2023-2024 Teacher Evaluation Handbook

Acknowledgements

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Evaluation Introduction

In 2010, a state law was enacted to change the culture of education in Arizona and to improve how local education agencies evaluate classroom teachers. Arizona Revised Statute § 15-203(A)(38) requires the Arizona State Board of Education to adopt and maintain a model framework for a classroom teacher evaluation instrument that includes quantitative data on student academic progress. Furthermore, the statute states that student academic progress shall account for 20 to 33 percent of the classroom teacher evaluation outcomes. The Arizona State Board of Education approved the Arizona Framework for Measuring Educator Effectiveness, which complies with all legal requirements of the statute while providing school districts with some flexibility in developing their own classroom teacher evaluation systems. The state's framework requires:

- Annual evaluation of teachers
- Rubrics for teaching performance aligned with national teaching standards as approved by the State Board of Education

Through a collaborative effort involving teachers, principals, a curriculum and instruction specialist, Mesa Public Schools has developed a classroom teacher evaluation system that aligns with the state's framework and with our Promise, Portrait of a Mesa Public Schools Graduate, and the Five Strategic Goals.

The classroom teacher evaluation system is designed to enhance teaching and student achievement through targeted professional development and data-informed decision making. It is intended to bring clarity, conversation and improvements to teaching and learning by:

- Providing a common district wide definition of effective teaching
- Embracing meaningful discussion and collaboration about teaching practices
- Focusing on continuous growth for all teachers
- Identifying and emphasizing strategies that have the greatest impact on student learning

Our Promise

Every student in Mesa Public Schools is known by name, served by strength and need, and graduates ready for college, career and community.

Our Vision

Unprecedented Excellence in Education

Our Mission

To develop a highly educated and productive community, one student at a time.

Our Core Values

In Mesa Public Schools:
- Each student is important.
- Learning is our focus and priority.
- Collaboration and innovation are indispensable.
- Sound fiscal stewardship is essential.
- Diversity increases our opportunities.
- Success is expected and celebrated.

mesa PUBLIC SCHOOLS

Portrait of a Graduate

The essential attitudes and skills students need to graduate ready for college, career and community.

ESSENTIAL ATTITUDES

Ethical
- Acts with character
- Is of service to others
- Takes responsibility for one's words and actions

Inclusive
- Finds common ground
- Invites and seeks to understand the ideas of others
- Sees strength in differences

Resilient
- Adaptable
- Learns from mistakes
- Is willing to risk trying again

ESSENTIAL SKILLS

Collaborator
Learns from and contributes to the learning of others while working toward a common goal

Communicator
Listens and shares ideas clearly and effectively, keeping the audience and purpose in mind

Community Contributor
Brings people together and contributes to the community and world

Creative Thinker & Innovator
Uses curiosity and imagination to inspire new ideas or build upon existing ones

Critical Thinker & Problem Solver
Investigates, learns and sees more than one way to solve a problem

Mesa Public Schools Classroom Teacher Evaluation System

The Mesa Public Schools classroom teacher evaluation system is a collaborative model leading to improved teaching performance and increased student academic achievement. All teachers who provide instruction to preschool, kindergarten, grades 1 through 12, or ungraded classes, or who teaches in an environment other than a classroom setting and who maintains student attendance records for each instructional meeting will use the classroom teacher evaluation system.

Based on established rubrics, the performance indicators of Highly Effective, Effective, Developing and Ineffective will be used to rate a classroom teacher's performance as determined by evidence using the 22 components of the Charlotte Danielson Framework.

Teaching Performance

Charlotte Danielson's Framework for Teaching, which will be used as the *Teaching Performance Evaluation* for each classroom teacher, is organized into four domains and 22 components. (*Appendix A*). Evidence for the domains of Classroom Environment and Instruction will be primarily collected through classroom observations. Evidence for the domains of Planning and Preparation and Professional Responsibilities will be provided by the teacher and gathered through the review of lesson plans, student work, communication logs, conversations about teaching practice, and other professional and instructional artifacts. Samples of evidence and artifacts are noted in *Appendix D*.

