

# EVALUATION

## Guidelines for the Improvement of Student Achievement

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The District wishes to acknowledge the valuable input and time contributed during the 1994-95 school

year by the following professional educators to this successful endeavor.

The 1994-95 MPS Evaluation Committee included:

#### Teachers

Ron Cole .....Westwood H.S.  
Karen Dotterer .....Bush Elementary  
Bruce Hickman.....Irving Elementary  
Pauline Murphy.....Mountain View H.S.  
Mary Often.....Shepherd Jr. H.S.  
Merrille Stoddard.....Taft Elementary

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Kathy Black.....Basic Skills  
Virginia Guy .....Career Ladder  
Kaye Long .....Educational Services  
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Harold Crenshaw.....Westwood H.S.

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 Advisors to the Committee

Dr. Carol Furtwengler .....Wichita State University  
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 Dr. Richard Manatt .....Iowa State University  
 Paul Hillyer.....Iowa State University

In addition, representatives from the Mesa Education Association, Mesa  
 Independent Professional Educators, and the elementary and secondary division  
 principals and teachers provided much input into the final evaluation document.

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# I NTRODUCTION

Teaching is a dynamic profession. The complex nature of teaching is fully acknowledged, and it encompasses far more than simply sharing knowledge through a classroom presentation. Teaching is viewed as having both scientific and artistic facets. The scientific facet is seen in the depth and breadth of a teacher’s knowledge of effective instructional techniques. The artistic facet of teaching is seen in the skillful application of the teacher’s knowledge of instructional techniques and the quality of instructional decisions made by the teacher.

Arizona Revised Statute—A.R.S. §15-537 states “that the Governing Board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district. The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths.” According to the Mesa Unified School District’s Governing Board Policy–GCN–Evaluation of Professional Staff, the purpose of evaluation of professional staff shall serve four purposes:

1. support quality educational services to students
2. maintain and enhance the standards of the education profession as a whole
3. aid the professional staff member to grow professionally
4. confirm that the professional staff member is providing educational services aligned with Mesa Public Schools Curriculum Standards and performance objectives.

As the primary guide to planning quality instruction, teachers are provided each year with a copy of the MPS Curriculum Standards, which outline specific grade level and/or course performance objectives. The performance learning objectives are what students are expected to master before promotion to the next level of learning. Demonstrated mastery of those performance objectives indicates mastery of the Arizona Academic Standards. The District shall rely upon the evaluation system in making employment decisions, in promoting professional growth, and in improving the quality of educational experiences offered to MPS students. The evaluation system encompasses both classroom performance and professional standards components. This system is based upon the belief that meaningful teacher evaluation can best be accomplished through a system that requires the evaluators(s) to give consideration to multiple data sources.

The evaluation system also includes an emphasis on professional growth to support the improvement and enhancement of teaching skills. Diverse student needs and instructional techniques linked to student success require the successful teacher to engage in an ongoing process of personal and professional growth. Significant growth in the skill of teaching is enhanced through an effective evaluation process and participation in quality professional growth learning opportunities.

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# T EACHER EVALUATION SYSTEM STANDARDS

Teachers who desire to establish a career-long association with Mesa Unified School District must consistently perform at a level which meets the following district standards. It is our expectation that the current culture of professionalism which exists within the district will strongly encourage teachers to meet or exceed these standards.

#### **COMPONENTS ASSOCIATED WITH CLASSROOM PERFORMANCE**

✦ Classroom Instruction (To ensure that instructional competency in the classroom is demonstrated)

The successful teacher must demonstrate a high degree of subject matter knowledge and be able to provide effective instruction through a variety of techniques. The teacher must develop appropriate teacher/student relationships, effectively manage student behavior, differentiate instruction and motivate students to learn.

✦ Teacher Artifacts (To ensure that documents critical to the teaching process are created and used)

The successful teacher must produce, employ and maintain documents that are critical to the teaching process. Lesson plans, instructional materials, and assessment documents must form the basis for effective instruction, and reflect alignment with MPS Curriculum Standards. Accurate records concerning student achievement, attendance and discipline must be maintained and used to communicate essential information appropriately.

✦ Student Growth (To ensure that academic progress is occurring and can be demonstrated)

The successful teacher acknowledges that student learning is the bottom line, and makes every reasonable effort to promote student academic growth and attainment of the MPS Curriculum Standards and performance objectives. The teacher must frequently and accurately collect student achievement data through multiple formative and summative assessments. This data must be appropriate to demonstrate progress toward summative goals. Such data must also be used by the teacher to analyze the effectiveness of instruction and to adjust instructional techniques.

✦ Goals (To ensure a commitment to continuous professional growth and student achievement)

The successful teacher recognizes the necessity for committing to (1) continuous professional growth and (2) seeking to improve the level of student achievement. The experienced teacher sets realistic goals, implements research-based strategies and reviews data in an effort to improve both professional performance and the performance of students.

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#### **COMPONENTS WHICH ARE SEPARATE FROM CLASSROOM PERFORMANCE AND ADDRESS SKILLS, PROFESSIONAL ATTITUDES, BEHAVIORS AND ETHICS**

✦ Acquired Knowledge (To ensure that a common core of knowledge and instructional skills are developed)

The successful teacher must be a lifelong learner. The teacher must continually seek to acquire knowledge about the wide variety of instructional/educational

techniques that research has found to be effective. It is only through such knowledge that a teacher is able to make informed and appropriate decisions about which techniques are most effective in any given instructional situation. The acquired knowledge Module Requirement is a contractual obligation for all newly hired teachers regardless of teaching experience, placement on the salary schedule or educational degree.

✪ Professional Standards (To ensure that ethics, attitudes and behaviors are considered as factors in overall job performance)

The successful teacher must exhibit ethics, attitudes and behaviors which enhance the work environment and our profession as a whole. While these attributes may be carried into the classroom, this element of evaluation is intended to address issues that fall outside the classroom instruction component.

The MPS teacher evaluation system is aligned with the Arizona Professional Teaching Standards.

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# E VALUATION PROCEDURES AND IMPLEMENTATION

## SEQUENCE

### **Probationary Status—Classroom Teachers**

Probationary teachers shall be involved in a full evaluation process for the first three years of employment. The components of the evaluation associated with classroom performance shall include:

classroom instruction, teacher artifacts and student growth. The components associated with professional

conduct shall include: professional standards and the Acquired Knowledge Module requirement.

The evaluator(s) shall annually complete a minimum of two classroom observations with post-observation conferences. At least one observation shall be scheduled with the teacher and be approximately one class period or teaching segment in length. The evaluator shall complete the Teacher

Evaluation Summary Form which includes specific criteria for measuring performance and, where

warranted, recommendations for improvement of performance.

### **Continuing Status—Classroom Teachers**

The continuing teachers' evaluation procedure includes a three (3) year sequence schedule.

#### **Year 1 Year 2 Year 3 Year 4+**

Goal Setting Goal Review Observation and Sequence

Conference Repeats

For those continuing classroom teachers on the Goal Setting sequence, the evaluator and the teacher

will meet to engage in a goal-setting process which must be completed within the first (1st) academic quarter of the school year. This process must address data collection and summative data

analysis procedures related to student growth. At a minimum, goals will be set in each of the following

areas: (1) professional growth and instructional improvement and (2) improving the level of student

achievement. Information concerning the goals will be recorded on the Continuing Status Goal-Setting

Worksheet. This worksheet will be maintained in the teacher's evaluation file at the school site for

reference during the Goal Review year. A minimum of two walk-through observations will be accomplished during the year.

For those continuing teachers on the Goal Review sequence, the teacher will continue to work to accomplish the goals agreed upon. The evaluator and the teacher will meet to review progress toward

the goals. The Goal Review Worksheet will be maintained in the teacher's evaluation file for reference

when completing the Evaluation Summary Form. A minimum of two walk-through observations will

be performed during the year.

For those continuing teachers on the Observation and Conference sequence, the formal observation

and conference procedures will be accomplished. The teacher will present the required artifacts as well

as summative data in relation to: (1) student growth and (2) goal achievement. The Evaluation Summary Form is completed using this data as a reference.

A Growth Plan shall be used:

(1) For any continuing status certificated employee who is experiencing difficulties in performance, or

(2) When requested by a certificated employee, or

(3) When the evaluator (unit/department administrator) determines the need.

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# **T** **EACHER EVALUATION OVERVIEW**

## **Probationary Status**

(first 3 years of MPS service)

Annual evaluation activities with a minimum of two classroom observations and conferences.

Evaluation summary includes:

- Classroom Instruction
- Teacher Artifacts
- Student Growth

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## • Professional Standards

• Acquired Knowledge (May be completed during the first or second MPS year but criteria must be successfully met by the first Friday in May of the second MPS year.)

## **Continuing Status**

(4 or more years of MPS service)

Evaluation is accomplished through a three-year cycle.

#### GOAL SETTING YEAR

- A conference is held to set goals in the areas of professional growth and student achievement.
- Two walk-through observations are performed.

#### GOAL REVIEW YEAR

- A conference is held to review progress on goals.
- Two walk-through observations are performed.

#### OBSERVATION AND CONFERENCE YEAR

Activities include a minimum of one classroom observation, conference and at least one walkthrough observation.

Evaluation summary includes:

- Classroom Instruction
- Teacher Artifacts
- Student Growth
- Goals
- Professional Standards

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## **T**HE PROCESS OF EVALUATION

The teacher evaluation process consists of several major activities: (1) teacher evaluation system orientation, (2) classroom observations, (3) collection of evaluation data, (4) completion of the evaluation summary form, (5) final formal evaluation activities, and (6) inadequate classroom performance process.

### I. Teacher Evaluation System Orientation

Teachers must be oriented to the evaluation instruments and to the specific procedures to be used in their performance evaluation. In particular, they must be made aware of the evaluation components, competencies and indicators for measuring effective teaching performance. This orientation must take place in a group inservice session at the school site during the first month of school, or individually, as newly-hired teachers are assigned to that site. The intent is to make teachers aware of those competencies which are to be assessed and those components of classroom performance and professional conduct which must meet district standards and are viewed as essential to successful teaching.

### II. Classroom Observations

For probationary status teachers, evaluator(s) must annually complete a minimum of two classroom observations with post-observation conferences. At least one observation shall be scheduled with the teacher and be approximately one class period or teaching segment in length.

For continuing status teachers in the goal setting and goal review years, the evaluator shall annually complete a minimum of two “walk-through” observations lasting no more than a standard class period or teaching segment. During the observation/conference year, the evaluator shall complete at least one scheduled observation lasting approximately one class period or teaching segment in length and at least one walk-through observation.



### III. Collection of Evaluation Data

The collection of evaluation data is to be completed through multiple sources. The major sources of the evaluative data include: (a) classroom observations, (b) teacher artifacts, (c) documentation of student growth, (d) goal achievement, (e) professional standards, (f) completion of acquired knowledge module and (g) growth plan results, if required. Much data collection is accomplished through the use of Evaluator Worksheets for each of the sources. These worksheets are intended for recording brief, anecdotal records or statements, and not for narrative information, which may be included in Summary Evaluations.

A. Classroom Observations (as mentioned in item II)

B. Teacher Artifacts — Documentation of teacher artifacts should include lesson plan models/samples; instructional materials such as handouts and worksheets; visual displays in the form of bulletin boards, charts, models and murals; and instructional technology aids. Assessment documents such as tests, checklists, rubrics, anecdotal records, and portfolios, as well as educational records of academic, attendance and disciplinary reports, are additional sources of teacher artifacts. The evaluator and the teacher must decide what documents will be required; and the teacher is expected to produce these artifacts for review in order for the evaluator to rate the quality of each document.

C. Student Growth — Student growth/achievement data will be collected through student work examples, grade records, grade distribution analysis and student performance on district, state and nationally normed tests. Formal documents analyzing student achievement must be presented as evidence of student growth/achievement.

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D. Goal Achievement — Goal Achievement is a three-year process, a continuous cycle repeated throughout the continuing status teacher's career in MPS. Goal achievement is the culmination of the evaluation process, including professional growth and instructional improvement as well as improvement of the level of student achievement.

Goal achievement activities occur each year. During the first year of the three-year sequence, "Goal Setting," the evaluator and the continuing teacher meet to engage in a goalsetting process. The goal-setting process allows flexibility to address both the evaluator's identified needs and the teacher's desires. This process must address data collection and summative data analysis procedures related to student growth. Goals will be set in the following areas of commitment: (1) professional growth and instructional improvement and (2) improving the level of student achievement. It is assumed that most teachers will begin the goal achievement process during year one, beginning implementation of strategies and collecting data.

When teaching assignments change, it is the evaluator's prerogative to work with the teacher to modify original goals to align with the new assignment. When original goals are modified, the administrator has the option to stay with the original evaluation cycle or adjust the original cycle. If the original cycle is adjusted, the Human Resources Department must be notified.

During the second year of the sequence, "Goal Review," the teacher will continue to work to accomplish the goals which were agreed upon. The evaluator and teacher will meet to review progress toward the goals through the date of the review conference. The evaluator should record brief, summary comments on the Goal Review Worksheet.

During the third year of the sequence, the "Formal Observation and Conference Year" procedures will be accomplished. The teacher completes work on the strategies, collects final data, and presents summative data in relation to both goals. The Evaluation Summary Form will be completed to reflect the evaluator's assessment of the quality of goal achievement.

E. Professional Standards — The Professional Standards component is separate from classroom performance and addresses professional attitudes/behaviors, skills and ethics

that are outside the classroom performance element of the Teacher Evaluation System. The evaluator will complete the Professional Standards Worksheet, which lists the competencies and indicators under the two major areas of professional ethics and professional attitude/behavior.

