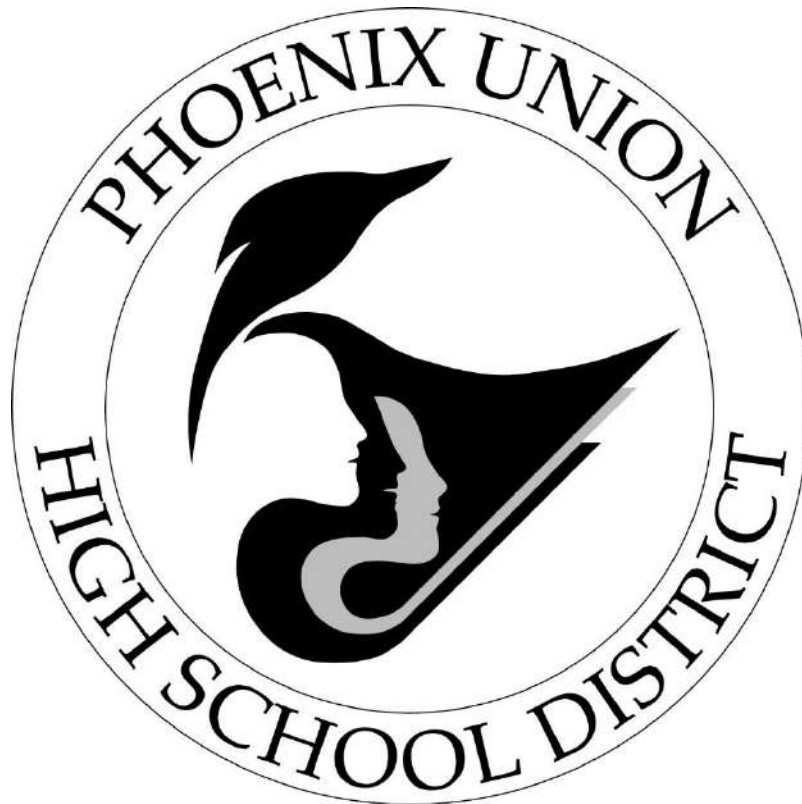


Phoenix Union High School District #210

Procedure Manual

TEACHER EVALUATION



Preparing Every Student for Success in College, Career and Life

Adopted by
Governing Board
Revised *August 2017*

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Statement of Non-Discrimination

The Phoenix Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs. The Phoenix Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator

Ms. Laura Telles, Talent Executive Director
4502 N. Central Ave
Phoenix, AZ 85012
(602) 764-1539
Telles@phoenixunion.org

Section 504 Coordinator

Ms. Wendy Collison, ESS Director
4502 N. Central Ave
Phoenix, AZ 85012
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For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> for the address and phone number of the office that serves Arizona, or call 1-800-421-3481

Aviso Contra la Discriminación

Phoenix Union High School District no discrimina en base a la raza, el color, la religión, el origen nacional, el sexo, la discapacidad, la edad, orientación sexual, identidad de género, expresión de género o estatus migratorio para la admisión y acceso a sus programas, servicios, actividades, o en cualquier aspecto administrativo, y proporciona un acceso igualitario a los Boys Scouts y otros grupos de jóvenes designados. La falta del conocimiento del idioma inglés no deberá ser una barrera para la admisión o participación en cualquiera de las actividades o los programas del Distrito. Phoenix Union High School District tampoco discrimina en sus prácticas de empleo y contratación. Los siguientes empleados han sido designados para manejar las preguntas sobre las pólizas contra la discriminación:

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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.

Andrade, Thea	Iwer, Diane	Pinon, Dennis
Baca, Johnna	Kemp, Eric	Pletenik, Evie
Clay, Tinika	Kilker, Jean	Schuster, Kimberly
Clifton, Gretchen	Kimura Williamson, Kathleen	Sheppard, Nedra
Coleman, April	Lersch, Matt	Silvas, Manuel
Cook, Kelly	Lopez, Juvenal	Telles, Laura
DelFosse, Franc	Lowes, Paul	Trujillo, Gabriel
Gentry, Resha	Melendez, Robert	Viquesney, Beth
Heard, Vicki	Miranda, Luz	Zimmerman, Marla
Huerta, Reyna	Moukad, Adam	

June 2014 Revision

The people listed below revised the PUHSD 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.

The following people contributed to this work.

Baca, Johnna	Horvath, Eloisa	Meade, Joseph
Claypool, Sally	Irwin, Sheila	Miranda, Luz
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Doran, Marcia	Lopez, Juvenal	Tiras, Aileen
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July 2017 Revision

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Gentry-Ballance, Resha	Lersch, Matt	Zimmerman, Marla
Hull, Dan	Melendez, Robert	

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Table of Contents

Part	Page
I. Philosophy and Beliefs	5
II. Objectives	5
III. Designation of Qualified Evaluators	6
IV. Training Program and Procedures for Evaluators	7
V. Evaluation Safeguards	8
VI. Confidentiality	8
VII. Review by the Principal	9
VIII. Annual Reports	9
IX. Revision	9
X. Orientation to the Teacher Evaluation System.....	9
XI. Probationary Status Teacher	9
XII. Continuing Status Teacher	9
XIII. Focused Evaluation Procedure	9
XIV. Additional Formal Observation Cycles	10
XV. Successful Teacher Observation Cycle.....	10
XVI. Exemplary Teacher Observation Cycle	10
XVII. Teacher Evaluation System: Procedures.....	11
A. Basic Flow Chart of the Teacher Evaluation Process: SY 2017-18	19
B. Detailed Flow Chart of the Teacher Evaluation Process: SY 2017-18	20
C. Flow Chart of the Reclassified Teacher Evaluation Procedure: SY 2017-18.....	21
D. Flow Chart of the Teacher Performance Improvement Plan Procedure: SY 2017-18.....	22
E. Teacher Evaluation System: Procedures.....	23
XVIII. Teacher Evaluation System: Forms.....	24
A. Observation Instruments (“Rubrics”) and Addenda	25
1. Classroom Teacher Observation Instrument	26
2. THI/TVI Observation Instrument.....	54
i. Addendum for THI/TVI	73
B. Observation Cycle Score Sheets	74
1. Common Teacher Observation Cycle Score Sheet	75
XIX. Appendices	77
A. Self-Evaluation Guide.....	78
B. Professional <u>Growth</u> Plan for Teachers	80
C. Professional <u>Development</u> Plan for Teachers.....	81
D. Observation Instruments: Pre-Conference Guiding Questions (Cover).....	83
D1. Classroom Teacher Conference <i>Guiding Questions</i>	84
D3. Virtual Teacher Pre-Conference <i>Guiding Questions</i>	86

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Table of Contents

E. Teacher Observation Instrument: Post-Conference Guiding Questions	87
E1. Classroom Teacher Post-Conference <i>Guiding Questions</i>	88
E2. THI/TVI Post-Conference <i>Guiding Questions</i>	89
E3. Virtual Teacher Post-Conference <i>Guiding Questions</i>	90
F. Observation Frameworks	91
F1. Classroom Profile for Classroom Teacher.....	92
F2. Classroom Profile for THI/TVI	93
F2. Sample Classroom Profile for THI/TVI	94
G. Case Manager Checklist	95
H. Co-Teacher Roles and Responsibilities	97
I. Glossary of Terms	98
J. PUHSD Teacher Observation Instrument FAQs	101
K. Cited Arizona Revised Statutes	103

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 Statutes, 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 curricular 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 Chief Academic Officer (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)

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Body

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 Director of Educator Effectiveness if the claim is against the principal/unit administrator. The second and final appeal is to the Chief Academic Officer. 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 Talent Division. In the event that the annual evaluation process is not completed in a school year the teacher shall not be harmed. The Director of Talent, 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 teacher and/or evaluator will do the following:

- A. Meet for a conference; provide feedback from the observation if it has occurred
- B. Acknowledge and agree that a procedural error was made and that 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 Talent 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 Chief Strategy Officer for the Talent Division shall insure that the teacher has been provided copies of the statutes reprinted in the appendix herein.

VIII. Annual Reports

Annually, the Director of Talent 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 Chief Academic Officer 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 Talent 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 current 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

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Teacher Evaluation System: Procedures

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 Talent Division .

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 teacher and/or evaluator will do the following:

- A. Acknowledge and agree that a procedural error was made and that all documentation from the observation will be removed from all files.
 - B. Meet 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 Educator Effectiveness 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 current 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 (30th) instructional day from the implementation date of the Performance Improvement Plan. The second performance plan observation cycle is to be completed by the sixtieth (60th) instructional day from the date of the implementation of the Performance Improvement Plan.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Teacher Evaluation System: Procedures

- E. If after the two follow-up observations, the teacher is rated less than EFFECTIVE, the evaluator recommends to the Chief Strategy Officer of Talent Division 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 Chief Strategy Officer for Talent Division 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 (30th) instructional day from the implementation date of the Performance Improvement Plan. The second performance plan observation cycle is to be completed by the sixtieth (60th) 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 Chief Strategy Officer of Talent Division that a Notice of Intention to Dismiss be issued. Recommendations not to reemploy probationary 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 Chief Strategy Officer for Talent Division 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.

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.



Definitions of Groups for Assigning Teacher Evaluations 2017-2018

Group A: Courses are directly linked to a state level assessment (Science AIMS or AZMerit)

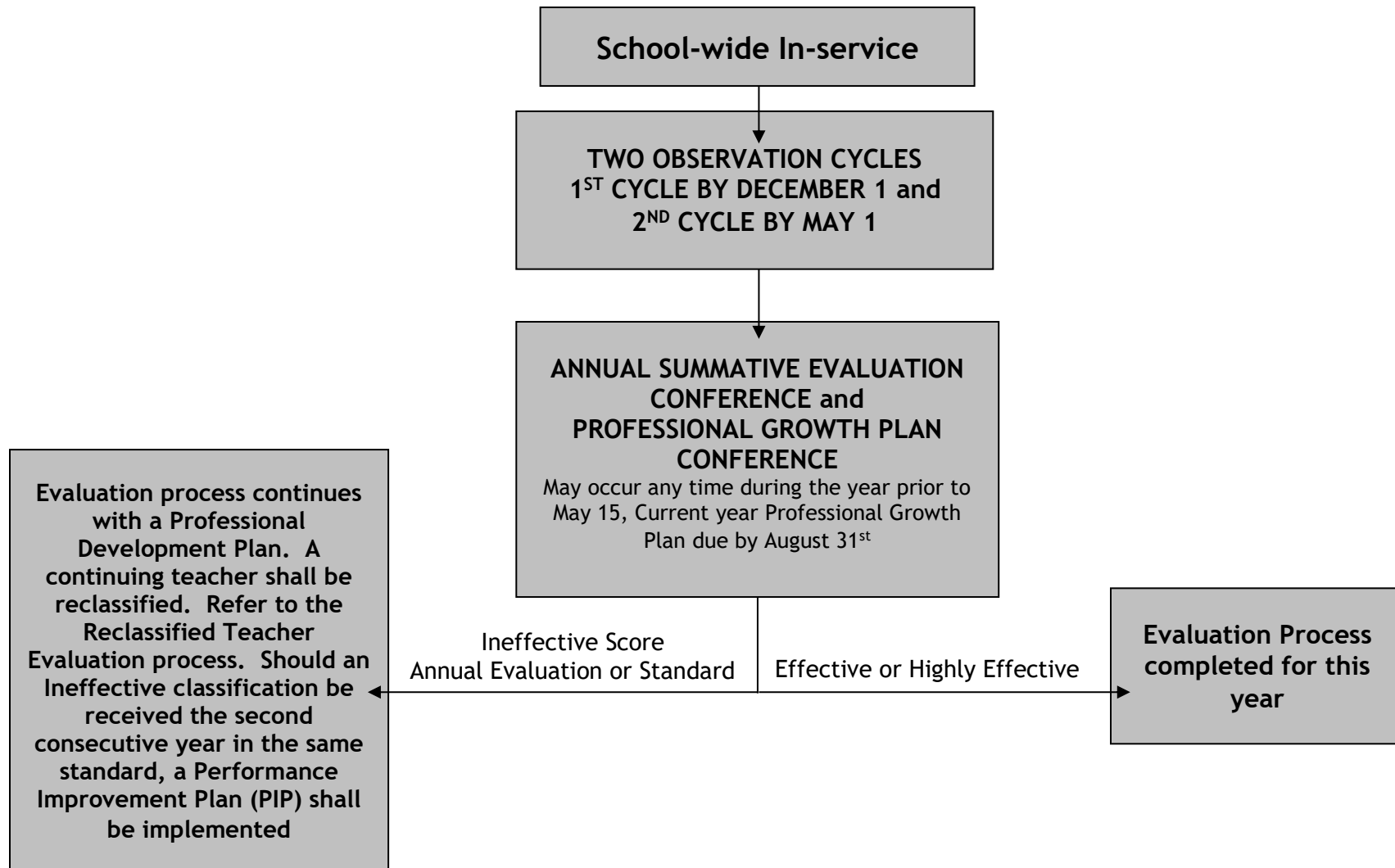
Group B: Courses have valid & reliable pre & post assessments tied to state/course standards

