

2022-2023

Full alignment  
with the  
Danielson  
Framework for  
Teaching



# Amphitheater Teacher Performance Evaluation System

*THE FRAMEWORK FOR  
TEACHING: DANIELSON  
MODEL*

**“THE FRAMEWORK  
GIVES VOICE TO  
WHAT ALL  
EDUCATORS KNOW:  
THAT TEACHING IS  
INCREDIBLY  
COMPLEX WORK. IT’S  
A THINKING PERSON’S  
JOB.”-DANIELSON  
GROUP**



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# **AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS**

## ***Our Vision***

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

## ***Our Mission***

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

## ***We Value***

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

## ***We Believe***

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





**Amphitheater Public Schools Students *are academically prepared by:***

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



**Amphitheater Public Schools Students *communicate clearly by:***

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



**Amphitheater Public Schools Students *demonstrate critical thinking by:***

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



**Amphitheater Public Schools Students *collaborate with others by:***

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



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

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



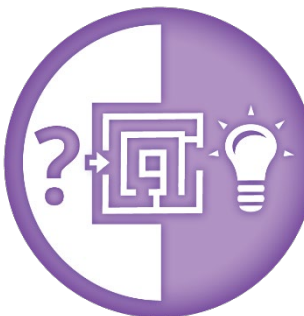
**Amphitheater Public Schools Students *demonstrate creative thinking by:***

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



**Amphitheater Public Schools Students *evidence good citizenship by:***

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global 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



# 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 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, 49<sup>th</sup> Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

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

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

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

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

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

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.

- An evaluation system should be understandable and efficient.

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

The fourth quarter of the 2019-2020 school year presented a new challenge. Schools were closed due to the COVID-19 pandemic. The closure also cancelled all end of year State and local achievement testing which directly affects the student progress component of the evaluation system. The ATPES Committee recommended to “freeze” the data from the 2018-2019 school year. Therefore, the Overall Weighted Average for the 2018-2019 school year will be carried forward as an option to be utilized for the 2022-2023 teacher evaluations.

We look forward to 2022-2023 as a continued year of “rebound and re-bond”, taking with us all that we learned from teaching and learning during a pandemic. With that being said a pilot model was created to address the future of our OWA. The pilot model is called *Academic Growth: The Z-test Methodology Model*. The new pilot model is detailed on pages 16 and 17. In addition to the new pilot model, a revised ELD lesson plan was added and NBCT was added as an additional option for the Amphitheater Alternative Teacher Evaluation System.

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

## Danielson Model Domains

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

### Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
  - Content and the structure of the discipline
  - Prerequisite relationships
  - Content-related pedagogy
  
- 1b Demonstrating Knowledge of Students
  - Child and adolescent development
  - Learning process
  - Students' skills, knowledge, and language proficiency
  - Students' interests and cultural heritage
  - Students' special needs
  
- 1c Setting Instructional Outcomes
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse students
  
- 1d Demonstrating Knowledge of Resources
  - For classroom use
  - To extend content knowledge and pedagogy
  - Resources for students
  
- 1e Designing Coherent Instruction
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
  
- 1f Designing Student Assessments
  - Congruence with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Use for planning

## **Domain 2: The Classroom Environment**

### 2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## **Domain 3: Instruction**

### 3a Communicating with Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

## **Domain 4: Professional Responsibilities**

### 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### 4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

### 4f Showing Professionalism

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

## **Domain 5: Student Progress Data**

Domain 5 will contain the Student Progress Data components as required by the State of Arizona . The metric used will be the 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 school level 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 is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

<b>Arizona Professional Teaching Standards</b>	<b>ATPES Domains/Danielson Model</b>
<b>Standard 1:</b> 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.	<b>Domain 1</b>
<b>Standard 2:</b> 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.	<b>Domain 1</b> <b>Domain 2</b>
<b>Standard 3:</b> 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.	<b>Domain 2</b>
<b>Standard 4:</b> 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.	<b>Domain 1</b>
<b>Standard 5:</b> 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.	<b>Domain 1</b> <b>Domain 3</b>
<b>Standard 6:</b> 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.	<b>Domain 1</b>
<b>Standard 7:</b> Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<b>Domain 1</b>
<b>Standard 8:</b> 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.	<b>Domain 3</b>
<b>Standard 9:</b> 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.	<b>Domain 4</b>
<b>Standard 10:</b> 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.	<b>Domain 4</b>

