Teacher Evaluation Process

Tucson Unified School District Model for Measuring Educator Effectiveness

Site/Department Orientation
July 29 – July 31, 2019
STATE STATUTE §15-537

- At least one actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the person observing the teacher.

- There shall be at least sixty calendar days between the first and last observations.

- Within ten business days after each observation, the person observing the teacher shall provide written feedback to the teacher.
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CONTINUATION OF REVISED FRAMEWORK
UNITARY STATUS PLAN
UNITARY STATUS PLAN

Section IV, H. 1. Evaluation

By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to:

- (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and
- (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students;
  - (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and
  - (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.

These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.
DOMAIN 1: Planning and Preparation

1b: Demonstrating Knowledge of Students

Teachers don’t teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. Teachers must also understand the research in the social and cultural context of teaching and learning that confirms that student learning is influenced by issues such as culture, race, ethnicity, gender, and social class. While there are patterns in cognitive, social, cultural, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources in the home and community to ensure that all students will be able to learn.

The elements of component 1b are:

- Knowledge of child and adolescent development
  *Children learn differently at different stages of their lives.*
- Knowledge of the learning process
  *Learning requires active intellectual engagement.*
- Knowledge of students’ skills, knowledge, English and dominant language proficiency, and home dialects.
  *What students are able to learn at any given time is influenced by their level of knowledge and skill.*
- Knowledge of students’ interests, cultural heritage, and their community and family funds of knowledge.
  *Children’s backgrounds influence their learning.*
- Knowledge of students’ special needs
  *Children do not all develop in a typical fashion.*

Indicators include:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned by teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their perspectives about the curriculum
- Database of students with special needs
**1b: Knowledge of Students**

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<thead>
<tr>
<th>Proficient</th>
<th>Distinguished</th>
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<td>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources about students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</td>
<td>Teacher actively seeks and acquires information about students’ levels of development and their racial, ethnic, cultural, and linguistic backgrounds. Students have lives beyond the classroom, and teachers include students’ families and community members in instructional planning. They also systematically acquire knowledge of students’ English language proficiency and home dialects.</td>
</tr>
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# 1F Assessment

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<td>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. <strong>Teacher intends to use assessment results to plan for future instruction to minimize the achievement gap for groups of students.</strong></td>
<td>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students, and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. <strong>Teacher uses assessment results to modify or adapt instruction as needed to ensure student understanding. Teacher plans future instruction and assessments that address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.</strong></td>
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### 3C: Engaging Students in Learning

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<td>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>Virtually all students are intellectually engaged in challenging culturally relevant content, through well-designed learning tasks and activities that require complex thinking, and The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry, and student contributions leading to the exploration of important content and future learning; students serve as cultural resources for one another. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Different and flexible grouping options are used for specific purposes and students of similar backgrounds and skills are not consistently grouped with the same classmates.</td>
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UNITARY STATUS PLAN

Section IV, H. 1. Evaluation

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- (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and
- (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students;

(ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and

- (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.

These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.
What is an ‘A’ or ‘B’ Teacher in TUSD?

- K-2 ‘A’ Teachers:
  - An ‘A’ teacher is any K-2 teacher with fall and spring DIBELS or DRA scores. Grades K-2 will use the DIBELs, DRA or some other assessment to compare the fall results to the spring results.
WHAT IS AN ‘A’ OR ‘B’ TEACHER IN TUSD?

- **3-10 ‘A’ Teachers:**
  
  - An ‘A’ teacher is also any teacher who teaches math or ELA in grades 3 – 10. Elementary teachers in grades 3 – 5 are ‘A’ teachers because they teach both math and ELA. All math and ELA teachers in grades 6 – 10 are ‘A’ teachers.

  - **ELA:** Grades 3 – 8 are used because they are assessed by AzMERIT and Grades 9 – 10 are used because they are assessed by the Pre-Post test.
  
  - **Math:** Grades 3 – 8 are used because they are assessed by AzMERIT. Grades 9 – 10 are used because they are assessed by the Pre-Post.
WHAT IS AN ‘A’ OR ‘B’ TEACHER IN TUSD?

- All ‘B’ Teachers

- A ‘B’ teacher is any teacher who is not an ‘A’ teacher. For example, if you are a 6th grade science teacher, you are considered a ‘B’ teacher. If you are a 12th grade AP chemistry teacher, you are considered a ‘B’ teacher. The ‘B’ teachers will be assigned growth points based on the school or the district average.
Student Growth Data

- High Growth = 33
- Above Average Growth = 28
- Average Growth = 22
- Below Average Growth = 17
- Low Growth = 11
‘A’ Teacher Point Calculation

- ‘A’ teachers with 15 students or more with 2 years of AzMERIT data for grades 3 - 8 or a Pre and Post score for grades 9 – 10 will receive their own score.
  - Grades K - 2: Scores are for ELA only
  - Grades 3 – 5: Scores are the average of the ELA and Math scores per teacher
  - Grades 6 – 10: Scores are from the subject (ELA or Math) specific to that teacher
- ‘A’ teachers in grades 3 – 10 with fewer than 15 students will receive the school subject mean in which they teach.
- ‘A’ teachers in grades K – 2 with fewer than 15 students with fall and spring DIBELS or DRA scores will receive the DIBELS/DRA ELA mean.
‘B’ Teacher Point Calculation

- ‘B’ teachers who support math (math interventionist, AP calculus teacher, etc.) will receive the school math mean.
- ‘B’ teachers who support ELA (literacy specialist, AP English lit, etc.) will receive the school ELA mean.
- ‘B’ teachers who do not support ELA or math (PE teacher, art teacher, science teacher, etc.) will get the school mean which is a combination of the math and ELA mean.
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Evaluation Components

Figure 4. Breakdown by Percent of the Four Components in the Teacher Model

- 56% Danielson
- 33% Academic Growth
- 10% Student Survey
- 1% Self Reflection
# Grades K-12 Distribution of Points

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<th>Current Max Raw Points</th>
<th>Desired Max Points</th>
<th>Scaling Factor*</th>
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<tr>
<td>Danielson</td>
<td>88</td>
<td>56</td>
<td>.636</td>
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<tr>
<td>Academic Growth</td>
<td>3</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Student Survey</td>
<td>4</td>
<td>10</td>
<td>2.50</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
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*Scaling Factors are derived by dividing the Desired Points by the Maximum Points.*
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**Final Performance Classification**

- Distinguished = 79 to 100 points
- Effective = 61 to 78 points
- Developing = 47 to 60 points
- Ineffective = 46 or fewer points
Charlotte Danielson’s FRAMEWORK FOR TEACHING

### DOMAIN 1: Planning and Preparation

**1a** Demonstrating Knowledge of Content and Pedagogy
- Content knowledge
- Prerequisite relationships
- Content pedagogy

**1b** Demonstrating Knowledge of Students
- Child development
- Learning process
- Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

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

**1d** Demonstrating Knowledge of Resources
- For classroom
- To extend content knowledge
- For students

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

**1f** Designing Student Assessments
- Congruence with outcomes
- Criteria and standards
- Formative assessments
- Use for planning

### DOMAIN 2: The Classroom Environment

**2a** Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

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

**2c** Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

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

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

### DOMAIN 3: Instruction

**3a** Communicating With Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

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

**3c** Engaging Students in Learning
- Activities and assignments
- Student groups
- Instructional materials and resources
- Structure and pacing

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

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

### DOMAIN 4: Professional Responsibilities

**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
- About instructional program
- About individual students
- Engagement of families in instructional program

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

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

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

www.danielsongroup.org
Charlotte Danielson’s FRAMEWORK FOR TEACHING

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1a Demonstrating Knowledge of Content and Pedagogy
   • Content knowledge • Prerequisite relationships • Content pedagogy
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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
   • About instructional program • About individual students
   • Engagement of families in instructional program
4d Participating in a Professional Community
   • Relationships with colleagues • Participation in school projects
   • Involvement in culture of professional inquiry • Service to school
4e Growing and Developing Professionally
   • Enhancement of content knowledge and pedagogical skill
   • Receptivity to feedback from colleagues • Service to the profession
4f Showing Professionalism
   • Integrity/ethical conduct • Service to students • Advocacy
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Teacher Evaluation Workflow

**TUSD Teacher Evaluation Workflow**

**Step 1**
Beginning of the year and pre-conference held by end of 1st Quarter – Start Domain 1

**Pre-assessment administered (September)**

**Step 2**
Teacher Self-Review completed by December 1st

**Step 3**
1st Observation for all teachers **must** be completed by December 1st

**Step 4**
Post-Conference with written feedback **must** be held within 10 business days of observation

**Step 5**
For teachers who score 30 or more points in Domains 2 & 3, may request a second observation

**Step 5A**
For teachers who score less than 30 points on Domains 2 & 3, schedule a 2nd pre-conference and begin the observation cycle again. (A second or subsequent observations is required)

**Step 6**
2nd and subsequent Observations **must** be completed by May 1st

**Post-assessment administered (March)**

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**Step 8**
Finish Domain 1, complete Domain 4 and the summary conferences form. Hold final conference, sign and date the summary by May 15th. Evaluation is complete!
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Step 5B
(If applicable)

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EVALUATION MANAGEMENT PLATFORM

MY LEARNING PLAN
Tucson Unified is where Students love to Learn Teachers love to Teach and People love to Work We are Team TUSD