The *Teaching Performance Evaluation* emphasizes that planning precedes the work in the classroom to allow for quality instruction to occur. It promotes opportunities for student engagement, collaborative thinking, and a rigorous student-centered learning environment. Teachers embrace professional standards that meet the academic needs of all students.

Some common themes that permeate the domains, components and elements of the *Teaching Performance Evaluation* include, but are not limited to: equity, cultural competency, high expectations for learning, appropriately differentiated instruction, and evidence of student voice in their learning.

The *Teaching Performance Evaluation* identifies areas of a teacher's responsibility (Domains 1 and 4) as well as provides a resource to document evidence that shows an impact on student growth (Domains 2 and 3).
The four domains include:
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Evidence collected during the teaching performance cycle will address all 22 components of the Danielson Framework in Domains 1-4. *(Complete descriptions of the domains and components can be found in Appendix B and Appendix C.)*

Domain 1 and 4 Evidence (Artifacts)
- Collected by the teacher and shared with the evaluator prior to the end of the evaluation cycle (samples of evidence/artifacts are noted in Appendix D)

Domain 2 and 3 Evidence (Performance)
- Collected by the evaluator primarily during the classroom observation(s)

Teacher Observations

Evaluators are required to conduct at least one formal classroom observation each cycle. If deemed necessary, additional classroom observations may occur or may be requested by the teacher before the Summative Teaching Form is submitted. **An observation shall not be conducted within two instructional days of Fall Break, Thanksgiving Break, Winter Break, and Spring Break.**

The evaluator may provide continuing status classroom teachers with the choice of a scheduled or unscheduled formal observation. There must be a minimum of **60 calendar days** between formal observations. Continuing status teachers who score Effective or Highly Effective on the Fall Summative may waive their second evaluation cycle.

Pre and Post Observation Conferences

The pre conference is required for probationary status teachers, but may be optional for continuing status teachers. Evaluators will inform teachers if they are required to have a pre conference.

During the pre conference, the teacher should be prepared to discuss either the questions outlined in the Pre Observation Conference Form or review a formal lesson plan provided by the teacher at the time of the scheduled pre conference. The evaluator may require one or both of these documents.

Within 10 business days after each formal observation, the evaluator must provide written feedback to the teacher. The evaluator *may* require the Post Observation Conference Form to be completed. If required, the form should be completed prior to the post observation conference.

The teacher will be provided the opportunity to complete a self-assessment after their formal observation(s).

Teachers will be evaluated in each of the 22 components based on the evidence collected from pre and post observation conferences, formal and informal classroom observations, professional responsibilities, and the teacher's self-assessments.

*Note: Any communications and other information regarding interactions with students, parents, and co-workers may be considered as evidence by the evaluator, provided that the classroom teacher is given an opportunity to comment on the information during a conference or other communication with the evaluator.

Probationary Status Teachers

Probationary Status Teachers will be evaluated on Domains 1-4. A formal classroom observation (and additional classroom observations as needed) is required for both the Fall and the Spring Summative Teaching Performance Evaluations. The Teacher Self-Assessment Form will be completed by the teacher for both the Fall and Spring Teaching Performance Evaluation cycles. Probationary Status Teachers remain on the performance cycle for three years. At the completion of the third year, probationary teachers who have received an Effective or Highly Effective rating, will be placed on the Continuing Status Teaching Performance cycle at the beginning of the fourth year of teaching.

The Fall Summative is due prior to the end of the first semester. The Spring Summative is due prior to the last school day of April.

Continuing Status Teachers

Per A.R.S. §15-538.01(D) Continuing Status Teachers who score Effective or Highly Effective on the Fall Summative may waive their second evaluation cycle. Following A.R.S. §15-537.G, if the second observation is waived, the teacher's Final Summative Teaching Performance Evaluation will be completed using the Fall Summative Evaluation scores and any additional evidence that was collected throughout the year.