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



# TEACHER EVALUATION MODEL CHOICES FOR 2022-2023

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

The Arizona Department of Education will issue new A-F letter grades this Fall based on this past Spring’s AASA. Therefore, we must be strategic in our approach to the academic growth portion of our ATPES. To avoid negatively impacting teacher’s overall evaluation rating, our district will pilot a simplified evaluation model that, in the long run, will be more favorable to teacher’s evaluation ratings should there be future events such as the COVID pandemic.

Teachers who are returning to Amphi for the 2022-2023 academic year will have the choice to 1), again use their Classroom (and/or School) OWA that was calculated in 2018-2019, or 2), use the new pilot metric from an Academic Growth model that will be explored more fully this school year.

## **ACADEMIC GROWTH: THE Z-TEST METHODOLOGY MODEL (2022-2023 – Pilot)**

**This model is similar to the OWA model in that pre-test/post-test comparisons are subtracted to determine growth. They are grouped by grade level and assessment and matched to teachers of mathematics and/or reading (Group A). The academic growth is averaged and compared to peers across the district, resulting in an average academic growth for each teacher. As with the OWA model, Group B teachers are those who either do not teach mathematics and/or reading and/or those who teach at multiple sites. Below is a mathematical explanation of the model and the Z-test calculation.**

### **Methodology:**

- Two-tailed, one sample Z-test using a confidence interval (CI) of 86% as with OWA Model (a CI indicates the range that’s likely to contain the true score). The CI answers the question: Is the mean growth of this teacher’s students significantly different from the mean growth of their grade-level peers?
- Requires two data points (pre and post) for each student, with a minimum N of 15 per teacher\*
- Compares average growth of each teacher’s students to the average growth of their grade-level peers
- The Z-test model results in a large majority of teachers receiving a 2, a “no harm” score.

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

### **Conducting the test:**

- Subtract each student’s post-test score from their pre-test score
- Group by grade level and assessment
- Convert these values into Z-scores (standardized scores expressing a student’s **relative** growth from pre to post in **standard deviation units**)
- Teachers earn a 1, 2, or 3 (2 signifies an ‘average’ amount of growth)

For 2022-2023, weights for inclusion of student academic growth data following this Z-test model are:

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

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level student progress (Classroom Academic Growth - pilot)	15%
School-level student progress (School Academic Growth - pilot)	5%
School-level other indicators of effectiveness (Amphi Culture & Climate Survey – Pilot)	5%

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

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level student progress (School Academic Growth - pilot)	20%
School-level other indicators of effectiveness (Amphi Culture & Climate Survey – Pilot)	5%

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

School-level student academic growth metrics; (5% for Group A, 20% for Group B teachers)

NWEA MAP – 2021-2022, grades 2 - 10

*Amira – 2021-2022, K - 1 (given that 2021-2022 was the first year of Amira implementation, K-1 teachers will have a choice whether or not to include this metric in their Academic Growth score. Should they not want to, K-1 teachers will become Group B teachers and use School Academic Growth)*

Each teacher will be able to see their final performance rating using both the OWA model or the Z-Test Academic Growth model and can then make their decision as to what metric to use for this year. Below is what the ATPES Instrument template using the Academic Growth Z-test model pilot will look like.



1c	<b>Setting Instructional Outcomes</b>	3		3.2	
	• Value, sequence, and alignment				
	• Clarity				
	• Balance				
1d	<b>Demonstrating Knowledge of Resources</b>	3		3.2	
	• For classroom				
	• To extend content knowledge				
	• For students				
1e	<b>Designing Coherent Instruction</b>	3		3.2	
	• Learning activities				
	• Instructional materials and resources				
	• Instructional groups				
1f	<b>Designing Student Assessments</b>	3		3.2	
	• Congruence with outcomes				
	• Criteria and standards				
	• Formative assessments				
	<b>Domain 1 Overall Averages</b>	<b>3</b>		<b>3.20</b>	
			Rating		Weighted Values
<b>DOMAIN 2: The Classroom Environment</b>					
2a	<b>Creating an Environment of Respect and Rapport</b>	3		3.2	
	• Teacher interaction with students				
	• Student interaction with students				
2b	<b>Establishing a Culture for Learning</b>	3		3.2	
	• Importance of content				
	• Expectations for learning and achievement				
2c	<b>Managing Classroom Procedures</b>	3		3.2	
	• Instructional groups				
	• Transitions				
	• Materials and supplies				
	• Non-instructional duties				
• Supervision of volunteers and paraprofessionals					
2d	<b>Managing Student Behavior</b>	3		3.2	
	• Expectations				
	• Monitoring behavior				
2e	<b>Organizing Physical Space</b>	3		3.2	
	• Safety and accessibility				
	• Arrangement of furniture and resources				
	<b>Domain 2 Overall Averages</b>	<b>3</b>		<b>3.20</b>	

		Rating	Weighted Values	
<b>DOMAIN 3: Instruction</b>				
3a	<b>Communicating With Students</b>	3		3.2
	• Expectations for learning			
	• Directions and procedures			
	• Explanations of content			
	• Use of oral and written language			
3b	<b>Using Questioning and Discussion Techniques</b>	3		3.2
	• Quality of questions			
	• Discussion techniques			
	• Student participation			
3c	<b>Engaging Students in Learning</b>	3		3.2
	• Activities and assignments			
	• Student groups			
	• Instructional materials and resources			
	• Structure and pacing			
3d	<b>Using Assessment in Instruction</b>	3		3.2
	• Assessment criteria			
	• Monitoring of student learning			
	• Feedback to students			
	• Student self-assessment and monitoring			
3e	<b>Demonstrating Flexibility and Responsiveness</b>	3		3.2
	• Lesson adjustment			
	• Response to students			
	• Persistence			
<b>Domain 3 Overall Averages</b>		<b>3</b>		<b>3.2</b>
		Rating	Weighted Values	
<b>DOMAIN 4: Professional Responsibilities</b>				
4a	<b>Reflecting on Teaching</b>	3		3.2
	• Accuracy			
	• Use in future teaching			
4b	<b>Maintaining Accurate Records</b>	3		3.2
	• Student completion of assignments			
	• Student progress in learning			
	• Non-instructional records			
4c	<b>Communicating with Families</b>	3		3.2
	• About instructional program			
	• About individual students			
	• Engagement of families in instructional program			
4d	<b>Participating in a Professional Community</b>	3		3.2
	• Relationships with colleagues			
	• Participation in school projects			
	• Involvement in culture of professional inquiry			
	• Service to school			

4e	<b>Growing and Developing Professionally</b>	3	3.2
	• Enhancement of content knowledge / pedagogical skill		
	• Receptivity to feedback from colleagues		
	• Service to the profession		
4f	<b>Showing Professionalism</b>	3	3.2
	• Integrity/ethical conduct		
	• Service to students		
	• Advocacy		
	• Decision-making		
	• Compliance with school/district regulation		
<b>Domain 4 Overall Averages</b>		<b>3</b>	<b>3.20</b>

<b>DOMAIN 5: Student Progress Data</b>			
<b>Classroom Z-Test Academic Growth (Group A only)</b>			
Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time		<b>Not used for this teacher</b>	
<b>School Z-Test Academic Growth</b>			
Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.55	<b>School Weighted Academic Growth Average</b>	2.55
<b>School Other - Cognia Survey</b>			
Other measures of school effectiveness	2.00	<b>School Weighted Average of Other Measures</b>	2.00
<b>Weighted Rating Points</b>			<b>3.010</b>

<b>Weighted pnts Summary</b>			
Domain 1	3.20		
Domain 2	3.20		
Domain 3	3.20		
Domain 4	3.20		
<b>Average of all domains</b>	<b>3.20</b>		

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	

<b>Criteria for effectiveness labels</b>				
	<b>Group B</b>			
Highly effective	3.117			
Effective	2.72			
Developing	2.20			
Ineffective	<2.20			

**Based on the criteria above, this teacher is classified as Effective**

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



**OVERALL WEIGHTED AVERAGE: THE OWA MODEL (2022-2023)**

*Below is the information for the OWA model as presented in previous iterations of this ATPES Manual. This is the other choice for teachers in addition to the Academic Growth Pilot model.*

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 2022-2023, weights for inclusion of student progress data are:

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

Indicators of Quality Teaching (Classroom Observations)	80%
Classroom-level student progress (Classroom OWA)	10%
School-level student progress (School OWA)	5%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

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

Indicators of Quality Teaching (Classroom Observations)	80%
School-level student progress (School OWA)	15%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

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

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

- AzMERIT – 2016-2017, 2017-2018, 2018-2019
- NWEA MAP – 2016-2017, 2017-2018, 2018-2019
- DIBELS Next – 2016-2017, 2017-2018, 2018-2019

Note: All testing was cancelled for the Spring of 2020. Therefore, 2019-2020 data will not be available. 2021 data is limited due to the reduced number of test takers.

School-level other indicators of effectiveness (5% for both Groups A and B)

- 2018-2019 ADE A-F school accountability label (6.5%; that is, half of the weight of the “Other Indicators”)
- Advanced Placement testing and passing rates (high school only)
- College/career readiness (high school only)
- AdvancED
- Student Survey Results

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	
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

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 School Level OWA and the Other Indicators OWA. The School Level Weighted Average is a measure of the academic growth of all students. The Other Indicators OWA includes AZ-Learns labels for the school, and student survey results. High schools include additional measures of school effectiveness in the Other Indicators Average, including Advanced Placement (AP) passing rate and College and Career Readiness indicators. Reports are based on three years of data.

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

The sample below shows a portion of an elementary report:

Happy Elementary		School Summary Report			overall weighted average of Academic Growth Rubrics		3.09
		sy 2016-17, 2017-18, 2018-19					
<b>Math</b>							
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: <b>205</b>						
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: <b>311</b>						

**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 Domain 5 on the evaluation instrument. All Classroom Gain History Reports show three years of growth on 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 2016-17, 2017-18, 2018-19			Academic Performance Rubric			
TchID#	0000	Current School: My School			Overall Weighted Average <b>3.22</b>			
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	<b>3.22</b>

**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 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 Overall 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 Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

**Grade:** The grade level group the teacher taught each year.

**Cnt:** The number of students with a pre and posttest 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	

**Important:**

**Due to the COVID-19 pandemic, all student progress data from 2019-2020 and 2020-2021 will not be used.**

# TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

## Calculation of Student Progress Data Component

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

Group A teachers teach content (math, reading) and have 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.

### 2021-2022

<b>Group A Teachers</b>	
Indicators of quality teaching (classroom observation)	<b>80 %</b>
Classroom-level student progress (Classroom OWA)	<b>10 %</b>
School-level student progress (School OWA)	<b>5 %</b>
School-level other indicators of effectiveness (School AZ-Learns label 6.5%; Other school measures 6.5%)	<b>5 %</b>
<b>Group B Teachers</b>	
Indicators of quality teaching (classroom observation)	<b>80 %</b>
School-level student progress (School OWA)	<b>15 %</b>
School-level other indicators of effectiveness (School AZ-Learns label 6.5%; Other school measures 6.5%)	<b>5 %</b>

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

**For Groups A and B:**

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

## TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

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

**For Groups A and B Teacher Designation Criteria**

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

## TEACHER PERFORMANCE CLASSIFICATIONS:

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

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

## EXPLANATION OF EVALUATION INSTRUMENT TERMS

### **Certificated Teacher**

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

### **Continuing Teacher**

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

### **Deficiencies in Classroom Performance**

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

### **Evaluation**

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

### **Formal Classroom Observation**

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

**Improvement Plan**

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

**Inadequacy of Classroom Performance**

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

**Informal Observation**

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

**Preliminary Notice**

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

**Notice of Intent**

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

**Probationary Teacher**

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

**Professional Growth Plan**

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

**Student Academic Progress**

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

**Teacher Designation Labels/Performance Classifications**

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



# EVALUATOR QUALIFICATIONS AND TRAINING

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

## Qualifications

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

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

## TRAINING

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

# EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

## (FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30<sup>th</sup>. 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<sup>th</sup> 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<sup>th</sup>.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
  - One copy to teacher
  - One copy for school file
  - One copy to the Associate Superintendent

# PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

## (FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
  - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
  - b. No conference is 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<sup>th</sup>. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30<sup>th</sup>.
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<sup>th</sup>.
  - 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	<p>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.</p> <p>All staff members are informed of their Group A or Group B status.</p>	<p>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.</p>
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	<p style="text-align: center;">Formal Observation Conference</p> <p>ATPES forms due for all teachers</p>	<p>Formal Observation Conference</p> <p>ATPES forms due for all teachers</p>

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

# WRITTEN LESSON PLAN REQUIREMENT

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

## EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

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

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

## RATING SCALE

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

#### **Rating Scale for Student Progress Data:**

Classroom 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.

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.

Other Indicators OWA is for all teachers, and is 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 helping the teacher. This plan can be developed at the evaluation conference or at a later date.

## **IMPROVEMENT PLAN**

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

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

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



## **LACK OF PROGRESS ON AN IMPROVEMENT PLAN**

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

### **APPEAL PROVISION**

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

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

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

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

**For specific procedures regarding challenges to evaluations, see regulation GCO-R.**

## **APPENDIX A**

### **EVALUATION SYSTEM FORMS**



1f	<b>Designing Student Assessments</b>	3		3.2	
	• Congruence with outcomes				
	• Criteria and standards				
	• Formative assessments				
	• Use for planning				
<b>Domain 1 Overall Averages</b>		<b>3</b>		<b>3.20</b>	
		Rating	Weighted Values		
<b>DOMAIN 2: The Classroom Environment</b>					
2a	<b>Creating an Environment of Respect and Rapport</b>	3		3.2	
	• Teacher interaction with students				
	• Student interaction with students				
2b	<b>Establishing a Culture for Learning</b>	3		3.2	
	• Importance of content				
	• Expectations for learning and achievement				
	• Student pride in work				
2c	<b>Managing Classroom Procedures</b>	3		3.2	
	• Instructional groups				
	• Transitions				
	• Materials and supplies				
	• Non-instructional duties				
	• Supervision of volunteers and paraprofessionals				
2d	<b>Managing Student Behavior</b>	3		3.2	
	• Expectations				
	• Monitoring behavior				
	• Response to misbehavior				
2e	<b>Organizing Physical Space</b>	3		3.2	
	• Safety and accessibility				
	• Arrangement of furniture and resources				
<b>Domain 2 Overall Averages</b>		<b>3</b>		<b>3.20</b>	
		Rating	Weighted Values		
<b>DOMAIN 3: Instruction</b>					
3a	<b>Communicating With Students</b>	3		3.2	
	• Expectations for learning				
	• Directions and procedures				
	• Explanations of content				
	• Use of oral and written language				
3b	<b>Using Questioning and Discussion Techniques</b>	3		3.2	
	• Quality of questions				
	• Discussion techniques				
	• Student participation				

3c	<b>Engaging Students in Learning</b>	3		3.2	
	• Activities and assignments				
	• Student groups				
	• Instructional materials and resources				
	• Structure and pacing				
3d	<b>Using Assessment in Instruction</b>	3		3.2	
	• Assessment criteria				
	• Monitoring of student learning				
	• Feedback to students				
	• Student self-assessment and monitoring				
3e	<b>Demonstrating Flexibility and Responsiveness</b>	3		3.2	
	• Lesson adjustment				
	• Response to students				
	• Persistence				
<b>Domain 3 Overall Averages</b>		<b>3</b>		<b>3.2</b>	
		Rating	Weighted Values		
<b>DOMAIN 4: Professional Responsibilities</b>					
4a	<b>Reflecting on Teaching</b>	3		3.2	
	• Accuracy				
	• Use in future teaching				
4b	<b>Maintaining Accurate Records</b>	3		3.2	
	• Student completion of assignments				
	• Student progress in learning				
	• Non-instructional records				
4c	<b>Communicating with Families</b>	3		3.2	
	• About instructional program				
	• About individual students				
	• Engagement of families in instructional program				
4d	<b>Participating in a Professional Community</b>	3		3.2	
	• Relationships with colleagues				
	• Participation in school projects				
	• Involvement in culture of professional inquiry				
	• Service to school				
4e	<b>Growing and Developing Professionally</b>	3		3.2	
	• Enhancement of content knowledge / pedagogical skill				
	• Receptivity to feedback from colleagues				
	• Service to the profession				
4f	<b>Showing Professionalism</b>	3		3.2	
	• Integrity/ethical conduct				
	• Service to students				
	• Advocacy				
	• Decision-making				
• Compliance with school/district regulation					
<b>Domain 4 Overall Averages</b>		<b>3</b>		<b>3.20</b>	

**DOMAIN 5: Student Progress Data**

<b>Classroom OWA (Group A only)</b>			
Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time		<b>Classroom Weighted Average</b>	<b>0</b>
<b>School Academic OWA</b>			
Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.82	<b>School Weighted Growth Average</b>	2.82
<b>School Other OWA</b>			
Other measures of school effectiveness	2.94	<b>School Weighted Average of Other Measures</b>	2.94
<b>Weighted Rating Points</b>			<b>2.848</b>
Weighted pnts Summary			
Domain 1	3.20		
Domain 2	3.20		
Domain 3	3.20		
Domain 4	3.20		
<b>Average of all domains</b>	<b>3.20</b>		
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	
<b>Criteria for effectiveness labels</b>			
	<b>Group A</b>		
Highly effective	3.117		
Effective	2.72		
Developing	2.20		
Ineffective	<2.20		
<b>Based on the criteria above, this teacher is classified as Effective</b>			

Teacher's signature _____	Date _____		
Evaluator's signature _____	Date _____		
Teacher comments (optional):			
<b>Administrator Comments: See Attached Narrative</b>			
<b>PROFESSIONAL DEVELOPMENT PLAN INFORMATION</b>			
Results of evaluation require Needs Improvement Plan*			
Professional Growth Plan attached			
Teacher's signature _____	Date _____		
Evaluator's signature _____	Date _____		
<b>EMPLOYMENT RECOMMENDATION</b>			
<b><i>(To be initialed by PRINCIPAL at Final Evaluation of the year)</i></b>			
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 _____			

# FORMAL EVALUATION NARRATIVE FORM

## Amphitheater Teacher Performance Evaluation System using Danielson Framework

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Grade Level/Subject:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_  
**Date/Time:** \_\_\_\_\_

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul>	<p><b>Teacher behaviors that positively impact student learning:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Recommendations for continuous improvement include:</b></p>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul>	
1c Setting instructional Outcomes <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul>	
1e Designing Coherent Instruction <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>	
1f Designing Student Assessments <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul>	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul>	<p><b>Teacher behaviors that positively impact student learning:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Recommendations for continuous improvement include:</b></p>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	
2c Managing Classroom Procedures <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul>	
2d Managing Student Behaviors <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul>	
2e Organizing Physical Space <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>	
2f Managing Instructional Programs <ul style="list-style-type: none"> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>	



DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>	<b>Teacher behaviors that positively impact student learning:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Recommendations for continuous improvement include:</b>
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>	
3c Engaging Students in Learning <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>	
3d Using Assessment in Instruction <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul>	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• persistence</li> </ul>	
<b>DOMAIN 4: Professional Responsibilities</b>	
4a Reflecting on Teaching <ul style="list-style-type: none"> <li>• accuracy</li> <li>• use in future teaching</li> </ul>	<b>Teacher behaviors that positively impact student learning:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Recommendations for continuous improvement include:</b>
4b Maintaining Accurate Records <ul style="list-style-type: none"> <li>• student completion of assignments</li> <li>• student progress in learning</li> <li>• non-instructional records</li> </ul>	
4c Communicating with Families <ul style="list-style-type: none"> <li>• about instructional program</li> <li>• about individual students</li> <li>• engagement of families in instructional program</li> </ul>	
4d Participating in a Professional Community <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul>	
4e Growing and Developing Professionally <ul style="list-style-type: none"> <li>• Enhancement of content knowledge/pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>	
4f Showing Professionalism <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulation</li> </ul>	

**Areas that may negatively impact student performance include:**

**Areas of deficiency that must be addressed:**

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

## The Framework for Teaching: Danielson Model Narrative Comments

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

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

### **Domain 1: Planning and Preparation**

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

Indicators of Distinguished Performance:

*Supporting Data:*

-----

Recommendations for continuous improvement include:

*Supporting Data:*

-----

Areas that may negatively impact student performance include:

*Supporting Data:*

-----

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

*Supporting Data:*

*Required action(s):*

### **Domain 2: The Classroom Environment**

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

Indicators of Distinguished Performance:

*Supporting Data:*

-----

Recommendations for continuous improvement include:

*Supporting Data:*

-----

Areas that may negatively impact student performance include:

*Supporting Data:*

-----

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

*Supporting Data*

*Required action(s):*

**Domain 3: Instruction**

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

*Supporting Data:*

---

Recommendations for continuous improvement include:

*Supporting Data:*

---

Areas that may negatively impact student performance include:

*Supporting Data:*

---

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

*Supporting Data:*

*Required action(s):*

**Domain 4: Professional Responsibilities**

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

Indicators of Distinguished Performance:

*Supporting Data:*

---

Recommendations for continuous improvement include:

*Supporting Data:*

---

Areas that may negatively impact student performance include:

*Supporting Data:*

---

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

*Supporting Data:*

*Required action(s):*

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

## Informal Classroom Observation Record

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Description of the observation:

Teacher behaviors that positively impacted student learning included:

- 
- 
- 
- 
- 
- 
- 

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

- 
- 
- 
- 

Area(s) of concern

- 
- 
- 
- 

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

## Informal Classroom Observation Record

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM IMPROVEMENT PLAN

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

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

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

**SPECIFIC ACTIONS AND TIMELINES:**

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

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

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

**FINAL ASSESSMENT**

**Performance Meets Expectations**  
 **Performance Does Not Meet Expectations**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

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

Copies to: Human Resources    School    Employee



## **APPENDIX B**

### **FORMS**

# PRE-OBSERVATION INFORMATION

Teacher \_\_\_\_\_ Date of Conference \_\_\_\_\_

Date and Time for Observation \_\_\_\_\_

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

## **Domain 1**

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

## **Domain 4**

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

# **PROFESSIONAL ACTIVITIES**

## **Optional Listing of Professional Activities**

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

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

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

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

IV. Other

Copies to: Human Resources - School - Employee

# AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

## PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to: Human Resources – School – Employee

# PROFESSIONAL GROWTH PLAN

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

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

**APPENDIX C**

**SAMPLE LESSON PLAN FORMATS**

# 5E LESSON PLANNING TEMPLATE

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

**Lesson Plan**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

<b>Learner Objectives AZCCSS</b>	<b>Teaching Procedures</b>	<b>Materials</b>	<b>Assessment of Learner Progress</b>	<b>Special Needs</b>

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:**

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

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

Grade Level: \_\_\_\_\_ Module: \_\_\_\_\_ Week/Day: \_\_\_\_\_

Theme:

---

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

Text/Genre:

---

## Standards

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

## Guided Practice: Reading/Shared Reading

Duration

Materials/Targeted Resources/Online Resources:

Instruction:

## Small Group Instruction

Duration

Materials and Targeted Resources/Online Resources:

Instruction:



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

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

Notes:

# ELA SECONDARY LESSON PLAN TEMPLATE

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

## **Standards:**

## **Essential Question:**

## **Academic Vocabulary:**

## **Reading:**

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

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

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

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

**Small Group Options:**

**Differentiation Options:**

**Assessment:**

# Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

## Assessment Check-in (✓ ACI)

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

Informs your instruction, fair to grade

**GMC:** (Goal for Mathematical Content):

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

(✓ ACI):

## Part 1: Core Instruction (20-30 minutes)

### New Content

Purpose:

- ◆ Introduce new concepts, skills and games

Activity:

## Summary/Closure (5 minutes)

Purpose:

Activity:

Can occur to summarize the learning of the focus 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

Number of the Day

Attendance

Daily Schedule and Monthly  
Calendar

Weather/Temperature

Survey

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

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

## Part 1: Warm Up (5 minutes)      Tasks for Lesson \_\_\_\_\_

<p><b>Mental Math &amp; Fluency</b></p> <p>Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
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## Part 2: Core Instruction-(30-35 minutes) \*differentiation options are located in the lesson opener

<p><b>Math Message</b> (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
<p><b>Math Message Follow-Up</b> (10 minutes)</p> <p>Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	
<p><b>Follow-up Activities</b> (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><b>Practice Activities (Game or activity)</b></p> <p>Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner</p>	
<p><b>Math Boxes</b></p> <p>Purpose: reviews skills and concepts students have seen to this point</p>	
<p><b>Home Link</b></p> <p>Purpose: provides practice and informs family about daily learning</p>	



**On-Going Daily Routines (10 minutes for debriefing)**


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

<p><b>Assessment Check-in (✓ACI)</b></p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p><b>GMC:</b> (Goal for Mathematical Content):</p> <p><b>(SMP) (GMP):</b> (Standards/Goals for Mathematical Content):</p> <p><b>(✓ACI):</b></p>
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**Part 1: Warm Up (5 minutes)** Fill in Tasks below for lesson \_\_\_\_\_.

<p><b>Mental Math &amp; Fluency</b></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><b>Math Message (5 min)</b></p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
---	--

<p><b>Math Message Follow-Up (10 minutes)</b> Purpose: provides time to discuss/share strategies that connects to follow up activities</p>	
--	--

<p><b>Follow-up Activities (20-30 minutes)</b> 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><b>Practice Activities (Game or activity)</b> Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner</p>	
--	--

<p><b>Math Boxes:</b></p> <p>Purpose: reviews skills and concepts students have seen to this point</p>	
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<p><b>Home Link:</b></p> <p>Purpose: provides practice and informs family about daily learning</p>	
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# ELD Targeted Instruction Lesson Plan

**Teacher Name:**

**School:**

**Grade/Grade Band:**

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

**English Proficiency Levels:**

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

**Lesson Time Frame:**

**Arizona English Language Proficiency Standard(s):**

**Language Objective(s):**

**Arizona Academic Standard(s):**

**Content/Learning Objective(s):**

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

**Key Vocabulary:**

**Materials:**

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

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

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

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

**Modifications & Extension:**

## **APPENDIX D**

# **AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM**



## **AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS**

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

### **Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?**

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

### **Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?**

No

### **How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?**

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

# AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

## Steps to follow:

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

## Required Forms:

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

# PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

## Amphitheater Alternative Teacher Evaluation System

Name: \_\_\_\_\_ School: \_\_\_\_\_

Alternative Evaluation System Year:    1                      2                      3

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Goal for Professional Growth: (circle one)  <b>Mentoring      New Instructional Practice      Master's Degree      NBTC</b>  <b>Professional Developer</b>			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Teacher Comments:

Principal Signature: \_\_\_\_\_  
 Teacher Signature: \_\_\_\_\_

# **AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM**

## **Teacher Self-Reflection Form**

**Teacher's Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

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

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

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



# Teacher Alternative Evaluation System

## Participation Log

Activity	Date(s)	Notes

## **MEMBERS ON THE ATPES COMMITTEE 2022-2023**

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Principal, Holaway Elementary School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kayla Holder	First Grade Teacher, Walker Elementary School
Kris Holt	Instructional Coach, Prince Elementary School
David Humphreys	Assistant Principal, Amphitheater High School
Elizabeth Jacome	Director of Curriculum and Assessment
Dianna Kuhn	Principal, Rio Vista Elementary School
Shannon Langley	SPED Teacher, Amphitheater Middle School
Renee Lustenberger	Teacher, Cross Middle School
Matthew Munger	Associate Superintendent for Secondary Education
Christine Sullivan	Principal, Wilson K-8 School
Jason Weaver	Wetmore, Program Evaluation Data Analyst

(Due to the COVID-19 pandemic, the committee did not meet in the 2020-2021 and had one meeting in the 2021-2022 school year.)