

APPENDIX V – 249

Teacher Evaluation PPT 08.03.15

<p>TEACHER EVALUATION PROCESS</p> <p>Tucson Unified School District Model for Measuring Educator Effectiveness</p> <p>Site/Department Orientation August 3-5, 2013</p> <p>1</p>	<p>TEACHER EVALUATION PROCESS</p> <p>Tucson Unified School District Model for Measuring Educator Effectiveness</p> <p>Site/Department Orientation August 3-5, 2013</p> <p>2</p>	<p>WHAT WE KNOW?</p>  <p>3</p>	<p>STATE STATUTE §15-537</p> <ul style="list-style-type: none">o At least one actual classroom observations of the certified teacher demonstrating teaching skills in a complete and uninterrupted lesson by the person observing the teacher.o There shall be at least sixty calendar days between the first and last observations.o Within ten business days after each observation, the person observing the teacher shall provide written feedback to the teacher. <p>4</p>
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<p>9</p> <p>IB: KNOWLEDGE OF STUDENTS</p> <p>Proficient</p> <p>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 student backgrounds, cultures, skills, language proficiency, interests, and special needs, and maintains knowledge for groups of students.</p> <p>Distinguished</p> <p>Teacher actively seeks and acquires information about students' levels of development and their social, ethnic, cultural, and linguistic backgrounds. Students have lived beyond the classroom, and teachers include students' families and community members in instruction planning. They also systematically acquire knowledge of students' English language proficiency and home dialects.</p>	<p>10</p> <p>1F ASSESSMENT</p> <p>Proficient</p> <p>Teacher is able to identify students who are at risk for academic failure, and uses instructional interventions to support them. Teacher has a solid understanding of learning differences and can differentiate instruction to support particular students' needs. Teacher uses a variety of assessment methods to evaluate student achievement. Teacher uses assessment results to make informed decisions about instruction.</p> <p>Distinguished</p> <p>The learning goals and objectives are aligned with the content and outcomes set out in the District's curriculum. Teacher uses differentiated instruction to support all students. Teacher uses a variety of assessment methods to evaluate student achievement. Teacher uses assessment results to inform instruction.</p>	<p>11</p> <p>3c: ENGAGING STUDENTS IN LEARNING</p> <p>Proficient</p> <p>Individual students are fully engaged in challenging activities, and demonstrate growth in achievement, behavior, and social-emotional development. Students are involved in decision-making processes that reflect their own interests, and demonstrate ownership of their learning. These students are fully engaged in challenging activities, and demonstrate growth in achievement, behavior, and social-emotional development. Students are involved in decision-making processes that reflect their own interests, and demonstrate ownership of their learning.</p> <p>Distinguished</p> <p>Individual students are fully engaged in challenging activities, and demonstrate growth in achievement, behavior, and social-emotional development. Students are involved in decision-making processes that reflect their own interests, and demonstrate ownership of their learning. These students are fully engaged in challenging activities, and demonstrate growth in achievement, behavior, and social-emotional development. Students are involved in decision-making processes that reflect their own interests, and demonstrate ownership of their learning.</p>	<p>12</p> <p>UNITARY STATUS PLAN</p> <p>Section IV, H. 1 Evaluation</p> <p>By July 1, 2013, the District shall review, assess as appropriate, and adopt a unitary status plan for the District. The unitary status plan must be submitted in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to:</p> <ul style="list-style-type: none"> (i) teacher effort to monitor, manage, and support student growth from year to year; (ii) teacher effort to monitor, manage, and support student growth from year to year, including the extent to which teachers are using data to support learning for ready, chronically, seriously, and temporarily disabled students; (iii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and <p><small>(iv) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.</small></p> <p><small>These elements shall be included in any future unitary status plan. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.</small></p>									
<p>13</p> <p>STUDENT GROWTH DATA</p> <ul style="list-style-type: none"> • High Growth = 33 • Medium High Growth = 28 • Average Growth = 22 • Medium Low Growth = 17 • Low Growth = 11 <p><small>Source: 2010-2011 NCLB Annual Performance Report</small></p>	<p>14</p> <p>UNITARY STATUS PLAN</p> <p>Section IV, H. 1 Evaluation</p> <p>By July 1, 2013, the District shall review, assess as appropriate, and adopt a unitary status plan for the District. The unitary status plan must be submitted in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to:</p> <ul style="list-style-type: none"> (i) teacher effort to monitor, manage, and support student growth from year to year; (ii) teacher effort to monitor, manage, and support student growth from year to year, including the extent to which teachers are using data to support learning for ready, chronically, seriously, and temporarily disabled students; (iii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and <p><small>(iv) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.</small></p> <p><small>These elements shall be included in any future unitary status plan. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.</small></p>	<p>15</p> <p>EVALUATION COMPONENTS</p> <p>Figure 4: Breakdown by Percent of the Four Components in the Teacher Model</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>40%</td> </tr> <tr> <td>Instruction</td> <td>30%</td> </tr> <tr> <td>Assessment</td> <td>20%</td> </tr> <tr> <td>Self-Reflection</td> <td>10%</td> </tr> </tbody> </table>	Component	Percentage	Knowledge	40%	Instruction	30%	Assessment	20%	Self-Reflection	10%
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Grades K-12 Distribution of Points

Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	56	.636
Academic Growth Student Survey	3	33	11
Teacher Self Reflection	4	10	2.30
Total	95	100	

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

FINAL PERFORMANCE CLASSIFICATION

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

Charis Dimensions FRAMEWORK FOR TEACHING

Charis Dimensions FRAMEWORK FOR TEACHING

Charis Dimensions FRAMEWORK FOR LEARNING

Active Participation

Teacher Evaluation Workflow

Teacher Evaluation Workflow

Teacher Evaluation Workflow

Teacher Evaluation Workflow

Questions

Tucson Unified School District
DELIVERING EXCELLENCE IN EDUCATION EVERY DAY
Grow Reach Succeed