F. Acquired Knowledge Module — The Acquired Knowledge Module is designed to provide professional growth in instructional planning and instructional techniques, with a focus on MPS Curriculum Standards. Probationary Teachers entering MPS have a contractual obligation to successfully complete the Acquired Knowledge Module requirement during their first two years in MPS as described on page 11 of this handbook. Failure to meet this contractual obligation will result in termination of employment. Administrators may require probationary teachers to participate in additional professional development opportunities.

G. Growth Plan Results — Growth plans, if required, should reflect areas where improved job performance is desirable, be based on the most recent Evaluation Summary Form, or be created at any time a problem is identified by the evaluator. The purpose is to provide clear direction and expectation for improved job performance. Any entry under the Results of Growth Plan & Comments Areas must be supported by data.

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#### IV. Completion of Evaluation Summary Form

The evaluator shall review the multiple data sources and complete the teacher Evaluation Summary Form. The narrative section of the Evaluation Summary Form provides the evaluator with an opportunity to praise outstanding job performance and to provide direction in areas where improved performance is desirable. The document must assist the teacher in understanding what has been done well and why that behavior is important. It must assist the teacher in understanding what area needs attention, why improved performance is important, and clear directions as to how the performance can be improved. Any entry on the Evaluation Summary Form must be supported by data.

#### V. Final Formal Evaluation Activities

The evaluator and the teacher must schedule a final evaluation conference to review and discuss the Evaluation Summary Form and supportive data. The teacher must sign the form to indicate that he/she has read the document(s). Within five working days of completion of these formal evaluation activities, the evaluator shall provide a copy of the Evaluation Summary Form to the teacher, and the original copy must be sent to the Human Resources Office for inclusion in the teacher's personnel file.

If the teacher feels the evaluation is inaccurate or unfair based on procedural and/or substantive issues, he/she may submit a written rebuttal to accompany the evaluation form. (See Appeal of Evaluation Process on page 14).

#### VI. Inadequate Classroom Performance Process

At any time that the evaluator believes a teacher's classroom performance is inadequate, the evaluator shall initiate the Procedures for Dealing With Inadequate Classroom Performance for Probationary or Continuing Teachers.

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# **T** **EACHERS NEW TO MESA**

## Acquired Knowledge Module (AKM) Requirement

The two components of the MPS Teacher Evaluation System classroom performance and professional

conduct set the expectations for certificated staff work with students and colleagues. All components of the evaluation system are designed to promote performance excellence that will result in student success through acquisition of skills and knowledge aligned with performance expectations. Governing Board Policy GCN, the Acquired Knowledge Program, provides a support opportunity to all teachers in their first 2 years in MPS.

**Completion Timeline**

- All full and part-time classroom teachers must complete AKM 8105 Instructional Planning by the first Friday in May of the second year of employment.

**Stipend**

- Teachers who successfully complete the AKM requirement on off-contract time and in a timely manner will receive a stipend commensurate with the requirement.

**Salary Credit**

- AKM 8105 and other requirements recommended by the evaluating administrator completed as an employment requirement do not qualify for district salary credit.

**AKM Completion Records**

- Teachers will be sent an Acquired Knowledge Modules Completion Record by the Professional Development Department at the completion of AKM 8105.

**AKM Registration**

- Refer to the Professional Development Opportunities Catalog available at your site, or visit the Professional Development website at [www.mpsaz.org/profdev](http://www.mpsaz.org/profdev) to register for an in-person or a DVD class.
- AKM 8105 should be completed in the first year of employment and no later than the end of the second employment year.

**Participation**

- Special Education teachers who serve functional program students meet the 8105 Instructional Planning requirement through required Special Education in-services. The Special Education Department will notify Professional Development when the requirement is met.

Questions may be directed to the Professional Development Department at 472.0388.

Completion of the AKM requirement is a contractual obligation.

Failure to do so results in the termination of employment.

# **E** VALUATION FORMS TO BE USED

**EVALUATION FORM POSITION TITLE EVALUATION CODE**

Probationary Status – Classroom  
 and Resource Teacher/Specialist (1st 3 Years of District Employment)  
 Classroom Teacher Evaluation Summary.....Classroom Teacher .....Codes 0, 1, 2  
 & 3

Resource Teacher/Specialist.....\*Resource Teacher/Specialist .....Codes 0, 1, 2 & 3

Evaluation Summary  
Continuing Status – Classroom  
and Resource Teacher/Specialist (4th-6th Years of District Employment)

Goal Setting Worksheet.....Classroom Teacher .....Code 4-GS  
\*Resource Teacher/Specialist

Goal Review Worksheet.....Classroom Teacher .....Code 5-GR  
\*Resource Teacher/Specialist

Evaluation Summary Form .....Classroom Teacher .....Code 6-OB  
\*Resource Teacher/Specialist

Teacher/Specialist classified under:

Code 0 .....Probationary Teacher – Part-time  
Code 1, 2 & 3.....Probationary Teacher – Full-time  
Code 4-GS .....Continuing Teacher – Goal Setting  
Code 5-GR .....Continuing Teacher – Goal Review  
Code 6-OB .....Continuing Teacher – Observation/Conference  
Code ROB .....Retiree Returning to Work – Observation/Conference

\* According to Administrative Regulation: District Code GCN-R. Employees holding the following certificated positions shall be evaluated by use of the Resource Teacher Evaluation Instrument: Basic Skills Demonstration teacher, Basic Skills Language Program specialist, Basic Skills specialist/Resource teacher, Secondary Instructional Specialist Career Ladder specialist, Community Education specialist, Elementary/Secondary Division specialist, English as a Second Language/Bilingual specialist, Foundational Skills specialist, Educational Instructional Technology specialist, Music specialist, Native American specialist, Preventive Programs specialist, Professional Development specialist, Special Education Demonstration teacher, Title I specialist, Career & Technical Education specialist.

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# E VALUATION TIMELINE

## COMPLETION DATE TASK

Probationary Status—Years 1, 2 and 3

August 30 .....Assign SASI\*\* and/or Genesis employee numbers

November 15 .....Complete at least the first classroom observation

By April 15 .....Notice of non-renewal of contract

Prior to May 1.....Complete Teacher Growth Plan (if required)

May 15.....Complete Evaluation Summary Form for all probationary teachers being considered for renewal

By May 20 .....Offer of contract

Continuing Status—Years 4, 5, 6 and 7+ (Sequence Continues)

August 30 .....Assign SASI\*\* and/or Genesis employee numbers

Last day of 1st quarter.....Complete Goal Setting Worksheet – Continuing Status

Prior to May 1.....Complete Teacher Growth Plan (if required)

May 15 .....Complete Continuing Status Evaluation Summary Form

By May 1 .....Complete Goal Review Worksheet

By May 15 .....Notice of non-renewal of contract

By May 20 .....Offer of contract

\*\*SASI - Schools Administrative Student Information

# **NADEQUACY OF CLASSROOM PERFORMANCE**

## **Definition**

This definition applies only to the element of the evaluation system that is associated with classroom performance. The components of this element are: Classroom Instruction, Teacher Artifacts, Student Growth and Goals.

