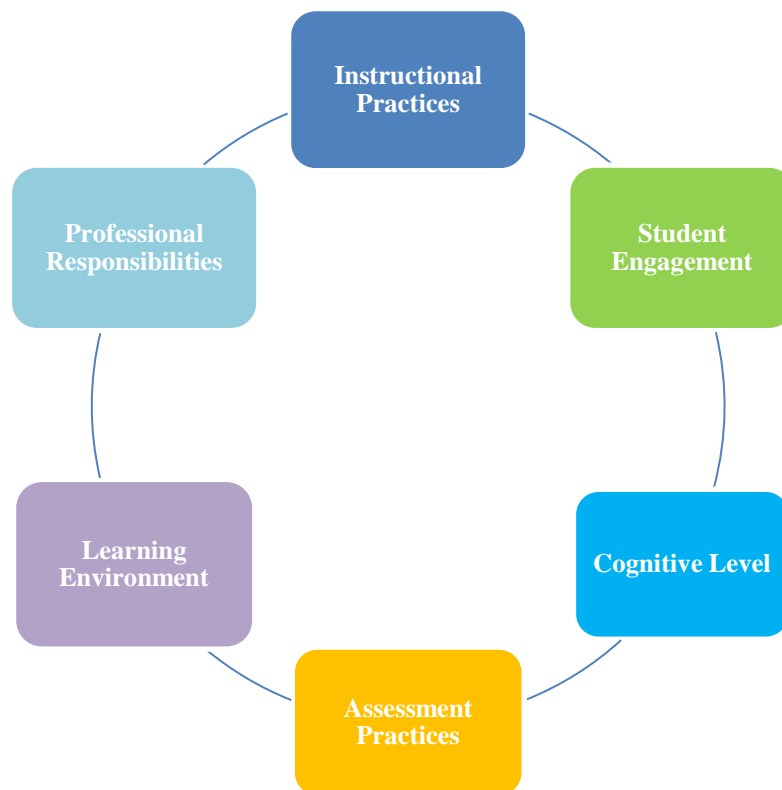




Teacher Evaluation Process & Documents



Governing Board Approved – July 10, 2019

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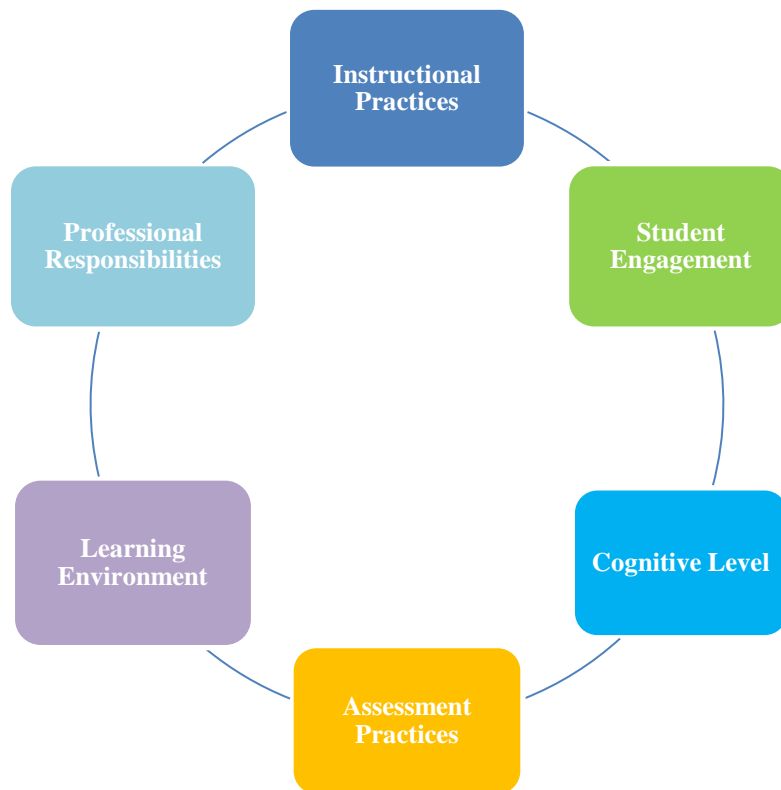


Teacher Evaluation System – Purpose Statement

The purpose of the Altar Valley School District Teacher Evaluation System is to improve instruction and to promote student and teacher success. The District is committed to the belief that the most important factor contributing to improved academic achievement is the classroom teacher.