Upon the completion of the fourth year with the district, a Continuing Status Teacher classified as Effective or Highly Effective with no Developing scores in Domains 1 and 4, will be evaluated in Domains 2 and 3 only for the two subsequent school years of the three-year Teaching Performance Evaluation cycle.

If a teacher earns a rating of Developing or Ineffective while being scored in only Domains 2 and 3, a full evaluation cycle will be required.

At the completion of the three year cycle, a Continuing Status Teacher who earns a Highly Effective rating for three consecutive years may be placed on the Alternative Evaluation Cycle per A.R.S. §15-537.B.2. Any teacher earning a rating of Effective or Highly Effective will restart a full three-year evaluation cycle, being evaluated in Domains 1-4. At any time during the three-year sequence, evaluators have the discretion to place any teacher on the full evaluation, and teachers may request to be placed on the full evaluation.

The Fall Summative is due prior to the end of the first semester. The Spring Summative is due prior to the last school day of April.

Final Evaluation

If a second evaluation occurs, the results of the two evaluations will be used to complete a Final Evaluation. If a teacher receives unequal scores for the same component for both the Fall and Spring Evaluation, it is the evaluator's sole determination which score most accurately reflects the teacher's performance over the school year.

Alternative Evaluation Cycle Teachers

In accordance with A.R.S. §15-537, a classroom teacher may be placed on the Alternative Performance Evaluation, known as the Alternative Evaluation Cycle (AEC), after three consecutive years of receiving a final summative rating of Highly Effective in the same district. Within the first four weeks of the school year, teachers rated as highly effective for three consecutive years must notify their evaluator in writing if they would prefer a full evaluation cycle rather than the expedited performance review. Prior to the end of the first quarter of the school year, the evaluator will inform teachers rated as highly effective for three consecutive years that they receive a formal evaluation rather than the expedited performance review. The default would be the expedited performance review.

Prior to the end of the first quarter, the evaluator will complete at least one formal walk-through. A formal walk-through requires verbal and written feedback posted in the District's online evaluation system Formal Walk-Through Form. The evaluator will provide at least one additional formal walk-through prior to the last school day in April.

Prior to the **second Friday of May**, the evaluator will complete a form in Perform verifying that the teacher on the AEC continues to be highly effective and will remain on the AEC, or will recommend changing to Continuing Status for the following school year. The evaluator must provide both verbally and in writing the reasons for the recommended change of process.

Performance Levels

After the review of all teaching performance evidence, the teacher will receive a Final Summative Teaching Performance Evaluation that will be used to determine the teacher's Teaching Performance Profile and Rating. The levels of performance as they relate to teaching performance are defined as follows:

Highly Effective

There is evidence of high levels of knowledge, implementation and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their classroom.

To be rated Highly Effective, teachers must score a minimum of five Highly Effective ratings in Domains 2 and 3 with zero Developing or Ineffective ratings.

Effective

There is evidence of increased knowledge, implementation and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.

To be rated Effective, teachers must score no more than two Developing ratings in Domain 2 and 3, no more than three Developing ratings in total, and zero Ineffective ratings.

Developing

There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.

To be rated Developing, teachers may score four or more Developing ratings **OR** no more than two Ineffective ratings.

Ineffective

There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning or is doing harm in the classroom.

To be rated Ineffective, teachers must score three or more Ineffective ratings **OR** any combination of Developing and one or two Ineffective ratings.

Note: A classroom teacher who was rated Ineffective by their previous evaluator, may request to be evaluated by a different evaluator by September 15th of the current school year. The teacher must exercise this right by delivery of written notice to the Assistant Superintendent of Human Resources. Upon receipt of notice from the teacher, the Assistant Superintendent of Human Resources will assign responsibility for the teacher's evaluation to another evaluator.

Inadequate Classroom Performance

If at any time a classroom teacher is rated Ineffective on a Summative Teaching Performance Evaluation, the evaluator must contact the Director of Human Resources prior to the post conference for Inadequate Performance procedures.