A teacher who is employed by the Mesa Unified School District is inadequate when:

—the teacher receives three or more unsatisfactory ratings in the competencies of the single component of Classroom Instruction,

o r

—the teacher receives four or more unsatisfactory ratings in the competencies of any combination of two or more components on the Teacher Evaluation Summary Form.

These determinations shall be made by one or more of the district’s qualified evaluators.

# **A PPEAL OF EVALUATION PROCESS**

If a certificated employee perceives the written evaluation received is not an accurate evaluation based on procedural and/or substantive issues, the employee must first discuss the concern with the evaluator within five working days of the evaluation conference. If the employee still believes the evaluation is inaccurate, the employee may submit exceptions to the evaluation in written form to the evaluator and to the district Human Resources Office. This letter should be submitted within ten working days of the evaluation conference. This letter will be placed in the employee’s personnel file and will be attached to the evaluation.

Additionally, for any evaluation received during the observation and conference year (year 3 of the 3 year district procedure), in addition to or in place of the written exceptions permitted above, the employee may request a conference with the appropriate assistant superintendent within ten working days of the evaluation conference. The conference shall be scheduled in a timely manner. During this conference the employee may request an additional observation and evaluation by the original evaluator

or by another qualified evaluator, selected mutually by the employee and the assistant superintendent.

Both the original and additional written evaluations will be included in the district personnel file. The sole purpose of the letter and/or an additional observation and evaluation is to give the employee an opportunity to have additional information in the employee's personnel file. Evaluation appeals may not be directed to Career Ladder.

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# **T** **EACHER EVALUATION BEHAVIOR STANDARDS**

## **COMMENDABLE**

The teacher performs the competency at a level which exceeds the district standards (refer to pages 3 & 4). The teacher demonstrates most of the indicators consistently, accurately and efficiently. If an indicator is not observed, the teacher can, upon request, provide significant and relevant information about the indicator and explain why the indicator was not used or applicable.

## **PROFICIENT**

The teacher performs the competency at a level which meets the district standards. The teacher demonstrates many of the indicators consistently and without significant error. If an indicator is not observed, the teacher can, upon request, provide sufficient relevant information to demonstrate reasonable understanding of the indicator and offer a valid explanation as to why the indicator was not used or applicable.

## **DEVELOPING**

The teacher performs the competency at a level which indicates improved performance is necessary to meet district standards. The teacher demonstrates many of the indicators with minimal proficiency and/or the application of many of the indicators reflects some inconsistency or error. If an indicator is not observed, the teacher can, upon request, demonstrate minimal knowledge of the concept and/or offer a minimal explanation as to why the indicator was not used or applicable.

## **UNSATISFACTORY**

The teacher performs the competency at a level which fails to meet district standards. The teacher often fails to demonstrate most of the indicators and/or the application of most of the indicators often reflects significant error. If an indicator is not observed, the teacher, upon request, is unable to offer a reasonable explanation as to why the indicator was not used or applicable.

Please note that Career Ladder does not accept Nos or NAs on the Summary Evaluation instrument.

# EVALUATOR WORKSHEET

## CLASSROOM INSTRUCTION

### C P D U N A N O

#### TEACHES TO THE OBJECTIVE

##### NOTES:

- Objective clearly directed to MPS Curriculum Standards and performance objectives.
- Instruction focuses on one objective at a time.
- Information is relevant to the objective.
- Activities are relevant to the objective.
- Questions are relevant to the objective.
- Responses are relevant to the objective.
- Objective is at the correct level of difficulty.

#### EFFECTIVE USE OF LESSON INTRODUCTION

##### NOTES:

- Instructional objective is communicated to the students.
- Connections are made to past experiences of the students.
- Introduction is relevant to the objective.
- The importance of the lesson is communicated to the students.

#### PROMOTES ACTIVE PARTICIPATION

##### NOTES:

- Overt behavior is elicited from students.
- Covert behavior is elicited from students.
- Most of the students are actively involved most of the time.

#### MOTIVATES STUDENTS

##### NOTES:

- Level of concern is appropriate.
- Individual student success is fostered.
- Specific and immediate feedback is given.
- Interest in the lesson is maintained.
- Pleasant and positive climate for learning is created.

#### EFFECTIVE MONITORING AND ADJUSTING

##### NOTES:

- Students are required to demonstrate the desired knowledge/skill.
- Checks for understanding occur at significant learning increments.
- Appropriate questioning techniques are employed.
- Content/instruction is adjusted in response to student feedback.

#### EVALUATION SCALE

**C**(COMMENDABLE) = Consistently exceeds district standards

**P**(PROFICIENT) = Consistently meets district standards

**D**(DEVELOPING) = Inconsistently meets district standards

**U**(UNSATISFACTORY) = Often fails to meet district standards

**NA** = Not Applicable

NO = Not Observed

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

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## **C P D U NANO**

### **■ PROMOTES RETENTION OF LEARNING**

#### **NOTES:**

- Techniques are used to help students value and understand the objective.
- Individual and/or group practice opportunities are provided.
- The objective is modeled in the precise form in which it is to be accomplished by the student.

### **■ EFFECTIVE SUMMARIZATION TECHNIQUES**

#### **NOTES:**

- Closure occurs at significant learning increments.
- Students are required to summarize the content taught.

### **■ DEMONSTRATES KNOWLEDGE OF SUBJECT**

#### **NOTES:**

- Knowledge of subject is accurate and current.
- Subject matter is related to past and/or future learning.

### **■ MANAGES THE CLASSROOM EFFECTIVELY**

#### **NOTES:**

- Stops misbehaviors calmly, courteously and in a timely manner.
- Reinforces appropriate behavior.
- Anticipates conditions which lead to inappropriate student behavior and uses intervention strategies when necessary.
- Class behavior expectations are clearly communicated.
- Reasonable consequences are employed.
- Optimal use is made of class time.

### **■ INTERACTIONS WITH STUDENTS**

#### **NOTES:**

- Establishes a climate of mutual courtesy and respect.
- Student/teacher conflicts are resolved and not escalated.
- Develops a professional student/teacher rapport.

### **■ COMMUNICATION SKILLS**

#### **NOTES:**

- Demonstrates effective oral and written communication skills.
- Uses correct grammar and mechanics.
- Writes legibly.

### **■ ADDITIONAL INSTRUCTIONAL TECHNIQUES**

#### **NOTES:**

- Teaches and reinforces interpersonal skills.
- Holds students individually accountable for knowledge/skills.
- Requires students to process interpersonal interactions



and set goals for improvement.

- Communicates a high level of expectation for academic performance.
- Employs instructional techniques that are void of bias.
- Aligns instruction and assessments to the defined objective.
- Provides alternative experiences for students who have and/or have not mastered the defined objective (remediation & enrichment).
- Makes appropriate use of technology.