An “*effective teacher*” is defined as a teacher whose students generally made satisfactory levels of academic progress. A “*highly effective*” teacher is defined as a teacher whose students generally made exceptional levels of academic progress.

To become a highly effective teacher requires a committed pursuit of continuous improvement that includes purposeful staff development, regular self-reflection, and the determination to incorporate new strategies and skills learned into the classroom. The District intent with this system is to provide a means to encourage this growth process.





Protocols For Teacher Evaluation

1. Teachers will participate in two formal observation cycle per academic year. The observation cycle will consist of a pre-conference to be held no more than five days before the observation, the observation of a complete and uninterrupted lesson, and a post-conference to be held no more than five days after the observation. There will be at least 60 calendar days between observation cycles. An observation may not be done within two instructional days of any scheduled period in which school is not in session for one week or more. Evaluators will use the Classroom Observation Instrument to score each observation.
2. Qualified evaluators will be approved by the Board annually.
3. During each formal observation cycle, Professional Responsibilities will be assessed using the Professional Responsibilities Rubric, which includes the following indicators of performance: Professional Learning, Collaboration, Family Engagement, Family Communication, and Leadership.
4. At the conclusion of each formal observation cycle, the Classroom Observation score and the Professional Responsibilities score will be added together to obtain one cumulative **Teacher Performance Score**. Teacher Performance will account for 47% of teachers' final evaluation score.
5. At the beginning of the school year, teachers will be expected to complete a self-reflection based on the Classroom Observation Instrument and provide evidence to support each score. Teachers will then utilize their self-reflection to develop a **Professional Growth Plan**. Over the course of the school year, teachers will collect evidence to document their progress toward completion of their goal. At the end of the school year, teachers will submit evidence of goal completion to their evaluator. A rubric will be used to score teachers' progress toward documenting, meeting, and reflecting upon their Professional Growth Plan. The Professional Growth Plan score will account for 20% of teachers' final evaluation score.
6. 33% of teachers' final evaluation score will be based on student assessment data. Teachers who instruct in core subjects that are aligned to the annual state assessment will be designated as "**Group A**" teachers. Special Education teachers who co-teach in a general education classroom(s) will also be designated as "**Group A**" teachers. Teachers who instruct in non-tested areas and/or grade levels and non-instructional certified staff will be designated as "**Group B**" teachers.

7. “Group A” teachers:

a. 33% of their final evaluation will be based on the following data:

- AzMERIT from the *previous* school year
 - Teachers who do not have data from the previous school year will use whole-school student performance on AzMERIT from the *previous* school year
- District Benchmark Assessment
- CBM data from their individual class(es).

b. The AzMERIT, District Benchmark Assessment, and CBM scores will be weighted as follows:

- AzMERIT = 10%
- District Benchmark Assessment = 10%
- CBM = 13%

“Group B” teachers:

c. 33% of their final evaluation will be based on the following data:

- Whole-school student performance on AzMERIT from the *previous* school year
- Whole-school student performance on the District Benchmark Assessments
- Whole-school CBM data

d. The AzMERIT, District Benchmark Assessment, and CBM scores will be weighted as follows:

- AzMERIT = 10%
- District Benchmark Assessment = 10%
- CBM = 13%

8. The data will be tabulated on the AVSD Tabulation Form and teachers will be given one of the following performance ratings based on the summative score:

3.7 – 4.0: 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 as determined by classroom observations required by ARS 15-537.

2.3 – 3.6: 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 as determined by classroom observations as required by ARS 15-537.

1.7 – 2.2: 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, as determined by classroom observations as required by ARS 15-537. Developing teachers will fall into one of two categories:

- New teachers in their first two years of teaching or a teacher who changes grades/department in the first two years of their new assignment.
- Teachers who are continuing teachers of more than three years.

1.6 or below: Ineffective. An ineffective teacher consistently fails to meet expectations and requirements and requires a change in performance. This teacher’s students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal levels of competency in the State Board of Education adopted professional teaching standards, as determined by classroom observations required by ARS 15-537.