If the teacher is rated Developing on the Final Summative Teaching Performance Evaluation and Developing for the fall of the following school year, the evaluator must contact Human Resources prior to the fall post conference to discuss Inadequate Performance procedures. The Preliminary Notice of Inadequacy includes a collaborative process between Human Resources, the evaluator and the teacher to design a Professional Remediation Plan.

Once the teacher is rated Ineffective or Developing as stated above, the evaluator will contact the Director of Human Resources. The evaluator will review and discuss the summative assessment scores and evidence from the observation with the Director. Human Resources will then initiate the Preliminary Notice of Inadequacy process. The Director and the evaluator will schedule a meeting with the teacher where the documentation, including a Remediation Plan, will be shared.

The plan will include the following:
- Goals, strategies, and action steps
- Training opportunities and other resources available to support the employee to correct the deficiencies
- Specific dates by which the employee must correct any deficiencies and demonstrate adequate classroom performance.

The Professional Remediation Plan will remain in effect for not less than 45 instructional days.

Human Resources will select a second evaluator, and if possible, will be selected from the same campus. If there is a significant conflict or extenuating circumstance, a second evaluator may be selected from a different location.

At the conclusion of the 45 instructional days and after the two evaluators have completed independent evaluations, the Director will review both summative forms and supporting observational evidence to determine if the teacher demonstrated adequate performance. Then, a Results Conference will be scheduled.

Evaluators must notify Human Resources of a teacher who qualifies for Inadequate Classroom Performance process by the **last school day of November** for the fall semester or by the **first Friday in February** for the spring semester. The Superintendent or designee may issue a preliminary notice of inadequate classroom performance at any time after a teacher receives a rating of Ineffective as a result of the Fall or Final Summative Teaching Performance Evaluation. If the inadequate classroom performance process is not completed by the end of the school year in which it started, the process will continue in the following school year as necessary to allow the teacher the opportunity to complete the Professional Remediation Plan, correct inadequacies, and demonstrate adequate classroom performance.

Appeal of Evaluation

A classroom teacher who disagrees with a Final Summative Evaluation may submit a written appeal to their supervisor within five working days after receipt of their Summative scores. The appeal must describe with specificity the alleged error or errors that are the basis for the appeal. Allegations of error regarding the evaluator's judgment of the teacher's performance during a formal or informal observation will not be considered in an appeal if the evaluator's perceptions of the teacher's performance with regard to specific elements are properly documented. If an appeal is not granted by their supervisor, a classroom teacher may appeal to the Assistant Superintendent of Human Resources or designee within five working days of their evaluator's decision. The evaluator and/or Assistant Superintendent may decline to consider an appeal if the appeal is not timely. Likewise, the Assistant Superintendent may not consider an appeal if it is determined that the evaluation will not affect the employee's eligibility for performance pay, or other form of compensation and will not affect the employee's employment for the subsequent school year. A response to the teacher's appeal shall occur within ten instructional days.

Professional Learning

Educators New to Mesa Public Schools or Educators New to Teaching

The Professional Learning Department supports all educators new to Mesa Public Schools through Summer Orientation. Teachers new to teaching additionally receive a three-year induction program. This process provides training specifically designed for probationary teachers in Mesa. This professional learning series, adapted annually based on the needs of new teachers, is research-based and is aligned to state and national teaching standards and district initiatives. The induction program provides differentiated, relevant professional learning opportunities as well as classroom observations and coaching.

Teachers new to Mesa also receive differentiated support based upon years of experience and individual needs through professional learning opportunities. Teachers new to Mesa with less than three years of experience will receive coaching and support from their site specialists.

Professional Refinement Plan (Optional)

For every educator who receives a final rating of Highly Effective or Effective on the *End of Year Summative Form*, a Professional Refinement Plan Form is optional and determined by the evaluator. This may be established prior to the second Friday of May in the present school year. The evaluator, in collaboration with the teacher, may develop a plan to target an area for refinement.

