

Teacher Evaluation System

Flowing Wells School District

2016-2017

Flowing Wells School District

EVALUATION SYSTEM FOR TEACHERS

Evaluation of classroom teachers and other certificated non-administrative staff shall be based on Policy GCO, Regulations GCO-RA and GCO-RB, and the procedures outlined in this document.

As set out below, the District's Evaluation Instrument includes the required elements of the model framework for a teacher evaluation instrument as specified by the Arizona Department of education pursuant to A.R. S. §15-203(A)(38).

The term "teacher" as used in this Evaluation System refers to teachers and school counselors.

1. Performance Classifications

In alignment with labels adopted by the Arizona State Board of Education ("State Board of Education"), the District's Evaluation Instrument shall use Performance Classifications of "Highly Effective", "Effective", "Developing", or "Ineffective", defined as follows (the term "teacher" refers to classroom teachers and other certificated Non-administrative Staff Members):

Highly Effective: A Highly Effective teacher consistently exceeds expectations. This teacher's students generally make exceptional levels of academic progress. The Highly Effective teacher demonstrates mastery of the State Board of Education adopted professional teaching standards, as determined by at least two classroom observations.

Effective: An Effective teacher consistently meets expectations. This teacher's students generally make satisfactory levels of academic progress. The Effective teacher demonstrates competency in the State Board of education adopted professional teaching standards, as determined by at least two classroom observations.

Developing: A Developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally make 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 at least two classroom observations. The Developing classification is not intended to be assigned to new or newly-reassigned teachers for more than two consecutive years. A veteran teacher is a teacher with three or more years of experience. A new teacher is a teacher new to the profession with less than three years of experience. A newly reassigned teacher is a teacher who has been newly assigned to a grade, a content area or a school.

Ineffective: An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally make unacceptable levels of academic progress. The Ineffective teacher demonstrates unacceptable levels of academic progress. The Ineffective teacher demonstrates minimal competency in the state Board of education adopted professional teaching standards, as determined by at least two classroom observations.

2. Student Academic Progress – Student Action Plan (Exhibit A)

The District's Evaluation System includes a Student Action Plan, which uses quantitative data to document a teacher's student academic progress. See Exhibit A. A teacher's Student Action Plan shall account for thirty-three percent (33%) of a teacher's Overall Evaluation Classification.

3. Professional Teaching Standards Observation Instrument (Exhibits B-1, B-2, and B-3)

The District's Evaluation System includes two formal observations. After each formal observation a teacher's evaluator shall complete an Observation Instrument that measures the teacher's level of achievement of professional teaching standards. See Exhibit B-1 or B-2 (counselor observation instrument). The outcome on a teacher's second or final Observation Instrument shall account for sixty-seven (67%) of a teacher's Overall Evaluation Classification. See Exhibit B-3 for Definitions of Performance Standards.

A teacher's Observation Instrument outcome shall be:

- Highly Effective if he or she receives all marks of Meets Performance Standards.
- Effective if, except for one or two marks of Needs Improvement, he or she receives all marks of Meets Performance Standards.
- Developing if, except for three marks of Needs Improvement, he or she receives marks of all Meets Performance Standards.
- Ineffective if he or she receives four or more marks of Needs Improvement and/or one or more marks of Unsatisfactory.

4. A Teacher's Overall Evaluation Classification (Exhibit C)

The Evaluation Instrument shall determine a teacher's Overall Evaluation Classification, which may be Highly Effective, Effective, Developing, or Ineffective. A teacher's Overall Evaluation Classification is determined by combining the teacher's Professional Teaching Standards Component outcome/score (representing 67% of the overall Evaluation Instrument's outcome/score) and the teacher's Student Academic Progress Component outcome/score (representing 33% of the overall Evaluation Instrument's outcome/score).

