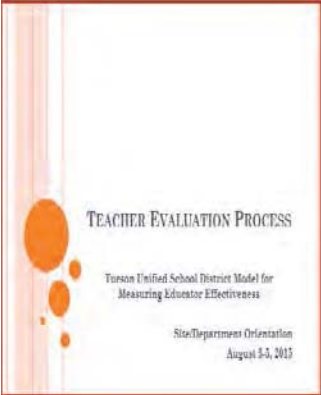
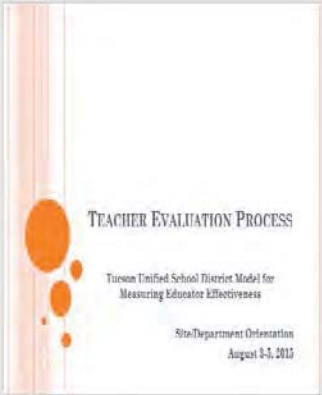

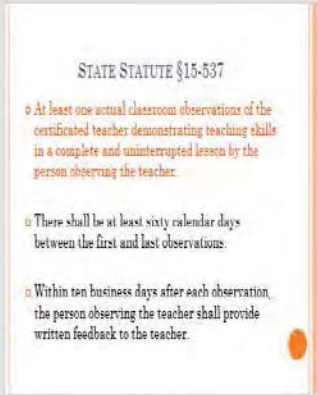


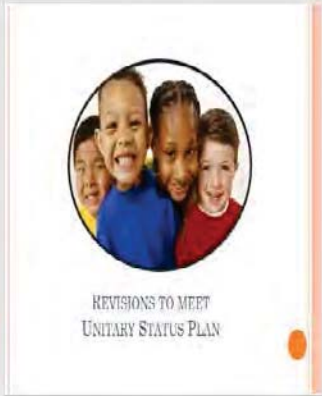
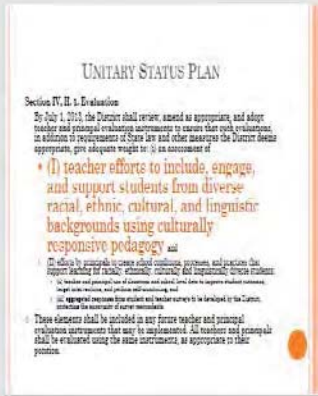


APPENDIX V – 249

Teacher Evaluation PPT 08.03.15

1	2	3	4
			
5	6	7	8
			

3C: ENGAGING STUDENTS IN LEARNING

The teacher plans and facilitates learning experiences that are designed to engage students in learning and to challenge them to think critically and creatively. The teacher uses a variety of instructional strategies and resources to engage students in learning and to challenge them to think critically and creatively. The teacher uses a variety of instructional strategies and resources to engage students in learning and to challenge them to think critically and creatively.

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1B: KNOWLEDGE OF STUDENTS

Proficient	Distinguished
Teacher understands the active nature of student learning and obtains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources about students' backgrounds, cultures, skills, language proficiencies, interests, and special needs, and uses this knowledge for groups of students.	Teacher actively seeks and acquires information about students' levels of development and their social, 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 proficiencies and home dialects.

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1F: ASSESSMENT

Proficient	Distinguished
Teacher plans and facilitates learning experiences that are designed to engage students in learning and to challenge them to think critically and creatively. The teacher uses a variety of instructional strategies and resources to engage students in learning and to challenge them to think critically and creatively.	Teacher actively seeks and acquires information about students' levels of development and their social, 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 proficiencies and home dialects.

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3C: ENGAGING STUDENTS IN LEARNING

Proficient	Distinguished
The teacher plans and facilitates learning experiences that are designed to engage students in learning and to challenge them to think critically and creatively. The teacher uses a variety of instructional strategies and resources to engage students in learning and to challenge them to think critically and creatively.	Teacher actively seeks and acquires information about students' levels of development and their social, 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 proficiencies and home dialects.

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UNITARY STATUS PLAN

Section IV, B. 4. Evaluation

By July 1, 2015, the District shall review, assess as appropriate, and adopt teacher and principal evaluation instruments to assess their performance in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to:

- an assessment of
- teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds and students' responses to learning
- the extent to which the teacher uses data to inform instruction and to improve student outcomes, target interventions, and perform self-monitoring; and

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

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STUDENT GROWTH DATA

- High Growth – 33
- Medium High Growth – 28
- Average Growth – 22
- Medium Low Growth – 17
- Low Growth – 11

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UNITARY STATUS PLAN

Section IV, B. 4. Evaluation

By July 1, 2015, the District shall review, assess as appropriate, and adopt teacher and principal evaluation instruments to assess their performance in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to:

- an assessment of
- teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds and students' responses to learning
- the extent to which the teacher uses data to inform instruction and 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 teacher and principal shall be evaluated using the same instruments, as appropriate to their position.

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EVALUATION COMPONENTS

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

Component	Percentage
High Growth	33%
Medium High Growth	28%
Average Growth	22%
Medium Low Growth	17%

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Grades K-12 Distribution of Points			
Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Distinction	88	56	0.56
Academic Growth	3	33	11
Student Survey	4	10	2.50
Teacher Self Reflection	1	1	1
Total	96	100	

* Scaling Factors are derived by dividing the Desired Points by the Maximum Points

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FINAL PERFORMANCE CLASSIFICATION

- Highly Effective = 74 to 100 points
- Effective = 56 to 73 points
- Developing = 40 to 55 points
- Ineffective = 30 or fewer points

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Active Participation

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Teacher Evaluation Workflow



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Teacher Evaluation Workflow



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Teacher Evaluation Workflow



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Teacher Evaluation Workflow



25

Teacher Evaluation Workflow



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Teacher Evaluation Workflow



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Questions

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