



Amphitheater

Teacher Performance Evaluation System

2013/2014 (Revised)

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



Amphitheater Public Schools Vision, Mission & Beliefs

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!

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 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 student, parents, staff, school, 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.

We Value

diversity, creativity, curiosity, diligence, honesty, caring, fairness, respectfulness, achievement, responsibility, and service to the community

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POLICY NOTIFICATION STATEMENT

The Amphitheater Governing Board and the Amphitheater Unified School District are committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the District does business.

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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.

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 statutes 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.

A committee began meeting during the 2010-2011 school year to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions that would comply with the requirements of all of the legislative directives and the SBOE framework. The committee's work has been ongoing and will continue as implementation of the new 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 Common Core 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

Amphitheater Teacher Performance Evaluation 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 these five domains is provided below.

Domain 1: Designing and Planning Instruction

Effective teachers develop instructional plans which are aligned with Arizona Common Core 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.

Domain 2: Assessing and Analyzing Student Learning

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.

Domain 3: Creating and Sustaining the Learning Environment

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.

Domain 4: Implementing and Adjusting Instruction

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.

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.

**Amphitheater Teacher Performance Evaluation System
Alignment with the Arizona Professional Teaching Standards**

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

Arizona Professional Teaching Standards	ATPES Domains
Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan	Domain 1: Designing and Planning Instruction
Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards	Domain 3: Creating and Sustaining the Learning Environment
Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards	Domain 4: Implementing and Adjusting Instruction
Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards	Domain 2: Assessing and Analyzing Student Learning Domain 5: Professional Responsibilities
Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education	Domain 5: Professional Responsibilities
Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan	Domain 5: Professional Responsibilities
Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards	Domain 4: Implementing and Adjusting Instruction
Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning	Domain 4: Implementing and Adjusting Instruction Domain 2: Assessing and Analyzing Student Learning Domain 3: Creating and Sustaining the Learning Environment
Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs	Domain 1: Designing and Planning Instruction

ATPES Inclusion of Student Academic Progress Data: 2013/2014 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 recognize that there are essentially two groups of teachers.

“Group A” Teachers: Teachers who do have valid and reliable student progress data for their student population and content area.

“Group B” Teachers: Teachers who do not have valid and reliable student progress data for their student population and content area.

As a result, the implementation of the new evaluation system will differ by teacher group.

For Group A teachers, 50% of the evaluation will reflect scores from indicators of classroom and professional performance, 33% of the evaluation will reflect student progress data for students who were assigned to the teacher over a three year time period, and 17% of the evaluation will be based on school-wide student progress data.

For Group B teachers, 50% of the evaluation will reflect scores from indicators of classroom and professional performance and 50% will be based on school-wide student progress data.

School Summary Report Information and Sample

Each school principal will receive a School Summary Report at the beginning of the school year. This report will be used to determine the rating for school-wide student progress data (Indicator 5.6) on the evaluation instrument. All School Summary Reports are based on three years of data, unless the school is in improvement status, in which case only the most recent year may be used. Refer to the table on the next page for the measures used.

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



School Summary Report				Academic Performance Rubric		Overall Weighted Average
sy 2008-09, 2009-10, 2010-11						
Math						
AIMS						
2010-11	Grade	cnt	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>
	04	102	20.43	3.69	5.70	4.00
	05	84	11.74	-0.06	1.16	3.00
sy student count:		186				
2009-10	Grade	cnt	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>
	04	107	15.51	-1.01	1.23	3.00
	05	138	16.67	0.38	1.18	3.00
sy student count:		245				
2008-09	Grade	cnt	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>
	04	126	13.44	-0.91	1.04	3.00
	05	118	23.66	1.71	2.14	4.00
sy student count:		244				
NWEA						
2010-11	Grade	cnt	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>
	02	104	14.03	1.00	1.07	3.00
	03	116	11.61	0.92	0.98	2.00
..	

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 on the evaluation instrument. All Classroom Gain History Reports show three years of growth on AIMS 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 Academic History Report						
						Overall Weighted Average
						2.79 (Math)
		Observed		Ratio w 86%CI		
Math		Growth				
AIMS						
2010-11	06	79	-3.57	-2.74	-0.92	1.0
2010-11	07	70	15.50	0.26	1.40	3.0
2010-11	08	63	12.35	2.83	5.41	4.0
	sy student count:	212				
2009-10	07	79	13.32	0.81	2.22	4.0
2009-10	08	59	0.32	-3.26	0.46	1.0
	sy student count:	138				
2008-09	07	77	13.77	-0.28	1.46	3.0
2008-09	08	71	6.28	-2.59	0.08	1.0
	sy student count:	148				
NWEA						
2010-11	06	93	5.32	0.64	0.77	2.0
2010-11	07	80	7.05	1.08	1.28	3.0
2010-11	08	65	8.52	1.59	1.79	4.0
	sy student count:	238				
2009-10	07	81	6.70	1.05	1.26	3.0
2009-10	08	61	5.62	1.03	1.27	3.0
	sy student count:	142				
2008-09	07	83	8.83	1.43	1.61	4.0
2008-09	08	76	5.62	0.99	1.19	3.0
	sy student count:	159				
Math Weighted Average						2.79

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 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 on the evaluation instrument. If the teacher teaches both subjects the Overall Weighted Average is used for Indicator 2.5. 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

Assessments for Student Academic Progress for Year Two Implementation: 2013/2014

Assessment	Applicable Grade Level(s)
NWEA MAP	2-9, growth from fall to spring
AIMS/Stanford 10	4-8, growth from previous spring
High School AIMS	10, growth from grade 8 AIMS
DIBELS	K-1, school-wide for 2010-11 and 2011-12 (2012-13 is baseline for DIBELS Next)
AP Testing and Passing Rates	High School, school-wide only
School AZ-Learns Label	All levels, school-wide only
District AZ-Learns Label	All levels, school-wide only
Survey of Parent Satisfaction	Principals, school-wide only

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-203

The 2013/2014 ATPES was developed in compliance with Arizona State Law on teacher evaluation. In Amphitheater, teachers who have three years of valid and reliable student progress data are “Group A” teachers. Teachers who do not have three years of valid and reliable student progress data are considered “Group B”. The ATPES instrument is weighted per state law. Teachers in “Group A” have 33% of their evaluation attributed to student progress data, 17% attributed to school progress data, and 50% on all other indicators of quality teaching. Teachers in “Group B” have 50% of their evaluation attributed to school progress data and 50% on all other indicators of quality teaching. To develop a “weighted” system, each indicator on the ATPES was given a numerical value with extra weight placed on student progress data indicators. The numerical values for each indicator result in a total overall score for the evaluation. The scores are used to establish the teacher designation labels of Highly Effective, Effective, Developing and Ineffective.

After studying the actual aggregated data from 2012/2013 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 were established for the 2013/2014 school year as required by Arizona State Law:

Group “A” Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to 119

Effective: Final evaluation score between 113 and 118

Developing: Final evaluation score between 100 and 112

Ineffective: Final evaluation score below 100

Group “B” Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to 106

Effective: Final evaluation score between 94 and 105

Developing: Final evaluation score between 78 and 93

Ineffective: Final evaluation score below 78

EXPLANATION OF EVALUATION INSTRUMENT TERMS

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.

Formal Classroom Observation

The teacher's evaluator will observe various aspects of the teacher's performance and will do so after scheduling the observation with the teacher which is 30 minutes in length or a full class period.

Professional Growth Plan

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

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.

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 addressed in an Improvement Plan.

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 AIMS from one year to the next, etc.)

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%0 of his time to classroom teaching.

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.

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.

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.
 - 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.
 - a. 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 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.
11. Professional development 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.
 - 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 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.
10. Professional development 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		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:

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 and 5.6

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.

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.

CAREER LADDER EVALUATIONS

Specific procedures for the evaluations of Career Ladder teachers and applicants are detailed in the Career Ladder program. Teachers on Career Ladder are evaluated by their building administrator.

The teaching performance of Career Ladder teachers and applicants will be evaluated on the same criteria as for all district teachers.

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. 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. Professional Growth Plans are required for all Career Ladder teachers.

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 Director of Human Resources or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Director of Human Resources 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.

Special appeal provisions for Career ladder participants may be found in the Career Ladder manual.

Appendix A

EVALUATION SYSTEM FORMS



Group A Teachers
Amphitheater Teacher Performance Evaluation System
 (ATPES) THIS FORM FOR REFERENCE ONLY

	Indicators	Rating	Rating	Rating	Rating	Total Points
		1	2	3	4	
DOMAIN 1: Designing and Planning Instruction	1.1 Establishes appropriate goals and objectives Aligned to State Standards <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Fill in teacher overall weighted average (OWA) here: <input type="text"/>				33% Weight
DOMAIN 2: OVERALL RATING						

DOMAIN 3: Creating and Sustaining the Learning 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 that promotes the development of intrinsic motivation to learn					
	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 transitions					
DOMAIN 3: OVERALL RATING						
DOMAIN 4: Implementing and Adjusting Instruction	4.1 Demonstrates knowledge of the subject matter					
	4.2 Clearly communicates objectives and 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 classroom strategies and grouping techniques					

	4.6 Promotes student engagement and student questions addressing needs of all learners					
	4.7 Encourages critical thinking, creative thinking and problem solving					
	4.8 Uses effective questioning and discussion techniques					
	4.9 Provides on-going feedback to students during instruction					
	4.10 Uses a variety of instructional resources, including technology					
	4.11 Demonstrates flexibility and responsiveness based on student needs					
	4.12 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 <ul style="list-style-type: none"> 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.	Fill in teacher overall weighted average (OWA) here: <input type="text"/>				17% Weight
DOMAIN 5: OVERALL RATING						

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

GRAND TOTAL

Rating Values

Domain 1

1 = 0 Points

Domain 2

2 = 1.46 Point

3 = 1.79 Points

Domain 3

4 = 2.12 Points

Domain 4

The point system was developed to meet legal requirements regarding weighting of student progress data.

Grand Total

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

_____ Date: _____

_____ 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: _____

_____ Date: _____

_____ 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



Group B Teachers
Amphitheater Teacher Performance Evaluation System
 (ATPES) THIS FORM FOR REFERENCE ONLY

	Indicators	Rating	Rating	Rating	Rating	Total Points
		1	2	3	4	
DOMAIN 1: Designing and Planning Instruction	1.1 Establishes appropriate goals and objectives Aligned to State Standards <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Not Rated for this Teacher at this Time				
DOMAIN 2: OVERALL RATING						

DOMAIN 3: Creating and Sustaining the Learning 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 that promotes the development of intrinsic motivation to learn					
	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 transitions					
DOMAIN 3: OVERALL RATING						
DOMAIN 4: Implementing and Adjusting Instruction	4.1 Demonstrates knowledge of the subject matter					
	4.2 Clearly communicates objectives and 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 classroom strategies and					

	grouping techniques					
	4.6 Promotes student engagement and student questions addressing needs of all learners					
	4.7 Encourages critical thinking, creative thinking and problem solving					
	4.8 Uses effective questioning and discussion techniques					
	4.9 Provides on-going feedback to students during instruction					
	4.10 Uses a variety of instructional resources, including technology					
	4.11 Demonstrates flexibility and responsiveness based on student needs					
	4.12 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 <ul style="list-style-type: none"> 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.	Fill in teacher overall weighted average (OWA) here: <input type="text"/>				50% Weight
DOMAIN 5: OVERALL RATING						

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

GRAND TOTAL

Rating Values

Domain 1

Domain 1 1 = 0 Points

2 = .69 P

Domain 2 3 = 1.37 Points

4 = 2.06

Domain 3

system was developed to meet

Domain 4 legal requirements regarding

weighting at progress data.

Domain 5

Grand Total

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

_____ Date: _____

_____ 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: _____

_____ Date: _____

_____ 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
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

Evidence of designing and planning instruction that positively impacts student learning includes:

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

Evidence of assessing and analyzing student learning that positively impacts student learning includes:

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

Evidence of creating and sustaining the learning environment that positively impacts student learning includes:

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

Evidence of implementing and adjusting instruction that positively impacts student learning includes:

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 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: _____

Domain 1: Designing and Planning Instruction

Domain 2: Assessing and Analyzing Student Learning

Domain 3: Creating and Sustaining the Learning Environment

Domain 4: Implementing and Adjusting Instruction

Domain 5: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
IMPROVEMENT PLAN**

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) OR 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: _____

Appendix B
FORMS

PRE-OBSERVATION INFORMATION
Recommended

Teacher _____ Date of Conference _____

Date and Time for Observation _____

Plan an instructional lesson of 30-45 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 Common Core 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):

Formatted: Font: Bold

Appendix C

Sample Lesson Plan Formats

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

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

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 Common Core 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 Mathematics Lesson Plan Template (Page 1 of 2)

Grade Level _____	Unit _____	Chapter _____	
Lesson _____	Teacher Pages _____	Student Pages _____	
Math Standards: _____		Mathematical Practices: _____	
Theme: _____			
Essential Question: _____			
Objective: _____			
Launch the Chapter (Up to one day's lesson)			
<input type="checkbox"/> <u>Am I Ready?</u>	<input type="checkbox"/> <u>Video Launch of Concept</u>	<input type="checkbox"/> <u>My Math Words</u>	
<input type="checkbox"/> <u>My Vocabulary Cards</u>	<input type="checkbox"/> <u>My Foldable</u>	<input type="checkbox"/> <u>Project-based Learning</u>	
Notes:			
Daily Routine Options (5-10 min.)			
<input type="checkbox"/> <u>Common Core Quick Check or Problem of the Day</u>	<input type="checkbox"/> <u>What's the Math</u>	<input type="checkbox"/> <u>Building on the Essential Question</u>	
<input type="checkbox"/> <u>Developing Vocabulary</u>	<input type="checkbox"/> <u>Math Songs/Animations</u>	<input type="checkbox"/> <u>Virtual Manipulatives</u>	
Notes:			
Launch the Lesson Options (5-10 min.)			
<input type="checkbox"/> <u>Modeling the Math</u>	<input type="checkbox"/> <u>New Vocabulary</u>	<input type="checkbox"/> <u>Work Mats</u>	<input type="checkbox"/> <u>Virtual Manipulatives</u>
Notes:			
Teach (10-15 min.)			
<input type="checkbox"/> <u>Math in My World</u>	<input type="checkbox"/> <u>Guided Practice</u>	<input type="checkbox"/> <u>Talk Math</u>	
<input type="checkbox"/> <u>Hands-on Exploration: Modeling the Math</u>	<input type="checkbox"/> <u>Try IT</u>	<input type="checkbox"/> <u>Talk About It</u>	
<input type="checkbox"/> <u>Learn the Strategy</u>	<input type="checkbox"/> <u>Practice the Strategy</u>	<input type="checkbox"/> <u>Explore & Explain</u>	
<input type="checkbox"/> <u>Self-Check Quizzes</u>	<input type="checkbox"/> <u>Math in Motion Videos</u>	<input type="checkbox"/> <u>See & Show</u>	
<input type="checkbox"/> <u>Work Mats/Manipulatives</u>	<input type="checkbox"/> <u>eStudent Edition</u>	<input type="checkbox"/> <u>Virtual Manipulatives</u>	
Notes:			

Elementary Mathematics Lesson Plan Template (Page 2 of 2)		
Practice & Apply Options (Plan for multiple tasks) (20-30 min.)		
<input type="checkbox"/> <u>Independent Practice/Practice It</u>	<input type="checkbox"/> <u>Apply It</u>	<input type="checkbox"/> <u>Write About It</u>
<input type="checkbox"/> <u>Differentiated Independent Practice in Student Edition</u>	<input type="checkbox"/> <u>Problem Solving</u>	<input type="checkbox"/> <u>HOT Problems</u>
<input type="checkbox"/> <u>Common Error Alerts</u>	<input type="checkbox"/> <u>RtI Differentiated Instruction</u>	<input type="checkbox"/> <u>Leveled Practice (Reteach & Enrich – Online Resources)</u>
<input type="checkbox"/> <u>Small Group Options</u>	<input type="checkbox"/> <u>My Learning Station Options</u>	<input type="checkbox"/> <u>Online Games</u>
Notes:		
Wrap it UP (5 min.)		
<input type="checkbox"/> <u>My Homework</u>	<input type="checkbox"/> <u>Vocabulary Check</u>	<input type="checkbox"/> <u>Test Practice</u>
<input type="checkbox"/> <u>Review</u>	<input type="checkbox"/> <u>Reflect and Clarify</u>	<input type="checkbox"/> <u>Formative Assessment</u>
Notes:		
Assessments		
<input type="checkbox"/> Am I Ready? –		
<input type="checkbox"/> Diagnose and Prescribe -		
<input type="checkbox"/> Check My Progress -		
<input type="checkbox"/> Assessment -		
<input type="checkbox"/> Reflect and Review -		

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?)

Members on the ATPES Committee

Glenda Arffa	Physical Education Teacher, Ironwood Ridge High School
Beth Brungardt	Special Education Teacher, Keeling
John Fife	President, Amphi EA/Teacher, Cross Middle School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Andy Heinemann	Principal, Harelson Elementary School
Margaret Hervert	Second Grade Teacher, Rio Vista Elementary School
Kevin Johnson	English Teacher, Coronado K-8 School
Gwen Kane	English Teacher, Amphitheater High School
Roseanne Lopez, Ed.D.	Chief Academic Officer Elementary Education, Wetmore Center
Jay Midyett, Ph.D.	Wetmore, Program Assessment and Evaluation Analyst
Robin Meece	Elementary School Improvement Specialist, Wetmore
Debbie Melde	Math Teacher, Amphitheater Middle School
Connie Price-Johnson	Wetmore, Research Analyst
Christine Sullivan	Principal, La Cima Middle School

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