

DRAFT

**Standards Evaluation Worksheet (Group A)**

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

Evaluator: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

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

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

Post Conference Date: \_\_\_\_\_

Highly Effective(HE)= 4 pts <i>CONSISTENTLY</i>	Effective(E)= 3 pts <i>OFTEN</i>	Developing(D)= 2 pts <i>OCCASIONALLY</i>	Ineffective(I)= 1 pt <i>RARELY</i>
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**Standard 1: Learner Development**

	Score
1.1 The teacher _____ uses assessment or scaffolding to design and modify instruction for the development of learner’s needs.	2
1.2 The teacher _____ creates developmentally appropriate instruction that takes into account learners' strengths and interests.	1

Total for Standard:	<b>3</b>
Scale for Standard: HE:7-8, E: 5-6, D: 3-4, I: 2	

**Standard 2: Learning Differences**

2.1 The teacher _____ delivers differentiated instruction.	1
2.2 The teacher _____ makes appropriate and timely provisions for individual students with particular learning differences or needs.	1
2.3 The teacher _____ designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	1
2.4 The teacher _____ plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies.	1

Total for Standard:	<b>4</b>
Scale for Standard: HE:14-16, E: 10-13, D: 6-9, I: 4-5	

**Standard 3: Learning Environments**

3.1 The teacher _____ develops learning experiences that engage learners in collaborative and self-directed learning.	1
3.2 The teacher _____ manages the learning environment to actively and equitably engage learners.	4
3.3 The teacher _____ uses a variety of methods to engage learners in evaluating the learning environment and adjusts appropriately with input from students.	4
3.4 The teacher _____ communicates verbally and nonverbally in ways that demonstrate respect for learners' differing perspectives.	3
3.5 The teacher _____ builds learner capacity to apply effective interpersonal communication skills.	3

Total for Standard:	<b>15</b>
Scale for Standard: HE:18-20, E: 13-17, D: 8-12, I: 5-7	

**Standard 4: Content Knowledge**

4.1 The teacher _____ uses multiple representations and explanations that capture key ideas in the discipline to guide learners through learning progressions.	3
4.2 The teacher _____ engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	3
4.3 The teacher _____ engages learners in applying methods of inquiry and standards of evidence used in the discipline.	2
4.4 The teacher _____ stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.	3
4.5 The teacher _____ recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	3
4.6 The teacher _____ creates opportunities for students to learn, practice, and master academic language in their content.	3

Total for Standard:	<b>17</b>
Scale for Standard: HE:21-24, E: 15-20 D: 10-14, I: 6-9	

Mammoth-San Manuel Teacher Evaluation Tool

Highly Effective(HE)= 4 pts <i>CONSISTENTLY</i>	Effective(E)= 3 pts <i>OFTEN</i>	Developing(D)= 2 pts <i>OCCASIONALLY</i>	Ineffective(I)= 1 pt <i>RARELY</i>
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**Standard 5: Application of Content**

	Score
5.1 The teacher _____ engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)	2
5.2 The teacher _____ engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving .	2
5.3 The teacher _____ develops and implements supports for learner literacy development across content areas.	3

Total for Standard:	7
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 6: Assessment**

6.1 The teacher _____ engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	4
6.2 The teacher _____ engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	4
6.3 The teacher _____ models and structures processes that guide learners in higher level thinking and reflection.	4

Total for Standard:	12
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 7: Planning for Instruction**

7.1 The teacher _____ both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	4
7.2 The teacher _____ chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.	3
7.3 The teacher _____ develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	4

Total for Standard:	11
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 8: Instructional Strategies**

8.1 The teacher _____ uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	3
8.2 The teacher _____ monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs	4
8.3 The teacher _____ varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	3
8.4 The teacher _____ provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	4
8.5 The teacher _____ engages all learners in developing higher order questioning skills and metacognitive processes.	3
8.6 The teacher _____ engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	3
8.7 The teacher _____ uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	3
8.8 The teacher _____ asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	3

Total for Standard:	26
Scale for Standard: HE:28-32, E: 20-27, D: 12-19, I: 8-11	

**Standard 9 & 10: Professional Attributes**

**For this section, the possible scores are 3 points or 0 points. Teachers may score only *Effective* or below.**

Adheres to site handbook regarding professional day for punctuality and attendance.	3
Engages in on-going learning opportunities (as evidenced by PD tool).	3
Evaluates data to improve learning for students.	3
Meets IEP deadlines and participates in required paperwork and meetings.	3
Keeps timely and accurate records for academics and behavior (weekly grades in PowerSchool).	3
Exhibits integrity, honors confidentiality.	3
Dresses in accordance with the defined teacher dress code.	3
Initiates and maintains positive communication and working relationships with students, staff, parents and other community groups including the use of appropriate electronic and written correspondence.	3
Covers all assigned duties (JrSrHigh includes 8 sporting events).	0
Attends all meetings on calendar and attends to communicated changes (i.e. intervention, child study, staff, department, GLT, etc.).	0
Attends and participates in all teacher in-services.	0

Total for Standard:	24
Scale for Standard: E: 27-33, D: 21-26, I: 0-20	

**To receive *Highly Effective* for these standards, teachers need to demonstrate evidence of at least 3 of the following indicators in addition to an *Effective* score from Standards 9 & 10.**

Leads an approved professional development .	0
Serves on state, and/or district committee/task forces.	0
Proactively seeks opportunities for members of the community to participate in school activities or seeks opportunities for students to participate in the community.	0
Opens his/her classroom to outside observers to demonstrate effective teaching strategies.	0
Serves effectively in a leadership role and/or assumes additional duties at the school level (e.g.mentors, grade level chairs, data coordinators, instructional coaches, athletic coaches, club sponsors).	0
Completes Master's degree, Doctoral degree and/or additional endorsements/certifications. (given on year completed only).	3
Completes National Board Certification (given year completed only).	3
Completes additional professional development to enhance the use of technology in the classroom with evidence of implementation.	3
Uses and generates meaningful action research on education issues and policies.	3
Developed own class website and keeps it updated.	3

Sub-Total for Section:	15
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Total for Standard:	24
Scale for Standard: HE:36-63, E: 27-35, D: 21-26, I: 0-20	

Mammoth-San Manuel Teacher Evaluation Tool

Evaluation Summary (Group A)

Standards Evaluation Worksheet (50% of Formal Evaluation)

Highly Effective(HE)	Effective(E )	Developing(D)	Ineffective(I)		
157-178	114-156	75-113	33-74	Total for Standards:	<b>119</b>
88-100%	64-87%	42-63%	19-41%	Percentage	<b>66.9%</b>

Walkthrough Worksheet (17% of Formal Evaluation)

Walk-through #1	Date	<b>4</b>		
Walk-through #2	Date	<b>5</b>	Total for Walk-through:	<b>15</b>
Walk-through #3	Date	<b>6</b>	Percentage	<b>83.3%</b>

Classroom-level Data Worksheet (33% of Formal Evaluation)

	Assessment # 1	<b>25</b>	Total for Data:	<b>125</b>
	Assessment # 2	<b>100</b>	Percentage	<b>62.5%</b>

Formal Evaluation Worksheet

	Standards		Walk-through		Data	
%	66.9%		83.3%		62.5%	
Weight	0.50		0.17		0.33	
<b>Total</b>	<b>33.4%</b>	<b>+</b>	<b>14.2%</b>	<b>+</b>	<b>20.6%</b>	<b>= 68.2%</b>

Highly Effective(HE)	Effective(E )	Developing(D)	Ineffective(I)
88-100%	64-87%	42-63%	19-41%

**Evaluator Initial**  
**One:**

**Professional Growth Plan:**

A plan based on self-reflection and supervisor feedback which outlines professional activities the teacher plans to pursue in order to support student achievement.

**Improvement Plan:**

A plan written by administration which identifies areas in need of improvement, level of performance expected, how it will be measured as well as skills or knowledge needed to meet expectations.

**QUICK COMMENTS ON SPECIFIC STANDARDS:**

Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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**AREAS OF STRENGTH:**

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**AREAS IN NEED OF IMPROVEMENT:**

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**ADDITIONAL COMMENTS & RECOMMENDATIONS:**

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CONTINUED ON BACK...

Evaluator Signature: \_\_\_\_\_

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

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

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

**Evaluation Instruments**

Teacher: Please choose applicable classroom-level and school-level evaluation instruments dependent upon your group status.

	<b>Classroom-Level Data</b>	<b>School-Level Data</b>	<b>Teacher Performance</b>
<p><b>Group A Teachers</b></p> <p>(Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p>	<p>Not Applicable...</p>	<p>---&gt; Formal Evaluation Instrument 1 or 2</p> <p>---&gt; 3 Unannounced Walkthroughs Per Year</p>
<b>Percentage Criteria</b>	<b>33% of Evaluation Outcomes</b>	<b>Not Applicable...</b>	<b>67% of Evaluation Outcomes</b>
<p><b>Group B Teachers</b></p> <p>(Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; AZELLA (ELL)</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p> <p>---&gt; Other valid and reliable classroom-level data such as comprehensive pre/post test to be approved by administration in advance (pre-conference).</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p> <p>---&gt; Survey Data</p>	<p>---&gt; Formal Evaluation Instrument 1 or 2</p> <p>---&gt; 3 Unannounced Walkthroughs Per Year</p>
<b>Percentage Criteria</b>	<b>33% - 50% of Evaluation Outcomes</b>	<b>33% - 50% of Evaluation Outcomes</b>	<b>50% - 67% of Evaluation Outcomes</b>

Evaluator Signature: \_\_\_\_\_

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

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

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

**Standards Evaluation Worksheet (Group B)**

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

Evaluator: \_\_\_\_\_

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

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

Grade: \_\_\_\_\_

Highly Effective(HE)= 4 pts <i>CONSISTENTLY</i>	Effective(E)= 3 pts <i>OFTEN</i>	Developing(D)= 2 pts <i>OCCASIONALLY</i>	Ineffective(I)= 1 pt <i>RARELY</i>
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**Standard 1: Learner Development**

	Score
1.1 The teacher _____ uses assessment or scaffolding to design and modify instruction for the development of learner’s needs.	2
1.2 The teacher _____ creates developmentally appropriate instruction that takes into account learners' strengths and interests.	1

Total for Standard:	<b>3</b>
Scale for Standard: HE:7-8, E: 5-6, D: 3-4, I: 2	

**Standard 2: Learning Differences**

2.1 The teacher _____ delivers differentiated instruction.	1
2.2 The teacher _____ makes appropriate and timely provisions for individual students with particular learning differences or needs.	1
2.3 The teacher _____ designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	1
2.4 The teacher _____ plans instruction to include strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency based on SEI and ELD strategies.	1

Total for Standard:	<b>4</b>
Scale for Standard: HE:14-16, E: 10-13, D: 6-9, I: 4-5	

**Standard 3: Learning Environments**

3.1 The teacher _____ develops learning experiences that engage learners in collaborative and self-directed learning.	1
3.2 The teacher _____ manages the learning environment to actively and equitably engage learners.	4
3.3 The teacher _____ uses a variety of methods to engage learners in evaluating the learning environment and adjusts appropriately with input from students.	4
3.4 The teacher _____ communicates verbally and nonverbally in ways that demonstrate respect for learners' differing perspectives.	4
3.5 The teacher _____ builds learner capacity to apply effective interpersonal communication skills.	4

Total for Standard:	<b>17</b>
Scale for Standard: HE:18-20, E: 13-17, D: 8-12, I: 5-7	

**Standard 4: Content Knowledge**

4.1 The teacher _____ uses multiple representations and explanations that capture key ideas in the discipline to guide learners through learning progressions.	4
4.2 The teacher _____ engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	4
4.3 The teacher _____ engages learners in applying methods of inquiry and standards of evidence used in the discipline.	4
4.4 The teacher _____ stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.	4
4.5 The teacher _____ recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	4
4.6 The teacher _____ creates opportunities for students to learn, practice, and master academic language in their content.	4

Total for Standard:	<b>24</b>
Scale for Standard: HE:21-24, E: 15-20 D: 10-14, I: 6-9	

Mammoth-San Manuel Teacher Evaluation Tool

Highly Effective(HE)= 4 pts <i>CONSISTENTLY</i>	Effective(E)= 3 pts <i>OFTEN</i>	Developing(D)= 2 pts <i>OCCASIONALLY</i>	Ineffective(I)= 1 pt <i>RARELY</i>
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**Standard 5: Application of Content**

	Score
5.1 The teacher _____ engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)	4
5.2 The teacher _____ engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving .	4
5.3 The teacher _____ develops and implements supports for learner literacy development across content areas.	4

Total for Standard:	12
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 6: Assessment**

6.1 The teacher _____ engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	4
6.2 The teacher _____ engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	4
6.3 The teacher _____ models and structures processes that guide learners in higher level thinking and reflection.	4

Total for Standard:	12
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 7: Planning for Instruction**

7.1 The teacher _____ both individually and collaboratively, selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	4
7.2 The teacher _____ chooses appropriate strategies and accommodations, resources, and materials to differentiate instruction and meet goals for individuals and groups of learners.	4
7.3 The teacher _____ develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	4

Total for Standard:	12
Scale for Standard: HE:11-12, E: 8-10, D: 5-9, I: 3-4	

**Standard 8: Instructional Strategies**

8.1 The teacher _____ uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	4
8.2 The teacher _____ monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs	4
8.3 The teacher _____ varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	4
8.4 The teacher _____ provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	4
8.5 The teacher _____ engages all learners in developing higher order questioning skills and metacognitive processes.	4
8.6 The teacher _____ engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	4
8.7 The teacher _____ uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	4
8.8 The teacher _____ asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	4

Total for Standard:	32
Scale for Standard: HE:28-32, E: 20-27, D: 12-19, I: 8-11	



**Standard 9 & 10: Professional Attributes**

**For this section, the possible scores are 3 points or 0 points. Teachers may score only *Effective* or below.**

Adheres to site handbook regarding professional day for punctuality and attendance.	3
Engages in on-going learning opportunities (as evidenced by PD tool).	3
Evaluates data to improve learning for students.	3
Meets IEP deadlines and participates in required paperwork and meetings.	3
Keeps timely and accurate records for academics and behavior (weekly grades in PowerSchool).	3
Exhibits integrity, honors confidentiality.	3
Dresses in accordance with the defined teacher dress code.	3
Initiates and maintains positive communication and working relationships with students, staff, parents and other community groups including the use of appropriate electronic and written correspondence.	3
Covers all assigned duties (JrSrHigh includes 8 sporting events).	3
Attends all meetings on calendar and attends to communicated changes (i.e. intervention, child study, staff, department, GLT, etc.).	0
Attends and participates in all teacher in-services.	0

Total for Standard:	27
Scale for Standard: E: 27-33, D: 21-26, I: 0-20	

**To receive *Highly Effective* for these standards, teachers need to demonstrate evidence of at least 3 of the following indicators in addition to an *Effective* score from Standards 9 & 10.**

Leads an approved professional development .	0
Serves on state, and/or district committee/task forces.	0
Proactively seeks opportunities for members of the community to participate in school activities or seeks opportunities for students to participate in the community.	0
Opens his/her classroom to outside observers to demonstrate effective teaching strategies.	0
Serves effectively in a leadership role and/or assumes additional duties at the school level (e.g.mentors, grade level chairs, data coordinators, instructional coaches, athletic coaches, club sponsors).	0
Completes Master's degree, Doctoral degree and/or additional endorsements/certifications. (given on year completed only).	3
Completes National Board Certification (given year completed only).	3
Completes additional professional development to enhance the use of technology in the classroom with evidence of implementation.	3
Uses and generates meaningful action research on education issues and policies.	3
Developed own class website and keeps it updated.	3

Sub-Total for Section:	15
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Total for Standard:	42
Scale for Standard: HE:36-63, E: 27-35, D: 21-26, I: 0-20	

Mammoth-San Manuel Teacher Evaluation Tool

Evaluation Summary (Group B)

Standards Evaluation Worksheet (50% of Formal Evaluation)

Highly Effective(HE)	Effective(E )	Developing(D)	Ineffective(I)		
157-178	114-156	75-113	33-74	Total for Standards:	<b>158</b>
88-100%	64-87%	42-63%	19-41%	Percentage	<b>88.8%</b>

Walkthrough Worksheet (17% of Formal Evaluation)

Walk-through #1	Date	<b>4</b>		
Walk-through #2	Date	<b>5</b>	Total for Walk-through:	<b>11</b>
Walk-through #3	Date	<b>2</b>	Percentage	<b>61.1%</b>

Data Worksheet (33% of Formal Evaluation)

<i>Classroom level Data</i>		<b>%</b>
Assessment # 1		<b>100</b>
Assessment # 2		<b>100</b>

<i>District-level Data</i>		
Assessment # 1		<b>47</b>
Assessment # 2		<b>100</b>

Total for Data:	<b>347</b>
Percentage	<b>86.8%</b>

Formal Evaluation Worksheet

	Standards		Walk-through		Data	
%	88.8%		61.1%		86.8%	
Weight	0.50		0.17		0.33	
<b>Total</b>	<b>44.4%</b>	<b>+</b>	<b>10.4%</b>	<b>+</b>	<b>28.6%</b>	<b>= 83.4%</b>

Highly Effective(HE)	Effective(E )	Developing(D)	Ineffective(I)
88-100%	64-87%	42-63%	19-41%

**Professional Growth Plan:**

**Evaluator Initial**

A plan based on self-reflection and supervisor feedback which outlines professional activities the teacher plans to pursue in order to support student achievement.

**Improvement Plan:**

**One:**

A plan written by administration which identifies areas in need of improvement, level of performance expected, how it will be measured as well as skills or knowledge needed to meet expectations.

**QUICK COMMENTS ON SPECIFIC STANDARDS:**

Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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Standard # \_\_\_\_\_

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**AREAS OF STRENGTH:**

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**AREAS IN NEED OF IMPROVEMENT:**

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**ADDITIONAL COMMENTS & RECOMMENDATIONS:**

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CONTINUED ON BACK...

Evaluator Signature: \_\_\_\_\_

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

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

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

**Evaluation Instruments**

Teacher: Please choose applicable classroom-level and school-level evaluation instruments dependent upon your group status.

	<b>Classroom-Level Data</b>	<b>School-Level Data</b>	<b>Teacher Performance</b>
<p><b>Group A Teachers</b></p> <p>(Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p>	<p>Not Applicable...</p>	<p>---&gt; Formal Evaluation Instrument 1 or 2</p> <p>---&gt; 3 Unannounced Walkthroughs Per Year</p>
<b>Percentage Criteria</b>	<b>33% of Evaluation Outcomes</b>	<b>Not Applicable...</b>	<b>67% of Evaluation Outcomes</b>
<p><b>Group B Teachers</b></p> <p>(Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; AZELLA (ELL)</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p> <p>---&gt; Other valid and reliable classroom-level data such as comprehensive pre/post test to be approved by administration in advance (pre-conference).</p>	<p>---&gt; AIMS</p> <p>---&gt; Stanford 10</p> <p>---&gt; District/School-level Benchmark Assessments, aligned with Arizona State Standards (GALILEO, DIBELS)</p> <p>---&gt; Survey Data</p>	<p>---&gt; Formal Evaluation Instrument 1 or 2</p> <p>---&gt; 3 Unannounced Walkthroughs Per Year</p>
<b>Percentage Criteria</b>	<b>33% - 50% of Evaluation Outcomes</b>	<b>33% - 50% of Evaluation Outcomes</b>	<b>50% - 67% of Evaluation Outcomes</b>

Evaluator Signature: \_\_\_\_\_

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

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

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

Mammoth-San Manuel Teacher Evaluation Tool

Addendum-Calculations

*Scale for Standard(Standards 1-7)*: Scale for standard is based on the presumption that an **equal or greater** points of the standard must be present to be given the label. For example: On standard 1, there are two standards which are given a maximum of 4 points each, hence the maximum award of 8 points. If there was given a total of 7 points to the standard then there would be equal weight of “highly effective” and “effective” scores present (one standard at 4 points and another at 3 points) thus 7 points would be in the “highly effective” range and would give the bottom score for that label. The same procedure would then be applied to each label to determine the low value for the range.

	2 standards	3 standards	4 standards	5 standards	6 standards	8 standards
HE	7 – 8	11 – 12	14 – 16	18 – 20	21 – 24	28 – 32
E	5 – 6	8 – 10	10 – 13	13 – 17	15 – 20	20 – 27
D	3 – 4	5 – 9	6 – 9	8 – 12	10 – 14	12 – 19
I	2	3 – 4	4 – 5	5 – 7	6 – 9	8 – 11

*Scale for Standard: Professional Attributes(Standards 9 & 10)*. Within this section points are all or nothing (a score of 3 or 0). The top 11 standards will determine if you meet effective or not. So 9 out of the 11 standards or 27-33 points is "EFFECTIVE"; 7 out of the 11 or 21-26 is "DEVELOPING"; less than 7 is "INEFFECTIVE". The bottom ten standards lead to being HIGHLY EFFECTIVE. You must demonstrate 3 or more from this section to have it count. Once 3 or more from this section have been met these scores will be added to the section subtotal (from the top 11). HE: 36-42; E: 27-35; D: 21-26; I: 0-20. **For purposes of the overall evaluation score these standards are worth a total of 42 points**

*Percentages for the Evaluation Tool*: This is taken from the total possible points(178) and the minimum total for each performance level.

max I	min D	Max D	min E	max E	min HE	total
2	3	4	5	6	7	8
5	6	9	10	13	14	16
7	8	12	13	17	18	20
9	10	14	15	21	21	24
4	5	7	8	10	11	12
4	5	7	8	10	11	12
4	5	7	8	10	11	12
11	12	19	20	27	28	32
20	21	26	27	35	36	42
66	75	105	114	149	157	178
37.1	42.1	59.0	64.0	83.7	88.2	

Standards percentages

I: 19-41	D: 42-63	E: 64-87	HE: 88-100
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*Formal Evaluation Worksheet percentages* : Remain consistent with the percentages from the Standards Worksheet.



# Mammoth-San Manuel School District

## Classroom Walkthrough Form

TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ WALKTHROUGH 1 2 3 TIME: \_\_\_\_\_

Objective States: \_\_\_\_\_

Yes

Higher order thinking verb (Bloom's)  
OR

How statement (how students will meet objective)

Do students know how they are going to meet the objective?

Yes

S1: \_\_\_\_\_

S2: \_\_\_\_\_

S3: \_\_\_\_\_

Is the teacher actively interacting with the students?

Yes

Circulating

One-on-one

Modeling

Whole group

Small group

Other: \_\_\_\_\_

Are the students engaged in the learning process? (80% needed)

Yes

Approx. % On Task: \_\_\_\_\_ Approx. % Off Task: \_\_\_\_\_

How are the students actively participating in learning?: \_\_\_\_\_

Yes

Is there evidence of classroom management in place? \_\_\_\_\_

Yes

Walkthrough Completed by: \_\_\_\_\_