Professional Remediation Plan

For every educator who receives a rating of Developing or Ineffective on a Summative form, a Professional Remediation Plan Form will be established. The Remediation Plan will be developed in collaboration between the evaluator and the teacher to target the area(s) of deficiency. The evaluator may assign a remediation plan at any time during the school year as deemed appropriate to support the teacher.

The Professional Remediation Plan should include the following:
1. Goals, strategies, and action steps
2. Resources and support, such as training opportunities available for the employee
3. Dates by which the employee must correct any deficiencies and demonstrate adequate classroom performance

Evaluation Timelines and Activities

Timeline	Activities
Within the first three weeks of the school year	*Classroom Teacher Evaluation Orientation* ● The evaluator will provide an overview of the classroom Teacher evaluation system to all classroom teachers.
Within the first four weeks of the school year	*Alternative Performance Evaluation* ● Within the first four weeks of the school year, teachers rated as highly effective for three consecutive years must notify their evaluator if they would prefer a full evaluation cycle rather than the expedited performance review. ● Prior to the end of the first quarter of the school year, the evaluator will inform teachers rated as highly effective for three consecutive years that they receive a formal evaluation rather than the expedited performance review. The default would be the expedited performance review. ● Prior to the end of the first quarter, the evaluator will complete at least one formal walk-through. A formal walk-through requires verbal and written feedback posted in the district's online evaluation system. ● The evaluator will provide at least one additional formal walk-through prior to the last school day in April. ● Prior to the end of the second semester, the evaluator will complete a form verifying that the teacher on the expedited performance review remains a highly effective teacher. ● If the evaluator recommends a change to the standard evaluation process, the evaluator must verbally *and* in writing provide reasons for the recommended change prior to the end of the semester.
Prior to the end of the first semester	*Fall Summative Teaching Performance Evaluation* ● The evaluator will collect evidence for Domains 1 and 4 through the pre and post observation conference process. ● The evaluator will collect evidence for Domains 2 and 3 through informal observations and the first formal observation. ● The teacher will complete a self-assessment in TalentEd Perform. ● The evaluator will complete the Fall Summative Teaching Performance Evaluation in TalentEd Perform.
Prior to the last school day of April	*Spring and Final Summative Teaching Performance Evaluations* ● The evaluator will collect evidence for Domains 1 and 4 through the pre and post observation conference process. ● The evaluator will collect evidence for Domains 2 and 3 through informal observations and the second formal observation. ● The teacher will complete a self-assessment in TalentEd Perform. ● The evaluator will complete the Spring and Final Summative Teaching Performance Evaluations for probationary teachers and continuing status teachers requiring a Spring Summative Teaching Performance Evaluation in TalentEd Perform. ● The Final Summative Teaching Performance Evaluation scores will be used for teacher RIF profiles.

Prior to the second Friday of May in the present school year	*Development of Refinement Plans* (Optional) ● Prior to the second Friday of May in the present school year, the evaluator, in collaboration with the teacher, may develop a plan to target an area for refinement. ● A Professional Refinement Plan may be established for a teacher who receives a final rating of Highly Effective or Effective on the Teaching Performance Profile and Rating. ● The professional refinement plan will be implemented throughout the next evaluation cycle.
No timeline	*Development of Remediation Plans* ● A Professional Remediation Plan Form will be established for every teacher who receives a final rating of Developing or Ineffective on the Teaching Performance Profile and Rating Form or at any time at the discretion of the evaluator. The evaluator, in collaboration with the teacher, will develop a plan to target the areas(s) of deficiency.
Within two days of breaks	An observation shall not be conducted within two instructional days of Fall Break, Thanksgiving Break, Winter Break, and Spring Break.

Forms

The following forms or plans can be found in [TalentEd Perform](). Teachers can access their designated forms by logging in with their active directory credentials. Not all forms will be used for all teacher evaluation processes.

It is recommended that teachers contact their evaluator with any evaluation questions.