9. In addition to the two formal observation cycles, evaluators will conduct at least three informal, walk-through classroom visits during the school year and provide written feedback within 24 hours.



Plan Of Improvement / Preliminary Notice Of Inadequacy Of Classroom Performance

Note: A “Developing” teacher in this section of the Altar Valley School District Teacher Evaluation Policy is defined as a continuing teacher of more than three years.

1. If following the second observation cycle, classroom instruction has not improved to a score of 2.3 or higher, the teacher will be placed on an Improvement Plan and assigned an improvement period of at least 45 instructional days as prescribed by Arizona state statute. Following the 45-day improvement period, the evaluator will conduct a follow-up observation cycle. If, following this observation cycle, the score remains below a 2.3 on the Classroom Observation Instrument, the teacher may be subject to non-renewal of employment or dismissal.
2. Any teacher determined to be Developing or Ineffective based on the Classroom Observation Instrument may receive a preliminary notice of inadequacy of classroom performance.

The Process For Appealing An Evaluation Score

When an evaluation is used as the criterion for establishing a teacher’s compensation, the teacher will be so informed at the conference where the evaluation is discussed.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal to the Superintendent no later than ten (10) days after the conference where the disputed evaluation is discussed.

The appeal to the Superintendent shall be limited to the sole issue of how the evaluation procedure used is at variance from the Board-adopted procedure. The burden of proof is on the teacher and the appeal may consist of a paper review. The decision of the Superintendent shall be final and not subject to further appeal or review.



Classroom Observation Summary Form

Observation #1

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Observation #2

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Observation #3 (If Needed)

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Walk-Through Dates:

1. _____

2. _____

3. _____

Performance Level:

3.7-4.0 = Highly Effective _____

2.3-3.6 = Effective _____

1.7-2.2 = Developing _____

1.6 or below = Ineffective _____

Teacher _____

Signature _____

Date _____

Evaluator _____



Pre-Observation Conference Check List

Respond in writing to the following questions and be prepared to discuss during your pre-observation conference. Also, please bring supporting documentation and/or artifacts with you to your pre-observation conference.

- What are your learning outcomes for this lesson and how will you know your students have mastered them?

- Briefly describe the students in this class, including those with special needs. Please be specific: Discuss the accommodations and modifications that apply.

- How will you engage all students in the learning? What will you do? What will the students do? Will the students work individually, whole group, or in small groups? If the students will be in small groups, discuss the data that you used to group students.

- How do you document and monitor students' progress in learning?

- Is there anything that you would like me to specifically observe during the lesson? Consider your Professional Growth Plan or other personal targets for growth.



Post-Observation Conference Check List

Respond in writing to the following questions and be prepared to discuss during your post-observation conference. Also, please bring supporting documentation and/or artifacts with you to your post-observation conference.

- What was your instructional outcome? Which students met your outcome and what evidence supports your conclusion? Provide evidence at the conference.

- What are you going to do for students who did not meet the instructional outcome?

- Discuss the effectiveness of these aspects of your instructional delivery:
 - Communicate Selected Standards or Objectives to ALL Learners
 - Average Percentage of Students On Task (Actively Engaged in Academic Learning)
 - Use Formative Assessment to Determine Instructional Needs of Students OR Monitor and Adjust
 - Foster a Climate of Fairness, Caring, and Respect OR Maintains Standards for Behavior, Routines, and Transitions

- If you had the opportunity to teach this lesson again to the same group of students again, what would you do differently?

- What impact did your grade level PLC have on the planning, delivery, and/or reflection of this lesson?



Classroom Observation Score Collection Sheet

Teacher:	School:
Date:	Observer:

4	3	2	1	
Instructional Practices to Support All Learners				
				Make Learning Relevant
				Content Knowledge
				Anticipatory Set
				Provide Scaffolding to Assist and Support Student Understanding
				Key Vocabulary Emphasized
				Bell Work
				Provide Specific and Immediate Feedback to Students
				Intermittent Closure
				Congruent and Relevant Evidence of Lesson Planning
				Communicate Selected Standards or Objectives to ALL Learners
Student Engagement				
				Average Percentage of Students on Task actively engaged in academic learning _____%
				Facilitates Student-led Learning
Cognitive Level of Questions and Activities				
				Cognitive Level of Questions and Activities
Assessment Practices				
				Closure
				Use Formative Assessment to Determine Instructional Needs of Students
				Monitor and Adjust
Learning Environment				
				Foster a Climate of Fairness, Caring and Respect
				Maintains Standards for Behavior, Routines and Transitions
				Reinforces Effort or Provides Recognition
				Materials Management

Instructional Practices Comments:

Student Engagement Comments:

Cognitive Level Comments:

Assessment Practices Comments:

Learning Environment Comments:

4	3	2	1
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Professional Responsibilities			
			Engagement in Meaningful and Appropriate Professional Learning Opportunities
			Collaboration with Colleagues
			Engagement with Families
			Communication with Families
			Leadership

Professional Responsibilities Comments:

Reinforcement:

Refinement:

Performance Level:

- 3.7-4.0 = Highly Effective ____
- 2.3-3.6 = Effective ____
- 1.7-2.2 = Developing ____
- 1.6 or below = Ineffective ____

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____



Professional Growth Plan – Fall

This plan is designed to support teacher growth and development by identifying Areas for Growth and professional learning opportunities to assist the teacher in improving their work. Submit this plan with your completed self-evaluation to your administrator.

Teacher's Name: _____ Grade Level(s): _____ Subject: _____

School: _____ School Year: _____ Date: _____

Based on your self-assessment, what goal have you identified? What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities you will do to work toward your goal and the timeline for each activity.

Activities:

Timeline:

What resources will you need to achieve your goal?



Professional Growth Plan – Spring

This plan is designed to support teacher growth and development by identifying Areas for Growth and professional learning opportunities to assist the teacher in improving their work. Submit this plan with all relevant supporting documentation to your administrator.

Teacher's Name: _____ Grade Level(s): _____ Subject: _____

School: _____ School Year: _____ Date: _____

Based on your self-assessment, what goal did you identify? What are of knowledge or skill did you seek to strengthen?

Describe the connection between this goal and your teaching assignment.

Complete a self-reflection that addresses the following points: Did you meet your goal? What successes and challenges did you experience as you worked to achieve your goal? What next steps can you take to ensure continued success in this area?

Describe the activities you completed and the timeline for each activity.

Activities:

Timeline:

What resources did you need to achieve your goal?



Professional Growth Plan Scoring Rubric

	4	3	2	1
Professional Growth Plan	<p>Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument.</p> <p>Teacher provides evidence that activities were implemented within the specified time frame(s).</p> <p>Teacher completes a self-reflection that analyzes successes and challenges experienced during the school year and identifies next steps.</p>	<p>Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument.</p> <p>Teacher provides evidence that activities were implemented within the specified time frame(s).</p> <p>Teacher completes a self-reflection.</p>	<p>Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument.</p> <p>Teacher provides evidence that activities were implemented within the specified time frame(s).</p>	<p>Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument.</p>



Group A Teacher

Name: _____ School: _____ Grade/Subject: _____

Teacher Performance: Classroom Observations & Professional Responsibilities

	4	3	2	1
	3.7 – 4.0	2.3 – 3.6	1.7-2.2	1.6 or below
#1 Date: _____				
#2 Date: _____				
#3 Date: _____ (If Needed/Only count 2 highest scores)				

Score: _____ (47%)

AzMERIT / Classroom District Benchmark (Galileo) Data / Classroom CBM Data

	4	3	2	1
	>70% of students scored Proficient or Highly Proficient	60%-70% of students scored Proficient or Highly Proficient	50%-59% of students score Proficient or High Proficient	< 50% of students scored Proficient or Highly Proficient
AzMERIT 10%				
DBM (Galileo) 10%				
CBM 13%				

Score: _____ (33%)

Professional Growth Plan

	4	3	2	1
Professional Growth Plan				

Score: _____ (20%)

Final Score: _____

Performance Level:

3.7-4.0 = Highly Effective _____

2.3-3.6 = Effective _____

1.7-2.2 = Developing _____

1.6 or below = Ineffective _____

Teacher Signature _____

Evaluator Signature _____

Date: _____

Comments:



Group B Teacher

Name: _____ School: _____ Grade/Subject: _____

Teacher Performance: Classroom Observations & Professional Responsibilities

	4	3	2	1
	3.7 – 4.0	2.3 – 3.6	1.7-2.2	1.6 or below
#1 Date: _____				
#2 Date: _____				
#3 Date: _____ (If Needed/Only count 2 highest scores)				

Score: _____ (47%)

**AzMERIT School Aggregate Data / School District Benchmark Assessment (Galileo)
Aggregate Data / School CBM Aggregate Data**

	4	3	2	1
	>70% of students scored Proficient or Highly Proficient	60%-70% of students scored Proficient or Highly Proficient	50%-59% of students score Proficient or Highly Proficient	< 50% of students scored Proficient or Highly Proficient
AzMERIT 10%				
DBM (Galileo) 10%				
CBM 13%				
School Letter Grade: A = 4 B = 3 C = 2 D = 1				

Score: _____ (33%)

Professional Growth Plan

	4	3	2	1
Professional Growth Plan				

Score: _____ (20%)

Final Score: _____

Performance Level:

3.7 - 4.0 = Highly Effective _____

2.3 - 3.6 = Effective _____

1.7 - 2.2 = Developing _____

1.6 or below = Ineffective _____

Teacher Signature _____

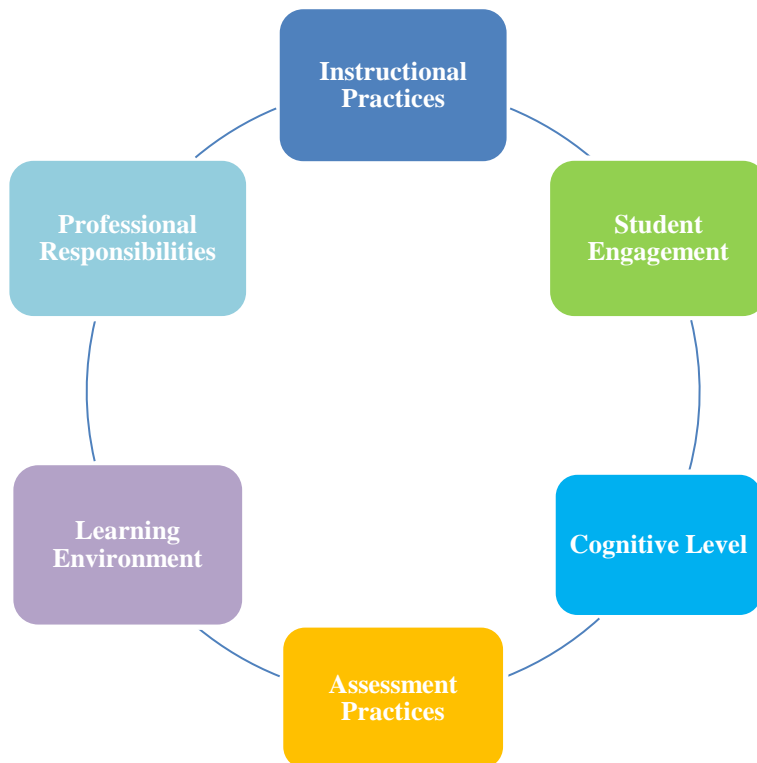
Evaluator Signature _____

Date _____

Comments:



Classroom Observation Instrument



Instructional Practices to Support All Learners

	4	3	2	1
Make Learning Relevant	Teacher incorporates students' interests and questions into the lesson and seizes on teachable moments to enhance a lesson.	Teacher incorporates students' interest and questions into the lesson.	Teacher makes attempts to incorporate students' interests and questions into the lesson.	Teacher ignores student interest and/or questions. Teacher does not connect the lesson to the students' interests.
Content Knowledge	Teacher knows his/her content and articulates it in a grade appropriate manner. Teacher demonstrates awareness of possible student misconceptions and how they can be addressed.	Teacher incorporates important concepts of the skill and their relationship to one another. Teacher provides clear explanations of the content. Instructional strategies in lessons are suitable to the content.	Teacher's demonstration of the skill is incomplete. Teacher omits prerequisite skills. Teacher uses limited instructional strategies.	Teacher consistently makes content errors. Teacher uses inappropriate strategies for the skill.
Anticipatory Set	Anticipatory set is congruent to the objective, utilizes relevant prior student knowledge or past experiences and requires 100% student participation.	Anticipatory set is congruent to the objective, utilizes relevant prior student knowledge or past experiences and requires student participation.	Anticipatory set is congruent to the objective. The set is teacher driven with little student participation.	Anticipatory set is not congruent to the objective or none is given.
Provide Scaffolding to Assist and Support Student Understanding	Teacher uses scaffolding with students as needed to assist students in meeting the desired objective. There is evidence of teacher breaking down the lesson into manageable parts to assist students in helping them to achieve the desired objective. Teacher re-frames questions and or activities to ensure student success.	Teacher uses scaffolding with most students as needed.	Teacher uses scaffolding with some students as needed.	Teacher does not use scaffolding to support student understanding.

	4	3	2	1
Key Vocabulary Emphasized	Teacher uses academic vocabulary, defining where appropriate, and the students are able to define and use vocabulary correctly.	Teacher uses academic vocabulary correctly in the lesson. Vocabulary is defined and is occasionally used by students.	Teacher uses academic vocabulary but is unable to explain or define it for students	Teacher does not use academic vocabulary or uses it incorrectly.
	4	3	2	1
Bell Work	Bellwork is started immediately by students upon entering class. The teacher does not have to give a reminder. 100% of the students are on task. Students are expected to explain their thinking.	Bellwork is given and checked within 8-10 minutes (unless specified). Feedback is given. More than 85% of the students are on task. Bellwork is started without prompting, is part of the routine, and congruent to objective.	Bellwork is given. Several reminders are needed and /or too much time is taken. Teacher does not give feedback. Less than 85% of the students are on task.	Teacher does not give bellwork.
	4	3	2	1
Provide Specific and Immediate Feedback to Students	Teacher provides specific and immediate feedback to the students on a consistent basis.	Teacher provides immediate general feedback and occasionally provides specific feedback.	Teacher occasionally provides general feedback to the students.	Teacher provides little or no feedback to the students.
	4	3	2	1
Intermittent Closure	All students summarize learning after each segment as a means to scaffold to the next concept/skill. Teacher uses a variety of modalities to achieve this throughout the lesson. Teacher assesses and provides feedback to all students.	Students were provided ample opportunities to summarize learning. Teacher provides specific feedback. Teacher uses a minimum of two modalities.	Students were provided minimal opportunity to summarize learning. Teacher provides minimal feedback	Intermittent closure is incongruent or an incomplete summary.

Congruent and Relevant Evidence of Lesson Planning	4	3	2	1
	All components of the lesson are congruent to the objective. Relevant, real-world connections are made throughout the lesson. The lesson contains a well-articulated task analysis. Lessons include personalization for all students.	All components of the lesson are congruent to the objective. The teacher makes relevant, real-world connections at points in the lesson. The lesson contains a well-articulated task analysis. Differentiation is included.	The objective is stated. All elements are not congruent to the objective. Very few, if any, relevant, real-world connections are made. There is little evidence of task analysis.	The objective is unclear. The lesson consists of activities that may or may not be congruent to the objective. There are no relevant connections. There is no evidence of task analysis.
Communicate Selected Standards or Objectives to ALL Learners	4	3	2	1
	If asked, the students are able to explain what they are learning and where it fits into the larger curriculum content.	If asked, students are able to explain what they are learning. Teacher states clearly in student friendly language the standards and objectives the students will be learning.	Teacher provides little explanation about the standards and objectives the students will be learning.	Standards and objectives are not communicated to students and are not posted in the classroom.
Student Engagement				
Average Percentage of Students On Task (Actively Engaged in Academic Learning)	4	3	2	1
	All of the students are actively engaged in the lesson.	A minimum of 85% of the students are actively engaged in the lesson	Between 50% and 84% of students are engaged in the lesson.	Less than 50% of students are engaged in the lesson.

	4	3	2	1
Facilitates Student-led Learning	Teacher poses open-ended questions for students to seek solutions. Students work in cooperative groups to solve problems. Students are expected to explain their thinking and to justify their responses. Students are asked to solve relevant, real-world problems.	Teacher poses open-ended questions. Work is often done in collaborative groups. Students are asked to explain their thinking or create relevant problems.	Learning is consistently teacher driven. Questions are seldom open-ended. Students work alone in most situations. Students may be asked to explain their thinking. Students are rarely asked to create relevant problems.	All teacher-directed questions have one solution or answer. Students consistently work independently with no collaboration. Students are only asked for answers with no explanation. Students are not asked to create problems.

Cognitive Level of Questions and Activities

	4	3	2	1
Cognitive Level of Questions and Activities	Teacher's questions are at a higher cognitive level. Students are given adequate time to respond and discuss the questions. Teachers ensures all students are involved in the discussion.	Most of the questions are at higher cognitive levels. Wait time is provided for students to respond. Teacher successfully incorporates all students in the conversation.	Teacher's questions are at varied cognitive levels but few questions require a thoughtful response. Teacher attempts to involve all students in the discussion but with limited success.	Teacher's questioning is at the cognitive level of remember or understand. Only single correct responses are required. The classroom conversation is dominated by a few students.

Assessment Practices

	4	3	2	1
Closure	Closure provides students an opportunity to apply learning in new and relevant ways. All students summarize the learning. Teacher assesses mastery of learning objective and provides feedback to all students.	Closure is congruent. All the students summarize. Teacher assesses & provides feedback to students. Teacher can report the number of students mastering the objective.	Closure is congruent. Teacher provides minimal feedback.	Closure is incongruent or incomplete with no student summary.

Use Formative Assessment to Determine Instructional Needs of Students	4	3	2	1
	Using multiple methods, the teacher consistently checks for understanding throughout the lesson. Based on feedback, the teacher adjusts instruction to clarify the learning objective for the students. Teacher uses formative assessments to determine which students need reteaching and which students need enrichment. The teacher uses closure to ensure the majority of the students have mastered the objective. Immediate feedback is given to the students.	Teacher consistently checks for understanding and adjusts instruction to assist as needed. Teacher uses informal formative assessments to determine if objectives need to be retaught and which students need reteaching. Teacher shares results of assessments with students in a timely manner.	Teacher uses informal formative assessments, but feedback is not given to students in a timely manner. Teacher only uses closure to determine student mastery.	Teacher does not consistently check for understanding. Student achievement data is not communicated to students.
Monitor and Adjust	4	3	2	1
	Teacher actively monitors students learning throughout the lesson and makes adjustments to the lesson based on student performance.	Teacher makes adjustments to the lesson based on student performance.	Teacher attempts to adjust the lesson.	Teacher makes no attempt to adjust the lesson to respond to student confusion.

Learning Environment

Learning Environment				
	4	3	2	1
Foster a Climate of Fairness, Caring, and Respect	Teacher demonstrates knowledge and caring about the individual students' lives outside of the classroom. The teacher respects and encourages students' efforts. There is no disrespectful behavior among students. If necessary, students respectfully correct one another. Students engage and participate fully and without fear in classroom discussions.	Teacher and students speak to each other in a uniformly respectful manner. The teacher successfully addresses disrespectful behavior among students. The teacher makes connections with all students. Students show respect for the teacher.	Interactions between the teacher and students, or between students, are occasionally disrespectful or insensitive. The teacher attempts to respond to disrespectful behavior among students. The teacher makes successful connections with a few individual students.	Teacher is insensitive to students' ages, cultural backgrounds, and/or developmental level. Teacher is not familiar with students and does not appear to care about their needs. Students appear hurt and/or insecure. The teacher ignores disrespectful interactions among students.
Maintains Standards for Behavior, Routines, and Transitions	4	3	2	1
	Students take the initiative to follow the routines and standards for behavior at all times.	Transitions between activities are quick and effective. Procedures have become routines and all students follow them at all times.	Procedures seem to have been taught, but few students follow them or the students need constant reminders from the teacher. Rules are posted. Procedures and behavioral expectations are not consistently enforced.	Transitions are disorganized and take too long. Students seem unclear of procedures and behavioral expectations.
Reinforces Effort or Provides Recognition	4	3	2	1
	Specific praise is given. Students feel safe to share their thinking or take risks and know they are expected to explain their reasoning or justify their answers. Students feel comfortable with reinforcing effort and providing recognition for each other.	Teacher has high expectations for student effort and feedback is provided. Responses to student answers may include clarifying questions, a restatement, or conversational response. Students are praised for their effort and participation. Students feel safe to share their thinking.	Teacher reinforces effort and provides recognition by giving generic feedback and praise. Teacher sometimes uses sarcasm to motivate students. Few students are willing to share their thinking.	Teacher seldom recognizes positive student behavior. Praise is given to select students who give the correct answer and effort is seldom reinforced. Students are hesitant to share their thinking and often respond "I don't know."
	4	3	2	1

<p style="text-align: center;">Materials Management</p>	<p>Students take ownership of materials management.</p>	<p>Routines for distribution and collection of materials work efficiently. Students show respect for materials.</p>	<p>Procedures for distribution and collection of materials are evident, but students are confused about how to carry them out. Teacher does not have all materials readily available.</p>	<p>No established procedures for distributing or collecting materials are apparent. Students are disrespectful with materials.</p>
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Professional Responsibilities

Professional Responsibilities				
	4	3	2	1
Engagement in Meaningful and Appropriate Professional Learning Opportunities	Actively participates in and contributes meaningfully to required professional learning activities.	Actively participates in and contributes meaningfully to required professional learning activities.	Actively participates in and contributes meaningfully to required professional learning activities.	Attends required professional learning activities.
	Actively seeks out and participates in professional learning opportunities within and outside the school district. Contributes to the knowledge and skill of others (e.g., models effective practice for colleagues) and leads professional learning activities.	Actively seeks out and participates in professional learning opportunities within and outside the school district.		
	4	3	2	1
Collaboration with Colleagues	Actively engages with grade level or subject area colleagues in sharing responsibility for student learning, giving and receiving feedback on instruction, examining student work, and analyzing evidence of instructional effectiveness.	Actively engages with grade level or subject area colleagues in sharing responsibility for student learning, giving and receiving feedback on instruction, examining student work, and analyzing evidence of instructional effectiveness.	Participates with grade level or subject area colleagues in sharing responsibility for student learning. Relationships with colleagues are cordial and respectful.	Participates with grade level or subject area colleagues.
	Consistently seeks opportunities to share practices with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation.	Occasionally seeks opportunities to share practices with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation.		

	4	3	2	1
Engagement with Families	<p>Actively and regularly involves families in setting goals and expectations for individual student learning and development.</p> <p>Works with families on an ongoing basis to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>	<p>Involves families in setting goals and expectations for individual student learning and development.</p> <p>Works with families to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>	<p>Communicates expectations for academic achievement to students' families and works with them to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>	<p>Communicates expectations for academic achievement and shares results (e.g., assessment data, grades) to students' families.</p>
Communication with Families	4	3	2	1
	<p>Uses a variety of communication tools and strategies to regularly communicate with families regarding individual student learning and progress.</p> <p>Responds fully to families' concerns about students, and follows up by providing information about progress or changes.</p> <p>Seeks information and feedback from families about students.</p> <p>Relationships with families are characterized by mutual support.</p>	<p>Regularly communicates with families regarding individual student learning and progress.</p> <p>Responds fully to families' concerns about students, and follows up by providing information about progress or changes.</p> <p>Relationships with families are characterized by mutual support.</p>	<p>Communicates with families regarding individual student learning and progress.</p> <p>Responds to families' concerns about students.</p> <p>Relationships with families are cordial and respectful.</p>	<p>Provides required information to families.</p> <p>Responds to families' concerns about students.</p> <p>Relationships with families are cordial and respectful.</p>

	4	3	2	1
Leadership	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Seeks and accepts leadership roles within the school / district.</p> <p>Contributes to improvement efforts within the school.</p> <p>Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor progress toward those goals.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Seeks and accepts leadership roles within the school / district.</p> <p>Contributes to improvement efforts within the school.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Participates in leadership opportunities when asked.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p>