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TEACHER NAME \_\_\_\_\_ TEACHER SOCIAL SECURITY NO. \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

**MESA PUBLIC SCHOOLS**

# **EVALUATOR WORKSHEET**

## **TEACHER ARTIFACTS**

### **C P D U N O**

#### **■ LESSON PLANS**

##### **NOTES:**

- Lesson plans align with and identify, MPS Curriculum Standards and performance objectives. They also address the appropriate developmental level of students.
- Lesson plans for standards-based subjects include and identify all appropriate MPS Curriculum Standards and performance objectives. Lesson plans for non standards-based classes include and identify MPS Curriculum Standards and performance objectives which can be taught or reinforced within the given curriculum.
- Measurable objectives are developed and sequenced through a task analysis.
- Lesson plans provide sufficient detail regarding content, instructional strategies, and successful learning behavior.
- Higher levels of thinking and real life applications are addressed.

#### **■ INSTRUCTIONAL MATERIALS**

##### **NOTES:**

- Materials and activities (handouts, manipulatives, labs, student centers, etc.) are appropriately designed and clearly align with lesson objectives.
- Visual displays (bulletin boards, charts, models, murals) create interest and clearly align with MPS Curriculum Standards and performance objectives.
- Available technology is appropriately used to enhance the student's learning experience.
- Materials include re-teaching/additional activities for students who need more help and/or time, and enrichment materials/activities for others.

#### **■ ASSESSMENT DOCUMENTS**

##### **NOTES:**

- Assessment materials and activities align with and identify the MPS Curriculum Standards and performance objectives being taught.
- For standards-based classes, all appropriate MPS Curriculum Standards and performance objectives are included and identified in assessments.
- A variety of tools (tests, quizzes, projects, checklists, rating scales, rubrics, anecdotal records, portfolios, etc.) are used to assess learning.
- Preassessment, formative assessment and summative assessment activities are appropriately used.

#### **■ EDUCATIONAL RECORDS**

**NOTES:**

- Academic records clearly document individual student performance and progress.
- Academic records for standards-based classes clearly document student performance and progress on identified MPS Curriculum Standards and performance objectives.
- Attendance records are accurate and easily interpreted.
- Disciplinary records are objective and specific.
- Educational records are utilized in providing prompt and accurate feedback.

**■ COMMUNICATION OF DATA**

**NOTES:**

- Information is effectively communicated to students, parents and/or other educators in a timely manner.
- Records of communication are well maintained.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

**EVALUATION SCALE**

**C(COMMENDABLE)** = Consistently exceeds district standards

**P(PROFICIENT)** = Consistently meets district standards

**D(DEVELOPING)** = Inconsistently meets district standards

**U(UNSATISFACTORY)** = Often fails to meet district standards

**NO** = Not Observed

19

TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

# **EVALUATOR WORKSHEET**

## **STUDENT GROWTH**

**C P D U NO**

**■ DOCUMENTATION OF INDIVIDUAL STUDENT GROWTH**

**NOTES:**

- Individual student growth can be documented through preassessment, formative assessment, and summative assessment data.  
Examples reviewed:
    - Students demonstrate achievement at or above the expected level of one year’s academic growth or other notable gain.
- % of all students demonstrating one year’s growth/notable gain  
Assessment tool(s):  
Data summary:

**■ USE OF DATA TO IMPROVE STUDENT LEARNING**

**NOTES:**

- Student achievement data relative to meeting MPS Curriculum Standards and Performance Objectives is analyzed (see documentation above).
- Appropriate adjustments in instructional materials and/or techniques are made to help all students achieve the objectives and/or show notable gain.

Examples reviewed:

- There is evidence of a plan for increasing achievement.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

### EVALUATION SCALE

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

# EVALUATOR WORKSHEET

## PROFESSIONAL STANDARDS

(Not a Component of Classroom Performance)

### **C P D U**

#### ■ PROFESSIONAL ETHICS

##### NOTES:

- — — —
- Develops and maintains appropriate staff/student/parent relationships.
  - Maintains confidentiality in sensitive matters.
  - Avoids using position for personal gain.
  - Does not engage in discriminatory practices based on race, origin, gender, socio-economic status, disability, religion or political beliefs.
  - Adheres to the professional Statement of Ethical Conduct adopted by the MUSD Governing Board.
  - Add the last bullet under ethics on page 31.

#### ■ PROFESSIONAL ATTITUDE/BEHAVIOR

##### NOTES:

- — — —
- Demonstrates punctuality and conscientiousness in performance of duties.
  - Demonstrates respect and consideration for others.
  - Is responsive to the dynamics and culture of the school and community.
  - Maintains a professional appearance.
  - Offers constructive criticism as opposed to engaging in negative/harmful activities or communications.
  - Assumes reasonable responsibility for student management on campus.
  - Participates in and supports site-based decisions.
  - Collaborates with students, parents, peers, administrators, and community to ensure successful school experiences.
  - Demonstrates a commitment to continuous professional improvement, including training related to the MPS Curriculum Standards and Performance Objectives.
  - Participates in activities designed to communicate school programs to the community.
  - Participates in or supports the school's extracurricular program.
  - Demonstrates professional behavior when communicating

with students, parents, and/or other educators.

91-30-114 D (Rev. 6/07)

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**GOAL SETTING WORKSHEET**

**CONTINUING STATUS**

Teacher demonstrates proficient classroom performance \_\_\_\_\_

Growth Plan required

Recommended for Inadequate Classroom Performance Procedures

\_\_\_\_\_  
EVALUATOR SIGNATURE TEACHER SIGNATURE (Indicates only that the teacher has seen this document.)

DATE DATE

**WHITE—HUMAN RESOURCES** (Attach to Evaluation Summary form.) **PINK—EVALUATOR** **YELLOW—TEACHER** (within 5 days after Goal-Setting Conference)

**GOAL GOAL**

**STRATEGY STRATEGY**

**MEASURED BY MEASURED BY**

I reaffirm my commitment to:

1. professional growth and instructional improvement

2. improving the level of student achievement

by setting the following goals which have practical classroom application.

OBSERVATION DATES OBSERVATION DATES

91-30-106 D (Rev. 8/06)

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**GOAL REVIEW WORKSHEET**

**CONTINUING STATUS**

Teacher demonstrates proficient classroom performance \_\_\_\_\_

Growth Plan required

Recommended for Inadequate Classroom Performance Procedures

\_\_\_\_\_  
EVALUATOR SIGNATURE TEACHER SIGNATURE (Indicates only that the teacher has seen this document.)

DATE DATE

**WHITE—HUMAN RESOURCES** (Attach to Evaluation Summary form.) **PINK—EVALUATOR** **YELLOW—TEACHER** (within 5 days after Goal Review Conference)

**DATA REVIEW** (Strategies used and results thus far) **DATA REVIEW** (Strategies used and results thus far)

**COMMENTS COMMENTS**

I reaffirm my commitment to:

- 1. professional growth and instructional improvement
- 2. improving the level of student achievement

by collecting appropriate data and accomplishing my established goals.