5. Inadequate Classroom Performance

A teacher's classroom performance is inadequate if:

- a. During any school year, the certificated teacher receives either:
 - An Observation Instrument outcome of Ineffective, or
 - An overall Evaluation Classification of Ineffective

Or

- b. During each of two consecutive school years, the certificated teacher receives either:
 - An Observation Instrument outcome of Ineffective or Developing, or
 - An overall Evaluation Classification of Ineffective or Developing.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

Nothing in this paragraph limits the District's ability to issue a Preliminary Notice of Inadequate Classroom Performance to a teacher in any year.

6. Continuing and Probationary Teachers

a. Continuing Teacher

- The term "continuing teacher" is defined in A.R.S. §15-538.01(D). A continuing teacher is a teacher who:
- Has been employed by the District for more than the major portion of three consecutive school years, and
- Did not receive an Overall Evaluation Classification of Ineffective for the previous school year.

b. Probationary Teacher

The term "probationary teacher" is defined in A.R.S. §15-536. A probationary teacher is a teacher who is not a continuing teacher. A continuing teacher who, in a given school year, receives an Overall Evaluation Classification of Ineffective becomes a probationary teacher as of the subsequent school year and remains a probationary teacher until that teacher's Overall Evaluation Classification is either Effective or Highly Effective or the teacher is nonrenewed.

7. Decision not to Perform a Second Classroom Observation

The Professional Teaching Standards Component of the Evaluation Instrument normally requires at least two formal classroom observations forty-five (45) instructional days apart. However, for a continuing teacher, if after one observation the evaluator determines that the continuing teacher's Observation Instrument outcome is Effective or Highly Effective, the evaluator may choose to complete the teacher's Evaluation Instrument without performing a second classroom observation if:

- The evaluator notifies the teacher of the evaluator's decision to complete the Evaluation Instrument without performing a second classroom observation, and
- Within five (5) school days thereafter, the teacher does not submit a written request that the evaluator conduct a second evaluation.

8. Incentives for Teachers in the Highest Performance Classification

Incentives for teachers who receive an Overall Evaluation Classification of Highly Effective shall be: continuing teachers who receive an Overall Evaluation Classification of Highly Effective, when observed using the Observation Instrument (Exhibit B-1 or B-2) will be observed for the subsequent two (2) school years using the Alternative form (Exhibits D-1 and D-2) of the Observation Instrument.

Protections for Teachers

Incentives for a teacher who receives an Overall Evaluation Classification of Highly Effective or Effective to voluntarily transfer to a school that is assigned a letter grade of D or F shall be: the teacher's Overall Evaluation Classification shall not be negatively impacted by the teacher's outcome on his or her Student Action Plan for two school years--the school year that the teacher moves to the school and the succeeding school year.

Protections for a teacher who is District transferred to a school that is assigned a letter grade of D or F shall be: the teacher's Overall Evaluation Classification shall not be negatively impacted by the teacher's outcome on his or her Student Action Plan for two school years--the school year that the teacher is transferred and the succeeding school year.

Protections for a teacher if the principal of a school is designated as ineffective shall be: the teacher's Overall Evaluation Classification shall not be negatively impacted by the teacher's outcome on his or her Student Action Plan for two school years--the school year that the principal is designated as ineffective and the succeeding school year. Also the teacher may request an evaluator other than the principal.

Exhibit A
FLOWING WELLS SCHOOL DISTRICT
STUDENT ACTION PLAN

Teacher: _____	Year: _____	Proposal Due Date: _____ (Proposal will be returned with feedback within 10 calendar days)
School: _____	Grade Level: _____	
Administrator: _____	Content Area: _____	Final Due Date: _____ (Final project will be discussed during Overall Evaluation Conference)

A. Proposal

Target Population: _____ Student Action Plan Objective: _____ _____ _____ _____ Rationale (Base your explanation on state assessment outcomes and/or other student achievement data): _____ _____ _____ _____ _____ Assessment Method (i.e., teacher-created pre/post, rubric type, etc.): _____ _____ _____ Target Start Date: _____ Target End Date: _____ (Note: Minimum Student Action Plan duration is twelve weeks of student participation, including the pre- and post-assessment administrations)	<p style="text-align: center;">Prior Year State Assessment</p> <p style="text-align: center;">(% of Students who Met or Exceeded the Standard)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Class-room</th> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">School</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Grade</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">ELA</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Math</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Science</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> School Data: List avg. percentages for your site. Grade Level Data: List data for your grade level or for the grade level in which your project will occur. Classroom Data: List your data, if available. 		Class-room	Grade Level	School	Year				Grade				ELA				Math				Science			
	Class-room	Grade Level	School																						
Year																									
Grade																									
ELA																									
Math																									
Science																									

B. Administrator Feedback (regarding Proposal)

___ This proposal is approved for implementation. ___ Revisions are required (see notes at right). Please revise and submit a clean copy of this form for administrator approval and signature.	<p style="text-align: center;">Revision Notes</p> _____ _____ _____
Administrator Signature: _____	Date: _____

The teacher is responsible for retaining and re-submitting the final version of this form upon completion of the Student Action Plan.

C. Outcomes and Reflection

(To be completed and submitted by the teacher on or before the "Final Due Date" listed on side one of this form.)

Avg. Pre-Test Score	Avg. Post-Test Score	% of Students Demonstrating Growth from Pre- to Post-Test

Discussion of student outcomes and prior year State scores: _____

List three strengths that led to positive outcomes in student growth...

List three refinements that could lead to improved student growth in the future...

D. Student Academic Progress Classification

(To be completed by the administrator prior to completion of Overall Evaluation Meeting.)

Part 1: Prior Year AZ School Report Card Label (or comparable school rating)	Part 2: Student Action Plan Rating (Check each that applies)
D or F 1 point	<input type="checkbox"/> (1 point) At least 80% of students participating in the pre- and post-assessments demonstrate growth.
C 2 points	<input type="checkbox"/> (1 point) Student work products provide evidence to support and illustrate above-mentioned growth.
B 3 points	<input type="checkbox"/> (1 point) Student work products from pre- to post-assessment demonstrate appropriate planning and scaffolding.
A 4 points	<input type="checkbox"/> (1 point) Student work products from the Action Plan post-assessment demonstrate appropriate levels of rigor.
Avg. Total Points ($\frac{\text{Part 1} + \text{Part 2}}{2}$) = _____ Points	(4 points possible; decimals round up to nearest whole number) 1 pt: Ineffective 2 pts: Developing 3 pts: Effective 4 pts: Highly Effective

Administrator Comments: _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

**Exhibit B-1
Flowing Wells School District
Observation Instrument
Professional Teaching Standards**

Teacher: _____

Administrator: _____

Date of Observation: _____

School: _____

Room: _____ Period: _____ Time: _____ Subject: _____

Status: Probationary Continuing

This documentation is based on formal and informal observations throughout the school year.

Legend

X = Meets Performance Standards

I = Needs Improvement – Minor Deficiencies
Improvement is required to meet performance standards.

U = Unsatisfactory – Major Deficiencies
Improvement is required to meet performance standards.

N = Not observed/Not Appropriate

I. Classroom Management and Procedures

- _____ 1. Develops physical environment conducive to effective learning.
- _____ 2. Plans and organizes effective learning activities.
- _____ 3. Uses time, equipment, available technology, materials, and facilities appropriately.
- _____ 4. Maintains accurate, complete records as required by law, district policy, and administrative regulation.
- _____ 5. Provides appropriate supervision of students.
- _____ 6. Communicates and reinforces expectations for appropriate classroom behavior.
- _____ 7. Demonstrates ability to work with individuals, small groups, or large groups as determined by instructional objectives.

II. Interpersonal Skills

- _____ 1. Develops teacher-student rapport and respect.
- _____ 2. Demonstrates patience, tact, and understanding.
- _____ 3. Shows consideration and fairness.
- _____ 4. Recognizes and fosters each pupil's positive self-concept.
- _____ 5. Maintains a positive and stimulating learning environment.

Exhibit B-1 Observation Instrument - Teacher

Teacher: _____ Administrator: _____ Date: _____

III. Planning and Instruction

- _____ 1. Demonstrates effective short and long-term instructional planning utilizing student data.
- _____ 2. Identifies, plans, and provides instruction and assessments to achieve selected objectives at appropriate levels of thinking.
- _____ 3. Uses varied instructional techniques so that all students can attain the objectives.
- _____ 4. Provides relevant instruction which connects the reason and value for learning the objectives.
- _____ 5. Provides an appropriate focus for students at the beginning of learning objectives and addresses prior knowledge.
- _____ 6. Teaches to the learning objectives which correlate to state and district standards.
- _____ 7. Provides for a high degree of task focus and time on relevant tasks.
- _____ 8. Uses effective question and answer techniques.
- _____ 9. Provides appropriate examples of correct performance for students.
- _____ 10. Gives clear directions and explanations related to lesson(s).
- _____ 11. Assesses student learning throughout the learning process.
- _____ 12. Provides sufficient teacher-directed and independent practice with checking to ensure that students are successful and accountable.
- _____ 13. Provides specific and appropriate feedback in a variety of ways during instruction.
- _____ 14. Uses a variety of methods to summarize learning.

IV. Content Knowledge and Professionalism

- _____ 1. Engages in professional development for content and instructional strategies.
- _____ 2. Demonstrates competency in content.
- _____ 3. Seeks and shares professional ideas.
- _____ 4. Acts in accordance with defined teacher responsibilities and learners' rights, both legal and professional.
- _____ 5. Collaborates with building and district personnel in meeting student needs.
- _____ 6. Demonstrates effective strategies for parent teacher communication.
- _____ 7. Demonstrates effective written and oral expression.

Exhibit B-1 Observation Instrument - Teacher

Teacher: _____ Administrator: _____ Date: _____

OBSERVATION OUTCOME

<p align="center"><i>Ineffective</i> Four or more marks of Needs Improvement and/or one or more marks of Unsatisfactory</p>	<p align="center"><i>Developing</i> Except for three marks of Needs Improvement, all marks of Meets Performance Standards</p>	<p align="center"><i>Effective</i> Except for one or two marks of Needs Improvement, all marks of Meets Performance Standards</p>	<p align="center"><i>Highly Effective</i> All marks of Meets Performance Standards</p>
_____	_____	_____	_____

Comments:

Instructional Improvement Plan: A.R.S. § 15-537 (H)

- **Recommendations for a teacher whose performance is in need of improvement but is not Inadequate Classroom Performance:**
- **Instructional Improvement Plan for a teacher with Inadequate Classroom Performance:**

Signed: _____ Teacher Date: _____

I have read and received a copy of this report and acknowledge that I have the right to attach a written response to this report.

Signed: _____ Administrator Date: _____

Original: Personnel File 1st Copy: Individual 2nd Copy: School

Exhibit B-2
Flowing Wells Schools
Observation Instrument
Professional School Counseling Standards

Counselor: _____

Evaluator: _____

Date(s) of Observation(s): _____

School: _____

Status: Probationary

Continuing

This evaluation is based on formal and informal observations throughout the school year.

Legend

X = Meets Performance Standards

I = Needs Improvement – Minor Deficiencies
Improvement is required to meet performance standards.

U = Unsatisfactory – Major Deficiencies
Improvement is required to meet performance standards.

N = Not Observed/Not Appropriate

I. Counseling Program Planning, Organization and Delivery

- _____ 1. Designs program to meet the needs of the school.
- _____ 2. Demonstrates positive interpersonal relationships with students.
- _____ 3. Demonstrates positive interpersonal relationships with staff.
- _____ 4. Demonstrates positive interpersonal relationships with parents/guardians.
- _____ 5. Designs and follows a time management plan.

II. Guidance Curriculum Implementation

- _____ 1. Supports Arizona Academic standards through the application and integration of Arizona standards.
- _____ 2. Demonstrates effective use of essential elements of instruction in the classroom.
- _____ 3. Uses effective classroom management strategies.

III. Individual Student Planning

- _____ 1. Engages students to establish academic, personal/social and career goals as a means to connect education to their futures.
- _____ 2. Demonstrates accurate and appropriate interpretation of assessment data and presentation of relevant, unbiased information.

Exhibit B-2 Observation Instrument – Counselor

Counselor _____ Evaluator _____ Date(s) _____

IV. Responsive Services

- _____ 1. Counsels individual students and small groups of students with identified needs or concerns.
- _____ 2. Consults effectively with parents/guardians, teachers, administrators and other relevant individuals.
- _____ 3. Implements an effective referral process.
- _____ 4. Supports the implementation of a crisis response plan.

V. Systems Support

- _____ 1. Participates in educational professional development.
- _____ 2. Completes additional assigned responsibilities as appropriate.

VI. Student Progress Monitoring

- _____ 1. Monitors every student's progress on his/her assigned caseload.
- _____ 2. Implements monitoring systems appropriate to the school and student.
- _____ 3. Develops appropriate interventions for students as needed and monitors their progress.

VII. Yearly Program Audit

- _____ 1. Participates in a yearly program audit to determine the progress of the school counseling program and determine if changes are needed.
- _____ 2. Uses student achievement and achievement-related data for program modification.
- _____ 3. Assesses, analyzes, interprets, disaggregates and presents process, perception and results data.

VIII. Advocacy and Collaboration

- _____ 1. Promotes academic success of every student.
- _____ 2. Promotes equity and access for every student.
- _____ 3. Maintains professionalism in all areas, including work habits, relationships, utilizing technology, attending meetings and following ASCA Ethical Guidelines.
- _____ 4. Uses advocacy and collaborative skills to create systemic change and improve academic and career success of all students.

Exhibit B-2 Observation Instrument – Counselor

Counselor _____ Evaluator _____ Date(s) _____

OBSERVATION OUTCOME

<p align="center"><i>Ineffective</i></p> <p align="center">Four or more marks of Needs Improvement and/or one or more marks of Unsatisfactory</p>	<p align="center"><i>Developing</i></p> <p align="center">Except for three marks of Needs Improvement, all marks of Meets Performance Standards</p>	<p align="center"><i>Effective</i></p> <p align="center">Except for one or two marks of Needs Improvement, all marks of Meets Performance Standards</p>	<p align="center"><i>Highly Effective</i></p> <p align="center">All marks of Meets Performance Standards</p>
_____	_____	_____	_____

Comments:

Instructional Improvement Plan: A.R.S. § 15-537 (H)

- **Recommendations for a counselor whose performance is in need of improvement but is not Inadequate Classroom Performance:**
- **Instructional Improvement Plan for a counselor with Inadequate Classroom Performance:**

Signed: _____ Counselor Date: _____

I have read and received a copy of this evaluation report and acknowledge that I have the right to attach a written response to this report.

Signed: _____ Evaluator Date: _____

Original: Personnel File 1st Copy: Individual 2nd Copy: School

Exhibit B-3
DEFINITIONS OF PERFORMANCE STANDARDS

I. CLASSROOM MANAGEMENT AND PROCEDURES

1. Develops physical environment conducive to learning.

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.
- The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their area of interest.
- 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.

2. Plans and organizes effective learning activities.

- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each students' learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- The teacher takes responsibility for aligning instruction and assessment with learning goals.

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and contents standards, and are relevant to learners.
 - The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
 - The teacher takes professional responsibility to use short- and long- term planning as a means of assuring student learning.
 - The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
 - 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).
 - The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
3. Uses equipment, available technology, materials, and facilities appropriately.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
 - The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
 - The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
 - The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
 - The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
 - The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
 - The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
4. Maintains accurate, complete records as required by law, district policy, and administrative regulations.
- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
 - The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
 - The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. Provides appropriate supervision of students.
- The teacher maintains effective student supervision as defined by district policy.
6. Communicates and reinforces expectations for appropriate classroom behavior.
7. Demonstrates ability to work with individuals, small groups, or large groups as determined by instructional objectives.

- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

II. INTERPERSONAL SKILLS

1. Develops teacher-student rapport and respect.

- The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- The teacher makes learners feel valued and helps them learn to value each other.
- The teacher is a thoughtful and responsive listener and observer.
- The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

2. Demonstrates patience, tact, and understanding.

- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each students' learning needs and to develop differentiated learning experiences.
- The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

3. Shows consideration and fairness.

- The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
 - The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
4. Recognizes and fosters each pupil's positive self-concept.
- The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
 - The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. Maintains a positive and stimulating learning environment.
- The teacher knows how to contribute to a common culture that supports high expectations for student learning.

III. PLANNING AND INSTRUCTION

1. Demonstrates effective short and long-term instructional planning utilizing student data.
- The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.
 - The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
 - The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
 - The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
2. Identifies, plans, and provides instruction and assessments to achieve selected objectives at appropriate levels of thinking.
- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
 - The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
 - The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
 - The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
 - The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
 - The teacher evaluates and modifies instruction resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

- The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
 - The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
 - The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
 - The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
 - The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
 - The teacher develops appropriate sequencing of learning experiences and provides multiple as to demonstrate knowledge and skill.
 - The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
 - Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
 - The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
 - The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
3. Uses varied instructional techniques so that all students can attain the objectives.
- The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.
 - The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
 - The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
 - The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
 - The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
 - The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
 - The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
 - The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
 - The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
 - The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
 - The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
 - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
4. Provides relevant instruction which connects the reason and value for learning the objectives.
 - The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
 - The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
 - The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
 5. Provides an appropriate focus for students at the beginning of learning objectives and addresses prior knowledge.
 - The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
 - The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
 - The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
 - The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
 6. Teaches to the learning objectives which correlate to state and district standards.
 - The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
 - The teacher develops and implements supports for learner literacy development across content areas.
 - The teacher knows when and how to evaluate and report learner progress against standards.
 - The teacher understands content and content standards and how these are organized in the curriculum.
 - The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
 7. Provides for a high degree of task focus and time on relevant task.
 - The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

- 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.
 - The teacher engages all learners in developing higher order questions skills and metacognitive processes.
 - The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
8. Uses effective question and answer techniques.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
 - The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
 - The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
 - The teacher knows when and how to adjust plans based on assessment information and learner responses.
9. Provides appropriate examples of correct performance for students.
- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
10. Gives clear directions and explanations related to lesson (s).
- The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
 - 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.
11. Assesses student learning throughout the learning process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
 - The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
 - The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
 - The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
 - The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
 - The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
 - The teacher knows when and how to evaluate and report learner progress against standards.
 - The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

- The teacher is committed to engaging learners actively in assessment process and to developing each learner's capacity to review and communicate about their own progress and learning.
 - The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
12. Provides sufficient teacher directed and independent practice with checking to ensure that students are successful and accountable.
- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
 - The teacher creates opportunities for students to learn, practice, and master academic language in their content.
 - The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
13. Provides specific and appropriate feedback in a variety of ways during instruction.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
14. Uses a variety of methods to summarized learning.

IV. CONTENT KNOWLEDGE AND PROFESSIONALISM

1. Engages in professional development for content and instruction study.
- The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
 - The teacher accesses school and/or district-based resources to evaluate the learner's content-knowledge in their primary language.
 - The teacher has a deep knowledge of student content standards and learning progressions in disciplines(s) s/he teaches.
 - The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
 - The teacher understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s)s/he teaches.
 - The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
 - The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
 - The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
 - The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
 - The teacher understands the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

- The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
 - The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
 - The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
 - The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
 - The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
 - The teacher uses and generates meaningful research on education issues and policies.
 - The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
 - The teacher takes responsibility for contributing to and advancing the profession.
 - The teacher embraces the challenge of continuous improvement and change.
 - The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
 - The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. Demonstrates competency in content.
- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
 - The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
 - The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
 - The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
 - The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
 - The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
 - The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
 - The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
 - The teacher understands creative thinking processes and how to engage learners in producing original work.
 - The teacher know where and how to access resources to build global awareness and understanding, and how to integrate them into curriculum.

- The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school-and system-wide priorities.
3. Seeks and shares professional ideas.
- The teacher seeks to foster respectful communication among all members of the learning community.
 - The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
 - The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
 - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
 - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
 - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
 - The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
 - The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
 - Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
 - The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
4. Acts in accordance with defined teacher responsibilities and learners' rights, both legal and professional.
- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
 - The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
 - The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. Collaborates with building and district personnel in meeting student needs.
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to support language acquisition.
 - The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
 - The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
 - The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
 - The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
6. Demonstrates effective strategies for parent teacher communication
- The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
 - The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
7. Uses correct written and oral expression.

Exhibit C
FLOWING WELLS SCHOOL DISTRICT
OVERALL EVALUATION CLASSIFICATION

Teacher School

Administrator Grade/Subject Year

- Attach observation Instrument and circle Observation Instrument Outcome:

Ineffective Developing Effective Highly Effective

- Attach Student Action Plan and circle Student Action Plan Outcome: 1 2 3 4

		OBSERVATION INSTRUMENT OUTCOME Professional Teaching Standards (67% of Overall Evaluation)			
STUDENT ACTION PLAN OUTCOME Student Academic progress (33% of Overall Evaluation)		<i>Ineffective</i> 2 Points Four or more marks of Needs Improvement and /or one or more marks of Unsatisfactory	<i>Developing</i> 4 Points Except for three marks of Needs Improvement, all marks of Meets Performance Standards	<i>Effective</i> 6 Points Except for one or two marks of Needs Improvement, all marks of Meets Performance Standards	<i>Highly Effective</i> 8 Points All marks of Meets Performance Standards, or Alternative Status
	1 Point	Ineffective 3 Points	Ineffective 5 Points	Developing 7 Points	Effective 9 Points
	2 Points	Ineffective 4 Points	Developing 6 Points	Effective 8 Points	Highly Effective 10 Points
	3 Points	Ineffective 5 Points	Developing 7 Points	Effective 9 Points	Highly Effective 11 Points
	4 Points	Developing 6 Points	Effective 8 Points	Highly Effective 10 Points	Highly Effective 12 Points

TEACHER'S OVERALL EVALUATION CLASSIFICATION

Ineffective	Developing	Effective	Highly Effective
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Administrator's Signature Date _____

Teacher's Signature Date _____

Exhibit D-1
Flowing Wells School District
Observation Instrument (Alternative)
Professional Teaching Standards

Teacher: _____

Administrator: _____

Date of Observation: _____

School: _____

Room: _____ Period: _____ Time: _____ Subject: _____

Status: Continuing (Alternative)

This documentation is based on formal and informal observations throughout the school year.

Legend	
+	= Evident
—	= Not Evident

I. Classroom Management and Procedures

- _____ 1. Develops physical environment conducive to effective learning.
- _____ 2. Plans and organizes effective learning activities.
- _____ 3. Uses time, equipment, available technology, materials, and facilities appropriately.
- _____ 4. Maintains accurate, complete records as required by law, district policy, and administrative regulation.
- _____ 5. Provides appropriate supervision of students.
- _____ 6. Communicates and reinforces expectations for appropriate classroom behavior.
- _____ 7. Demonstrates ability to work with individuals, small groups, or large groups as determined by instructional objectives.

III. Planning and Instruction

- _____ 1. Demonstrates effective short and long-term instructional planning utilizing student data.
- _____ 2. Identifies, plans, and provides instruction and assessments to achieve selected objectives at appropriate levels of thinking.
- _____ 3. Uses varied instructional techniques so that all students can attain the objectives.
- _____ 4. Provides relevant instruction which connects the reason and value for learning the objectives.
- _____ 5. Provides an appropriate focus for students at the beginning of learning objectives and addresses prior knowledge.
- _____ 6. Teaches to the learning objectives which correlate to state and district standards.
- _____ 7. Provides for a high degree of task focus and time on relevant tasks.

**Exhibit D-2
Flowing Wells Schools
Observation Instrument (Alternative)
Professional School Counseling Standards**

Counselor: _____

Evaluator: _____

Date(s) of Observation(s): _____

School: _____

Status: Probationary

Continuing

This evaluation is based on formal and informal observations throughout the school year.

Legend
+ = Evident
— = Not Evident

I. Counseling Program Planning, Organization and Delivery

- _____ 1. Designs program to meet the needs of the school.
- _____ 2. Demonstrates positive interpersonal relationships with students.
- _____ 3. Demonstrates positive interpersonal relationships with staff.
- _____ 4. Demonstrates positive interpersonal relationships with parents/guardians.
- _____ 5. Designs and follows a time management plan.

II. Guidance Curriculum Implementation

- _____ 1. Supports Arizona Academic standards through the application and integration of Arizona standards.
- _____ 2. Demonstrates effective use of essential elements of instruction in the classroom.
- _____ 3. Uses effective classroom management strategies.

III. Individual Student Planning

- _____ 1. Engages students to establish academic, personal/social and career goals as a means to connect education to their futures.
- _____ 2. Demonstrates accurate and appropriate interpretation of assessment data and presentation of relevant, unbiased information.

Exhibit D-2 Alternative Observation Instrument – Counselor

Counselor _____ Evaluator _____ Date(s) _____

IV. Responsive Services

- _____ 1. Counsels individual students and small groups of students with identified needs or concerns.
- _____ 2. Consults effectively with parents/guardians, teachers, administrators and other relevant individuals.
- _____ 3. Implements an effective referral process.
- _____ 4. Supports the implementation of a crisis response plan.

V. Systems Support

- _____ 1. Participates in educational professional development.
- _____ 2. Completes additional assigned responsibilities as appropriate.

VI. Student Progress Monitoring

- _____ 1. Monitors every student's progress on his/her assigned caseload.
- _____ 2. Implements monitoring systems appropriate to the school and student.
- _____ 3. Develops appropriate interventions for students as needed and monitors their progress.

VII. Yearly Program Audit

- _____ 1. Participates in a yearly program audit to determine the progress of the school counseling program and determine if changes are needed.
- _____ 2. Uses student achievement and achievement-related data for program modification.
- _____ 3. Assesses, analyzes, interprets, disaggregates and presents process, perception and results data.

VIII. Advocacy and Collaboration

- _____ 1. Promotes academic success of every student.
- _____ 2. Promotes equity and access for every student.
- _____ 3. Maintains professionalism in all areas, including work habits, relationships, utilizing technology, attending meetings and following ASCA Ethical Guidelines.
- _____ 4. Uses advocacy and collaborative skills to create systemic change and improve academic and career success of all students.

Exhibit D-2 Alternative Observation Instrument – Counselor

Counselor _____ **Evaluator** _____ **Date(s)** _____

Comments:

Signed: _____ Counselor Date: _____

I have read and received a copy of this evaluation report and acknowledge that I have the right to attach a written response to this report.

Signed: _____ Evaluator Date: _____

Original: Personnel File

1st Copy: Individual

2nd Copy: School