



AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

*THE FRAMEWORK FOR TEACHING:
DANIELSON MODEL*



2019-2020

REVISED
Evaluation
System!

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

AMPHITHEATER
PUBLIC SCHOOLS
701 W Wetmore Rd
Tucson, AZ 85705
www.amphi.com



Amphitheater

Teacher Performance Evaluation System

2018/2019

**Amphitheater Public Schools
701 West Wetmore Rd
Tucson, Arizona 85705**





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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

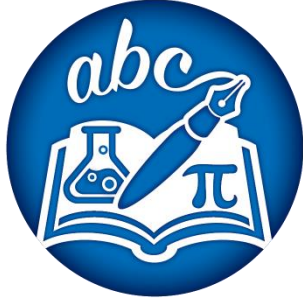
Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

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.



Amphitheater Public Schools
PORTRAIT OF A GRADUATE



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



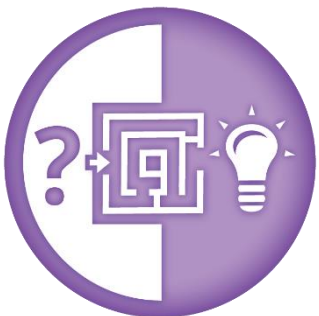
Amphitheater Public Schools Students *demonstrate creative thinking by:*

- 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 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 awareness
- 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

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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 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 in the most recent legislative session. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these most recent 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 and the SBOE framework, 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 and 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. [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.](#)

Amphitheater Teacher Performance Evaluation System

Danielson Model Domains

~~The five domains of the ATPES instrument reflect these key concepts and provide the structure for the evaluation of teachers. A description of each of the se ~~five~~ four domains is of the evaluation instrument is provided below.~~

Domain 1: ~~Designing and Planning Instruction~~ Planning and Preparation

~~Effective teachers develop instructional plans which are aligned with Arizona College and Career Ready Standards. They plan lessons which take student characteristics and needs into account in order to ensure success. They reflect on the plans relative to student progress and make adjustments accordingly.~~

1a Demonstrating Knowledge of Content and Pedagogy

~~1.1 Established appropriate goals and objectives aligned to State Standards~~

- ~~• Long term planning in place~~
- ~~• Reflected in curriculum maps~~ 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 need~~

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](#)

~~1.2 Makes instructional planning decisions based on qualitative and quantitative assessment data~~

~~1.3 Activities and lessons are:~~

- ~~Aligned with standards~~
- ~~Related to the identified objective~~
- ~~Sequenced from basic to complex~~
- ~~Built on prior student knowledge, promote higher order thinking and are relevant~~

~~1.4 Adapts instructional opportunities for diverse learners~~

- ~~Includes a variety of materials, methods and resources~~
- ~~Includes learning experiences for students which address a variety of cognitive levels~~
- ~~Plans accommodations or modifications for individual student success~~

~~1.5 Teacher is prepared:~~

- ~~Daily planning evident~~
- ~~Materials prepared and accessible~~

~~1.6 Engages in on-going reflection to promote student achievement~~

Domain 2: [Assessing and Analyzing Student Learning](#)[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](#)

~~Effective teachers continually assess student learning using a variety of assessment methods. Clear criteria are utilized to provide feedback to the learner. Student assessment data is analyzed regularly to monitor and adjust instructional practices. Quantitative measures of individual student academic progress, in part, are used to determine teacher effectiveness.~~

~~2.1 Uses a variety of formative and summative assessments to drive instruction~~

~~2.2 Assessments are aligned with state standards and instruction~~

~~2.3 Assessments have clear, measurable criteria~~

~~2.4 Feedback from students is regularly used to monitor and adjust instruction~~

~~2.5 Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time~~

Domain 3: [Creating and Sustaining the Learning Environment](#)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](#)

Effective teachers create a productive, safe, and mutually respectful learning environment. Such a climate supports the development of student abilities toward accomplishment of academic goals.

3.1 Creates an environment based on respect and effective relationships with students

3.2 Establishes and maintains classroom procedures and rules

3.3 Responses to student behavior are appropriate and consistent

3.4 Encourages the student to demonstrate self-discipline and responsibility to self and others

3.5 Creates a classroom culture in which students explain their thinking, initiate inquiry, and ask questions.

3.6 Safe and adequate organization of physical space provides equitable access to learning and the use of resources, materials and technology

3.7 Strategies are in place for effective physical and cognitive transitions

Domain 4: Implementing and Adjusting Instruction 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](#)

Effective teachers implement research-based teaching methods, attend to academic learning time and student engagement, make instructional adjustments based on student interaction with the lesson and utilize a variety of communication techniques and methods to ensure student success. Critical thinking and problem solving are encouraged by teacher questions and student tasks. Technology is utilized by the teacher and the learner as a tool to increase student engagement and productivity.

- 4.1 Demonstrates knowledge of the subject matter
- 4.2 Clearly communicates learning targets/objectives or state standards to students
- 4.3 Provides clear written and/or oral communication to students
- 4.4 Instructional pace maximizes time for student work, student reflection, and lesson or unit closure
- 4.5 Uses research-based instructional strategies and grouping techniques
- 4.6 Engages students in tasks which require critical thinking, creative thinking and problem solving
- 4.7 Uses effective questioning and discussion techniques
- 4.8 Provides on-going feedback to students during instruction
- 4.9 Uses a variety of instructional resources, including technology
- 4.10 Demonstrates flexibility and responsiveness based on student needs
- 4.11 Models the skills, concepts, attributes, or thinking processes to be learned

Domain 5: Professional Responsibilities

Effective teachers support the vision, mission and beliefs of the district and work collaboratively with colleagues in the school environment to ensure the best academic setting for every child. Therefore, quantitative measures of school-wide student academic progress, in part, are used to determine teacher effectiveness.

Effective teachers also adhere to district and school policies, procedures and timelines. Professional development is on-going. Communication with parents regarding the progress of students is consistent and regular.

Ultimately, the evaluation of any teacher should lead to valid conclusions which may be used for the improvement of instruction. Upon identification of deficiencies in classroom performance and specific recommendations for improvement, strategies for achieving improvement will be cooperatively developed by the teacher and evaluator.

- 5.1 Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession
- 5.2 Collaborates, plans, supports and interacts with colleagues in a professional manner

~~5.3 Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development~~

~~5.4 Performs non-instructional duties~~

- ~~• Takes attendance regularly as required by Arizona State Law and district policy~~
- ~~• Maintains accurate, confidential and timely student records~~
- ~~• Participates in required meetings~~
- ~~• Is punctual~~
- ~~• Maintains a professional day~~
- ~~• Completes assigned tasks by established deadlines~~

~~5.5 Communicates student achievement and progress to students, their parents, and others as appropriate~~

~~5.6 Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time~~

~~5.7 Other measures of school effectiveness~~

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 Overall Weighted Average (OWA) described further in this manual.

Classroom OWA: For teachers with a minimum of three years of student progress data in the subject they teach.

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

Other Indicators OWA: Other factors taken into consideration such as College and Career Readiness Indicators, School Label, etc.

Amphitheater Teacher Performance Evaluation System

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model ~~was~~ **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: Designing and Planning Instruction—1.4 Domain 2: Assessing and Analyzing Student Learning—2.4 Domain 4: Implementing and Adjusting Instruction—4.10 |
| 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: Designing and Planning Instruction—1.4 Domain 2: Assessing and Analyzing Student Learning—2.4 Domain 4: Implementing and Adjusting Instruction—4.10 |
| 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 3: Creating and Sustaining the Environment—3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 <u>Domain 2</u> |
| 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 4: Implementing and Adjusting Instruction—4.1, 4.5, 4.9 <u>Domain 1</u> |
| 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 3: Creating and Sustaining the Environment—3.5 Domain 4: Implementing and Adjusting Instruction—4.5, 4.6, 4.7, 4.11 <u>Domain 1</u> <u>Domain 3</u> |
| 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 2: Assessing and Analyzing Student Learning—2.1, 2.2, 2.3, 2.4, 2.5 <u>Domain 1</u> |
| 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, | Domain 1: Designing and Planning Instruction—1.1, 1.2, 1.3, 1.4, 1.5 |

| | |
|---|--|
| <p>curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> | |
| <p>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.</p> | <p>Domain 4: Implementing and Adjusting Instruction— 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.11</p> <p><u>Domain 3</u></p> |
| <p>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.</p> | <p>Domain 5: Professional Responsibilities— 5.1, 5.2, 5.3, 5.5</p> <p><u>Domain 4</u></p> |
| <p>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.</p> | <p>Domain 5: Professional Responsibilities— 5.1, 5.2, 5.5</p> <p><u>Domain 4</u></p> |

<http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/arizona-professional-teaching-standards.pdf>

(Web link for Arizona Professional Teaching Standards)

ATPES Inclusion of Student Academic Progress Data: 2019/2020 Implementation

Student academic progress data is not available in all content areas. As a result, the Arizona State School Board and the Amphitheater School District define two groups of teachers. Group A teachers have valid and reliable student progress data for their student population and content area for a total of three years; Group B teachers do not. As a result, only Group A teachers are evaluated directly on the progress of students in their classroom. Both groups are evaluated on the progress of all students in their school.

For 2019-2020, [weights for inclusion of student progress data](#) have been changed, due to the passage of SB1070 on May 8, 2019, for student progress data for Group A and Group B teachers as recommended by the ATPES Design Team. ~~These are:~~ [The weights are:](#)

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

| | |
|---|-----|
| Indicators of Quality Teaching (Classroom Observations) | 80% |
| Classroom-level student progress | 10% |
| School-level student progress | 5% |
| School-level additional measures of effectiveness | 5% |

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

| | |
|---|-----|
| Indicators of Quality Teaching (Classroom Observations) | 80% |
| School-level student progress | 15% |
| School-level additional measure of effectiveness | 5% |

The measures, as appropriate for the grade levels, are:

School-level student progress (academic growth; ~~5-40%~~ for Group A, ~~15-20%~~ for Group B teachers)

AzMERIT – ~~2015-16,~~ 2016-2017, 2017-2018, [2018-2019](#)

NWEA MAP

DIBELS [Next](#)

School-level additional measures of effectiveness (~~5-13%~~ for both Groups A and ~~Group-B~~)

~~2016-2017~~ [2018-2019](#) ADE A-F school accountability label (6.5%; that is, half of the weight of the additional measures)

Advanced Placement testing and passing rates (high school only)

College/career readiness (high school only)

[AdvancED](#)

[Student Survey](#)

| College Ready Indicators (High School) | | |
|---|--|--|
| Meets all 16 Arizona Board of Regents Program of Study Requirements | Earns a Grand Canyon Diploma or International Baccalaureate Diploma | Passing score on AzMERIT Algebra 2 or ELA 11 |
| Meets cut score ACT English \geq 18, Reading \geq 21, Math \geq 22, Science \geq 20 | Meets cut score SAT | Meets cut score \geq 3 on AP exam |
| Meets cut score \geq 50 on CLEP | Meets cut score on Cambridge A or AS (passing letter grade) | Meets IB cut score \geq 5 |
| Meets cut score on ACCUPLACER English \geq 96, Reading \geq 79, Arithmetic \geq 66 | Meets cut score on ALEKS | Meets cut score on COMPASS English \geq 88, Math \geq 81 |
| Meets cut score on Cambridge IGCSE exams | Passes a college level English, Math, Science, Social Studies or Foreign Language course | |

| Career Ready Indicators | | |
|--|---|---|
| Submits the FAFSA is both college and career | Passes a CTE course for which college credit can be earned with an A, B, or C | Completes a CTE course with an A, B, or C |
| Earns industry recognized credential, certification or license see State Board approved list | CTE sequence and passes technical skills assessment | Meets benchmarks score \geq 35 |
| Meets benchmarks (silver level or higher) for ACT Work Keys | Completes well defined work based learning of at least 120 hours | |

School Summary Report Information and Sample [Jay to Rewrite](#)

Each school principal receives a School Summary Report at the beginning of the school year. This shows two weighted averages for school-level academic measures—the Academic Growth Weighted Average and the Other Indicators Average. These replace the School Overall Weighted Average (OWA). The Academic Growth Weighted Average is a measure of the academic growth of all students. The Other Indicators Average includes AZ-Learns labels for the school and the district, and parent survey results. High schools include additional measures of school effectiveness in the Other Indicators Average, including AP passing rate and College and Career Readiness indicators. Reports are based on three years of data unless the school is in improvement status, when only the most recent year may be used.

The Academic Growth weighted average is reported [on in the ATPES evaluation instrument in Indicator 5.6, and the Other Indicators average is reported in Indicator 5.7-document under Domain 5.](#)

The sample below shows a portion of an elementary report:

| | | | |
|-------------------------|------------------------------|--------------------------------|-------------|
| Happy Elementary | School Summary Report | overall weighted average of | 3.09 |
| | sy 2015-16, 2016-17, 2017-18 | Academic Growth Rubrics | |
| | | Indicator 5.6 | |

Math

AzMERIT Growth

| 2017-18 | <u>Grade</u> | <u>cnt</u> | <u>Observed Growth</u> | <u>Observed to Expected Growth Ratio</u> | <u>Ratio w 86% CI</u> | <u>1-4 Rubric</u> |
|------------|--------------|------------|------------------------|--|-----------------------|-------------------|
| | 04 | 118 | 5.81 | -2.64 | 0.06 | 1.00 |
| | 05 | 87 | 15.56 | 0.07 | 1.20 | 3.00 |
| stu count: | | 205 | | | | |

AzMERIT Passing

| 2017-18 | <u>Grade</u> | <u>cnt</u> | <u>Observed Growth</u> | <u>Observed to Expected Growth Ratio</u> | <u>Ratio w 86% CI</u> | <u>1-4 Rubric</u> |
|------------|--------------|------------|------------------------|--|-----------------------|-------------------|
| | 02 | 68 | 30.12 | 2.13 | 2.25 | 4.00 |
| | 03 | 67 | 14.34 | 1.15 | 1.22 | 3.00 |
| | 04 | 93 | 13.10 | 1.13 | 1.22 | 3.00 |
| | 05 | 83 | 11.63 | 1.12 | 1.22 | 3.00 |
| stu count: | | 311 | | | | |

| | | | |
|-------------------------|------------------------------|--------------------------------|-------------|
| Happy Elementary | School Summary Report | overall weighted average of | 3.09 |
| | sy 2016-17, 2017-18, 2018-19 | Academic Growth Rubrics | |

Math

AzMERIT Growth

| 2017-18 | <u>Grade</u> | <u>cnt</u> | <u>Observed Growth</u> | <u>Observed to Expected Growth Ratio</u> | <u>Ratio w 86% CI</u> | <u>1-4 Rubric</u> |
|------------|--------------|------------|------------------------|--|-----------------------|-------------------|
| | 04 | 118 | 5.81 | -2.64 | 0.06 | 1.00 |
| | 05 | 87 | 15.56 | 0.07 | 1.20 | 3.00 |
| stu count: | | 205 | | | | |

AzMERIT Passing

| 2017-18 | <u>Grade</u> | <u>cnt</u> | <u>Observed Growth</u> | <u>Observed to Expected Growth Ratio</u> | <u>Ratio w 86% CI</u> | <u>1-4 Rubric</u> |
|------------|--------------|------------|------------------------|--|-----------------------|-------------------|
| | 02 | 68 | 30.12 | 2.13 | 2.25 | 4.00 |
| | 03 | 67 | 14.34 | 1.15 | 1.22 | 3.00 |
| | 04 | 93 | 13.10 | 1.13 | 1.22 | 3.00 |
| | 05 | 83 | 11.63 | 1.12 | 1.22 | 3.00 |
| stu count: | | 311 | | | | |

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The Weighted Average for the appropriate content area--Math, Reading, or Overall (both math and reading)—is used to show student progress for [Indicator 2.5 for Domain 5](#) on the evaluation instrument. All Classroom Gain History Reports show three years of growth on [AIMS-AzMERIT](#) and/or NWEA depending on the grade taught.

The sample below shows a cut-away portion of a report for a middle-school math teacher.

Classroom Gain History Report

Earnest Frank sy 2015-16, 2016-17, 2017-18 **Academic Performance Rubric**
 TchID# 0000 Current School: **My School** **Overall Weighted Average** **3.22**

| Math sy | Classroom Location | Grade | cnt | Observed Growth | Observed to Expected Growth Ratio | Ratio w 86%CI | 1-4 Rubric |
|---------|--------------------|-------|-------------------|-----------------|-----------------------------------|---------------|------------|
| NWEA | | | | | | | |
| 2017-18 | My School | 06 | 13 | 8.77 | 1.25 | 1.48 | 3.0 |
| 2017-18 | My School | 07 | 102 | 5.67 | 0.88 | 1.03 | 3.0 |
| 2017-18 | My School | 08 | 8 | 11.13 | 2.17 | 2.77 | 4.0 |
| | | | sy student count: | 123 | | | |
| 2016-17 | My School | 06 | 16 | 4.44 | 0.58 | 0.79 | 2.0 |
| 2016-17 | My School | 07 | 59 | 5.80 | 0.95 | 1.18 | 3.0 |
| 2016-17 | My School | 08 | 3 | 11.33 | 2.22 | 3.24 | 4.0 |
| | | | sy student count: | 78 | | | |
| 2015-16 | My School | 06 | 10 | 5.40 | 0.75 | 1.16 | 3.0 |
| 2015-16 | My School | 07 | 18 | 3.83 | 0.71 | 1.10 | 3.0 |
| 2015-16 | My School | 08 | 63 | 5.46 | 0.85 | 1.05 | 3.0 |
| | | | sy student count: | 91 | | | |

Math Weighted Average 3.22

Classroom Gain History Report

Earnest Frank sy 2016-17, 2017-18, 2018-19 **Academic Performance Rubric**
 TchID# 0000 Current School: **My School** **Overall Weighted Average** **3.22**

| Math sy | Classroom Location | Grade | cnt | Observed Growth | Observed to Expected Growth Ratio | Ratio w 86%CI | 1-4 Rubric |
|---------|--------------------|-------|-------------------|-----------------|-----------------------------------|---------------|------------|
| NWEA | | | | | | | |
| 2017-18 | My School | 06 | 13 | 8.77 | 1.25 | 1.48 | 3.0 |
| 2017-18 | My School | 07 | 102 | 5.67 | 0.88 | 1.03 | 3.0 |
| 2017-18 | My School | 08 | 8 | 11.13 | 2.17 | 2.77 | 4.0 |
| | | | sy student count: | 123 | | | |
| 2016-17 | My School | 06 | 16 | 4.44 | 0.58 | 0.79 | 2.0 |
| 2016-17 | My School | 07 | 59 | 5.80 | 0.95 | 1.18 | 3.0 |
| 2016-17 | My School | 08 | 3 | 11.33 | 2.22 | 3.24 | 4.0 |
| | | | sy student count: | 78 | | | |
| 2015-16 | My School | 06 | 10 | 5.40 | 0.75 | 1.16 | 3.0 |
| 2015-16 | My School | 07 | 18 | 3.83 | 0.71 | 1.10 | 3.0 |
| 2015-16 | My School | 08 | 63 | 5.46 | 0.85 | 1.05 | 3.0 |
| | | | sy student count: | 91 | | | |

Math Weighted Average 3.22

Classroom Gain History Report

Earnest Frank sy 2015-16, 2016-17, 2017-18 Academic Performance Rubric
 TchID# 0000 Current School: My School Overall Weighted Average **3.22**

| Math | sy | Classroom Location | Grade | cnt | Observed Growth | Observed to Expected Growth Ratio | Ratio w 86%CI | 1-4 Rubric |
|------|-------------------|--------------------|-------|-----|-----------------|-----------------------------------|---------------|------------|
| NWEA | | | | | | | | |
| | 2017-18 | My School | 06 | 13 | 8.77 | 1.25 | 1.48 | 3.0 |
| | 2017-18 | My School | 07 | 102 | 5.67 | 0.88 | 1.03 | 3.0 |
| | 2017-18 | My School | 08 | 8 | 11.13 | 2.17 | 2.77 | 4.0 |
| | sy student count: | | | 123 | | | | |
| | 2016-17 | My School | 06 | 16 | 4.44 | 0.58 | 0.79 | 2.0 |
| | 2016-17 | My School | 07 | 39 | 3.80 | 0.95 | 1.16 | 3.0 |
| | 2016-17 | My School | 08 | 3 | 11.33 | 2.22 | 3.24 | 4.0 |
| | sy student count: | | | 78 | | | | |
| | 2015-16 | My School | 06 | 10 | 5.40 | 0.75 | 1.16 | 3.0 |
| | 2015-16 | My School | 07 | 18 | 3.83 | 0.71 | 1.10 | 3.0 |
| | 2015-16 | My School | 08 | 63 | 5.46 | 0.85 | 1.05 | 3.0 |
| | sy student count: | | | 91 | | | | |

Math Weighted Average **3.22**

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

School Overall Weighted Average: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on [Indicator 5-6-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 weighted by the number of students in that group and averaged. The School Overall Weighted Average is also used by the Associate Superintendent for principal evaluation.

Classroom Weighted Average: The Classroom Gain History Report for Group A teachers typically shows three weighted averages—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 [Indicator 2-5-Domain 5](#) on the evaluation instrument. If the teacher teaches both subjects the Overall Weighted Average is used for [Indicator 2-5-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 each year.

Cnt: The number of students with a pre and post test in that assessment for that grade and year.

Observed Growth: The actual average student growth from pretest to posttest.

Observed to Expected Growth Ratio: The actual average student growth for this group of students divided by the expected growth for a similar group of students. For example, a ratio of 1.0 means the group grew in one year

exactly as much as similar Amphi students grew in the past. A ratio of 0.5 means they only made half as much progress, and a ratio of 1.5 means they made progress equivalent to 1.5 years.

Ratio with 86% CI: A confidence level (CI) is a statistical adjustment. This adjustment sets up a range that most likely contains the true score. In other words, it allows for a fairer estimate of the group’s true average and adjusts for potential measurement errors. In this case, the upper “borderline” scores adjust to the higher rubric range.

1-4 Student Progress Rubric: The Observed to Expected Growth Ratio with 86% CI is compared to four levels of student gains:

- 4 Students made 1.5 years’ progress or more
- 3 Students made from 1 to 1.5 years’ progress
- 2 Students made from 0.5 to 1 year’s progress
- 1 Students made less than 0.5 year’s progress

Measures such as AZ-Learns labels that do not show gains set a rubric score of 3 as “expected” performance. Higher performance rates a 4, and lower performance rates a 2 or a 1.

Weighted Average: The rubric score for each measure is weighted by the number of students in that group when it is averaged.

WHAT MAKES UP THE OWA?

Assessments and Measures of Student Academic Progress: Overall Weighted Average (OWA)

| Assessment/Measure | Grade Level | School | Classroom |
|--|-------------------------|--------|-----------|
| Growth measures | | | |
| NWEA MAP | 2-9, fall-spring growth | yes | yes |
| AzMERIT pass rate (3 years) | 3-12 | yes | no |
| AzMERIT growth | 3-8 | yes | yes |
| DIBELS Next | K, 1 | yes | no |
| Other measures of school effectiveness | | | |
| ADE A-F school accountability label | All | yes | |
| District A-F school accountability label | All | yes | |
| AP testing, passing rates | High school | yes | |
| College/career readiness | High school | yes | |

[AdvancED Student Survey Data](#) Yes

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-203

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 three years of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments, are new teachers with fewer than three years of data, or have too few students with gains to be evaluated on them.

| 20198/202019 | |
|--|--------|
| Group A Teachers | |
| Indicators of quality teaching (classroom observation) | 80.57% |
| Classroom-level student progress | 10.20% |
| School-level student progress | 5.40% |
| School-level additional measures of effectiveness | 5.43% |
| (School AZ-Learns label 6.5%; | |
| Other school measures 6.5%) | |
| <hr/> | |
| Group B Teachers | |
| Indicators of quality teaching (classroom observation) | 80.67% |
| School-level student progress | 15.20% |
| School-level additional measure of effectiveness | 5.43% |
| (School AZ-Learns label 6.5%; | |
| Other school measures 6.5%) | |

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:

| | |
|-------------------------|-----|
| Group A teachers | |
| Highly Effective | 113 |
| Effective | 99 |
| Developing | 80 |
| Ineffective | <80 |

[Get from Jay](#)

| | |
|-------------------------|-----|
| Group B teachers | |
| Highly Effective | 110 |
| Effective | 94 |
| Developing | 76 |
| Ineffective | <76 |

| | |
|----------------------------|-------|
| 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 15-203

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 [2017/2018](#) [2019/2020](#) school year as required by Arizona State Law:

Group “A” For Groups A and B Teacher Designation Criteria

| | |
|--|--|
| Highly Effective: Final evaluation score greater than or equal to | 113 3.117 |
| Effective: Final evaluation score between | 99 and 112 2.72 |
| Developing: Final evaluation score between | 80 and 98 2.2 |
| Ineffective: Final evaluation score below | 80 2.2 |

Group “B” Teacher Designation Criteria

| | |
|--|------------|
| Highly Effective: Final evaluation score greater than or equal to | 110 |
| Effective: Final evaluation score between | 94 and 109 |
| Developing: Final evaluation score between | 76 and 93 |
| Ineffective: Final evaluation score below | <76 |

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 may receive training in a variety of ways.~~ Evaluators may 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 required 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 10 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 10.
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 15th. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15th.
 - 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 required 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 15. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30.
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 15.
 - 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 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 conference.

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 (~~Indicators 2.5 and 5.6~~ ~~excepted~~) and domain will be rated according to the following rubric scale [found in the Danielson Framework](#).

4 – A teacher at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The teacher at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.

3 – A teacher at Level 3 demonstrates appropriate best practices for an indicator, engages and guides students, differentiates and monitors the results. A teacher at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 teacher demonstrates mastery of this indicator.

2 – A teacher at Level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student learning. A teacher at Level 2 is progressing toward applying effective practices toward accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively affect student progress.

1 – A teacher at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A teacher at this level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

Rating Scale for Student Progress Data: ~~Indicators 2.5, 5.6 and 5.7~~ Rewrite

~~Indicator 2.5~~ [Classroom OWA](#) is for Group A teachers only, and is the Classroom Overall Weighted Average (OWA) for the teacher. This is found in the Classroom Gain History Report. [The OWA is recorded in Domain 5 of the evaluation form.](#)

~~Indicator 5.6~~ [School level OWA](#) is for all teachers, and is the Academic Growth average reported in the School Summary report. This is already filled in [on Domain 5](#) for the ATPES evaluation instrument for each school.

~~Indicator 5.7~~ [Other Indicators OWA](#) is for all teachers, and is the ~~Other Indicators~~ average reported in the School Summary report. This is already filled in for the ATPES evaluation instrument for [Domain 5](#) for each school.

The rating scale range for student progress data is 1 to 4. The actual weighted average over a three-year period 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 providing assistance to 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 GCO-R.

Appendix A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework
2019-20

| | |
|--------------------------|-------------|
| School | Test School |
| Teacher last name | |
| Teacher first name | |
| Content Area/Grade Level | |
| Group | Group A |
| Date informal evaluation | |
| Date formal evaluation | |
| Evaluator name | |

| | | Rating | Weighted Values |
|---|---|----------|-----------------|
| DOMAIN 1: Planning and Preparation | | | |
| 1a | Demonstrating Knowledge of Content and Ped | 1 | 0 |
| | ▪ Content knowledge | | |
| | ▪ Prerequisite relationships | | |
| | ▪ Content pedagogy | | |
| 1b | Demonstrating Knowledge of Students | 1 | 0 |
| | ▪ Child development | | |
| | ▪ Learning process | | |
| | ▪ Special needs | | |
| | ▪ Student skills, knowledge, and proficiency | | |
| 1c | Setting Instructional Outcomes | 1 | 0 |
| | ▪ Value, sequence, and alignment | | |
| | ▪ Clarity | | |
| | ▪ Balance | | |
| | ▪ Suitability for diverse learners | | |
| 1d | Demonstrating Knowledge of Resources | 1 | 0 |
| | ▪ For classroom | | |
| | ▪ To extend content knowledge | | |
| | ▪ For students | | |
| 1e | Designing Coherent Instruction | 1 | 0 |
| | ▪ Learning activities | | |
| | ▪ Instructional materials and resources | | |
| | ▪ Lesson and unit structure | | |
| 1f | Designing Student Assessments | 1 | 0 |
| | ▪ Congruence with outcomes | | |
| | ▪ Criteria and standards | | |
| | ▪ Use for planning | | |
| Domain 1 Overall Averages | | 1 | 0.00 |



**Amphitheater Teacher Performance Evaluation System
(ATPES)
2018-19**

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

Descriptions of Ratings:

4 - A teacher at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The teacher at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.

3 - A teacher at Level 3 demonstrates appropriate best practice for an indicator, engages and guides students, differentiates practice and monitors the results. A teacher at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 teacher demonstrates mastery of this indicator.

2 - A teacher at Level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student learning. A teacher at this level is progressing toward applying effective practices leading to the accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively effect student progress.

1 - A teacher at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A teacher at this Level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

| | | Rating | Weighted values | | |
|---|--|--------|-----------------|--|--|
| Domain 1: Designing and Planning Instruction | | | | | |
| 1.1 | Establishes appropriate goals and objectives aligned to State Standards | | | | |
| | * Long-term planning in place | | | | |
| | * Reflected in curriculum maps | | | | |
| 1.2 | Makes instructional planning decisions based on qualitative and quantitative assessment data | | | | |
| 1.3 | Activities and lessons are: | | | | |
| | * Aligned with standards | | | | |
| | * Related to the identified objective | | | | |
| | * Sequenced from basic to complex | | | | |
| | * Built on prior student knowledge, promote higher order thinking and are relevant | | | | |
| 1.4 | Adapts instructional opportunities for diverse learners | | | | |
| | * Includes a variety of materials, methods and resources | | | | |
| | * Includes learning experiences for students which address a variety of cognitive levels | | | | |
| | * Plans accommodations or modifications for individual student success | | | | |
| 1.5 | Teacher is prepared: | | | | |
| | * Daily planning evident | | | | |
| | * Materials prepared and accessible | | | | |
| 1.6 | Engages in on-going reflection to promote student achievement | | | | |
| Domain 1 Overall rating | | | | | |
| Domain 2: Assessing and Analyzing Student Learning | | | | | |
| 2.1 | Uses a variety of formative and summative assessments to drive instruction | | | | |
| 2.2 | Assessments are aligned with state standards and instruction | | | | |

| | | | | | | |
|--|--|--|--|--|--|-------------|
| 2.3 | Assessments have clear, measurable criteria | | | | | |
| 2.4 | Feedback from students is regularly used to monitor and adjust instruction | | | | | |
| 2.5 | Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time | | | Classroom Weighted Average | | |
| Domain 2 Overall rating | | | | | | |
| Domain 3: Creating and Sustaining the Environment | | | | | | |
| 3.1 | Creates an environment based on respect and effective relationships with students | | | | | |
| 3.2 | Establishes and maintains classroom procedures and rules | | | | | |
| 3.3 | Responses to student behavior are appropriate and consistent | | | | | |
| 3.4 | Encourages the student to demonstrate self-discipline and responsibility to self and others | | | | | |
| 3.5 | Creates a classroom culture in which students explain their thinking, initiate inquiry, and ask questions | | | | | |
| 3.6 | Safe and adequate organization of physical space provides equitable access to learning and the use of resources, materials and technology | | | | | |
| 3.7 | Strategies are in place for effective physical and cognitive transitions | | | | | |
| Domain 3 Overall rating | | | | | | |
| Domain 4: Implementing and Adjusting Instruction | | | | | | |
| 4.1 | Demonstrates knowledge of the subject matter | | | | | |
| 4.2 | Clearly communicates learning targets/objectives or state standards to students | | | | | |
| 4.3 | Provides clear written and/or oral communication to students | | | | | |
| 4.4 | Instructional pace maximizes time for student work, student reflection, and lesson and unit closure | | | | | |
| 4.5 | Uses research-based instructional strategies and grouping techniques | | | | | |
| 4.6 | Engages students in tasks which require critical thinking, creative thinking, and problem solving | | | | | |
| 4.7 | Uses effective questioning and discussion techniques | | | | | |
| 4.8 | Provides on-going feedback to students during instruction | | | | | |
| 4.9 | Uses a variety of instructional resources, including technology | | | | | |
| 4.10 | Demonstrates flexibility and responsiveness based on student needs | | | | | |
| 4.11 | Models the skills, concepts, attributes, or thinking processes to be learned | | | | | |
| Domain 4 Overall rating | | | | | | |
| Domain 5: Professional Responsibilities | | | | | | |
| 5.1 | Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession | | | | | |
| 5.2 | Collaborates, plans, supports and interacts with colleagues in a professional manner | | | | | |
| 5.3 | Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development | | | | | |
| | Performs non-instructional duties | | | | | |
| | * Takes attendance regularly as required by Arizona State Law and district policy | | | | | |
| | * Maintains accurate, confidential and timely student records | | | | | |
| | * Participates in required meetings | | | | | |
| | * Is punctual | | | | | |
| | * Maintains a professional day | | | | | |
| | * Completes assigned tasks by established deadlines | | | | | |
| 5.4 | Communicates student achievement and progress to students, their parents, and others as appropriate | | | | | |
| 5.5 | Communicates student achievement and progress to students, their parents, and others as appropriate | | | | | |
| 5.6 | Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time | | | School Weighted Growth Average | | |
| 5.7 | Other measures of school effectiveness | | | School Weighted Average of Other Measures | | |
| Domain 5 Overall rating | | | | | | |
| Total Weighted Rating | | | | | | 0.00 |

This instrument provided here is for reference only. The evaluator user form is provided electronically.

| | |
|--------------------------|-------------|
| Summary | |
| Domain 1 | 0.00 |
| Domain 2 | 0.00 |
| Domain 3 | 0.00 |
| Domain 4 | 0.00 |
| Domain 5 | 0.00 |
| Total all domains | 0.00 |

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

| Points | Weighted value |
|--------|----------------|
| 1 | 0 |
| 2 | 0.8 |
| 3 | 1.61 |
| 4 | 2.41 |

Criteria for effectiveness labels

Group A

| | |
|------------------|--------|
| Highly effective | 113+ |
| Effective | 99-112 |
| Developing | 80-98 |
| Ineffective | <80 |

Based on the criteria above, this teacher is classified as

Teacher's signature _____

Date _____

Evaluator's signature _____

Date _____

Teacher comments (optional):

| |
|--|
| |
| |
| |
| |

Administrator Comments: See Attached Narrative

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

| | | Rating | Weighted Values |
|--|---|----------|-----------------|
| DOMAIN 2: The Classroom Environment | | | |
| 2a | Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Teacher interaction with students Student interaction with students | 1 | 0 |
| 2b | Establishing a Culture for Learning <ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work | 1 | 0 |
| 2c | Managing Classroom Procedures <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals | 1 | 0 |
| 2d | Managing Student Behavior <ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior | 1 | 0 |
| 2e | Organizing Physical Space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources | 1 | 0 |
| Domain 2 Overall Averages | | 1 | 0.00 |
| | | Rating | Weighted Values |
| DOMAIN 3: Instruction | | | |
| 3a | Communicating With Students <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language | 1 | 0 |
| 3b | Using Questioning and Discussion Techniques <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation | 1 | 0 |
| 3c | Engaging Students in Learning <ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing | 1 | 0 |
| 3d | Using Assessment in Instruction <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring | 1 | 0 |
| 3e | Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence | 1 | 0 |
| Domain 3 Overall Averages | | 1 | 0 |



**Amphitheater Teacher Performance Evaluation System
(ATPES)
2018-19**

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

Descriptions of Ratings:

4 - A teacher at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The teacher at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.

3 - A teacher at Level 3 demonstrates appropriate best practice for an indicator, engages and guides students, differentiates practice and monitors the results. A teacher at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 teacher demonstrates mastery of this indicator.

2 - A teacher at Level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student learning. A teacher at this level is progressing toward applying effective practices leading to the accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively effect student progress.

1 - A teacher at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A teacher at this Level I must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

| | | Rating | Weighted values | | |
|---|--|--------|-----------------|--|--|
| Domain 1: Designing and Planning Instruction | | | | | |
| 1.1 | Establishes appropriate goals and objectives aligned to State Standards | | | | |
| | * Long-term planning in place | | | | |
| | * Reflected in curriculum maps | | | | |
| 1.2 | Makes instructional planning decisions based on qualitative and quantitative assessment data | | | | |
| 1.3 | Activities and lessons are: | | | | |
| | * Aligned with standards | | | | |
| | * Related to the identified objective | | | | |
| | * Sequenced from basic to complex | | | | |
| 1.4 | * Built on prior student knowledge, promote higher order thinking and are relevant | | | | |
| | Adapts instructional opportunities for diverse learners | | | | |
| | * Includes a variety of materials, methods and resources | | | | |
| | * Includes learning experiences for students which address a variety of cognitive levels | | | | |
| 1.5 | * Plans accommodations or modifications for individual student success | | | | |
| | Teacher is prepared: | | | | |
| | * Daily planning evident | | | | |
| 1.6 | * Materials prepared and accessible | | | | |
| 1.6 | Engages in on-going reflection to promote student achievement | | | | |
| Domain 1 Overall rating | | | | | |
| Domain 2: Assessing and Analyzing Student Learning | | | | | |
| 2.1 | Uses a variety of formative and summative assessments to drive instruction | | | | |
| 2.2 | Assessments are aligned with state standards and instruction | | | | |

| | | Rating | Weighted Values | |
|--|--|----------|--|-------------|
| DOMAIN 4: Professional Responsibilities | | | | |
| 4a | Reflecting on Teaching | 1 | | 0 |
| | <ul style="list-style-type: none"> Accuracy Use in future teaching | | | |
| 4b | Maintaining Accurate Records | 1 | | 0 |
| | <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records | | | |
| | | | | |
| 4c | Communicating with Families | 1 | | 0 |
| | <ul style="list-style-type: none"> About instructional program About individual students Engagement of families in instructional program | | | |
| | | | | |
| 4d | Participating in a Professional Community | 1 | | 0 |
| | <ul style="list-style-type: none"> Relationships with colleagues Participation in school projects Involvement in culture of professional inquiry Service to school | | | |
| | | | | |
| | | | | |
| 4e | Growing and Developing Professionally | 1 | | 0 |
| | <ul style="list-style-type: none"> Enhancement of content knowledge / pedagogical Receptivity to feedback from colleagues Service to the profession | | | |
| | | | | |
| 4f | Showing Professionalism | 1 | | 0 |
| | <ul style="list-style-type: none"> Integrity/ethical conduct Service to students Advocacy Decision-making Compliance with school/district regulation | | | |
| | | | | |
| | | | | |
| | | | | |
| Domain 4 Overall Averages | | 1 | | 0.00 |
| DOMAIN 5: Student Progress Data | | | | |
| Classroom OWA (Group A only) | | | | |
| | Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time | | Classroom Weighted Average | 0 |
| School Academic OWA | | | | |
| | Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time | 3 | School Weighted Growth Average | 3 |
| School Other OWA | | | | |
| | Other measures of school effectiveness | 3 | School Weighted Average of Other Measures | 3 |

| | | |
|-------------------------------|--|--------------|
| Weighted Rating Points | | 0.300 |
|-------------------------------|--|--------------|

Weighted prnts Summary

| | |
|-------------------------------|-------------|
| Domain 1 | 0.00 |
| Domain 2 | 0.00 |
| Domain 3 | 0.00 |
| Domain 4 | 0.00 |
| Average of all domains | 0.00 |

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 A

| | |
|------------------|-------|
| Highly effective | 3.117 |
| Effective | 2.72 |
| Developing | 2.20 |
| Ineffective | 0.00 |

Based on the criteria above, this teacher is classified as Ineffective

Teacher's signature _____

Date _____

Evaluator's signature _____

Date _____

Teacher comments (optional):

Administrator Comments: See Attached Narrative

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

| | | | | | |
|--|--|--|--------------------------------|--|-------------|
| 2.3 | Assessments have clear, measurable criteria | | | | |
| 2.4 | Feedback from students is regularly used to monitor and adjust instruction | | | | |
| 2.5 | Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time | | Not used for this teacher | | |
| Domain 2 Overall rating | | | | | |
| Domain 3: Creating and Sustaining the Environment | | | | | |
| 3.1 | Creates an environment based on respect and effective relationships with students | | | | |
| 3.2 | Establishes and maintains classroom procedures and rules | | | | |
| 3.3 | Responses to student behavior are appropriate and consistent | | | | |
| 3.4 | Encourages the student to demonstrate self-discipline and responsibility to self and others | | | | |
| 3.5 | Creates a classroom culture in which students explain their thinking, initiate inquiry, and ask questions | | | | |
| 3.6 | Safe and adequate organization of physical space provides equitable access to learning and the use of resources, materials and technology | | | | |
| 3.7 | Strategies are in place for effective physical and cognitive transitions | | | | |
| Domain 3 Overall rating | | | | | |
| Domain 4: Implementing and Adjusting Instruction | | | | | |
| 4.1 | Demonstrates knowledge of the subject matter | | | | |
| 4.2 | Clearly communicates learning targets/objectives or state standards to students | | | | |
| 4.3 | Provides clear written and/or oral communication to students | | | | |
| 4.4 | Instructional pace maximizes time for student work, student reflection, and lesson and unit closure | | | | |
| 4.5 | Uses research-based instructional strategies and grouping techniques | | | | |
| 4.6 | Engages students in tasks which require critical thinking, creative thinking, and problem solving | | | | |
| 4.7 | Uses effective questioning and discussion techniques | | | | |
| 4.8 | Provides on-going feedback to students during instruction | | | | |
| 4.9 | Uses a variety of instructional resources, including technology | | | | |
| 4.10 | Demonstrates flexibility and responsiveness based on student needs | | | | |
| 4.11 | Models the skills, concepts, attributes, or thinking processes to be learned | | | | |
| Domain 4 Overall rating | | | | | |
| Domain 5: Professional Responsibilities | | | | | |
| 5.1 | Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession | | | | |
| 5.2 | Collaborates, plans, supports and interacts with colleagues in a professional manner | | | | |
| 5.3 | Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development | | | | |
| 5.4 | Performs non-instructional duties | | | | |
| | * Takes attendance regularly as required by Arizona State Law and district policy | | | | |
| | * Maintains accurate, confidential and timely student records | | | | |
| | * Participates in required meetings | | | | |
| | * Is punctual | | | | |
| | * Maintains a professional day | | | | |
| | * Completes assigned tasks by established deadlines | | | | |
| 5.5 | Communicates student achievement and progress to students, their parents, and others as appropriate | | | | |
| 5.6 | Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time | | School Weighted Growth Average | | |
| 5.7 | Other measures of school effectiveness | | School Weighted Growth Average | | |
| Domain 5 Overall rating | | | | | |
| Total Weighted Rating | | | | | 0.00 |

This instrument provided here is for reference only. The evaluator user form is provided electronically.

| | | | | |
|--|--------|-------------|----------------|--|
| Summary | | | | |
| Domain 1 | | 0.00 | | |
| Domain 2 | | 0.00 | | |
| Domain 3 | | 0.00 | | |
| Domain 4 | | 0.00 | | |
| Domain 5 | | 0.00 | | |
| Total all domains | | 0.00 | | |
| Weighted values were used to meet legal requirements regarding weighting of student progress data: | | | | |
| | | Points | Weighted value | |
| | | 1 | 0 | |
| | | 2 | 0.92 | |
| | | 3 | 1.84 | |
| | | 4 | 2.76 | |
| Criteria for effectiveness labels | | | | |
| Group B | | | | |
| Highly effective | 110-00 | | | |
| Effective | 94-109 | | | |
| Developing | 76-93 | | | |
| Ineffective | <76 | | | |
| Based on the criteria above, this teacher is classified as | | | | |
| Teacher's signature | | | Date | |
| Evaluator's signature | | | Date | |
| Teacher comments (optional): | | | | |
| | | | | |
| | | | | |
| Administrator Comments: See Attached Narrative | | | | |
| 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 | | | | |

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: Designing and Planning Instruction Planning and Preparation

Evidence of ~~designing and planning instruction~~ 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: Assessing and Analyzing Student Learning The Classroom Environment

Evidence of ~~assessing and analyzing student learning~~ 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: ~~Creating and Sustaining the Learning Environment~~ Instruction

Evidence of ~~creating and sustaining the learning environment~~instruction that 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: ~~Implementing and Adjusting Instruction~~ Professional Responsibilities

Evidence of ~~implementing and adjusting instruction~~professional responsibilities which that 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):

[Remove.....](#)

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Domain 5: Professional Responsibilities

Evidence of professional responsibilities that positively impacts the students and the school include:

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):

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

~~Copies to: Human Resources—School—Employee~~

**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: ~~Designing and Planning Instruction~~ [Planning and Preparation](#)

Domain 2: ~~Assessing and Analyzing Student Learning~~ [The Classroom Environment](#)

Domain 3: ~~Creating and Sustaining the Learning Environment~~ [Instruction](#)

Domain 4: ~~Implementing and Adjusting Instruction~~ [Professional Responsibilities](#)

~~Domain 5: Professional Responsibilities~~

Evaluator's Signature: _____ Date: _____

**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
IMPROVEMENT PLAN**

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) ~~OR~~ 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

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Appendix B

FORMS

PRE-OBSERVATION INFORMATION

Recommended

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?](#)

Plan an instructional lesson of 30-45-60 minutes. Complete the whole lesson, from start to finish, within the observation period. Prepare a written lesson plan for the evaluator.

1. The lesson presented will be:

2. Arizona College and Career Ready Standards addressed:

3. The lesson is being taught because: (Include pre-assessment information here. Also, explain how this lesson fits into the long-range plan.)

4. The assessments of student learning include:

5. Special characteristics of the class and how adjustments made for special needs students include:

6. In our conference, I would especially like feedback about:

This form must be completed and returned to the observer the day before the scheduled observation. When being observed, please have the following prepared:

1. Lesson plans out where the observer can review them.
2. Copies of materials students will be using.
3. Copies of any follow-up/homework materials that will be used to reinforce the concept taught.

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

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

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

| Learner Objectives AZCCSS | Teaching Procedures | Materials | Assessment of Learner Progress | Special Needs |
|--|----------------------------|------------------|---------------------------------------|----------------------|
|--|----------------------------|------------------|---------------------------------------|----------------------|

| | | | | |
|--|--|--|--|--|
| | | | | |
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Comments

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Objective: (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, 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: (What modifications will be in place for special needs learners and accelerated learners?)

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

Materials and Resources:

[Elementary Reading/Language Arts Lesson Plan Template \(Page 1 of 2\)](#)

| | | |
|------------------------------|--------------|-------------|
| Grade Level: | Unit: | Day: |
| Theme: | | |
| Question of the Week: | | |
| Text: | | |

Objective

Standards

Get Ready to Read

Duration

Materials and Targeted Resources:

Instruction:

Read and Comprehend

Duration

Materials and Targeted Resources:

Instruction:

~~Elementary Reading/Language Arts Lesson Plan Template (Page 1 of 2)~~

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Grade Level: _____ Unit: _____ Day: _____

Theme: _____

Question of the week: _____

Text: _____

Objective

Standards

Get Ready to Read

Duration

Materials and Targeted Resources:

Instruction:

Read and Comprehend

Duration

Materials and Targeted Resources:

Instruction:

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Language Arts

Duration

Materials and Targeted Resources:

Instruction:

Notes:

Assessments

Homework

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

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

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

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

| Summary/Closure (5 minutes) | |
|--|--|
| <p>Purpose: summarizes learning of Part 2 (the focus activities)</p> | |

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

On-Going Daily Routines (10 minutes for debriefing)

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

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

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

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

| Summary/Closure (5 minutes) | |
|--|--|
| <p>Purpose: summarizes learning of Part 2 (the focus activities)</p> | |

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

SIOP Lesson Plan Components

Teacher Name:

School:

Topic:

Class:

Population Description:

Time Frame:

Preparation

AZ State Standards:

Content Objectives:

***Language Objectives:**

***Learning Strategies:**

Key Vocabulary:

Materials:

Higher Order Questions:

Instruction

Building Background: (Links to Experience, Links to Learning, Key Vocabulary Activities)

Presentation: (Lesson Delivery)

Practice/Application: (Activities, strategies, and interaction)

Review

Review and Assessment: (Review objectives and vocabulary, assess learning)

Modifications: (What extensions and modifications will you use to meet the needs of all students?)

Appendix D

Amphitheater Alternative Teacher Performance Evaluation System

Pilot Program



Amphitheater Alternative Teacher Performance Evaluation System

Pilot Program

(Alternative Evaluation 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 Pilot 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 in an area 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 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 ~~for either Group A or Group B designation (to be used for the unscheduled informal evaluation)~~**
2. **Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
4. **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**

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**
Professional Development

Reflect on you work this year on mentoring, learning a new practice, conducting professional development, or on working on your Master's degree. 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 |
|-----------------|----------------|--------------|
| | | |
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Members on the ATPES Committee

2018-2019

| | |
|----------------------------|---|
| Glenda Arffa | Assistant Principal, Amphitheater High School |
| Beth Brungardt | Special Education Teacher, Keeling Elementary School |
| Natalie Burnett | Principal, Ironwood Ridge High School |
| Fabienna Godlewski | Math Teacher, Canyon Del Oro High school |
| Andy Heinemann | Principal, Cross Middle School |
| Margaret Hervert | Third Grade Teacher, Rio Vista Elementary School |
| Kris Holt | Instructional Coach, Prince Elementary School |
| Dianna Kuhn | Principal, Rio Vista Elementary School |
| David Humphreys | Instructional Support Assistant, Amphitheater High School |
| Shannon Langley | SPED Teacher, Amphitheater Middle School |
| Roseanne Lopez, Ed.D. | Chief Academic Officer Associate Superintendent for Elementary Education, Wetmore Center (Chair) |
| Jay Midyett, Ph.D. | Wetmore, Program Assessment and Evaluation Analyst |
| Debbie Melde | Math Teacher, Amphitheater Middle School |
| Christine Sullivan | Principal, Wilson K-8 School |