Group A	Group A Continued	Group B	Group B Continued
Algebra 1	English 2	Accounting	General PE for 10-12th Grade Boys 1
Algebra 1 H	English 2 H	Advanced Weight Training/Boys 4	General PE for 10-12th Grade Boys 2
Algebra 1 IB Prep	English 2 M	Advanced Weight Training/Boys 3	General PE for 10-12th Grade Girls 1
Algebra 1 M	English 3	Advanced Weight Training/Girls 3	General PE for 10-12th Grade Girls 2
Algebra 2	English 3 H	Advanced Weight Training/Girls 4	General PE for 9th Grade Boys 1
Algebra 2 H	English 3 IB	Art 1	General PE for 9th Grade Boys 2
Algebra 2 IB Prep	English 3 M	Art 2	General PE for 9th Grade Girls 1
Algebra 2 M	English 4	AP Calculus 1 AB	General PE for 9th Grade Girls 2
Algebra 3	English 4 H	AP Calculus 2 AB	Government
Algebra 3 H	English 4 IB	AP Calculus 3 BC	Government Honors
Algebra 3 M	English 4 M	AP Calculus 4 BC	Interscholastic Athletics 1
Algebra 4	English 5	AP Statistics 1	Interscholastic Athletics 1 M
Algebra 4 Essentials	English 5 H	AP Statistics 2	Interscholastic Athletics 2
Algebra 4 H	English 5 IB	Banking	Interscholastic Athletics 2 M
Algebra 4 M	English 5 IB M	Beginning Choir	Intermediate Dance
Biology 1	English 5 M	Beginning Dance	Intro to Algebra 2
Biology 1 H	English 6	Beginning Guitar	Intro to Algebra 1
Biology 1 IB Prep	English 6 H	Beginning Piano	Intro to Algebra 1 M
Biology 1 M	English 6 IB	Calculus I 1 H	Intro to Algebra 2 M
Biology 2	English 6 IB M	Calculus I 2 H	Intro to Theater
Biology 2 H	English 6 M	Calculus II 1 H	JROTC
Biology 2 IB Prep	English Rvw I-IV 1	Calculus II 2 H	Lifetime Sports 1
Biology 2 M	English Rvw I-IV 2	Ceramics 1	Lifetime Sports 2
English 1	English Rvw I-IV 3	Ceramics 2	Math 1 IB SL
English 1 H	English Rvw I-IV 4	Chemistry 1-2	Math 2 IB SL
English 1 M	Geometry 1	Chemistry 1-2 H	Math 3 IB SL
	Geometry 1 H	Computer Network Technology	Math 4 IB SL
	Geometry 1 IB Prep	CTE 1	Pre-Calculus 1
	Geometry 1 M	Culinary	Pre-Calculus 1 H
	Geometry 2	Digital Photography 1	Pre-Calculus 1 IB
	Geometry 2 H	Digital Photography 2	Pre-Calculus 1 M
	Geometry 2 IB Prep	Discrete Mathematics W/Modeling 1 M	Pre-Calculus 2
	Geometry 2 M	Discrete Mathematics W/Modeling 2 M	Pre-Calculus 2 H
	Integrated Math 1-2 H	Discrete Mathematics W/Modeling 1	Pre-Calculus 2 M
	Integrated Math 3-4 H	Drawing/Paint 1	Principles of Math Technology 1
	Integrated Math 5-6 H	Drawing/Paint 2	Principles of Math Technology 1 I
		ECE	Symphonic Band
		Ed Professions	Traditional Photography 1
		English 7	Traditional Photography 2
		English 7 H	Trigonometry 1
		English 7 IB	Trigonometry 1 M
		English 7 M	Trigonometry 2
		English 8	Trigonometry 2 M
		English 8 H	Weight Training for Boys 1 M
		English 8 IB	Weight Training for Boys 2
		English 8 M	Weight Training for Boys 2 M
		Environmental Science	Weight Training for Boys 1
		Fitness & Sports 1	Weight Training for Girls 1
		Fitness & Sports 1 M	Weight Training for Girls 1 M
		Fitness & Sports 2	Weight Training for Girls 2
		Fitness & Sports 2 M	Weight Training for Girls 2 M
			Yoga & Fitness 2
			Yoga & Fitness 1
			Yoga & Fitness 1 M
			Yoga & Fitness 2 M

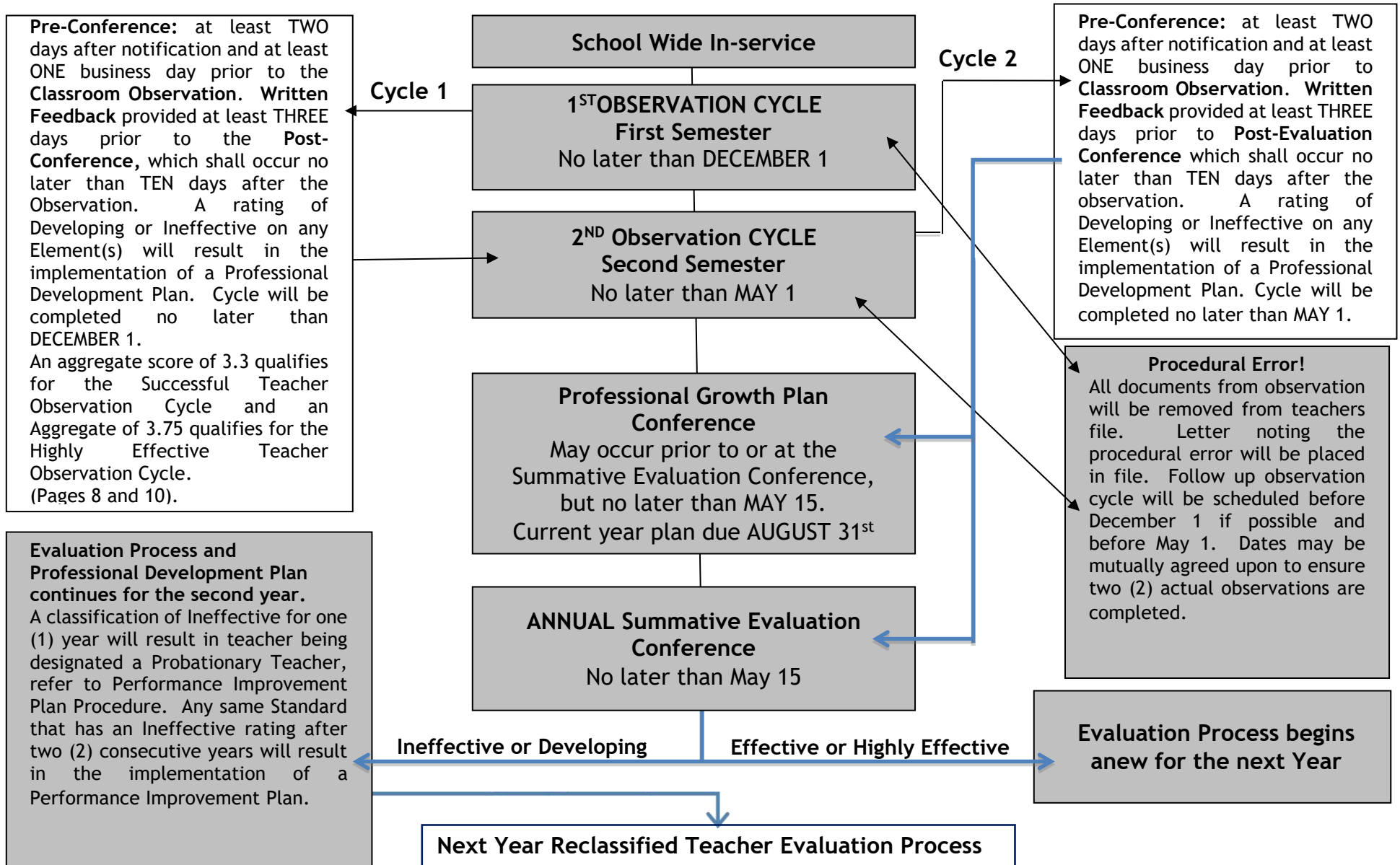
Group C: These teachers are not directly related to a state determined assessment and also do NOT have valid reliable assessments. (As work continues on CRT validity, continues this group will become smaller until entirely collapsed into Group B)

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

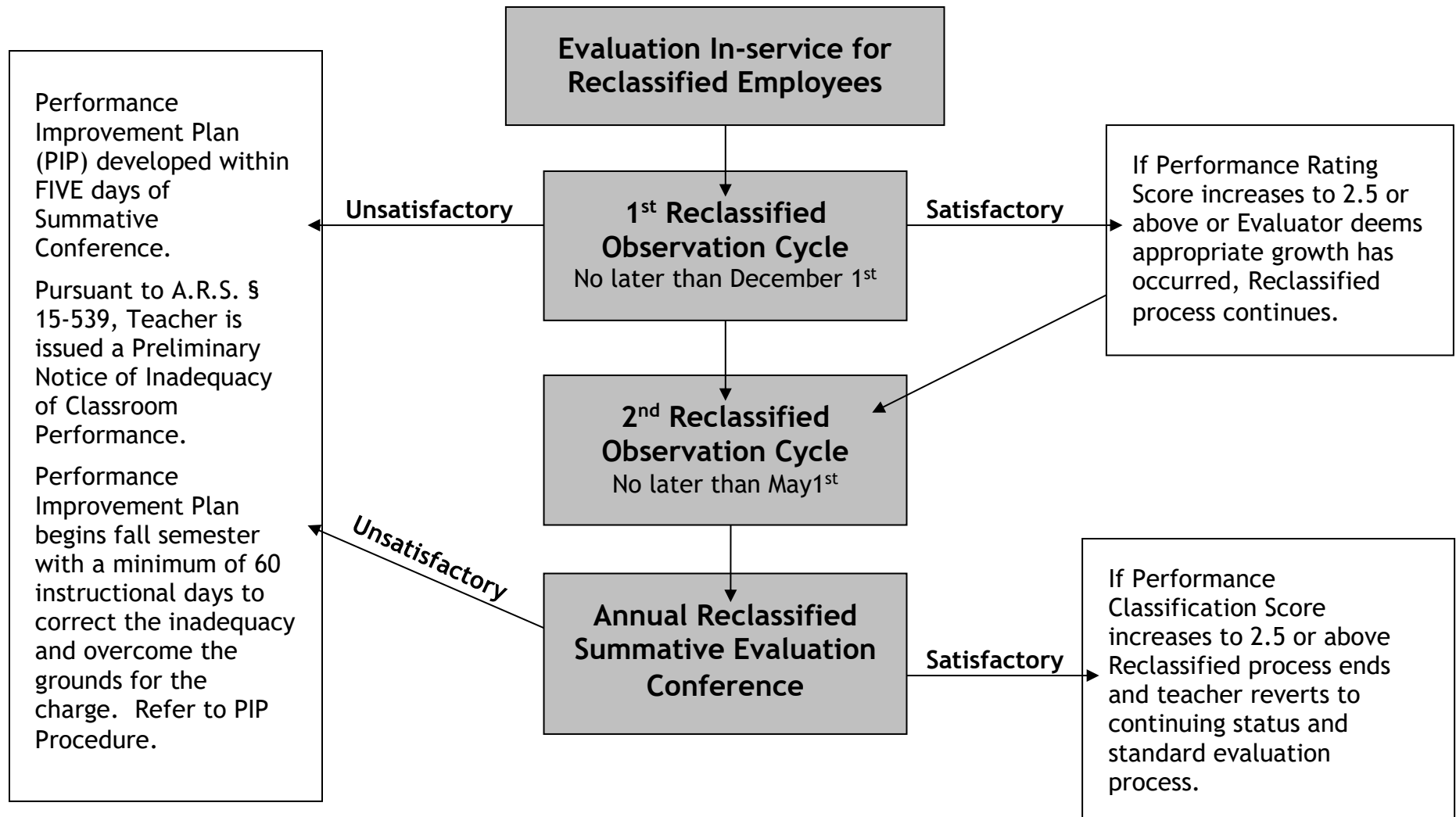
Basic Flow Chart of the Teacher Evaluation Process: SY 2017-18



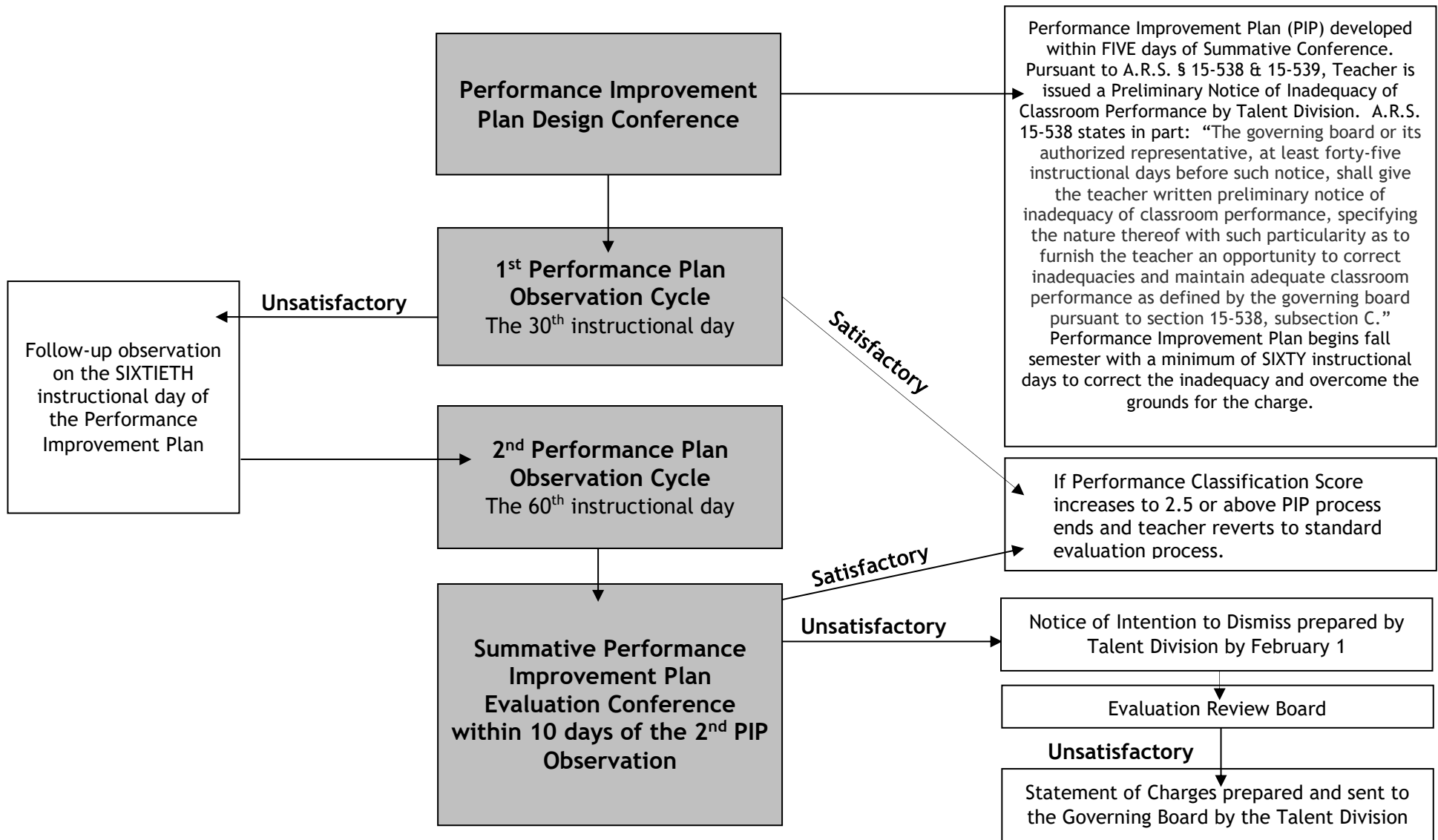
Detailed Flow Chart of the Teacher Evaluation Process: SY 2017-18



Flow Chart of the Reclassified Teacher Evaluation Procedure: SY 2017-18



Flow Chart of the Teacher Performance Improvement Plan Procedure: SY 2017-18



TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addendum

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

Teacher Observation Cycle Score Sheet

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addendum

- Classroom Teacher Observation Instrument, SY 2017-18
- THI/TVI Observation Instrument, SY 2017-18
 - o Addendum for THI/TVI, SY 2017-18

Teacher Observation Cycle Score Sheet, SY 2017-18

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 & develop, recognizing that patterns of learning & development vary individually within & across the cognitive, linguistic, social, emotional, & physical areas, & designs & implements developmentally appropriate & challenging learning experiences.

In-TASC Standard 2: Learning Differences - The teacher uses understanding of individual differences & diverse cultures & 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 & collaborative learning & that encourage positive social interaction, active engagement in learning, & 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 & LEARNING Pre-Conference Observation Post-Conference *Scorable in Cycle 2 for Successful Teacher Observation Cycle (STOC).	<ul style="list-style-type: none"> Teacher has effectively prepared for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of all of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	<ul style="list-style-type: none"> Teacher has effectively prepared for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of three of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	<ul style="list-style-type: none"> Teacher shows some preparation for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of two of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	<ul style="list-style-type: none"> Teacher shows minimal preparation for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of one of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
THIS SECTION APPLIES TO VIRTUAL LEARNING						
PLANNING FOR THE LEARNER & LEARNING (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher’s plans demonstrate written systematic preparation for the use of the virtual learning system to engage students & tutoring of students using those systems. Teacher’s plans demonstrate systemic preparation / documentation, including but not limited to the following: Classroom Rules & Procedures, Procedures for Completion & Incompletes in Open Entry/Exit offerings. 	<ul style="list-style-type: none"> Teacher’s plans consistently incorporate student engagement in the effective access & use of the virtual learning system and/or tutoring of students using those systems. Teacher has completely documented Classroom Rules & Procedures, Procedures for Completion & Incompletes in Open Entry/Exit offerings. 	<ul style="list-style-type: none"> Teacher’s plans inconsistently incorporate engagement of students in the access & uses of the virtual learning system and/or tutoring of students using those systems. Teacher has incompletely documented Classroom Rules & Procedures, Procedures for Completion & Incompletes in Open Entry/Exit offerings. 	<ul style="list-style-type: none"> Teacher’s plans rarely incorporate engagement of students in the access & uses of the virtual learning system and/or tutoring of students using those systems. Teacher rarely documents Classroom Rules & Procedures, Procedures for Completion & Incompletes in Open Entry/Exit offerings. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 DEVELOPMENT & DIFFERENCES Pre-Conference Observation Post-Conference	The teacher: • Delivers developmentally appropriate instruction that takes into account learners' prior knowledge, strengths, interests, differences, & 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, & 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, & needs. • Applies this knowledge to enable the class as a whole to advance its learning.	The teacher: • delivers instruction that displays little understanding of individual learners' prior knowledge, strengths, interests, differences, or needs.	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
LEARNER DEVELOPMENT & DIFFERENCES (cont.) Pre-Conference Observation Post-Conference	The teacher: • Effectively applies this knowledge & systematically engages individual students to advance their learning.	The teacher: • Consistently monitors student learning gaps & progress.	The teacher: • Inconsistently monitors student learning gaps & progress.	The teacher: • Rarely monitors student learning gaps & progress.	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 & APPLICATION OF CONTENT Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher implements a variety of experiences to engage <u>approximately 85%</u> of learners in applying content-related skills & learning through <u>collaboration (as appropriate)</u> & to extend learner interaction for <u>real-world applications</u> in accessing, interpreting, evaluating, and/or applying information. 	<ul style="list-style-type: none"> Teacher implements a variety of experiences to engage <u>approximately 70%</u> of learners in applying content-related skills & learning through <u>collaboration (as appropriate)</u> & to extend learner interaction for <u>real-world applications</u> in accessing, interpreting, evaluating, and/or applying information. 	<ul style="list-style-type: none"> Teacher implements a variety of experiences to engage <u>approximately 50%-69%</u> of learners in content-related skills & learning through <u>collaboration (as appropriate)</u>. 	<ul style="list-style-type: none"> Teacher assigns learning experiences that engage <u>approximately 25%-50%</u> of learners in content-related skills & learning through <u>collaboration (as appropriate)</u>. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
LEARNER ENGAGEMENT & APPLICATION OF CONTENT (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher facilitates the educational experience to engage <u>approximately 85%</u> of learners in applying content-related skills & learning. Teacher-student interactions demonstrate systematic tutoring, re-teaching, clarification and/or re-direction. Provides examples of systematic use of corrective/refinement actions taken by the instructor. 	<ul style="list-style-type: none"> Teacher facilitates the educational experience to engage <u>approximately 70%</u> of learners in applying content-related skills & learning. Teacher-student interactions demonstrate consistent tutoring, re-teaching, clarification and/or re-direction. Provides examples of consistent use of corrective/refinement actions taken by the instructor. 	<ul style="list-style-type: none"> Teacher facilitates the educational experience to engage <u>approximately 50%-69%</u> of learners in content-related skills & learning. Teacher-student interactions demonstrate inconsistent tutoring, re-teaching, clarification and/or re-direction. Examples provided reflect inconsistent use of corrective / refinement actions taken by the instructor. 	<ul style="list-style-type: none"> Teacher facilitates the educational experience to engage <u>approximately 25%-50%</u> of learners in content-related skills & learning. Teacher-student interactions rarely demonstrate tutoring, re-teaching, clarification and/or re-direction. Examples provided reflect minimal use of corrective/refinement actions taken by the instructor. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
LEARNING CLIMATE Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <i>facilitates</i> & demonstrates standards of conduct that create a safe, supportive, & respectful learning climate evidenced by <i>individual & group</i> responsibility for quality work. Teacher <i>consistently & effectively</i> addresses inappropriate behaviors as necessary. 	<ul style="list-style-type: none"> Teacher <i>implements</i> & demonstrates standards of conduct & <i>effectively</i> addresses inappropriate behaviors as necessary. 	<ul style="list-style-type: none"> Teacher <i>implements</i> standards of conduct & addresses inappropriate student behaviors with <i>inconsistent</i> results. 	<ul style="list-style-type: none"> Teacher <i>rarely</i> implements standards of conduct or address inappropriate student behaviors. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
LEARNING CLIMATE (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <i>creates &</i> demonstrates standards of conduct conducive to a safe, supportive, & respectful learning climate evidenced by <i>individual & class</i> responsibility for quality work. Teacher <i>consistently & effectively</i> addresses inappropriate behaviors as necessary. 	<ul style="list-style-type: none"> Teacher <i>implements</i> & demonstrates standards of conduct & <i>effectively</i> addresses inappropriate behaviors as necessary. 	<ul style="list-style-type: none"> Teacher <i>implements</i> standards of conduct & addresses inappropriate student behaviors with <i>inconsistent</i> results. 	<ul style="list-style-type: none"> Teacher <i>rarely</i> implements standards of conduct or address inappropriate student behaviors. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
MANAGING LEARNING RESOURCES Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <i>effectively</i> manages the learning environment by allocating & coordinating the resources of material & time. 	<ul style="list-style-type: none"> Teacher manages the learning environment by allocating & coordinating the resources of material & time as evidenced by <i>minimal</i> loss of instructional time. 	<ul style="list-style-type: none"> Teacher <i>inefficiently</i> manages resources of time or materials as evidenced by <i>some</i> loss of instructional time. 	<ul style="list-style-type: none"> Teacher <i>inefficiently</i> manages resources of time & materials as evidenced by a <i>significant</i> loss of instructional time. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
MANAGING LEARNING RESOURCES (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <i>systematically</i> manages the virtual learning environment to support individual & class success. 	<ul style="list-style-type: none"> Teacher <i>efficiently</i> manages the virtual learning environment to support individual & class success. 	<ul style="list-style-type: none"> Teacher <i>inconsistently</i> manages the virtual learning environment to support individual & class success. 	<ul style="list-style-type: none"> Teacher <i>inefficiently</i> manages the virtual learning environment to support individual & class success. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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, & structures of the discipline (s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content.

In-TASC Standard 5: Application of Content - The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related to authentic local & 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	<ul style="list-style-type: none"> 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 <i>appropriately (sometimes increasingly)</i> complex sources & text-based evidence. 	<ul style="list-style-type: none"> Incorporates activities, resources and/or available technologies that are aligned & encourage understanding & application of the content standards. (Content for special education 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 & text-based evidence. Teacher creates effective opportunities for students to learn, practice, & use academic language. 	<ul style="list-style-type: none"> Incorporates activities, resources and/or available technologies that are aligned & 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, & use academic language. 	<ul style="list-style-type: none"> Lesson activity resources and/or available technologies are minimally aligned to encourage understanding & application of the content standards. Rarely develops support for learner literacy development & communication skills. Teacher rarely creates opportunities for students to learn, practice & use academic language. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
THIS SECTION APPLIES TO VIRTUAL LEARNING						
USE OF RESOURCES TO SUPPORT CONTENT LITERACY (cont.) Pre-Conference Observation Post-Conferenc	<ul style="list-style-type: none"> Teacher systematically guides learners to navigate available Virtual Learning System resources that encourage understanding & application of the content standards. Teacher systematically guides individual students to use research-based literacy and/or communication strategies appropriate to the content. 	<ul style="list-style-type: none"> Teacher consistently directs students to available Virtual Learning System resources that encourage understanding & application of the content standards. (Content for exceptional student services teachers is specially designed instruction. See examples under “Specially Designed Instruction” in the Glossary.) Teacher consistently monitors effective research-based supports for learner literacy and/or communication skill development using literacy strategies supported by the Virtual Learning System. Teacher effectively monitors students’ practice & use of academic language. 	<ul style="list-style-type: none"> Teacher inconsistently directs students to available Virtual Learning System resources that encourage understanding & application of the content standards. Teacher inconsistently monitors effective research-based supports for learner literacy and/or communication skill development using literacy strategies supported by the Virtual Learning System. Teacher ineffectively monitors students’ practice & use of academic language. 	<ul style="list-style-type: none"> Teacher rarely directs students to available Virtual Learning System resources that encourage understanding & application of the content standards. Teacher rarely monitors effective research-based supports for learner literacy and/or communication skill development using literacy strategies supported by the Virtual Learning System. Teacher ineffectively monitors students’ practice & use of academic language. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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	<ul style="list-style-type: none"> Implements <u>specific</u> strategies that break the objective into smaller chunks leading to a higher level of understanding & application to content & related contents. Incorporates interdisciplinary connections that will promote <u>greater level of understanding</u>. 	<ul style="list-style-type: none"> Content presented during lesson is <u>accurate, aligned</u> to curriculum & appropriate for learning objectives. (Content for special education teachers is specially designed instruction. See examples under “Specially Designed Instruction” in the Glossary.) Aligns learning objectives to <u>appropriate</u> content & grade level standards. Scaffolds learning to build upon prior knowledge. Recognizes & plans for assumptions or misconceptions in the content or related content that might interfere with learning. Implements & aligns activities, resources & available technologies when appropriate to encourage understanding & application of the concepts. 	<ul style="list-style-type: none"> Content presented during lesson is <u>accurate & appropriate</u> 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, & available technologies when appropriate to encourage understanding of the concept. 	<ul style="list-style-type: none"> Content is often inaccurate or misaligned to standards & may <u>not</u> be <u>appropriate</u> for learning objectives. <u>Rarely</u> builds upon learner’s prior knowledge. <u>Minimal recognition</u> planning for assumptions or misconceptions that interfere with learning. Lesson activity & resources <u>are loosely</u> aligned to encourage understanding or proficiency of the lesson objective(s); <u>minimal use</u> of available technology. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
THIS SECTION APPLIES TO VIRTUAL LEARNING						
PRESENTATION OF CONTENT (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Systematically facilitates learning to build upon prior knowledge Demonstrates advanced proficiency in Application/navigation of the software & utilizes it to support student success. 	<ul style="list-style-type: none"> Consistently facilitates learning to build upon prior knowledge. Consistently recognizes assumptions or misconceptions in the content or related content that might interfere with learning. Consistently demonstrates proficient knowledge of the content. Consistently demonstrates proficient application/navigation of the software. 	<ul style="list-style-type: none"> Inconsistently facilitates learning to build upon prior knowledge. Inconsistently recognizes assumptions or misconceptions in the content or related content that might interfere with learning. Inconsistently demonstrates proficient knowledge of the content. Inconsistently demonstrates proficient application / navigation of the software. 	<ul style="list-style-type: none"> Rarely facilitates learning to build upon prior knowledge. Rarely recognizes assumptions or misconceptions in the content or related content that might interfere with learning. Rarely demonstrates proficient knowledge of the content. Rarely demonstrates proficient application / navigation of the software. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
		<ul style="list-style-type: none"> (Content for Exceptional Student Services (ESS) teachers is Specially Designed Instruction. See examples under "Specially Designed Instruction" in the Glossary) 				

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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	<ul style="list-style-type: none"> The teacher selects from a variety of pedagogical/research-based practices & 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. 	<ul style="list-style-type: none"> 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 & student sub-group learner development. (Content for special education teachers is specially designed instruction. See examples under “Specially Designed Instruction” in the Glossary. 	<ul style="list-style-type: none"> 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 & whole group learner development. 	<ul style="list-style-type: none"> The teacher rarely considers pedagogical/research-based practices that connect learners to the content. Selected practices may not support the development of content knowledge. Demonstrates an insufficient understanding of content knowledge & learner development. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
APPLICATION OF CONTENT (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Systematically applies a comprehensive understanding of content knowledge and/or theory to support student success. 	<ul style="list-style-type: none"> Consistently applies content knowledge and/or theory to support student success. 	<ul style="list-style-type: none"> Inconsistently applies content knowledge and/or theory to support student success. 	<ul style="list-style-type: none"> Rarely applies content knowledge and/or theory to support student success. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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

In- In-TASC Standard 6: Assessment- The teacher understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, & to guide the teacher's & 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 & ALIGNMENT	<ul style="list-style-type: none"> Teacher <u>systematically/ holistically</u> plans for & uses formative & periodic summative assessments that <i>are tightly</i> aligned with curriculum & learning targets. 	<ul style="list-style-type: none"> Teacher <u>effectively & consistently plans for</u> & uses formative & periodic summative assessments that are aligned with curriculum & learning targets. 	<ul style="list-style-type: none"> Teacher <u>ineffectively and/or inconsistently</u> uses formative & periodic summative assessments that are aligned with curriculum & learning targets. 	<ul style="list-style-type: none"> Teacher uses formative & periodic summative assessments that are often <i>misaligned</i> to curriculum & learning targets. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Pre-Conference						
Observation						
Post-Conference						
THIS SECTION APPLIES TO VIRTUAL LEARNING						
ASSESSMENT USE & ALIGNMENT (cont.)	<ul style="list-style-type: none"> Teacher <u>systematically & effectively</u> uses the Virtual Learning System's formative & periodic summative assessments to support individual student success. 	<ul style="list-style-type: none"> Teacher <u>consistently & effectively</u> uses the Virtual Learning System's formative & periodic summative assessments to monitor & direct student learning. 	<ul style="list-style-type: none"> Teacher <u>ineffectively and/or inconsistently</u> uses the Virtual Learning System's formative & periodic summative assessments to monitor & direct student learning. 	<ul style="list-style-type: none"> Teacher rarely uses the Virtual Learning System's formative & periodic summative assessments to monitor & direct student learning. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Pre-Conference						
Observation						
Post-Conference						

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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

Element	Highly Effective - 4 Descriptors	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
STUDENT SELF-ASSESSMENT						
Pre-Conference						
Observation						
Post-Conference						
THIS SECTION APPLIES TO VIRTUAL LEARNING						
STUDENT SELF-ASSESSMENT (cont.)						
Pre-Conference						
Observation						
Post-Conference						

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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

Element	Highly Effective - 4 Descriptors	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated (ND)
APPROPRIATE ASSESSMENT <div style="background-color: #d9ead3; padding: 2px;">Pre-Conference</div> <div style="background-color: #d9ead3; padding: 2px;">Observation</div> <div style="background-color: #d9ead3; padding: 2px;">Post-Conference</div>	<ul style="list-style-type: none"> The teacher <u>systematically</u> prepares & accommodates all learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> Teacher <u>effectively</u> prepares & accommodates learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> prepares & accommodates learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> The teacher <u>rarely</u> prepares and/or accommodates learners for appropriate academic/ performance assessments & particular academic programs. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
APPROPRIATE ASSESSMENT (cont.) <div style="background-color: #d9ead3; padding: 2px;">Pre-Conference</div> <div style="background-color: #d9ead3; padding: 2px;">Observation</div> <div style="background-color: #d9ead3; padding: 2px;">Post-Conference</div>	<ul style="list-style-type: none"> The teacher <u>systematically</u> & effectively analyzes individual academic progress on assessments & the Virtual Learning System to support success. 	<ul style="list-style-type: none"> Teacher <u>consistently</u> monitors learners for appropriate academic progress on assessments & the Virtual Learning System progress. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> monitors learners for appropriate academic progress on assessments & the Virtual Learning System progress. 	<ul style="list-style-type: none"> The teacher <u>rarely</u> monitors learners for appropriate academic progress on assessments & the Virtual Learning System progress. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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	<ul style="list-style-type: none"> Teacher <i>systematically</i> applies appropriate data analysis to promote effective assessment. 	<ul style="list-style-type: none"> Teacher <i>effectively</i> applies appropriate data analysis to promote effective assessment. 	<ul style="list-style-type: none"> Teacher <i>inconsistently</i> applies appropriate data analysis for assessment. 	<ul style="list-style-type: none"> Teacher <i>rarely applies</i> appropriate data analysis for assessment. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
UTILIZING APPROPRIATE DATA (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <i>systematically</i> applies Virtual Learning System features to provide accurate progress reports, cumulative grades, & completion grades. 	<ul style="list-style-type: none"> Teacher <i>consistently</i> applies Virtual Learning System features to provide accurate progress reports, cumulative grades & completion grades. 	<ul style="list-style-type: none"> Teacher <i>inconsistently</i> applies Virtual Learning System features to provide accurate progress reports, cumulative grades, & completion grades. 	<ul style="list-style-type: none"> Teacher <i>rarely</i> applies Virtual Learning System features to provide accurate progress reports, cumulative grades, & completion grades. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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, & pedagogy, as well as knowledge of learners & the community.

In-TASC Standard 8: Instructional Strategies - The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & 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"> The teacher designs, implements, & monitors relevant, sequential learning content objectives appropriate for PUHSD curriculum objectives & content standards that provide multiple ways to demonstrate purposeful application of the content objectives. The teacher systematically assesses individual students in real time & builds upon individual student responses to measure student's progress toward achieving application of objective(s). 	<ul style="list-style-type: none"> The teacher incorporates school-wide initiatives through cross-disciplinary skills Integrated Action Plan (IAP). 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher provides little evidence of planning (lesson plan). The instruction may not follow a developmentally-appropriate & content-specific sequence. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
LESSON ORGANIZATION (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> The teacher systematically assesses individual students in real time & builds upon responses to measure progress towards achieving mastery of objective(s). 	<ul style="list-style-type: none"> The teacher consistently assesses students in real time to measure progress towards achieving mastery of objective(s). 	<ul style="list-style-type: none"> The teacher inconsistently assesses students in real time to measure progress towards achieving mastery of objective(s). 	<ul style="list-style-type: none"> The teacher rarely assesses students in real time to measure progress. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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	<ul style="list-style-type: none"> The teacher <u>systematically</u> analyzes the effectiveness of the instruction to the content objectives & articulates how the results will guide future instructional goals. Teacher uses available & appropriate assessment data to identify trends & <u>individual</u> learning gaps to guide planning & instruction. 	<ul style="list-style-type: none"> The teacher can <u>accurately</u> identify strengths & weaknesses of the instruction & articulates how the results will guide future instructional goals. Teacher plans for & uses available & appropriate assessment data to identify trends & <u>sub-group</u> learning gaps to guide planning & adjust instruction. 	<ul style="list-style-type: none"> The teacher can <u>identify</u> strengths & weaknesses of the instruction. 	<ul style="list-style-type: none"> The teacher <u>has difficulty identifying</u> the strengths & weaknesses of the instruction. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
REFLECTION OF INSTRUCTION (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> The teacher <u>systematically</u> analyzes the effectiveness of the facilitation/instruction & articulates how the results will guide future instructional plans/procedures. Teacher <u>systematically</u> uses available & appropriate Virtual Learning System assessment data to identify trends & <u>individual</u> learning gaps to guide facilitation/instruction. 	<ul style="list-style-type: none"> The teacher <u>consistently</u> analyzes the effectiveness of the facilitation/instruction & articulates how the results will guide future instructional plans/procedures. Teacher <u>consistently</u> uses available & appropriate Virtual Learning System assessment data to identify trends & <u>individual</u> learning gaps to guide facilitation/instruction 	<ul style="list-style-type: none"> The teacher <u>inconsistently</u> analyzes the effectiveness of the facilitation/instruction & articulates how the results will guide future instructional plans/procedures. Teacher <u>inconsistently</u> uses available & appropriate Virtual Learning System assessment data to identify trends & <u>individual</u> learning gaps to guide facilitation/instruction. 	<ul style="list-style-type: none"> The teacher <u>rarely</u> analyzes the effectiveness of the facilitation/instruction & articulates how the results will guide future instructional plans/procedures. Teacher <u>rarely</u> uses available & appropriate Virtual Learning System assessment data to identify trends & <u>individual</u> learning gaps to guide facilitation/instruction. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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						
<p>MONITOR & ADJUST</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> The teacher responds to student learning needs using appropriate methods of checking for understanding & 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 & provides precise & clear feedback to individual students to bridge learning gaps, solidify & enhance learning. 	<ul style="list-style-type: none"> The teacher checks for understanding & uses content-appropriate questioning strategies & adjusts instruction accordingly. Teacher monitors student progress & provides feedback to most students to bridge learning gaps & enhance learning. 	<ul style="list-style-type: none"> The teacher uses content appropriate questions & checks for understanding. 	<ul style="list-style-type: none"> The teacher may not use questioning techniques & may not check for understanding. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

PUHSD STANDARD: INSTRUCTIONAL PRACTICES
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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 SECTION APPLIES TO VIRTUAL LEARNING						
MONITOR & ADJUST (cont.) Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <u>systematically</u> monitors & responds to student learning needs using the Virtual Learning System; checks for understanding, adjusts instruction to meet the needs of <u>individual learners</u> by using questioning strategies, developing student questioning skills, and/or encouraging developmentally appropriate <u>metacognition</u> techniques. Teacher monitors student progress & provides precise & clear feedback to <u>individual</u> students to bridge learning gaps, solidify & enhance learning. 	<ul style="list-style-type: none"> Teacher <u>consistently</u> uses the Virtual Learning System to check for understanding, uses content appropriate questioning strategies, & <u>adjusts</u> instruction accordingly. Teacher monitors student progress & provides feedback to <u>most</u> students to bridge learning gaps & enhance learning. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> uses content appropriate questions & checks for understanding. 	<ul style="list-style-type: none"> Teacher <u>rarely</u> uses questioning techniques & <u>rarely</u> checks for understanding. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> As appropriate considering the Class Profile, the teacher engages 50% or less of the learners using an appropriate instructional group collaboration strategy. 	<ul style="list-style-type: none"> The teacher <i>may not</i> be using appropriate instructional group collaboration strategy. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
THIS SECTION APPLIES TO VIRTUAL LEARNING						
COLLABORATION/ STUDENT TO STUDENT ENGAGEMENT Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Systematic collaboration within the virtual environment may reflect 1:1 teacher/student or student/virtual learning system or student/student interaction 	<ul style="list-style-type: none"> Teacher consistently & actively seeks opportunities to collaborate as a means of improving student opportunities for mastery of objectives 	<ul style="list-style-type: none"> Teacher inconsistently seeks opportunities to collaborate as a means of improving student opportunities for mastery of objectives 	<ul style="list-style-type: none"> Teacher rarely seeks opportunities to collaborate as a means of improving student opportunities for mastery of objectives 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

PUHSD STANDARD: PROFESSIONAL RESPONSIBILITIES

Aligns with In-TASC Standard 9

In-TASC Standard 9: Professional Learning & Ethical Practice - The teacher engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, & the community), & 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 Summative Conference	<ul style="list-style-type: none"> Teacher <u>systematically</u> uses cumulative data to analyze & adjust instruction. (e.g., formative pre/post-test, portfolio based, etc.) 	<ul style="list-style-type: none"> Teacher <u>always</u> provides <u>appropriate</u> emergency/guest teacher lesson plan in his/her absence & communicates with colleagues prior to any planned absences. Available multimedia and/or technology is/are <u>effectively</u> utilized to enrich curriculum. Grading & disciplinary information in the Plan For Success (PFS) is <u>consistent</u> with practice in all courses taught. Teacher demonstrates positive professional relationships with students. Teacher communicates & collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> 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 & submits a PFS for each course they teach. Grading & disciplinary practices are not consistent with the PFS. 	<ul style="list-style-type: none"> Teacher provides <u>no</u> lesson plan for absences. <u>No</u> use of instructional technology or multimedia is evident throughout the year. 	N/A	N/A

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 SECTION APPLIES TO VIRTUAL LEARNING						
CLASSROOM PERFORMATIVE SUMMATIVE Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Teacher <u>systematically</u> communicates with virtual learning colleagues prior to any planned absences. Teacher <u>systematically</u> communicates and collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students. 	<ul style="list-style-type: none"> Teacher <u>consistently</u> communicates with virtual learning colleagues prior to any planned absences. Grading & disciplinary information in the Plan For Student Success (PFSS) is <u>consistent</u> with practice in all courses taught. Teacher demonstrates positive professional relationships with students. Teacher communicates & collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> communicates with virtual learning colleagues prior to any planned absences. Teacher completes & submits a PFSS for each course they teach. Grading & disciplinary practices are not consistent with the PFSS. 	<ul style="list-style-type: none"> Teacher fails to communicate with virtual learning colleagues prior to any planned absences. Teacher fails to submit a PFSS. Grading & disciplinary practices do not correspond with PFSS. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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					
<p>SERVICE TO STUDENTS</p> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p> <p>Summative Conference</p>	<ul style="list-style-type: none"> • Synergy Gradebook entries for StudentVue & ParentVue are current by the week or appropriate interval, given no technical issues. • Teacher implements classroom level attendance & academic intervention programs. 	<ul style="list-style-type: none"> • 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, & 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: <ul style="list-style-type: none"> ○ Collaborates for instructional planning ○ Maintains professional & respectful relationships ○ Coordinates implementation of IEP's for all ESS students • Maximizes contact with all students (special populations) 	<ul style="list-style-type: none"> • 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 • 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: <ul style="list-style-type: none"> ○ Collaborates for instructional planning ○ Maintains professional & respectful relationships ○ Implements IEP's for all ESS students 	<ul style="list-style-type: none"> • Does not attend or participate in IEP meetings for all assigned ESS students 	N/A	N/A

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 SECTION APPLIES TO VIRTUAL LEARNING						
<p>SERVICE TO STUDENTS</p> <p>Pre-Conference</p> <p style="background-color: #f4a460;">Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> • Synergy Gradebook entries for StudentVue & ParentVue are current by the week or appropriate interval, given no technical issues. • Teacher implements classroom level attendance & academic intervention programs 	<ul style="list-style-type: none"> • 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, & 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: <ul style="list-style-type: none"> o imizes contact with all students (special populations) 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o Collaborates for instructional planning o Maintains professional & respectful relationships 	<ul style="list-style-type: none"> • Does not attend or participate in IEP meetings for all assigned ESS students 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>
		<ul style="list-style-type: none"> • When in a team teaching environment the teacher consistently: • Collaborates for instructional planning • Maintains professional & respectful relationships • Coordinates implementation of IEP's for all ESS students • Maximizes contact with all students (special populations) 				

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 SECTION APPLIES TO VIRTUAL LEARNING						
<p>EDUCATOR DISPOSITION/ INVOLVEMENT (cont.)</p> <p>Pre-Conference</p> <p style="background-color: #f4a460;">Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> Teacher can articulate use of skills acquired from professional development activities. Teacher can articulate how s/he supports site IAP in his/her own classroom. 	<ul style="list-style-type: none"> Teacher <u>regularly</u> participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity & provides evidence. (<i>EXCEPTIONS: First year teachers who are accountable for meeting induction program requirements.</i>) Teacher articulates focus areas of their Professional Growth Plan & <u>all</u> related learning activities (discussed throughout the year & scored at the Summative Evaluation Conference). Teacher attends & provides completion documentation of <u>at least one</u> professional growth and/or professional development opportunity during the year (campus, District, non-District). Teacher attends <u>in a punctual manner &</u> participates at <u>all</u> PLC & staff meetings unless excused. Teacher can articulate knowledge of site IAP. Teacher attends the Open House & the graduation ceremony of their designated campus unless excused by principal. 	<ul style="list-style-type: none"> Teacher <u>inconsistently</u> participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity & provides evidence. (Exception for First Year teachers who are accountable for meeting Induction Program requirements.) Teacher <u>has submitted</u> an acceptable PGP/PDP. Teacher <u>inconsistently</u> attends PLC meetings & staff meetings. 	<ul style="list-style-type: none"> Teacher <u>has not</u> participated in any school committee or (co)sponsored a club or participated in an evaluator approved activity. Teacher <u>does not</u> complete a PGP/PDP. Teacher <u>does not</u> attend PLC meetings on a regular basis. Teacher <u>does not</u> attend school Open House or the graduation ceremony. Professional courtesy <u>is not</u> demonstrated. Responses to stakeholder requests are <u>non-existent</u>. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Teacher Evaluation System: Forms. Classroom Teacher Observation Instrument, SY 2017-18

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 SECTION APPLIES TO EXCEPTIONAL STUDENT SERVICES CASE MANAGERS						
Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> Effectively facilitates IEP meetings, communicating student needs, goals, & present levels of performance. Maintains a strong working knowledge of Arizona College & Career Ready Standards (AZCCRS) & applies it to present levels of performance & student goals. Consistently maintains & 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 & 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 & IEP compliance. Consistently monitors student progress to ensure that course selection (regular or modified) is appropriate to meet needs. 	<ul style="list-style-type: none"> 95% or more of IEPs for continuing students are compliant based on IDEA regulations & state & 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 & goals to AZCCRS. Designs student goals that are measurable, disability specific, applicable to student needs & consistent with students' exposure to curriculum content. Produces quarterly IEP Progress Reports that consistently contain accurate progress measures. Consistently submits valid & 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. 	<ul style="list-style-type: none"> 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 & 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 & is generally not aligned to courses with graduation plan. 	<ul style="list-style-type: none"> 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 & goals to AZCCRS. IEPs do not reflect student academic & transition needs & abilities. Does not provide relevant data on student progress reports or provides inaccurate information regarding IEP needs & 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 & courses are not aligned with graduation plan. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments Required.</p> <p>Only appropriate for Observation Cycle 1</p>

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments & Addendum

- Classroom Teacher Observation Instrument, SY 2017-18
- **THI/TVI Observation Instrument, SY 2017-18**
- Addendum for THI/TVI, SY 2017-18

Teacher Observation Cycle Score Sheet, SY 2017-18

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 & develop, recognizing that patterns of learning & development vary individually within & across the cognitive, linguistic, social, emotional, & physical areas, & designs & implements developmentally appropriate & challenging learning experiences.

In-TASC Standard 2: Learning Differences - The teacher uses understanding of individual differences & diverse cultures & 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 & collaborative learning, & that encourage positive social interaction, active engagement in learning, & 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 & Learning Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> THI/TVI has effectively prepared for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of all of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	<ul style="list-style-type: none"> THI/TVI has effectively prepared for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of most of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials 	<ul style="list-style-type: none"> THI/TVI shows some preparation for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of half of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	<ul style="list-style-type: none"> THI/TVI shows minimal or no preparation for learner development & differences, learner engagement, learning climate, & learning resources. This is evidenced by documentation of one or none of the following: <ul style="list-style-type: none"> accommodations & modifications for sub-groups varied instructional tasks rules & procedures resources & materials. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Learner Development & Differences Pre-Conference Observation Post-Conference	THI/TVI: <ul style="list-style-type: none"> Delivers developmentally appropriate instruction that takes into account learners' prior knowledge, strengths, interests, differences, & needs. Applies this knowledge to enable individual students to advance their learning. 	THI/TVI: <ul style="list-style-type: none"> Delivers developmentally appropriate instruction that takes into account the learners' prior knowledge, strengths, interests, differences, & needs. Applies this knowledge to enable sub-groups of students to advance their learning. 	THI/TVI: <ul style="list-style-type: none"> Delivers instruction that displays a partial understanding of the learners' prior knowledge, strengths, interests, differences, & needs. Applies this knowledge to enable the class as a whole to advance its learning. 	<ul style="list-style-type: none"> THI/TVI delivers instruction that displays little to no understanding of individual learners' prior knowledge, strengths, interests, differences, or needs. 	Appropriate for use in 2 nd or 3 rd 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 & Application of Content Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> THI/TVI implements a variety of experiences to engage approximately 85% of learners in applying content-related skills & learning through collaboration (as appropriate) & to extend learner interaction for real-world applications in accessing, interpreting, evaluating, and/or applying information. 	<ul style="list-style-type: none"> THI/TVI implements a variety of experiences to engage approximately 70% of learners in applying content-related skills & learning through collaboration (as appropriate) & to extend learner interaction for real-world applications in accessing, interpreting, evaluating, and/or applying information. 	<ul style="list-style-type: none"> THI/TVI implements a variety of experiences to engage approximately 50%-65% of learners in content-related skills & learning through collaboration (as appropriate). 	<ul style="list-style-type: none"> THI/TVI assigns learning experiences that engage fewer than 50% of learners in content-related skills & learning through collaboration (as appropriate). 	Appropriate for use in 2 nd or 3 rd 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"> THI/TVI facilitates & demonstrates standards of conduct that create a safe, supportive, & respectful learning climate evidenced by individual & group responsibility for quality work. THI/TVI consistently & effectively addresses inappropriate behaviors as necessary 	<ul style="list-style-type: none"> THI/TVI implements & demonstrates standards of conduct & effectively addresses inappropriate behaviors as necessary. 	<ul style="list-style-type: none"> THI/TVI implements standards of conduct & addresses inappropriate student behaviors with inconsistent results. 	<ul style="list-style-type: none"> THI/TVI does not implement standards of conduct or address inappropriate student behaviors. 	Appropriate for use in 2 nd or 3 rd 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"> THI/TVI effectively manages the learning environment by allocating & coordinating the resources of material & time. 	<ul style="list-style-type: none"> THI/TVI manages the learning environment by allocating & coordinating the resources of material & time as evidenced by minimal loss of instructional time. 	<ul style="list-style-type: none"> THI/TVI inefficiently manages resources of time or materials as evidenced by some loss of instructional time. 	<ul style="list-style-type: none"> THI/TVI inefficiently manages resources of time & materials as evidenced by a significant loss of instructional time. 	Appropriate for use in 2 nd or 3 rd 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, & structures of the discipline (s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content.

In-TASC Standard 5: Application of Content - The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related to authentic local & 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					
<p>Use of Resources to Support Content Literacy</p> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>THI/TVI:</p> <ul style="list-style-type: none"> 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 <i>appropriately (sometimes increasingly) complex sources</i> & text-based evidence. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Incorporates activities, resources, and/or available technologies that are aligned & encourage understanding & 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 & text-based evidence. Creates effective opportunities for students to learn, practice, & use academic language. Consistently monitors student's use of self-advocacy skills & 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 students. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Incorporates activities, resources, and/or available technologies that are aligned & encourage understanding of content standards. Provides some support for learner literacy and/or communication skill development. Creates some opportunities for students to learn, practice, & use academic language. Inconsistently monitors student's use of self-advocacy skills & 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 students. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Lesson activity resources and/or available technologies are not aligned to encourage understanding & application of the content standards. Does not develop support for learner literacy development & communication skills. Does not create opportunities for students to learn, practice, & use academic language. Rarely monitors student's use of self-advocacy skills & 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 students. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

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					
	<ul style="list-style-type: none"> Effectively monitors student's use of self-advocacy skills & 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 students. 					

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: <ul style="list-style-type: none"> Implements specific strategies that break the objective into smaller chunks leading to a higher level of understanding & application to content & related contents. Incorporates interdisciplinary connections that will promote greater level of understanding. 	<ul style="list-style-type: none"> Content presented during lesson is accurate, aligned to curriculum, learning targets, and/or related service goals, & 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 & grade level standards. Scaffolds learning to build upon prior knowledge. Recognizes & plans for assumptions or misconceptions in the content or related content that might interfere with learning. Implements & aligns activities, resources, & available technologies when appropriate to encourage understanding & application of the concepts. 	<ul style="list-style-type: none"> Content presented during lesson is accurate & 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, & available technologies when appropriate to encourage understanding of the concept. 	<ul style="list-style-type: none"> 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 & resources are not aligned to encourage understanding or proficiency of the lesson objective(s); no use of available technology. 	Appropriate for use in 2 nd or 3 rd 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					
<p>Application of Content</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>THI/TVI:</p> <ul style="list-style-type: none"> Selects from a variety of pedagogical/ research-based practices & 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. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> 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 & student sub-group learner development. (Content for exceptional student services teachers is specially designed instruction. See examples under "Specially Designed Instruction" in the Glossary.) 	<p>THI/TVI:</p> <ul style="list-style-type: none"> 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 & whole group learner development. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> 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 & learner development. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

PUHSD STANDARD: STANDARD ASSESSMENT

Aligns with In-TASC Standard 6

In-TASC Standard 6: Assessment- The teacher understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, & to guide the teacher's & 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 & Alignment Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> THI/TVI systematically/ holistically plans for & uses formative & periodic summative assessments that are tightly aligned with curriculum & learning targets as part of a student's related services. 	<ul style="list-style-type: none"> THI/TVI effectively & consistently plans for & uses formative & periodic summative assessments that are aligned with curriculum & learning targets as part of a student's related services. 	<ul style="list-style-type: none"> THI/TVI ineffectively and/or inconsistently uses formative & periodic summative assessments that are aligned with curriculum & learning targets as part of a student's related services. 	<ul style="list-style-type: none"> THI/TVI does not use formative & periodic summative assessments that are aligned with curriculum & learning targets as part of a student's related services. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Student Self-Assessment Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> As appropriate considering the Class Profile, students systematically examine learning targets, work, & assessment results to determine learning gaps & develop a plan to monitor progress. Students collaborate with other student(s) to attain learning targets & apply learned concepts. 	<ul style="list-style-type: none"> As appropriate considering the Class Profile, THI/TVI consistently & effectively guides students to self-examine learning targets, work, and/or assessment results, to determine learning gaps & develop a plan to monitor progress. THI/TVI guidance elicits overt student self-correction. THI/TVI guides students to collaborate with other students to attain learning targets & apply learned concepts. 	THI/TVI: <ul style="list-style-type: none"> Inconsistently and/or ineffectively guides students to self-examine learning targets, work, & assessment results to determine learning gaps & develop a plan to monitor progress. THI/TVI guidance inconsistently elicits student self-correction. THI/TVI inconsistently provides opportunities for students to collaborate regarding learning targets & applied concepts. 	<ul style="list-style-type: none"> THI/TVI does not guide students to self-examine learning targets, work, or assessment results to determine learning gaps & develop a plan to monitor progress. THI/TVI does not provide opportunities for students to collaborate. 	Appropriate for use in 2 nd or 3 rd 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					
Appropriate Assessment Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> THI/TVI systematically prepares & accommodates all learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> THI/TVI effectively prepares & accommodates learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> THI/TVI inconsistently prepares & accommodates learners for appropriate academic/performance assessments & particular academic programs. 	<ul style="list-style-type: none"> THI/TVI does not prepare and/or accommodate learners for appropriate academic/performance assessments & particular academic programs. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Utilizing Appropriate Data Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> THI/TVI systematically applies appropriate data analysis to promote effective assessment. 	<ul style="list-style-type: none"> THI/TVI effectively applies appropriate data analysis to promote effective assessment. 	<ul style="list-style-type: none"> THI/TVI inconsistently applies appropriate data analysis for assessment. 	<ul style="list-style-type: none"> THI/TVI does not apply appropriate data analysis for assessment. 	Appropriate for use in 2 nd or 3 rd 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, & pedagogy, as well as knowledge of learners & the community.

In-TASC Standard 8: Instructional Strategies - The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & 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: <ul style="list-style-type: none"> • Designs, implements, & 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 & builds upon individual student responses to measure student's progress toward achieving application of objective(s). 	THI/TVI: <ul style="list-style-type: none"> • Incorporates District supported learning strategies. • The teacher incorporates school-wide initiatives through cross-disciplinary skills Integrated Action Plan (IAP). • 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: <ul style="list-style-type: none"> • Has limited evidence of lesson planning but implements content specific instruction. • Rarely assesses students in real time to measure student's progress. 	<ul style="list-style-type: none"> • THI/TVI provides little to no evidence of planning (lesson plan). The instruction did not follow a developmentally appropriate & content-specific sequence. 	Appropriate for use in 2 nd or 3 rd 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	THI/TVI: <ul style="list-style-type: none"> Systematically analyzes the effectiveness of the instruction to the content objectives & articulates how the results will guide future instructional goals. Uses available & appropriate assessment data to identify trends & individual learning gaps to guide planning & instruction. 	THI/TVI: <ul style="list-style-type: none"> Can accurately identify strengths & weaknesses of the instruction & articulates how the results will guide future instructional goals. Plans for & uses available & appropriate assessment data to identify trends & sub-group learning gaps to guide planning & adjust instruction. 	<ul style="list-style-type: none"> THI/TVI can identify strengths & weaknesses of the instruction. 	<ul style="list-style-type: none"> THI/TVI cannot identify the strengths & weaknesses of the instruction. 	Appropriate for use in 2 nd or 3 rd 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 & Adjust Pre-Conference Observation Post-Conference	THI/TVI: <ul style="list-style-type: none"> Responds to student learning needs using appropriate methods of checking for understanding & 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 & provides precise & clear feedback to individual students to bridge learning gaps, solidify, & enhance learning. 	THI/TVI: <ul style="list-style-type: none"> Checks for understanding & uses content appropriate questioning strategies & adjusts instruction accordingly. Monitors student progress & provides feedback to most students to bridge learning gaps & enhance learning. 	<ul style="list-style-type: none"> THI/TVI uses content appropriate questions & checks for understanding. 	<ul style="list-style-type: none"> THI/TVI does not use questioning techniques & does not check for understanding. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
Collaboration/ Student to Student Engagement Pre-Conference Observation Post-Conference	<ul style="list-style-type: none"> As appropriate considering the Class Profile, THI/TVI 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. 	<ul style="list-style-type: none"> As appropriate considering the Class Profile, THI/TVI engages learners using an effective instructional strategy for groups (two or more students), as it applies to the needs of the learners. 	<ul style="list-style-type: none"> As appropriate considering the Class Profile, THI/TVI engages 50% or less of the learners using an appropriate instructional group collaboration strategy. 	<ul style="list-style-type: none"> THI/TVI does not use group collaboration strategy. 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1

In-TASC Standard 9: Professional Learning & Ethical Practice - The teacher engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, & the community), & 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					
<p>Classroom Performance Summative</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> THI/TVI systematically uses cumulative data to analyze & adjust instruction (e.g., formative pre/post-test, portfolio based, etc.). 	<ul style="list-style-type: none"> THI/TVI always provides appropriate instructions in his/her absence & communicates with colleagues prior to any planned absences. Technology is effectively utilized to enrich curriculum as appropriate for a student population. Grading & disciplinary information in the Plan For Success (PFS) is consistent with practice for teachers of HI/VI Labs only THI/TVI demonstrates positive professional relationships with students. THI/TVI communicates & collaborates with colleagues and/or content-related specialists to provide meaningful learning experiences for students. 	<ul style="list-style-type: none"> THI/TVI inconsistently provides instructions in his/her absence. Technology is minimally utilized to enrich curriculum as appropriate for a student population. THI/TVI completes & submits a PFS for HI/VI labs only Grading & disciplinary practices are not consistent with the PFS. 	<ul style="list-style-type: none"> THI/TVI provides no instructions for absences. No use of instructional technology or multimedia is evident throughout the year. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>
<p>Service to Students</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> Synergy Gradebook entries for StudentVue & ParentVue are current by the week or appropriate interval, given no technical issues. Hearing & vision logs are current based on IEP service time. THI/TVI implements classroom level attendance & academic intervention programs. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Consistently attends IEP meetings, develops appropriate IEP goals, or meets deadlines for IEPs, METS, & quarterly IEP progress reports. Attends mandatory parent, counselor, & other stakeholder meetings during the professional day, unless excused. Is able to provide current student academic performance status upon request. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Inconsistently attends IEP meetings, develops appropriate IEP goals, or meets deadlines for IEPs, METS, & quarterly IEP progress reports. Implements IEP's for assigned caseloads When in a team teaching environment the teacher inconsistently: <ul style="list-style-type: none"> Collaborates for instructional planning 	<ul style="list-style-type: none"> THI/TVI: <ul style="list-style-type: none"> 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, & quarterly IEP progress reports. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

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					
		<ul style="list-style-type: none"> • Effectively implements IEP's for assigned caseloads. • When in a team teaching environment the teacher consistently: <ul style="list-style-type: none"> ○ Collaborates for instructional planning ○ Maintains professional & respectful relationships ○ Coordinates implementation of IEP's for all ESS students ○ Maximizes contact with all students (special populations) 	<ul style="list-style-type: none"> ○ Maintains professional & respectful relationships ○ Implements IEP's for all ESS students 			

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					
<p>Educator Disposition/ Involvement</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>THI/TVI:</p> <ul style="list-style-type: none"> Can articulate use of skills acquired from professional development activities. Can articulate how they support District supported learning strategies in their own classroom. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Regularly participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity & provides evidence. <i>(Exception for First Year teachers who are accountable for meeting Induction Program requirements.)</i> Demonstrates extensive knowledge of resources & 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 & all related learning activities (discussed throughout the year & scored at the Summative Evaluation Conference). Attends & provides completion documentation of at least one professional growth opportunity during the year (campus, District, non-District). Attends in a punctual manner & participates at all PLC & staff meetings unless excused. Can articulate knowledge of District supported learning strategies. Attends the Open House & the graduation ceremony of their designated campus unless excused by principal. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Inconsistently participates on a school committee and/or (co)sponsors a club or activity and/or an evaluator-approved activity & provides evidence. <i>(Exception for First Year teachers who are accountable for meeting Induction Program requirements.)</i> <p>THI/TVI:</p> <ul style="list-style-type: none"> 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 & staff meetings. 	<p>THI/TVI:</p> <ul style="list-style-type: none"> Has not participated in any school committee or (co)sponsored a club or participated in an evaluator approved activity. THI/TVI demonstrates no knowledge of resources & access resources as appropriate for students available through the school, or District, or in the larger community. THI/TVI does not complete a PGP/PDP. THI/TVI 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. 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1</p>

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 <i>(continued)</i> Pre-Conference Observation Post-Conference		THI/TVI will assist with hearing & vision screenings, follow-up screenings, & referrals to appropriate agencies as needed.				

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						
<p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<ul style="list-style-type: none"> Effectively facilitates IEP meetings, communicating student needs, goals, & present levels of performance. Maintains a strong working knowledge of Arizona College & Career Ready Standards (AZCCRS) & applies it to present levels of performance & student goals. Consistently maintains & 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 & course success. Consistently contacts parents to discuss student progress, to elicit assistance and/or to provide feedback. Consistently assists colleagues in areas of ES content fluency & IEP compliance. Consistently monitors student progress to ensure that course selection (regular or modified) is appropriate to meet needs. 	<ul style="list-style-type: none"> 95% or more of IEPs for continuing students are compliant based on IDEA regulations & state & 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 & goals to AZCCRS. Designs student goals that are measurable, disability specific, applicable to student needs, & consistent with students' exposure to curriculum content. Produces quarterly IEP Progress Reports that consistently contain accurate progress measures. Consistently submits valid & 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. Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses. 	<ul style="list-style-type: none"> 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 & 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 transcripts & is generally not aligned to courses with graduation plan. 	<ul style="list-style-type: none"> 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 & goals to AZCCRS. IEPs do not reflect student academic & transition needs & abilities. Does not provide relevant data on student progress reports or provides inaccurate information regarding IEP needs & 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 	<p>Appropriate for use in 2nd or 3rd Observation Cycle. (refer to Glossary)</p>	<p>Comments required.</p> <p>Only appropriate for Observation Cycle 1 Comments required.</p>

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						
		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 & courses are not aligned with graduation plan. 		

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addendum

- Classroom Teacher Observation Instrument, SY 2017-18
- THI and TVI Observation Instrument, SY 2017-18

o Addendum for THI/TVI, SY 2017-18

Teacher Observation Cycle Score Sheet, SY 2017-18

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Teacher Evaluation System: Forms. THI/TVI Observation Instrument, SY 2017-18.

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: <ul style="list-style-type: none"> • 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 communicates with staff to implement: <ul style="list-style-type: none"> • 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 communicates with staff to implement: <ul style="list-style-type: none"> • 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 communicates with staff to implement: <ul style="list-style-type: none"> • 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) 	Appropriate for use in 2 nd or 3 rd Observation Cycle. (refer to Glossary)	Comments required. Only appropriate for Observation Cycle 1
	The THI/TVI effectively adapts to student's classroom setting, and adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI consistently adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI inconsistently adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI rarely adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.		
	The THI/TVI effectively adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI consistently adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI inconsistently adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.	The THI/TVI rarely adapts to student's classroom setting, & adjusts & modifies instruction to meet the student's specific related service needs.		
	The THI/TVI provides information, consult services, & support to students, families, educational teams, & others regarding their student's related service needs consistently .	The THI/TVI provides information, consult services, & support to students, families, educational teams, & others regarding their student's related service needs most of the time .	The THI/TVI provides information, consult services, & support to students, families, educational teams, & others regarding their student's related service needs some of the time .	The THI/TVI does not provides information, consult services, & support to students, families, educational teams, & others regarding their student's related service needs.		

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)						
	<p>THI/TVI will effectively manage their caseload.</p> <p>This is evidenced by engaging in <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Uses service delivery options appropriately, efficiently, & effectively. • Meets responsibilities & obligations to students on the caseload. • Keeps clear & comprehensive records & informs parents, teachers, families of the student’s progress. <p>Devises & maintains an efficient & effective schedule for meeting roles & responsibilities of a THI/TVI Case Manager.</p>	<p>THI/TVI will effectively manage their caseload.</p> <p>This is evidenced by engaging in <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Uses service delivery options appropriately, efficiently, & effectively. • Meets responsibilities & obligations to students on the caseload. • Keeps clear & comprehensive records & informs parents, teachers, families of the student’s progress. <p>Devises & maintains an efficient & effective schedule for meeting roles & responsibilities of a THI/TVI Case Manager.</p>	<p>THI/TVI will effectively manage their caseload.</p> <p>This is evidenced by engaging in <u>some</u> of the following:</p> <ul style="list-style-type: none"> • Uses service delivery options appropriately, efficiently, & effectively. • Meets responsibilities & obligations to students on the caseload. • Keeps clear & comprehensive records & informs parents, teachers, families of the student’s progress. <p>Devises & maintains an efficient & effective schedule for meeting roles & responsibilities of a THI/TVI Case Manager.</p>	<p>THI/TVI will effectively manage their caseload.</p> <p>The THI/TVI <u>does none</u> of the following:</p> <ul style="list-style-type: none"> • Uses service delivery options appropriately, efficiently, & effectively. • Meets responsibilities & obligations to students on the caseload. • Keeps clear & comprehensive records & informs parents, teachers, & families of the student’s progress. <p>Devises & maintains an efficient & effective schedule for meeting roles & responsibilities of a THI/TVI Case Manager</p>		

TEACHER EVALUATION SYSTEM: FORMS

Observation Instruments and Addendum

- Classroom Teacher Observation Instrument, SY 2017-18
- THI and TVI Observation Instrument, SY 2017-18
 - o Addendum for THI/TVI, SY 2017-18

Teacher Observation Cycle Score Sheet, SY 2017-18

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Common Observation Cycle Score Sheet, SY 2017-18

Teacher Name: School Year:
 Department: School:

	Observation Cycle 1 <i>(To be completed by Dec. 1st)</i>			Observation Cycle 2 <i>(To be completed by May 1st)</i>		
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:					

**Procedure Manual: Teacher Evaluation (Rev. August 2017)
Common Observation Cycle Score Sheet, SY 2017-18**

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		
Classroom Performance Summative (p.12)	Pre	Obs	Post	Pre	Obs	Post
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 Strength(s):						
Observation Cycle Two Support(s):						
Professional Growth Plan Attained Goal >> <input type="checkbox"/> Did not attain goal>> <input type="checkbox"/>						
**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

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix A. Self-Evaluation Guide

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			Content Knowledge			Assessment			Instructional Practices		
Planning for the Learner and Learning			Use of Resources to Support Content Literacy			Assessment Use and Alignment			Lesson Organization		
Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.
<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ What specific assessment results show academic growth and/or mastery of the lesson objective(s)? □ Are my assessments tightly aligned with learning targets? 			<ul style="list-style-type: none"> □ 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? 		
Learner Development and Differences			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?							
Pre.	Obs.	Post.									
<ul style="list-style-type: none"> □ 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			Presentation of Content			Student Self-Assessment			Reflection of Instruction		
Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.
<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 		
Learning Climate			Application of Content Knowledge			Appropriate Assessment			Monitor and Adjust		
Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.	Pre.	Obs.	Post.
<ul style="list-style-type: none"> □ Do students display my expectations for classroom procedures and routines? □ Do students display that they assess self and group efforts and quality? 			<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 			<ul style="list-style-type: none"> □ 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? 		
Managing Learning Resources						Utilizing Appropriate Data			Collaboration/Student to Student Engagement		
Pre.	Obs.	Post.				Pre.	Obs.	Post.	Pre.	Obs.	Post.
<ul style="list-style-type: none"> □ Are my lessons organized and is my time well-managed? □ Do the routines my students practice minimize any lost instructional time? 						<ul style="list-style-type: none"> □ What have I learned from analyzing my students' assessment results and how will this guide my subsequent lesson planning? 			<ul style="list-style-type: none"> □ 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 Integrated Action 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:

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix B. Professional Growth Plan for Teachers

Personal Goal: _____

Integrated Action Plan alignment: _____

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

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.

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*
- D2. THI/TVI Pre-Conference *Guiding Questions*
- D3. Virtual Teacher Pre-Conference *Guiding Questions*

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Appendix D1. Teacher Observation Instrument:
 Classroom Teacher 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 Integrated Action Plan in your classroom/PLC?
For ESS Teachers ONLY	General Questions	What is your system for managing your caseload?
		What is your experience with meeting the district deadlines for your current caseload? What is your experience with IEP compliance?

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Appendix D2. Teacher Observation Instrument:
 THI/TVI 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/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?
For ESS Teachers ONLY	General Questions	What is your system for managing your caseload?
		What is your experience with meeting the district deadlines for your current caseload? What is your experience with IEP compliance?

Procedure Manual: Teacher Evaluation (Rev. August 2017)
 Appendix D3. Teacher Observation Instrument:
 Virtual Teacher Pre-Conference *Guiding Questions*

Standard	Element	Guiding Question(s)
The Learner & Learning	Planning for the Learner & Learning	How did you prepare for individual student success in a virtual learning environment?
		How do you determine specific accommodations and/or modifications to make in order to engage and/or tutor students in a virtual learning environment?
		What documentation have you created to support the learning of all students in the virtual learning environment? This is not limited to but may include: classroom rules and procedures, Plan for Success, guidelines for completion, note-taking guidelines, and/or additional standards-based resources.
Assessment	Assessment Use & 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 data do you pull or what assessments do you use to facilitate the reasoning behind your individual daily student contacts?
		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 Integrated Action Plan in your classroom/PLC?

Post-Conference Guiding Questions

- E1. Classroom Teacher Post-Conference Guiding Questions
- E2. THI/TVI Post-Conference Guiding Questions
- E3. Virtual Teacher Post-Conference *Guiding Questions*

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix E1. Teacher Observation Instrument:
Classroom Teacher 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 Integrated Action Plan in your classroom.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix E2. Teacher Observation Instrument:
THI/TVI 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? 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

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix E3. Teacher Observation Instrument:
Virtual Teacher 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)?
	Presentation of Content	
	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 in monitoring individual learning development for each student?
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 student contacts
Instructional Practices	Reflection of Instruction	What process do you engage in to determine-the effectiveness of your individual student engagement?
	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 Integrated Action Plan in your classroom.

Observation Frameworks

- F1. Classroom Profile for Classroom Teacher**
- F2. Classroom Profile for THI/TVI**
- F3. Sample Classroom for THI/TVI**

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix F1. Classroom Profile for Classroom Teacher

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:	

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix F2. Classroom Profile for THI/TVI

THI/TVI: _____ 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:	

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix F2. Sample Classroom Profile for THI/TVI

THI/TVI: _____ 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix G. Case Manager Checklist.

IEP Compliance	<p><u>The case manager maintains IEP compliance in:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4. The case manager effectively facilitates and provides information for all IEP meetings. <input type="checkbox"/> 3. 95% or more of his/her caseload. <input type="checkbox"/> 2. 94-75% of his/her caseload. <input type="checkbox"/> 1. Less than 75% of his/her caseload.
IEP Alignment with Common Core State Standards	<p><u>The case manager applies CCSS to IEP present levels of performance and student goals:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4. Always. He/she has a strong working knowledge of these standards. <input type="checkbox"/> 3. Consistently. <input type="checkbox"/> 2. Inconsistently. <input type="checkbox"/> 1. Not at all.
IEP Student Goals	<p><u>The case manager provides student goals that are:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4, 3. Measurable, disability specific, applicable to student needs, and consistent with students' exposure to curriculum content. <input type="checkbox"/> 2. Inaccurate, immeasurable, or not applicable to present levels of performance or current courses. <input type="checkbox"/> 1. IEPs do not reflect students' academic and transition needs and abilities.
Progress Data	<p><u>The case manager provides progress data that is:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4. Consistently maintained and regularly provided to help determine IEP team decision, including but not limited to quarterly IEP progress reports. <input type="checkbox"/> 3. Provided in quarterly IEP progress reports and consistently contains accurate progress measures. <input type="checkbox"/> 2. Inconsistently provided in quarterly IEP progress reports and contains inaccurate or inappropriate data. <input type="checkbox"/> 1. Not provided in quarterly IEP progress reports, and/or does not provide relevant or accurate information.
IEP Submission	<p><u>The case manager submits IEP paperwork within the District-required FIVE days after the IEP meeting:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4, 3. Consistently. <input type="checkbox"/> 2. Inconsistently. <input type="checkbox"/> 1. Never.
Accommodations and Modifications	<p><u>The case manager:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 3. Provides appropriate accommodations and/or modifications as needed by individual students within assigned courses. <input type="checkbox"/> 2. Provides inconsistent or inappropriate accommodations and/or modifications. <input type="checkbox"/> 1. Provides inappropriate accommodations and/or modifications.
Parent Contact	<p><u>The case manager contacts parents to discuss student progress, elicit assistance, and/or to provide feedback:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4. Consistently. <input type="checkbox"/> 3. As needed. <input type="checkbox"/> 2. Inconsistently. <input type="checkbox"/> 1. Rarely.
IEP Involvement	<p><u>The case manager:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4. Consistently assists colleagues in areas of ESS content fluency and IEP compliance. He/she attends all required IEP meetings unless excused. <input type="checkbox"/> 3. Attends all required IEP meetings. <input type="checkbox"/> 2. Attends 99-75% of required IEP meetings, unless excused. <input type="checkbox"/> 1. Attends less than 75% of required IEP meetings, unless excused.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix G. Case Manager Checklist.

Graduation Plan	<p><i><u>The case manager monitors student transcripts to ensure courses align with a student's transition plan:</u></i></p> <ul style="list-style-type: none"><input type="checkbox"/> 4. Consistently. Additionally, <u>student progress</u> is consistently monitored to ensure that courses (regularly or modified) align appropriately with <u>student needs</u>.<input type="checkbox"/> 3. Consistently.<input type="checkbox"/> 2. Inconsistently.<input type="checkbox"/> 1. Not at all.
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Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix H. Co-Teacher Roles and Responsibilities

#	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:			

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix I. Glossary of Terms

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.
IAP	Integrated Action Plan
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

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix I. Glossary of Terms

Term	Definition
Non-Compliance	Teacher does not satisfactorily meet the criteria described for the element in the rubric as highly effective, effective, developing, or ineffective as observed during the second or third observation cycle.
Not Observed	Any individual element that was not observed during the observation cycle and whose absence did-not hinder student learning. It 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.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix I. Glossary of Terms

Term	Definition
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.
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, such as ELL, 504, IEP, chronically absent, credit-deficient, high-achieving, gifted, bottom quartile...
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.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix J. PUHSD Teacher Observation Instrument FAQs

Question	Answer
Which documents are required for the Pre-Conference?	<p>Required documents/evidence for Pre-Conference: Evidence of planning (e.g., lesson plan, PowerPoints, etc.), answers to the guiding questions, and Class Profile.</p> <p>* 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.</p>
Which documents are required for the Post-Conference?	<p>Required document/evidence for Post-Conference: Evidence of results of the formal or informal assessment</p> <p>* 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</p>
What happens when evaluations do not occur according to procedure?	<ul style="list-style-type: none"> • 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 rationale. • 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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix J. PUHSD Teacher Observation Instrument FAQs

Question	Answer
How does a teacher communicate that appropriate disciplinary action occurred?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Teachers shall be evaluated on professional classroom management decisions.
Which students count towards the 33%?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Pending ADE guidance
How do we calculate the final aggregate score?	<ul style="list-style-type: none"> • 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)?	<ul style="list-style-type: none"> • 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.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix K. Cited Arizona Revised Statutes
A.R.S. § 15-203. Powers and duties of Arizona State Board of Education (excerpted)

A. The state board of education shall: . . .

38. Adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes. The framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments. The state board of education shall adopt best practices for professional development and evaluator training. The state board of education may periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level. School districts and charter schools shall use an instrument that meets the data requirements established by the state board of education to annually evaluate individual teachers and principals. School districts and charter schools shall adopt definitions for the performance classifications adopted by the state board of education in a public meeting and apply the performance classifications to their evaluation instruments in a manner designed to improve principal and teacher performance. For charter holders, the principal evaluation instrument applies to each charter school's instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This paragraph does not apply to an officer, director, member or partner of the charter holder. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers.

A. 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 section 15-538, 15-539, 15-541 or 15-544. The teacher's acceptance of the contract for the ensuing year must be indicated within fifteen business days from the date of the teacher's receipt of the written contract or the offer is revoked. Receipt under this subsection will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. The teacher accepts the contract by signing the contract and returning it to the governing board or by making a written instrument that accepts the terms of the contract and delivering it to the governing board. If the written instrument includes terms in addition to the terms of the contract offered by the board, the teacher fails to accept the contract.

B. Notice of the board's intention not to reemploy the teacher shall be by delivering it personally to the teacher or by sending it by registered or certified mail to the teacher at the teacher's place of residence as recorded in the school district records. The notice shall incorporate a statement of reasons for not reemploying the teacher. If the reasons are charges of inadequacy of classroom performance, the board or its authorized representative shall give the teacher written preliminary notice of inadequacy, specifying the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and maintain adequate classroom performance as defined by the governing board pursuant to section 15-538, subsection C. The governing board may delegate to employees of the governing board the general authority to issue preliminary notices of inadequacy of classroom performance to teachers pursuant to this subsection without the need for prior approval of each notice by the governing board. In all cases in which an employee of the governing board issues a preliminary notice of inadequacy of classroom performance without prior approval by the governing board, the employee shall report its issuance to the governing board within ten school days. The written notice of intention not to reemploy shall include a copy of any evaluation pertinent to the charges made and filed with the board.

C. This section shall not be construed to provide a probationary teacher with the right to a hearing pursuant to section 15-539, subsection F.

D. A certificated teacher who is currently a continuing teacher as defined in section 15-538.01 but who has been designated after an evaluation conducted according to the requirements pursuant to section 15-537 in the lowest performance classification for the current school year shall become a probationary teacher as defined in section 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.

E. For the purposes of this section, "probationary teacher" means a certificated teacher who is not a continuing teacher.

A. The governing board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district that meets the requirements prescribed in section 15-203, subsection A, paragraph 38 and that results in at least one evaluation of each certificated teacher by a qualified evaluator each school year. The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths. The governing board shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system.

B. The school district governing board shall adopt teacher evaluation policies in a public meeting. Before the adoption of teacher evaluation policies, the school district governing board shall provide opportunities for public discussion on the proposed policies. The policies shall describe:

1. Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years. The policies shall specify that the offer and acceptance of a multiyear contract does not exclude that teacher from the application of section 15-538.01, 15-540, 15-541 or 15-549 and that the teacher may accept a multiyear contract offer or decline and accept a one year contract.
2. Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
3. Protections for teachers who are transferred to schools that are assigned a letter grade of D or F pursuant to section 15-241.
4. Protections for teachers if the principal of the school is designated in the lowest performance classification.

C. By school year 2015-2016, the policies prescribed in subsection B of this section shall describe:

1. Performance improvement plans for teachers designated in the lowest performance classification.
2. Dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification. The procedures shall require that the school district issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one of the two lowest performance classifications unless the teacher is in the first or second year of employment with the school district or has been reassigned to teach a new subject or grade level for the preceding or current school year.

D. A teacher who has been employed by the school district for the major portion of three or more consecutive school years and who is currently designated in the lowest performance classification for two consecutive school years shall not be transferred as a teacher to another school in that school district unless the school district has issued a preliminary notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher pursuant to section 15-539 and the governing board has approved the new placement as in the best interests of the pupils in the school. A teacher who continues to be designated in one of the two lowest performance classifications shall not be permitted to transfer to another school. A teacher shall not be transferred more than once pursuant to this subsection.

E. The governing board shall prescribe specific procedures for the teacher performance evaluation system, which shall include at least the following elements:

1. At least two actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. There shall be at least sixty calendar days between the first and last observations. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance and be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance. An observation shall not be conducted within two instructional days of any scheduled period in which school is not in session for one week or more. Within ten business days after each observation, the qualified evaluator shall provide written feedback to the teacher.

2. Specific and reasonable plans for the improvement of teacher performance as provided in subsection H of this section.
3. Appeal procedures for teachers who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation.
4. Training requirements for qualified evaluators.
5. A plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two complete school years.

F. The governing board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one of the two highest performance classifications for the current school year, unless the teacher requests a second observation.

G. The results of an annual evaluation conducted as provided in this section shall be in writing or provided in electronic format to the certificated teacher and a copy shall be transmitted or provided in an electronic format to the certificated teacher within five days after completion of the evaluation. The certificated teacher may initiate a written reaction or response to the evaluation.

H. Each evaluation shall include recommendations as to areas of improvement in the performance of the certificated teacher if the performance of the teacher warrants improvement. After transmittal of an evaluation, the qualified evaluator or another board designee shall confer with the teacher to make specific recommendations as to areas of improvement in the teacher's performance. The qualified evaluator or other board designee shall provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

I. Copies of the evaluation report and performance classification of a certificated teacher retained by the governing board and the department of education are confidential, do not constitute a public record and shall not be released or shown to any person except:

1. To the certificated teacher who may make any use of it.
2. To authorized district officers and employees for all personnel matters regarding employment and contracts and for any hearing that relates to personnel matters.
3. To school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes. A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district or charter school.
4. For introduction in evidence or discovery in any court action between the governing board and the certificated teacher in which either:
 - (a) The competency of the teacher is at issue.
 - (b) The evaluation and performance classification were an exhibit at a hearing, the result of which is challenged.

J. Any school district policy pertaining to the transfer of teachers from one school to another school in a school district shall take into consideration the current distribution of teachers across all of the performance classifications and the needs of the pupils in the school district.

A.R.S. § 15-538. Preliminary notice of inadequacy of classroom performance; performance improvement plan; adoption of definition

A. The governing board of any school district shall give any certificated teacher notice of intention to dismiss or not to reemploy if such intention is based on charges of inadequacy of classroom performance. The governing board or its authorized representative, at least forty-five instructional days before such notice, shall give the teacher written preliminary notice of inadequacy of classroom performance, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct inadequacies and maintain adequate classroom performance as defined by the governing board pursuant to section 15-538, subsection C. A notice of the governing board's intention to dismiss or not to reemploy for inadequacy of classroom performance shall not be issued until the district has completed an observation at the conclusion of a performance improvement plan issued pursuant to subsection B. The governing board may delegate to employees of the governing board the general authority to issue preliminary notices of inadequacy of classroom performance to teachers pursuant to this section without the need for prior approval of each notice by the governing board. In all cases in which an employee of the governing board issues a preliminary notice of inadequacy of classroom performance without prior approval by the governing board, the employee shall report its issuance to the governing board within ten school days. The written notice of intention to dismiss or not to reemploy shall include a copy of any valid evaluation pertinent to the charges made.

B. The preliminary notice of inadequacy of classroom performance shall be accompanied by a performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.

C. The governing board shall adopt a definition of inadequacy of classroom performance that aligns with the performance classifications. The governing board's definition may set standards that exceed the standards of the performance classifications and applies to notices issued pursuant to sections 15-536 and 15-537 and this section. The governing board shall develop its definition of inadequacy of classroom performance in consultation with its certificated teachers. The consultation may be accomplished by holding a public hearing, forming an advisory committee or providing teachers the opportunity to respond to a proposed definition.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix K. Cited Arizona Revised Statutes
A.R.S. § 15-538.01. Offer of contract to continuing teacher; definition

A. The governing board shall offer to each continuing teacher a contract renewal for the next ensuing school year 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 intent not to offer a contract and to dismiss the teacher as provided in section 15-539.

B. The teacher's acceptance of the contract must be indicated within fifteen business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked. Receipt under this subsection will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. The teacher accepts the contract by signing the contract and returning it to the governing board or by making a written instrument that accepts the terms of the contract and delivering it to the governing board. If the written instrument includes terms in addition to the terms of the contract offered by the board, the teacher fails to accept the contract.

C. A certificated teacher who is currently a continuing teacher as defined in this section but who has been designated after an evaluation conducted according to the requirements pursuant to section 15-537 in the lowest performance classification for the current school year shall become a probationary teacher as defined in section 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.

D. For the purposes of this section, "continuing teacher" means a certificated teacher who has been and is currently employed by the school district for the major portion of three consecutive school years and who has not been designated in the lowest performance classification for the previous school year or who has not regained continuing status after being designated as a probationary teacher pursuant to subsection C of this section.

A.R.S. § 15-539. Dismissal of certificated teacher; due process; written charges; notice; hearing on request

A. On a written statement of charges presented by the superintendent, charging that there exists cause for the suspension without pay for a period of time greater than ten school days or dismissal of a certificated teacher of the district, the governing board, except as otherwise provided in this article, shall give notice to the teacher of its intention to suspend without pay or dismiss the teacher at the expiration of ten days from the date of the service of the notice.

B. Whenever the superintendent presents a statement of charges wherein the alleged cause for dismissal constitutes immoral or unprofessional conduct, the governing board may adopt a resolution that a complaint be filed with the department of education. Pending disciplinary action by the state board of education, the certificated teacher may be reassigned by the superintendent or placed on administrative leave by the governing board pursuant to section 15-540.

C. Except as provided in section 15-536, the governing board shall give a certificated teacher written preliminary notice of inadequacy of classroom performance pursuant to section 15-538 if its intention to dismiss is based on charges of inadequacy of classroom performance. If within the time specified in the written preliminary notice of inadequacy of classroom performance the teacher does not demonstrate adequate classroom performance, the governing board shall dismiss the teacher either within ten days of the service of a subsequent notice of intention to dismiss or by the end of the contract year in which the subsequent notice of intention to dismiss is served unless the teacher has requested a hearing as provided in subsection F of this section. If the teacher demonstrates adequate classroom performance during the period allowed to correct such deficiencies as specified in the written preliminary notice of inadequacy of classroom performance, the governing board may not dismiss the teacher for the reasons specified in the written preliminary notice of inadequacy of classroom performance. If the governing board of a school district has received approval to budget for a career ladder program, the governing board may define inadequacy of classroom performance by establishing a single level of performance that is required of all teachers or by establishing more than one required level of performance. If more than one level is established, the same level of performance for minimum adequacy shall be required of all teachers who have completed the same number of years of teaching in the district.

D. Any written statement of charges alleging unprofessional conduct, conduct in violation of the rules or policies of the governing board or inadequacy of classroom performance shall specify instances of behavior and the acts or omissions constituting the charge so that the certificated teacher will be able to prepare a defense. If applicable, it shall state the statutes, rules or written objectives of the governing board that the certificated teacher is alleged to have violated and set forth the facts relevant to each occasion of alleged unprofessional conduct, conduct in violation of the rules or policies of the governing board or inadequacy of classroom performance.

E. The notice shall be in writing and shall be served on the certificated teacher personally or by United States registered or certified mail addressed to the teacher's last known address. A copy of the charges, together with a copy of this section and sections 15-501, 15-538.01, 15-540, 15-541, 15-542, 15-544, 15-545, 15-546 and 15-547, shall be attached to the notice.

F. The certificated teacher who receives notice that there exists cause for dismissal or suspension without pay shall have the right to a hearing if the teacher files a written request with the governing board within ten days of service of notice. The filing of a timely request shall suspend the imposition of a suspension without pay or a dismissal pending completion of the hearing.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix K. Cited Arizona Revised Statutes
A.R.S. § 15-541. Hearing on Request.

A. The governing board shall decide whether to hold a hearing on the dismissal or suspension without pay for a period of time longer than ten days of a certificated teacher as provided in this article. If the governing board decides not to hold a hearing, the governing board shall designate a hearing officer to hold the hearing, hear the evidence, prepare a record and issue a recommendation to the governing board for action. The governing board may provide by policy or vote at its annual organizational meeting that all hearings conducted pursuant to this section shall be conducted before a hearing officer. The hearing officer shall be mutually agreed upon by the parties to the hearing. If the parties cannot mutually agree on a hearing officer, a hearing officer shall be selected by the governing board from a list provided by the department of education or the American arbitration association. The hearing shall be held not less than fifteen nor more than thirty days after the request is filed unless all parties to the hearing mutually agree to a different hearing date, and notice of the time and place of the hearing shall be given to the teacher not less than three days before the date of the hearing. The teacher may request that the hearing be conducted in public or private. At the hearing the teacher may appear in person and by counsel, if desired, and may present any testimony, evidence or statements, either oral or in writing, in the teacher's behalf. The governing board or the hearing officer shall prepare an official record of the hearing, including all testimony recorded manually or by mechanical device, and exhibits. The teacher who is the subject of the hearing may not request that the testimony be transcribed unless the teacher agrees in writing to pay the actual cost of the transcription. Within ten days after a hearing conducted by the governing board, the board shall determine whether there existed good and just cause for the notice of dismissal or suspension and shall render its decision accordingly, either affirming or withdrawing the notice of dismissal or suspension. Within ten days after a hearing conducted by a hearing officer, the hearing officer shall deliver a written recommendation to the governing board that includes findings of fact and conclusions. Parties to the hearing have the right to object to the findings of the hearing officer and present oral and written arguments to the governing board.

B. A hearing held pursuant to this section may not be conducted by any hearing officer having a personal interest which would conflict with the hearing officer's objectivity in the hearing. The governing board has an additional ten days to determine whether good and just cause existed for the notice of dismissal or suspension and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. Good and just cause does not include religious or political beliefs or affiliations unless they are in violation of the oath of the teacher.

Procedure Manual: Teacher Evaluation (Rev. August 2017)
Appendix K. Cited Arizona Revised Statutes
A.R.S. § 15-544. Limitations on reduction of salaries of personnel.

A. A governing board may reduce salaries or eliminate certificated teachers in a school district in order to effectuate economies in the operation of the district or to improve the efficient conduct and administration of the schools of the school district.

B. Notice of a general salary reduction shall be given each certificated teacher affected.

C. The provisions of this section do not apply to reductions in salary from monies from the classroom site fund pursuant to section 15-977.