inconsistently submits paperwork within the District-required timelines</li> <li>Provides inconsistent or inappropriate accommodations and/or modifications</li> <li>Inconsistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback</li> <li>Attends <b>99-75%</b> of required IEP meetings, <b>unless excused</b></li> <li>Rarely makes requested IEP corrections within 5 days of receiving them from ESS office</li> <li>Inconsistently monitors student transcript and is generally not aligned to courses with graduation plan</li> </ul>	<ul style="list-style-type: none"> <li><b>Less than 75%</b> of IEPs for continuing students are compliant</li> <li>Does not come prepared for meetings with a draft IEP that has been updated with student's current progress</li> <li>Does not align students' IEP present levels and goals to <b>AZCCRS</b></li> <li>IEPs do not reflect student academic and transition needs and abilities</li> <li>Does not provide relevant data on student progress reports or provides inaccurate information regarding IEP needs and services</li> <li>Does not submit paperwork within the District-required timelines</li> <li>Provides inappropriate accommodations and/or modifications</li> <li>Rarely or does not contact parents to discuss student progress, to elicit assistance and/or to provide feedback</li> <li>Attends <b>less than 75%</b> of required IEP meetings, <b>unless excused</b></li> <li>Never makes requested IEP corrections within 5 days of receiving them from ESS office</li> <li>Does not monitor student transcript and courses are not aligned with graduation plan</li> </ul>	Appropriate for use in 2 <sup>nd</sup> or 3 <sup>rd</sup> Observation Cycle. (refer to Glossary)	Comments Required.  Only appropriate for Observation Cycle 1