OBSERVATION DATES OBSERVATION DATES

91-30-108 D (Rev. 8/06)

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**EVALUATION SUMMARY**

**CLASSROOM TEACHER —**

**PROBATIONARY STATUS**

**C P D U NANO**

**\_\_ CLASSROOM INSTRUCTION \_ \_ \_ \_ \_**

- \_\_ Teaches to the Objective \_ \_ \_ \_ \_**
- \_\_ Effective Use of Lesson Introduction \_ \_ \_ \_ \_**
- \_\_ Promotes Active Participation \_ \_ \_ \_ \_**
- \_\_ Motivates Students \_ \_ \_ \_ \_**
- \_\_ Effective Monitoring and Adjusting \_ \_ \_ \_ \_**
- \_\_ Promotes Retention of Learning \_ \_ \_ \_ \_**
- \_\_ Effective Summarization Techniques \_ \_ \_ \_ \_**
- \_\_ Demonstrates Knowledge of Subject \_ \_ \_ \_ \_**
- \_\_ Manages the Classroom Effectively \_ \_ \_ \_ \_**
- \_\_ Interactions with Students \_ \_ \_ \_ \_**
- \_\_ Communication Skills \_ \_ \_ \_ \_**
- \_\_ Additional Instructional Techniques \_ \_ \_ \_ \_**

**Growth Plan required \_**

**\_\_ TEACHER ARTIFACTS \_ \_ \_ \_ \_**

- \_\_ Lesson Plans \_ \_ \_ \_ \_**
- \_\_ Instructional Materials \_ \_ \_ \_ \_**
- \_\_ Assessment Documents \_ \_ \_ \_ \_**
- \_\_ Educational Records \_ \_ \_ \_ \_**
- \_\_ Communication of Data \_ \_ \_ \_ \_**

**Growth Plan required \_**

**\_\_ STUDENT GROWTH \_ \_ \_ \_ \_**

- \_\_ Documentation of Individual Student Growth \_ \_ \_ \_ \_**
- \_\_ Use of Data to Improve Student Learning \_ \_ \_ \_ \_**

**Growth Plan required \_**

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**NA** = Not Applicable

**NO** = Not Observed

24

*The following two components are not considered under Classroom Performance.*

**C P D U**

**PROFESSIONAL STANDARDS**..... \_ \_ \_ \_

Professional Ethics ..... \_ \_ \_ \_

Professional Attitude/Behavior ..... \_ \_ \_ \_

**Growth Plan required**

**ACQUIRED KNOWLEDGE** (*The module requirement must be completed as described on page 11 of this handbook.*)

AKM 8105 Instructional Planning includes the following content and the development of a ten-lesson

unit focused on MPS curriculum standards.

- instructional objectives
- task analysis
- preassessment and postassessment of student knowledge
- development, implementation, assessment techniques
- analysis of an instructional unit and student success

***The requirement must be completed by the first Friday in May of the second year of employment.***

**PROFESSIONAL DEVELOPMENT PLAN** (if appropriate) **REVIEW/COMMENTS:**

(Additional comments may be attached as necessary.)

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Observation Date: \_\_\_\_\_ Observation

Date: \_\_\_\_\_

Recommended for  
contract.....(School  
year) \_\_\_\_\_

Recommended for Inadequate Classroom Performance  
Procedures.....(School year)\_\_\_\_\_

Not recommended for contract  
.....(School year)\_\_\_\_\_

**EVALUATOR SIGNATURE(S) TEACHER'S SIGNATURE**  
(Indicates only that the teacher has seen this document.)

\_\_\_\_\_  
1. EVALUATOR TEACHER

\_\_\_\_\_  
DATE DATE

\_\_\_\_\_  
2. EVALUATOR

\_\_\_\_\_  
DATE

**WHITE—HUMAN RESOURCES** (attach appropriate Growth Plan) **PINK—EVALUATOR YELLOW—TEACHER** (within 5 days after final conference)

**APPEAL PROCEDURE FOR THE EVALUATION PROCESS IS OUTLINED IN EVALUATION: GUIDELINES FOR THE IMPROVEMENT OF STUDENT ACHIEVEMENT, PAGE 14.**

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**EVALUATION SCALE**

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**NA** = Not Applicable

\_\_\_\_\_  
TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**EVALUATION SUMMARY**

**CLASSROOM TEACHER —**

**CONTINUING STATUS**

**C P D U NA**

**CLASSROOM INSTRUCTION**.....

Teaches to the Objective .....

Effective Use of Lesson Introduction .....

Promotes Active Participation .....

Motivates Students .....

Effective Monitoring and Adjusting.....

Promotes Retention of Learning .....

Effective Summarization Techniques.....

Demonstrates Knowledge of Subject.....

Manages the Classroom Effectively.....

Interactions with Students.....

Communication Skills.....

Additional Instructional Techniques .....

**Growth Plan required**

**TEACHER ARTIFACTS**.....

Lesson Plans.....

Instructional Materials .....

Assessment Documents..... \_ \_ \_ \_ \_  
 Educational Records..... \_ \_ \_ \_ \_  
 Communication of Data ..... \_ \_ \_ \_ \_

**Growth Plan required** \_

**STUDENT GROWTH**..... \_ \_ \_ \_ \_

Documentation of Individual Student Growth..... \_ \_ \_ \_ \_  
 Use of Data to Improve Student Learning ..... \_ \_ \_ \_ \_

**Growth Plan required** \_

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**C P D U**

**GOALS**..... \_ \_ \_ \_ \_

Professional Growth & Instructional Improvement..... \_ \_ \_ \_ \_  
 Improving the Level of Student Achievement ..... \_ \_ \_ \_ \_

**Growth Plan required** \_

*The following component is not considered under Classroom Performance.*

**PROFESSIONAL STANDARDS**..... \_ \_ \_ \_ \_

Professional Ethics ..... \_ \_ \_ \_ \_  
 Professional Attitude/Behavior ..... \_ \_ \_ \_ \_

**Growth Plan required** \_

**COMMENTS:** *(Additional comments may be attached as necessary.)*

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Observation Date: \_\_\_\_\_ Walk-Through Observation  
 Date: \_\_\_\_\_



Recommended for contract.....(School year)\_\_\_\_\_

Recommended for Inadequate Classroom Performance Procedures .....(School year)\_\_\_\_\_

Not recommended for contract.....(School year)\_\_\_\_\_

**EVALUATOR SIGNATURE(S) TEACHER'S SIGNATURE**  
(Indicates only that the teacher has seen this document.)

\_\_\_\_\_  
1. EVALUATOR TEACHER

DATE DATE \_\_\_\_\_

\_\_\_\_\_  
2. EVALUATOR

DATE  
WHITE—HUMAN RESOURCES (attach appropriate Growth Plan) PINK—EVALUATOR YELLOW—TEACHER (within 5 days after final conference)

**APPEAL PROCEDURE FOR THE EVALUATION PROCESS IS OUTLINED IN EVALUATION: GUIDELINES FOR THE IMPROVEMENT OF STUDENT ACHIEVEMENT, PAGE 14.**

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\_\_\_\_\_  
TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**  
**EVALUATOR WORKSHEET**  
**CLASSROOM INSTRUCTION**  
**RESOURCE TEACHER/SPECIALIST**  
**C P D U NANO**

**TEACHES TO THE OBJECTIVE**  
**NOTES:**

- 
- Objective clearly directed to MPS Curriculum Standards and Performance Objectives.
  - Instruction focuses on one objective at a time.
  - Information is relevant to the objective.
  - Activities are relevant to the objective.
  - Questions are relevant to the objective.
  - Responses are relevant to the objective.
  - Objective is at the correct level of difficulty.

**EFFECTIVE USE OF INTRODUCTION**  
**NOTES:**

- 
- Instructional objective is communicated to the participants.
  - Connections are made to past experiences of the participants.
  - Introduction is relevant to the objective.
  - The importance of the presentation is communicated to the participants.

**PROMOTES ACTIVE PARTICIPATION**  
**NOTES:**

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- Overt behavior is elicited from participants.
- Covert behavior is elicited from participants.
- Most of the participants are actively involved most of the time.

■ **MOTIVATES PARTICIPANTS**

**NOTES:**

- 
- Level of concern is appropriate.
  - Individual participant success is fostered.
  - Specific and immediate feedback is given.
  - Interest in the presentation is maintained.
  - Pleasant and positive learning environment climate is created.

■ **EFFECTIVE MONITORING AND ADJUSTING**

**NOTES:**

- 
- Checks for understanding occur at significant learning increments.
  - Appropriate questioning techniques are employed.
  - Content/instruction is adjusted in response to participant feedback.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

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**NA** = Not Applicable

**NO** = Not Observed

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**C P D U N A N O**

■ **PROMOTES RETENTION OF LEARNING**

**NOTES:**

- 
- Techniques are used to help participants value and understand the objective.
  - Individual and/or group practice implementation opportunities are encouraged/provided.

■ **EFFECTIVE SUMMARIZATION TECHNIQUES**

**NOTES:**

- 
- Closure occurs at significant learning increments.
  - Participants are encouraged to summarize the content presented.

■ **DEMONSTRATES KNOWLEDGE OF SUBJECT**

**NOTES:**

- 
- Knowledge of subject is accurate and current.
  - Subject matter is related to past and/or future learning.

■ **MANAGES THE PRESENTATION EFFECTIVELY**

**NOTES:**

-----

- Anticipates conditions which lead to inappropriate behaviors.
- Uses intervention strategies in a calm, courteous, and timely manner.
- Behavior expectations are clearly communicated.
- Optimal use is made of available time.

■ **INTERACTS WITH INDIVIDUAL PARTICIPANTS**

**NOTES:**

- — — — —
- Establishes a climate of mutual courtesy and respect.
  - Conflicts are resolved and not escalated.
  - Develops a professional rapport with participants.
  - Acknowledges individual experiences of the adult learner.

■ **COMMUNICATION SKILLS**

**NOTES:**

- — — — —
- Demonstrates effective oral and written communication skills.
  - Uses correct grammar and mechanics.

■ **ADDITIONAL INSTRUCTIONAL TECHNIQUES**

**NOTES:**

- — — — —
- Employs presentation techniques that are void of bias.
  - Relates presentations directly to the defined objective.
  - Organizational materials and techniques are used appropriately.

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**EVALUATOR WORKSHEET**

**ARTIFACTS**

**RESOURCE TEACHER/SPECIALIST**

**C P D U NANO**

■ **PRESENTATION PLANS**

**NOTES:**

- — — — —
- Plans align with MPS Curriculum Standards and Performance Objectives.
  - Plans align with program/district/state goals.
  - Plans reflect characteristics of the adult/student learner.
  - Objectives are developed and sequenced appropriately.
  - Plans provide sufficient detail regarding content, delivery strategies and successful learning behavior.
  - Higher levels of thinking and practical applications are addressed.

■ **INSTRUCTIONAL MATERIALS**

**NOTES:**

- Handouts (manipulatives, agendas, packets) are appropriately designed and clearly aligned with objectives.
- Visual displays (charts, models, transparencies) create interest and clearly align with objectives.
- Available technology is appropriately used to enhance the learning experience.
- Entrance/exit documents (sign-in sheets, name tags, evaluations, documents of completion) are appropriate.

**■ CURRICULUM ASSESSMENT DOCUMENTS**

**NOTES:**

**■ PROFESSIONAL RECORDS**

**NOTES:**

- Records (logs, agendas, memos) clearly document performance and progress.
- Records are accurate and easily interpreted.
- Documentation supports district/department directives.

**■ COMMUNICATION DOCUMENTS**

**NOTES:**

- Information is effectively communicated to students, parents and/or other educators.
- Records of communication are well maintained.
- Documents are sent out in a timely fashion.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

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TEACHER NAME \_\_\_\_\_ TEACHER SOCIAL SECURITY NO. \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

**MESA PUBLIC SCHOOLS**

# **EVALUATOR WORKSHEET**

## **STUDENT/TEACHER GROWTH RESOURCE TEACHER/SPECIALIST C P D U N O**

**■ DOCUMENTATION THAT FACILITATES  
INDIVIDUAL STUDENT/TEACHER GROWTH**

**NOTES:**

- Individual student/teacher growth can be documented through appropriate assessment data.

Examples reviewed:

- Students demonstrate achievement at or above the expected level of one year's academic growth, or other notable gain.

% of all students demonstrating one year's growth:

Assessment tool(s):

Data summary:

**■ USE OF DATA TO IMPROVE INSTRUCTION**

**NOTES:**

- Student achievement data relative to meeting MPS Curriculum Standards and Performance Objective is analyzed (see documentation above).
- Appropriate adjustments in instructional materials and/or techniques are made to help all students achieve the objectives and/or show notable gain.

Examples reviewed:

- There is evidence of a plan for increasing achievement.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

#### **EVALUATION SCALE**

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31

#### **EVALUATION SCALE**

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TEACHER NAME \_\_\_\_\_ TEACHER SOCIAL SECURITY NO. \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

**MESA PUBLIC SCHOOLS**

## **EVALUATOR WORKSHEET**

### **PROFESSIONAL STANDARDS**

(Not a Component of Classroom Performance)

### **RESOURCE TEACHER/SPECIALIST**

### **C P D U**

#### **PROFESSIONAL ETHICS**

#### **NOTES:**

- Develops and maintains appropriate staff/student/parent/community relationships.
- Maintains confidentiality in sensitive matters.
- Avoids using position for personal gain.
- Does not engage in discriminatory practices based on race, origin, gender, socio-economic status, disability, religion or political beliefs.
- Adheres to the professional Statement of Ethical Conduct adopted by the MUSD Governing Board.
- Adheres to the information in Directives: Testing Program.

#### **PROFESSIONAL ATTITUDE/BEHAVIOR**

#### **NOTES:**

- Demonstrates punctuality and conscientiousness in performance of duties.
- Demonstrates respect and consideration for others.
- Is responsive to the dynamics and culture of the school, department and community.

- Maintains a professional appearance.
- Offers constructive criticism as opposed to engaging in negative/harmful activities or communications.
- Participates in and supports site-, department-, and district-based decisions.
- Cooperates with students, parents, peers, administrators, and community to ensure successful educational experiences.
- Demonstrates a commitment to continuous professional improvement, including training related to the MPS Curriculum Standards and Performance Objectives.
- Participates in activities designed to communicate school/district programs to the community.
- Participates in or supports extracurricular programs.
- Demonstrates professional behavior when communicating with staff, students, parents, and community members.

NOTE: A partial list of indicators appears under each competency. This is NOT a checklist. It serves as a guide for the educator and evaluator.

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**EVALUATION SCALE**

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TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**EVALUATION SUMMARY  
RESOURCE TEACHER/SPECIALIST  
PROBATIONARY STATUS  
C P D U NA**

- CLASSROOM INSTRUCTION**.....
- Teaches to the Objective .....
- Effective Use of Introduction.....
- Promotes Active Participation .....
- Motivates Participants .....
- Effective Monitoring and Adjusting.....
- Promotes Retention of Learning .....
- Effective Summarization Techniques.....
- Demonstrates Knowledge of Subject.....
- Manages the Presentation Effectively .....
- Interacts with Individual Participants.....
- Communication Skills.....
- Additional Instructional Techniques .....

**Growth Plan required** \_

- ARTIFACTS** .....
- Presentation Plans .....
- Instructional Materials .....
- Curriculum/Assessment Documents .....



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Observation Date: \_\_\_\_\_ Observation

Date: \_\_\_\_\_

Recommended for Contract.....(School year)\_\_\_\_\_

Recommended for Inadequate Classroom Performance Procedures .....(School year)\_\_\_\_\_

Not recommended for contract .....(School year)\_\_\_\_\_

**EVALUATOR SIGNATURE(S) TEACHER'S/SPECIALIST'S SIGNATURE**

(Indicates only that the teacher has seen this document.)

\_\_\_\_\_  
1. EVALUATOR TEACHER/SPECIALIST

\_\_\_\_\_  
DATE DATE

\_\_\_\_\_  
2. EVALUATOR

\_\_\_\_\_  
DATE

**WHITE—HUMAN RESOURCES (attach appropriate Growth Plan) PINK—EVALUATOR YELLOW—TEACHER (within 5 days after final conference)**

**APPEAL PROCEDURE FOR THE EVALUATION PROCESS  
IS OUTLINED IN EVALUATION: GUIDELINES FOR THE  
IMPROVEMENT OF STUDENT ACHIEVEMENT.**

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\_\_\_\_\_  
TEACHER NAME TEACHER SOCIAL SECURITY NO. SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

**EVALUATION SUMMARY  
RESOURCE TEACHER/SPECIALIST  
CONTINUING STATUS  
C P D U NA**

**INSTRUCTION**.....

Teaches to the Objective .....

Effective Use of Introduction.....

Promotes Active Participation .....

Motivates Participants .....

Effective Monitoring and Adjusting.....

Promotes Retention of Learning .....

Effective Summarization Techniques.....

Demonstrates Knowledge of Subject.....

Manages the Presentation Effectively .....





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Observation Date: \_\_\_\_\_ Observation  
Date: \_\_\_\_\_  
\_ Recommended for contract.....(School  
year) \_\_\_\_\_  
\_ Recommended for Inadequate Classroom Performance Procedures .....(School  
year) \_\_\_\_\_  
\_ Not recommended for contract .....(School  
year) \_\_\_\_\_

**EVALUATOR SIGNATURE(S) TEACHER'S/SPECIALIST'S SIGNATURE**  
(Indicates only that the teacher has seen this document.)

\_\_\_\_\_  
1. EVALUATOR TEACHER/SPECIALIST

\_\_\_\_\_  
DATE DATE

\_\_\_\_\_  
2. EVALUATOR

\_\_\_\_\_  
DATE  
WHITE—HUMAN RESOURCES (Attach appropriate Growth Plan) PINK—EVALUATOR YELLOW—TEACHER (within 5 days after  
final Conference)

**APPEAL PROCEDURE FOR THE EVALUATION PROCESS  
IS OUTLINED IN EVALUATION GUIDELINES FOR THE  
IMPROVEMENT OF INSTRUCTION.**

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\_\_\_\_\_  
TEACHER NAME SCHOOL SCHOOL YEAR

**MESA PUBLIC SCHOOLS**

## **PRESENTATION PLAN RESOURCE TEACHER/SPECIALIST (Minimum information needed)**

1. Statement of the *Objective*  
Participants will be able to:
2. Statement of the *Introduction*
3. Explanation of *Instructional Strategies/Materials*
4. Statement of the *Assessment (checking for understanding)*
5. Statement of *Closure*
6. Other Considerations (needs of the adult learner, room environment, practical applications, task analysis, assignments)

\_\_\_\_\_  
TEACHER NAME SCHOOL SCHOOL YEAR

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SIGNATURE  
SIGNATURE

Certificated Employee \_\_\_\_\_ Social Security #

School/Department \_\_\_\_\_ Plan Conference

Date \_\_\_\_\_

**OBJECTIVE:**

**POSSIBLE LEARNING STRATEGIES:**

- 1.
- 2.
- 3.
- 4.
- 5.

**EVALUATOR** \_\_\_\_\_ **CERTIFICATED** \_\_\_\_\_

**DATE** \_\_\_\_\_

**EMPLOYEE**

**EVALUATOR** \_\_\_\_\_

SIGNATURE

SIGNATURE SIGNATURE

SIGNATURE

**MESA UNIFIED SCHOOL DISTRICT #4**

**GROWTH PLAN**

Probationary Status

Continuing Status

**Results of Growth Plan:**

Objective achieved.

Progress being made.

Objective not achieved.

Objective continued until \_\_\_\_\_ .

**Comments:**

**Growth Plan Review Conference Date** \_\_\_\_\_

**EVALUATOR** \_\_\_\_\_ **CERTIFICATED**

**EMPLOYEE** \_\_\_\_\_

**EVALUATOR** \_\_\_\_\_

WHITE–Human Resources (Within 5 Days of Review Conference) • YELLOW–Certificated Employee (Within 5 Days of Review Conference)

PINK–Evaluator • GOLDENROD–Certificated Employee (Within 5 Days of Plan Conference)

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TEACHER NAME GRADE/SUBJECT PERIOD/TIME DATE

**MESA PUBLIC SCHOOLS**

**LESSON PLAN**

**1. State Standard**

**Addressed** \_\_\_\_\_

**Concept/Performance objective addressed** \_\_\_\_\_

**2. Statement of the Objective**

The student will be able to

demonstrate \_\_\_\_\_ of

(Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

\_\_\_\_\_ by

(Content)

\_\_\_\_\_

(Student Behavior)

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**3. Statement of the *Introduction***

**4. Explanation of *Instructional Strategies/Materials***

**5. Statement of the *Assessment (checking for understanding)***

**6. Statement of *Closure/Student Summary***

**7. Optional Considerations/Elements (study skills, critical thinking skills, real-life applications, task analysis, related lessons, homework)**

*Administrators may require additional lesson plan components and/or additional details in any lesson plan area.*