Forms available on TalentEd Perform:
AEC Walk Through Form
Pre Observation Conference Form
Observation Feedback Form
Post Observation Conference Form
Self-Assessment Form
Summative Evaluation Form
Professional Refinement Plan
Professional Remediation Plan

Appendix

Appendix A - Teaching Performance Evaluation (2013 Danielson Framework for Teaching)

The 2013 Danielson Framework for Teaching can be accessed through a paper copy provided by your evaluator or by visiting the link https://danielsongroup.org/framework.

Appendix B - Summary of Domains

Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational experience. Understanding the content is not sufficient. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design, including learning activities, materials, and strategies, must be appropriate to both the content and the students and aligned with larger instructional goals. In content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. In designing assessment strategies, teachers must consider their use for formative purposes. Assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Domain 2: The Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports learning. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on them to be fair and compassionate.

The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non- disruptive; and the physical environment is conducive to learning.

Domain 3: Interactions

Domain 3 contains the components that are at the heart of teaching. Teachers facilitate the engagement of students in learning, through the vision of students developing a complex understanding and participation in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible. They can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they proceed through well-designed questions or activities; and make minor mid- course corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. However, the activities are critical to preserving and enhancing the profession. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers. As a result of their skills in this domain, teachers are full members of the teaching profession and committed to its enhancement.

Appendix C - Domains, Components, and Elements of the Teaching Performance Evaluation

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Component 1a: Demonstrating Knowledge of Content and Pedagogy ● Knowledge of content and the structure of the discipline ● Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy Component 1b: Demonstrating Knowledge of Students ● Knowledge of child and adolescent development • Knowledge of the learning process ● Knowledge of students' skills, knowledge, and language proficiency ● Knowledge of students' interests and cultural heritage ● Knowledge of students' special needs Component 1c: Setting Instructional Outcomes ● Value, sequence, and alignment ● Clarity ● Balance ● Suitability for diverse learners Component 1d: Demonstrating Knowledge of Resources ● Resources for classroom use ● Resources to extend content knowledge and pedagogy ● Resources for students Component 1e: Designing Coherent Instruction ● Learning activities ● Instructional materials and resources ● Instructional groups ● Lesson and unit structure Component 1f: Designing Student Assessments ● Congruence with instructional outcomes ● Criteria and standards ● Design of formative assessments ● Use for planning	Component 2a: Creating an Environment of Respect and Rapport ● Teacher interaction with students ● Student interactions with other students Component 2b: Establishing a Culture for Learning ● Importance of the content ● Expectations for learning and achievement ● Student pride in work Component 2c: Managing Classroom Procedures ● Management of instructional groups ● Management of transitions ● Management of materials and supplies ● Performance of non-instructional duties ● Supervision of volunteers and paraprofessionals Component 2d: Managing Student Behavior ● Expectations ● Monitoring of student behavior ● Response to student misbehavior ● Component 2e: Organizing Physical Space ● Safety and accessibility ● Arrangement of furniture and use of physical resources
Domain 4: Professional Responsibilities	**Domain 3: Interactions**
Component 4a: Reflecting on Teaching ● Accuracy ● Use in future teaching Component 4b: Maintaining Accurate Records ● Student completion of assignments ● Student progress in learning ● Non-Instructional records Component 4c: Communicating with Families ● Information about the instructional program ● Information about individual students ● Engagement of families in the instructional program Component 4d: Participating in a Professional Community ● Relationships with colleagues ● Involvement in a culture of professional inquiry ● Service to the school ● Participation in school and district projects Component 4e: Growing and Developing Professionally ● Enhancement of content knowledge and pedagogical skill ● Receptivity to feedback from colleagues ● Service to profession Component 4f: Showing Professionalism ● Integrity and ethical conduct ● Service to students ● Advocacy ● Decision making ● Compliance with school and district regulations	Component 3a: Communicating with Students ● Expectations for learning ● Directions and procedures ● Explanations of content ● Use of oral and written language Component 3b: Using Questioning and Discussion Techniques ● Quality of questions ● Discussion techniques ● Student participation Component 3c: Engaging Students in Learning ● Activities and assignments ● Grouping of students ● Instructional materials and resources ● Structure and pacing Component 3d: Using Assessment in Instruction ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress Component 3e: Demonstrating Flexibility and Responsiveness ● Lesson adjustment ● Response to students ● Persistence

Appendix D - Examples of Evidence and Artifacts

Artifacts are indicators of professional growth. They are not intended to be a portfolio of completed work. They are meant to support a teacher's instructional improvement and progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only. The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Teachers may wish to provide evaluators with artifacts that are not on this list. Note that some artifacts, although listed in only one domain, may be evidence of practice in other domains as well.

Domain 1: Planning and Preparation

Lesson plans

Unit plans

Discipline plans

Differentiation plans

Assessment plan for student achievement

Substitute folder

Bulletin boards connected to units

Student profiles

Student work samples

Student portfolios

Teaching artifacts such as primary sources

Student and parent surveys

Notes from workshops, conferences, professional texts and classes

Curriculum Night presentation/handouts

Examples of informal time with students

Student conferences/check-ins notations

Charts with data collected from student files, test data, etc.

Examples of getting to know students: interest inventories, etc.

Examples of anecdotal records on students

Examples of modifications of assessments, assignments, lessons for SPED, ELL, Gifted (recognize IEPs and 504 Plans)

Examples of pre and post assessments

Rubric samples and important concepts reflected in lesson plans

Examples of aligning special service to curriculum

Examples of differentiating assignment

Notes on collaboration with grade level teams

Lesson plans and logs of meetings that involve collaborating with district specialists

Examples of collaboration with other practitioners

List of professional books, resources and materials used to create lesson plan

Photographs of parents and other professionals volunteering and/or presenting in the classroom

Lists of available resources

Electronic bookmarks of educational sites/resources used

Google docs between classroom teachers and specialists with collaborative lesson plans

Examples of grouping based on pretests

Examples of visual aids

Examples of educational games to reinforce skills

Examples of re-teaching with

Google websites, math videos

Examples of student-designed rubrics

Examples of varied assessment for large units

Examples of formative assessments for basic skills and clear articulation of how they are used to plan

Examples of pretests/entrance slips/exit slips

Examples of Topic-Do-LOT at beginning of lesson

Examples of daily essential questions, goals, and objectives

Examples of computer usage and technology

Domain 2: The Classroom Environment

Appropriate use of classroom technology

Classroom observations

Problem solving notebook interviews

Behavior log

Homework plan

Incentive and reward plans

Unit bulletin boards

Seating chart

Substitute plan folder

Physical layout of room

Diagram and photographs of room

Daily, weekly routine, schedules

Examples of classroom management plan

Evidence of character lessons, posters, and charts

Anecdotal records of student sharing

Notes on behavioral intervention

Examples of cooperative group activities

Modeling appropriate classroom behavior

Examples of student rubrics (so that students are aware of expected outcomes)

Examples of work completed checklist

Examples of positive feedback to and from students (certificates, notes)

Examples of student self-assessment
A collection of content specific resources (books, references, etc.)

Examples of learning stations (e.g. Writers' Workshop)

Content related, relevant artifacts on walls

Digital Citizenship guidelines

Photos of organizational areas agenda and minutes of training for assistants

Documentation and use of transition strategies (music, saying, clapping, lights, etc.)

Plans for instructional assistants and volunteers Individual student schedules

Student checklists (for routines)

Examples of time management support (timers, hand signals, lights, etc.)

Notes on strategies for students

Documentation of behavior intervention

Examples of positive intervention strategies and recognitions (i.e. marble jar, class and individual rewards, tally marks, etc.)

Student work displayed (in classroom, halls)

Examples of written objective for unit and lesson

Examples of content relevant posters

Domain 3: Interactions

Student achievement data

Classroom observations

Student work samples

Units of study

Technology links

Video and audio records of student performance

Extension and enrichment activities

Modifications

Examples of written feedback

Differentiation samples

Copies of quizzes, tests, assignments

Examples of journaling and autobiographies

Examples of student projects

Examples of objectives and goals, clear expectations

Google Docs comments

Examples of blogging, podcasting through practitioner's website

Examples of syllabus with expectations

Examples of assignment guides Student answers/participation recorded

Pictures or videos of students utilizing a variety of materials/resources (SmartBoards, computers, leveled books, math games, etc.)

Examples of graphic organizers

Creation of leveled groups based on pre and post assessment

Video camera use

Conferencing notes

Class meeting notes

Videotaped instruction/interactions with student

Domain 4: Professional Responsibilities

Log of parent contacts

Newsletters

Published articles

Parent surveys

Voice mail and email logs

Reflection sheets and journals

Notes on lesson reflections and ideas for improvement

Parent letters and emails

Teacher certification classes, workshops

District, building committees

Professional Learning documentation

Coursework

Community service

National Board Accreditation

A list of conferences and workshops attended

Presentations

Journals

Observations

Video recordings

Transcripts

Examples of specific report card comments

Examples of progress monitoring data and plans changed based on progress

Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc.

Examples of promptness in meeting deadlines (i.e. IEP), timelines, meeting prep

Binders/folders of used materials

Notes/information from committee meetings, professional journals, team meetings/grade level meetings

Handouts and notations on continued professional development (conferences, workshops, conventions)

Examples of observations of other practitioners (via video or in person)

List of useful websites

Participation log of activities in professional organizations

Log of tutorials used for technology or other educational purposes

Notes from site visits to other institutions

Notes from working collaboratively with colleagues

Examples of participation in after school activities (i.e. Bingo Night)

Examples of professionalism based on participation with education association

Noted parent feedback based on teacher and student performance

Examples of providing extra support to students outside of assigned school hours

Examples of advocacy with attendance at PTO/PTA/SIAC, board meeting, student events to present or support programming

Examples of attending student activities outside the school day

Appendix E - Common Themes in the Teaching Performance Evaluation

Equity
A commitment to excellence is not complete without a commitment to equity. In an environment of respect and rapport, all students feel valued. Equal opportunities for all have not always occurred in public schools, especially considering the educational tradition of elitism. Equity provides for stimulating academic achievement (including higher education and the resultant careers) as well as additional levels of support for those traditionally underserved.

Cultural Competence
The cultural backgrounds of students shape their interpretation and understanding of material as well as their interactions with practitioners. Effective practitioners become knowledgeable about the cultural traditions, practices and interactions that might impact students in the classroom. This ensures that every child feels valued and optimizes the student's understanding of material and ability to share information.

High Expectations
Accomplished practitioners believe that all students are capable of high standards of learning and organize their practice accordingly. Instructional outcomes are set at a high and challenging level. The questions practitioners ask, the feedback they give, and the way they communicate with families all reflect the belief that students are capable of high-level work.

Developmental Appropriateness
Intellectual development shapes academic content. Effective practitioners observe patterns of development among students. Students' ability to understand concepts depends on their cognitive structures at the time of instruction.
Attention to Individual Students, Including Those With Special Needs
Learning is done by individuals, not by groups. Therefore, effective practitioners provide learning experiences that are challenging on a variety of levels. Instructional plans, assessment strategies, interactions and feedback are appropriate for individual student needs.

Appropriate Use of Technology
Students' familiarity and experience with technology are diverse. Effective practitioners stay abreast of new developments in technology and provide access for all students. Technology is used to enhance, not replace, learning. Used appropriately, technology is beneficial in planning, teaching, managing records, professional development and communicating with families.

Student Assumption of Responsibility
Effective practitioners recognize that they are responsible for creating a student-focused learning environment. An effective practitioner enlists student input and energy to create a community of learners in which students assume at least some of the responsibility for the learning environment.

Appendix F - Teacher Performance Classifications

Classification	Description
Highly Effective	A *Highly Effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards.
Effective	An *Effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards.
Developing	A *Developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards. The Developing classification may be appropriate for new or newly-reassigned teachers, but for all other teachers it shall be limited to two years.
Ineffective	An *Ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards.