Amphitheater Teacher Performance Evaluation System

THE FRAMEWORK FOR TEACHING: DANIELSON MODEL

~~2023~~2024-~~2024~~2025

Full alignment with the Danielson Framework for Teaching

"THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS INCREDIBLY COMPLEX WORK. IT'S A THINKING PERSON'S JOB."

-DANIELSON GROUP

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.

Creative Thinking • Collaboration • Critical Thinking • Scholarship • Communication • Caring • Citizenship • Problem Solving
Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Amphitheater Public Schools
Portrait of a Graduate Characteristics

Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy

Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility

Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing

Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity

Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness

Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence

Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway

Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions

Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member

Amphitheater Public Schools Students *show caring and kindness by:*

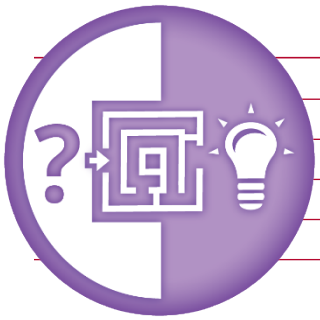
- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation

Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global
eness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community

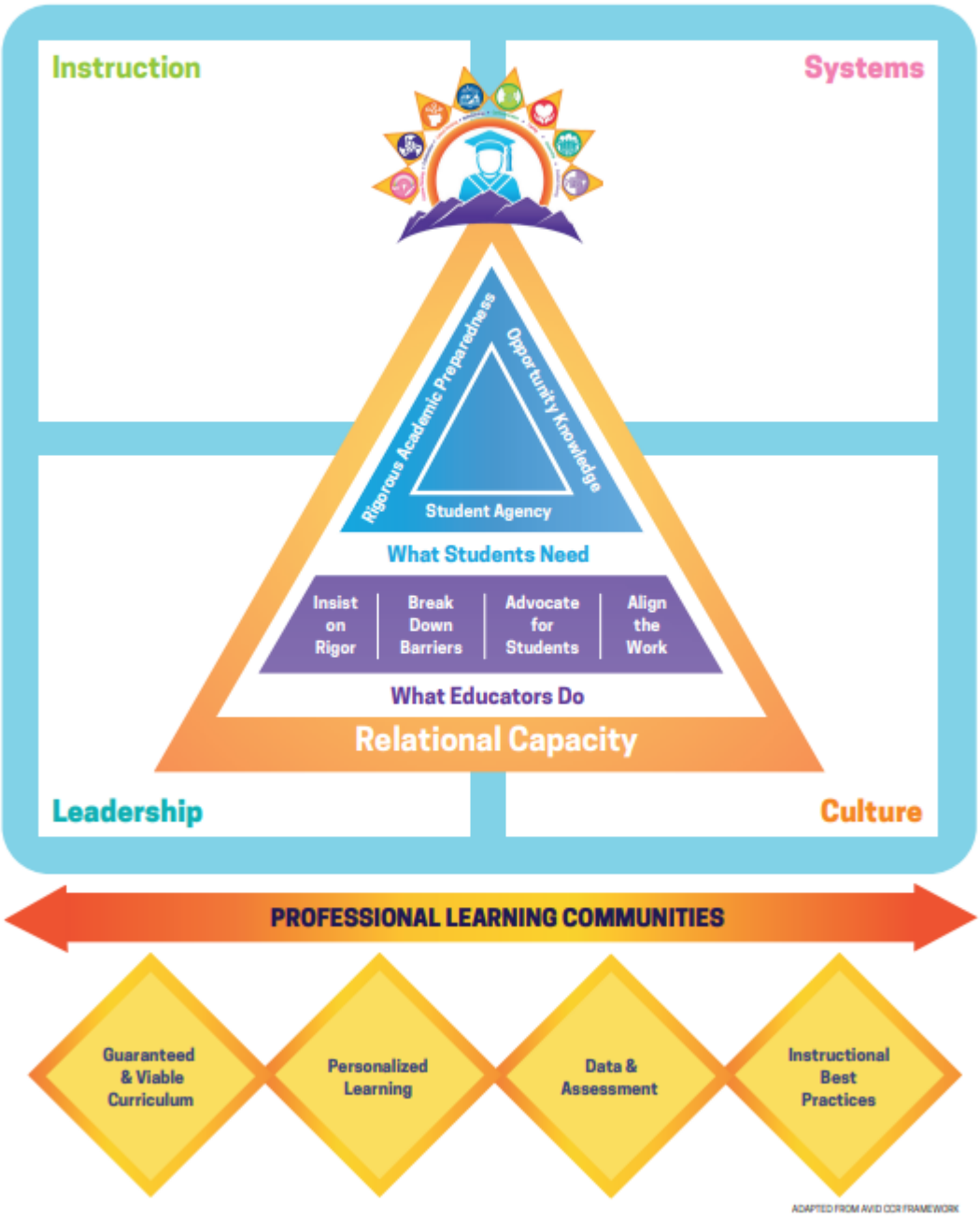


Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



Writing

- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Reading

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Inquiry

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Organization

- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals

Collaboration

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Groups
- Service Learning
- Cooperative Dialogue
- Three-Step Interviews
- Cooperative Graphing
- Carousel

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq*. and ARS § 15-537, *et seq*.) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statues and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See,* Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. See also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate®, Advanced Placement®), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.

- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This "hold harmless" metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special needs

1c Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

1d Demonstrating Knowledge of Resources
- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating with Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy
- Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona . The metric used will be the Conditional Growth Index (CGI) model described further in this manual..

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school-wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates. .

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Domain 1**
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Domain 1** **Domain 2**
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Domain 2**
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Domain 1**
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Domain 1** **Domain 3**
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Domain 1**
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Domain 1**
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Domain 3**
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Domain 4**
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Domain 4**

https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd (Web link for Arizona Professional Teaching Standards)

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data (n>=15)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with N < 15 receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For ~~2023-2024~~2024-2025, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
Amphi Culture & Climate Survey	
*High School Graduation Rates (*HS ONLY)*	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
Amphi Culture & Climate Survey	
*High School Graduation Rates (*HS ONLY)*	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	3.088

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT

AMPHITHEATER Public Schools

School: **Happy Elementary** **School Summary Report**

School Year: **2022-2023** **School Level Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS **CGI: .80** **%ile: .787**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42

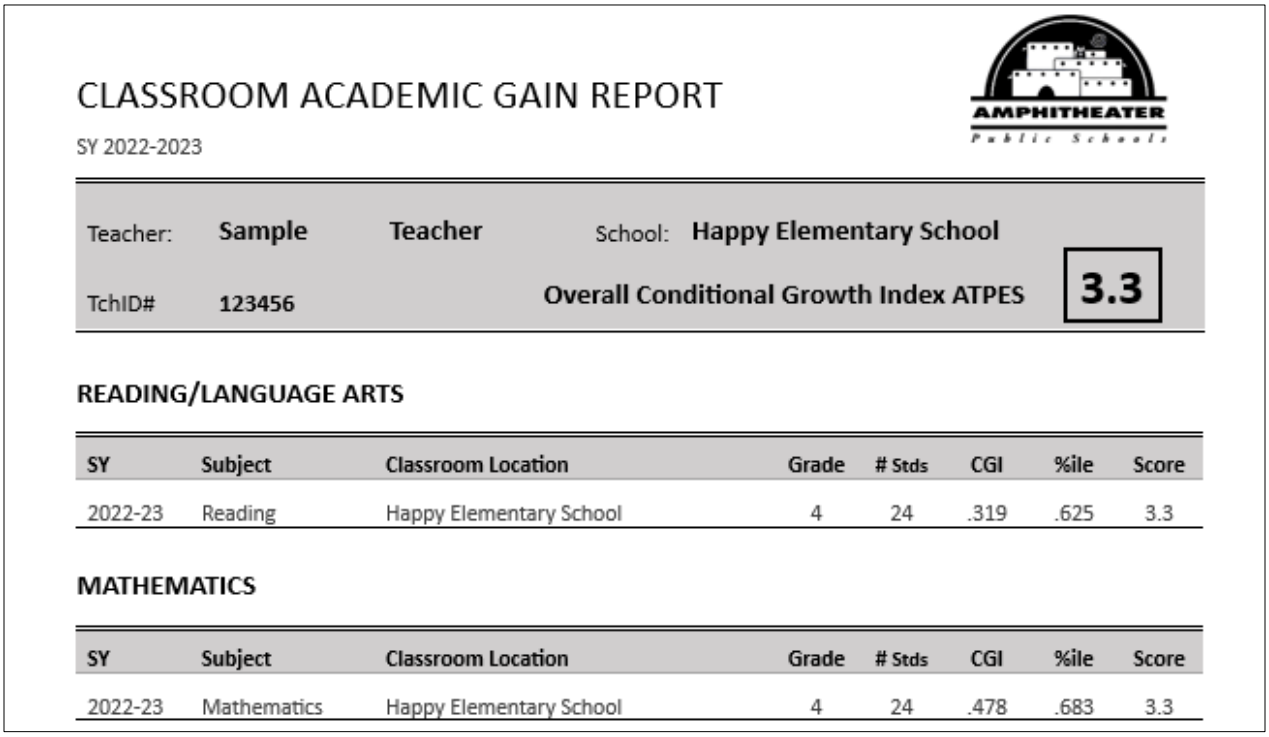
MATHEMATICS **CGI: 1.17** **%ile: .785**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.



CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023

AMPHITHEATER Public Schools

Teacher: **Sample** **Teacher** School: **Happy Elementary School**

TchID# **123456** **Overall Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

 # Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessmentsor have too few students with gains to be evaluated on them.

2023-2024

Group A Teachers	
Indicators of quality teaching (classroom observation)	**75 %**
Classroom-level student progress (Classroom CGI)	**15 %**
School-level student progress (School CGI)	**5 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5%)	
(4-Year Graduation Rate 2.5%)	
Group B Teachers	
Indicators of quality teaching (classroom observation)	**75 %**
School-level student progress (School CGI)	**20 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5%)	
(4-Year Graduation Rate 2.5%)	

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his 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.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his 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.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his 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 required by ARS **§** 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher
A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher
A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and; who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance
An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation
An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation
Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan
A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance
A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation
The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice
Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent
Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher
A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan
A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress
Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications
The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.

2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.
   All teachers are provided with a copy of the ATPES prior to classroom observations.

3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.

6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
   a. No conference is <u>required</u> for informal visits.
   b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

7. One (1) formal observation shall occur prior to April 10th using the following procedures:
   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.

   b. The teacher will submit a written lesson plan in advance of the observation.

   c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.

   d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.

11. Professional growth plans may be developed as appropriate.

12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.

13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
    a. A teacher receives a rating of "1" on any Indicator or Domain
    b. A teacher receives a rating of "1" on a Domain or the majority of a Domain's indicators

14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any indicator or domain.

15. The evaluation of a continuing teacher shall be completed no later than April 10th.

16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.

17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
   a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
   b. No conference is <u>required</u> for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
   b. The teacher will submit a written lesson plan in advance of the observation.
   c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of "1" on any Indicator or Domain or the majority of a Domain's indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:

    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	**Continuing Teachers**	**All Probationary and/or Short Term Teachers (full time/part time)**
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January ~~15~~13 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only, and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers, and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers, and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered**

deficient and will require an improvement plan.

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see ~~regulation~~ policy ~~GCO-R.~~ 4-103

APPENDIX A

EVALUATION SYSTEM FORMS

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	3.088

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	**Evidence**
1a Demonstrating Knowledge of Contend and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy	**Teacher behaviors that positively impact student learning:** •
1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	**Recommendations for continuous improvement include:**
1c Setting instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	
1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	
1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	
1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	
DOMAIN 2: The Classroom Environment	**EVIDENCE**
2a Creating and Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students	**Teacher behaviors that positively impact student learning:** •
2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work	**Recommendations for continuous improvement include:**
2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	
2d Managing Student Behaviors • Expectations • Monitoring behavior • Response to misbehavior	
2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	**Teacher behaviors that positively impact student learning:** •
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	**Recommendations for continuous improvement include:**
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • persistence	
DOMAIN 4: Professional Responsibilities	**EVIDENCE**
4a Reflecting on Teaching • accuracy • use in future teaching	**Teacher behaviors that positively impact student learning:** •
4b Maintaining Accurate Records • student completion of assignments • student progress in learning • non-instructional records	**Recommendations for continuous improvement include:**
4c Communicating with Families • about instructional program • about individual students • engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model
Narrative Comments

Teacher:_____Date:_____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

IMPROVEMENT PLAN

Teacher:_____School:_____

Grade/Subject:_____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Checkpoint ratings:

P	Performance meets the expected standard. Plan may be terminated.
CP	Plan should be continued.
NP	Progress not made as specified in plan.

FINAL ASSESSMENT

___Performance Meets Expectations

___Performance Does Not Meet Expectations

Teacher's Signature: _____Date:_____

Evaluator's Signature:_____Date:_____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

1) What content will be addressed in this lesson?

2) What are the expected outcomes/objectives?

3) How does this lesson fit with previous or future lessons?

4) What assessments will be used?

Domain 4

1) How do you maintain student records/grades?

2) Discuss how you communicate with families?

3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?

4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name:_____ Date:_____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature:_____Date:_____

Administrator's Signature:_____Date:_____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	**Interdisciplinary Concepts:**	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s) **Formative Monitoring (Questioning / Discussion):** **Summative Assessment (Quiz / Project / Report):** **Student Self-Reflection:**		

Lesson Plan

Teacher Name:_____Date:_____

School:_____Subject/Grade: _____

~~Learner Objectives~~ ~~AZCCSS~~ Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	~~Assessment of Learner Progress~~ Evidence of Learning	~~Special Needs~~ Differentiation

Comments

~~Lesson Plan~~ Lesson Plan

Teacher Name: **School:**

Subject/Grade:

Date:

Learning ~~Objective~~ Target: (What do you want students to know and be able to do? What is the intended learning?)

~~Arizona College and Career Ready Standards, or other content specific standards~~ Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

~~Special Class characteristics~~ Differentiation: (What ~~modifications~~ accommodations will be in place for ~~special~~ diverse learners? ~~needs learners and accelerated learners?)~~

Closure: (How will the intended learning be ~~summarized~~ demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

~~[Based on the Essential Elements of Instruction, (EEI)]~~

Foundational Standards		
Whole Group Instruction Fundations (Grades K-2) **30 min**		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) **20-30 min**		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers **2 x 15 min**	**Independent and Collaborative Practice Required** **Waterford - K** 15 min/day (75 min/week) **i-Ready - 1st and 2nd** 15-20 min/day (45-60 min/week)	**Independent, Collaborative, and/or Choice Practice** Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up **5 min**		

Writing and Language Standards	

• Into Reading Research, Writing or Grammar Mini lesson (direct instruction) • Independent Writing Time/ Writing Conferences • Students share sections or entire writing pieces based on the mini lesson. • My Book Q and A Tasks **30 min**	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools

Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop **Lessons** *Includes Module Launch, Building Knowledge, and Language* **30-40 min**		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. **2 x 15 min**	**Independent and Collaborative Practice Required** **i-Ready 3-5** 15-20 min/day (45-60 min/week)	**Independent, Collaborative, and/or Choice Practice** Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader's Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar **15-30 min**		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	

Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction) Independent Writing Time/ Writing Conferences Students share sections or entire writing pieces based on the mini lesson My Book Q and A Tasks **30 min**	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		

LESSON OBJECTIVES	**STANDARDS**	
At the end of this lesson, students will be able to:	*What Standard(s) am I targeting in this lesson?*	
	Citation	

1 -3 Science and Engineering Practices Used in This Lesson	**ELEMENTS OF RIGOR**
	Which aspect(s) of Rigor do the targeted Standard(s) require?
	☐ Conceptual understanding of key concepts
ESSENTIAL QUESTION(S)	☐ Scientific Method/Engineering Design Process Skills Fluency
	☐ Rigorous application of science or engineering in real-world contexts

EVIDENCE OF LEARNING
Ways my students and I will know the extent to which the objectives have been met.

Personalized Learning
How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction ▪ How will students make connections between the content and their goals? ▪ How will students know the purpose for this lesson?			
BODY OF THE LESSON ▪ What explanations, representations, and/or examples will I share/elicit to make the concepts of this lesson clear? ▪ What strategies and opportunities will I use to check for understanding throughout the lesson? ▪ What questions will I ask to allow students to share their thinking and when will this happen in the lesson?			

LEARNING PLAN, continued		MATERIALS	TIME
▪ How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?			

ELEMENTARY READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 1 OF 2)

Grade Level: _____ **Module:** _____ **Week/Day:** _____

Theme:

_____

Essential Question: _____
(Example: What makes a character interesting?)

Text/Genre:

_____

Standards

Foundational Skills (Spelling, Vocabulary, Grammar, Phonics, Decoding)

Guided Practice: Reading/Shared Reading **Duration**

Materials/Targeted Resources/Online Resources:

Instruction:

Small Group Instruction **Duration**

Materials and Targeted Resources/Online Resources:

Instruction:

READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 2 OF 2)

Communication/Writing Workshop Duration	Notes:
Materials/Targeted Resources/Online Resources: Instruction:	
Differentiation/Intervention	
Literacy Centers (List)	
Assessments	
SEL Focus (Example: Responsible Decision Making)	
Inquiry Project	

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:
(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Practice): **(✓ACI):**

Part 1: Core Instruction (20-30 minutes)	
New Content Purpose: ♦ Introduce new concepts, skills and games	Activity:
Summary/Closure (5 minutes) Purpose: Can occur to summarize the learning of the focus activity	Activity:

Part 2: Core Instruction Continued (10-20 minutes)	
Practice Purpose: ♦ Provide distributive practice by revisiting an earlier focus ♦ Essential part of core	Activity:

Home Link Purpose: involves parents in math education, follows-up to classroom activities	
Connections Purpose: suggestions for additional ways to explore content in other areas	

On-Going Daily Routines (10 minutes for debriefing) pages 2-29 in Vol. 1 of the Teacher's Guide	
Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	

Survey	

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)	**Tasks for Lesson _____**
Mental Math & Fluency Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	

Summary/Closure (5 minutes)	
Purpose: summarizes learning of Part 2 (the focus activities)	

Part 3: Practice (10-20 minutes)

Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes Purpose: reviews skills and concepts students have seen to this point	
Home Link Purpose: provides practice and informs family about daily learning	

On-Going Daily Routines (10 minutes for debriefing)	

3rd- 5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Content): **(✓ACI):**

Part 1: Warm Up (5 minutes)	**Fill in Tasks below for lesson _____.**
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math ~~Message~~ (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	

Summary/Closure (5 minutes)

Purpose: summarizes learning of Part 2 (the focus activities)

Part 3: Practice (10-20 minutes)	
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

☐ Kinder ☐ Grade 1 ☐ Grades 2-3 ☐ Grades 4-5 ☐ Grades 6-8 ☐ Grades 9-12

English Proficiency Levels:

☐ Pre-E/Emergent ☐ Basic ☐ Intermediate ☐ Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?)*:

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction)*:

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback)*:

Practice & Application *(Meaningful activities, interaction, strategies, feedback)*:

Review & Assessment *(review objectives and vocabulary, assess learning)*:

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

☐ Pre-E/Emergent _____ ☐ Basic _____ ☐ Intermediate _____

☐ Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?)*:

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction)*:

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback)*:

Practice & Application *(Meaningful activities, interaction, strategies, feedback)*:

Review & Assessment *(review objectives and vocabulary, assess learning)*:

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW			
Lesson Title:			Unit Title:
Lesson #:	Class Level		
Length of Lesson in # of Hours: # of Classes:		Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?			

LESSON OBJECTIVES	**STANDARDS**	
At the end of this lesson, students will be able to:	*What Standard(s) am I targeting in this lesson?*	
	Citation	

1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	**ELEMENTS OF RIGOR**
	Which aspect(s) of Rigor do the targeted Standard(s) require?
	☐ Conceptual understanding of key concepts
ESSENTIAL QUESTION(S)	☐ Procedural skill and fluency
	☐ Rigorous application of mathematics in real-world contexts

EVIDENCE OF LEARNING
Ways my students and I will know the extent to which the objectives have been met.

Personalized Learning
How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction ▪ *How will students make connections between the content and their goals?* ▪ *How will students know the purpose of this lesson?*			

Lesson Plan Template

Name: **Grade Level:**

Subject: **Unit Title:**

Lesson Title: **Estimated Time:**

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?
I Inquiry: What questions will I ask? How will I facilitate students asking questions?
C Collaboration: How will I facilitate student collaboration?
O Organization: How will students set goals for their learning? How will I help students manage the
Tasks/materials of the lesson? How will I release responsibility to students for their own learning?
R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
   a. Key vocabulary instruction
   b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or

ELs in the comprehension of the lesson.

-

Subject/Date/Title:	
Topic:	
Overarching Essential Question for the Unit: **Daily Learning Target:**	
Required Materials:	
Procedure: **Assessment:**	1. 2. 3. 4. 5. EXIT TICKET (Formative Assessment for the Day):

Elements of WICOR: **Writing** **Inquiry** **Organization** **Collaboration** **Reading**	

UDL Lesson Planning Guide

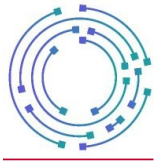
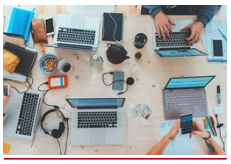
*BLUE Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts	
Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The **HOOK**-Get them engaged	

UDL PRINCIPLES		
REPRESENTATION - Options for presenting content	**ENGAGEMENT** - Options for engaging student interest	**ACTION & EXPRESSION** - Options for students to demonstrate learning
☐ Artifacts ☐ Pictures ☐ Graphic organizers ☐ Hands-on ☐ Video clips ☐ Audio recordings ☐ Lab	☐ Cooperative work group ☐ Partner work ☐ Independent Work ☐ Teacher-led small group ☐ Manipulatives ☐ Movement ☐ Debates ☐	☐ Written response ☐ Illustrated response ☐ Oral response ☐ Text-to-Speech ☐ Presenting ☐ Storytelling ☐

☐ Lecture ☐ Other _____	Role plays or simulations Other _____	Multimedia Model creation or construction ☐ Other _____

AVID

WICOR UDL Examples	AVID Open Access	Digital Tools & Templates
		

Essential Question **What is an Essential Question?**	
Complexity in Thinking **Depth of Knowledge**	

Portrait of a Graduate UDL Strategies to Build Each Trait

- ☐ Creative Thinking
- ☐ Critical Thinking
- ☐ Communication
- ☐ Citizenship
- ☐ Collaboration
- ☐ Scholarship
- ☐ Problem Solving
- ☐ Caring

Task Analysis

Learnings (Information)	Teacher Strategies (Examples, Materials, Modeling, etc….)	Student Behaviors (Active Participation)

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? **(I do)**	
Guided Practice What do you need to be sure to do well? **(We do)**	
Independent Practice What evidence do you have to show they understand? **(You do)**	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? **AVID Exit Ticket Pre-Made Templates**	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

Amphi SharePoint

Amphi Curriculum Scope & Sequences

District-Wide Curriculum Resources

HMH Teaching Resources

Everyday MathResources

APPENDIX D

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the "Alternative Evaluation" system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?
Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?
No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?
The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
    a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
    b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
    c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
    d. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
    e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one)

Mentoring New Instructional Practice Master's Degree NBTC

Professional Developer

Objectives:	**Activity:**	**Timeline:**	**Evidence of Impact:**

Teacher's Signature: _____ Date: _____
Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
Administrator Comments:

Teacher Comments:

Principal Signature: _____
Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ School: _____
Date: _____
Reflection on (circle one): Mentoring New Instructional Practice
Master's Degree Work National Board Teacher Certification
Professional Development

Reflect on you work this year on mentoring, learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

~~2023-2024~~2024-2025

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	-Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
~~Kayla Holder~~	~~CIISS, Walker Elementary School~~
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	~~Assistant Principal, Amphitheater High School~~Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
~~Renee Lustenberger~~	~~Teacher, Cross Middle School~~
Matthew Munger	Associate Superintendent for Secondary Education
~~Christine Sullivan~~ Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore