

# **APPENDIX IV-17**

## Teacher Effectiveness Evaluation Model 2019-20

This report describes the Teacher Effectiveness Evaluation Model for 2019-20. Measuring teacher effectiveness requires multiple measures, both quantitative and qualitative to capture the range of instructional skills used in teaching and to determine how much students benefit academically from their teachers.

For 2019-20, TUSD has chosen to use a model to evaluate teacher effectiveness. The model is made up of four components including the Danielson Framework, Academic Growth, the Student Survey, and the Teacher Reflection. Each component factors into a teacher's final score, albeit with different weighting. The Danielson Framework comprises the majority of the score determination by making up 56% of the total score. The Academic Growth makes up 33% of the total score per the AZ State Board of Education's Statute #15-203(A)(38). The Student Survey makes up 10% of the total score and the Teacher Reflection is 1% of the total score. Each component is described below and how the points are determined.

### Danielson Framework

The Danielson teacher evaluation framework uses 22 criteria nested within four domains. They are: Planning and preparation (N=6); the classroom environment (N=5); instruction (N=5); and professional responsibilities (N=6). Each of the 22 components is scored on a four point rubric:

- 1 = Unsatisfactory
- 2 = Basic
- 3 = Proficient
- 4 = Distinguished

The maximum number of points possible on the Danielson is 88 points (22 components X 4 pt. rubric).

### Academic Growth

Academic growth will be determined by calculating the growth of state standardized scores in English Language Arts (ELA), and Math for grades 3-10 from one year to the next. This approach, however, has some limitations in that the state standardized tests in ELA and Math can measure the academic impact of only about a quarter of our teachers (called 'A' teachers). The non-ELA and non-Math teachers (called 'B' teachers) make up the other three-quarters of the teaching core.

#### A. What is an 'A' or a 'B' teacher in TUSD?

- An 'A' teacher is any K-2 teacher with fall and spring DIBELS or EDL scores. Grades K-2 will use the DIBELS, EDL or some other assessment to compare the fall results to the spring results.
- 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

## Teacher Effectiveness Evaluation Model 2019-20

- ELA 9 – 10 are used because they are assessed using a comprehensive Pre-Post Test
  - Math: Grades 3 – 8 are used because they are assessed by AzMERIT
  - Math: Algebra 1 and Geometry are used because they are assessed using a comprehensive Pre-Post Test
- A 'B' teacher is any teacher who is not an 'A' teacher. For example, if you are a 6<sup>th</sup> grade science teacher, you are considered a 'B' teacher. If you are a 12<sup>th</sup> grade AP chemistry teacher, you are also considered a 'B' teacher. The 'B' teachers will be assigned growth points based on the school or the district average.
- B. Who will take the assessment: All students in grades K – 2 will take the DIBELS or EDL assessment. In grades, 3 – 8, students will take the AzMERIT state test in ELA and math. In grades 9 -10, students will take a comprehensive a District Pre-Post Test in ELA and math.
- C. When will the assessment be administered: DIBELS (or another literacy tool) is administered three times a year. The first test in the fall and the last test in the spring will be used. EDL is administered twice a year, once in the fall and once in the spring. AzMERIT is administered in the spring each year. The Pre-Post Test will be administered at the beginning of the year and at the end of the year.
- D. Scoring: AzMERIT scores used are from last year (2018-19). Those scores are compared to AzMERIT scores from 2017-18 with a matched cohort so that students are compared against their own scores to measure growth. If a teacher changes schools in 2019-20, his/her academic growth score is still attached to where s/he taught the year before. For example, if a social studies teacher taught at Gridley in 2018-19 and then changed to teach social studies at Valencia for 2019-20, that teacher would receive still the school average for Gridley as his/her academic growth score in 2019-20. Teachers who teach at multiple schools will be assigned the district academic growth average. Student growth will be assessed on matched students by determining the difference between:
- Grades K – 2: the DIBELS and EDL scores are compared from the beginning of the year 2019-20 to the end of the year 2019-20.
  - Grade 3: the AzMERIT 2018-19 scores are compared to the 2017-18 composite SchoolCity BM (a combined score from the 3 benchmarks) from 2<sup>nd</sup> grade.
  - Grades 4 – 8: AzMERIT 2018-19 scores are compared to the AzMERIT 2017-18 scores.
  - Grades 9 – 10: the Pre-Post Test scores are compared from the beginning of the year 2019-20 to the end of the year 2019-20.
- E. Point Allocation: Teachers will receive a 1 or 1.5 (below average growth or a total of 11 or 16.5 points), a 2 (average growth or an average of 22 points), or a 2.5 or a 3 (above average growth or an average of 27.5 or 33 points) that will be added to the Teacher Evaluation points total.
- 'A' teachers with 15 students or more with 2 years of AzMERIT data will receive their own score.
    - i. Grades K - 2: Scores are for ELA only

## Teacher Effectiveness Evaluation Model 2019-20

- ii. Grades 3 – 5: Scores are the average of the ELA and Math scores per teacher
  - iii. 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 with 2 years of matched test scores 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 EDL scores will receive the DIBELS/EDL ELA mean.
  - '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.

### Student Survey

The three Student Surveys are: Grades K-2, Grades 3 – 5, and Grades 6 – 12. Using the Tripod Study from Harvard University as the conceptual foundation, these surveys measure 7 classroom climate constructs including: Care, Challenge, Control, Clarify, Captivate, Confer, and Consolidate. Each survey has a different number of total questions. The K-2 Survey has 10 questions, the 3-5 Survey has 20 questions and the 6-12 Survey has 25 questions. Each of these 3 surveys is scored on a 4-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

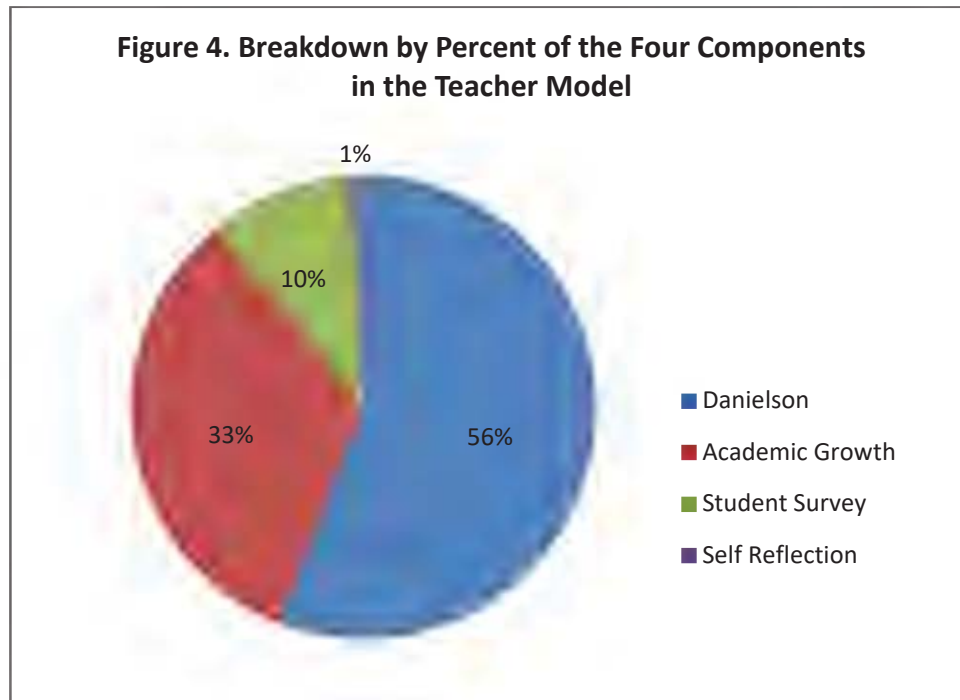
Responses on the Likert scale are averaged and result in an overall score that ranges from 1 to 4. So, regardless of the grade level and/or number of questions, the score will be the averaged number from the responses.

### Teacher Self Reflection

The Teacher Self Reflection is completed by the teacher and is scored either 1 or zero depending on whether it was completed or not.

## Teacher Effectiveness Evaluation Model 2019-20

### Converting Raw Scores into Weighted Scores



Each component of this model carries a different weight as represented in the pie chart above. For example, the results of the Danielson observations are weighted the most heavily because they represent 56% of the total model. The results from the Danielson observations, therefore, will have the greatest impact on a teacher's overall score. Secondly, the academic growth represents 33% of the total model so that it can impact a teacher's overall score, but not necessarily determine the outcome. Finally, the results of the Student Survey (10%) and the Self Reflection Survey (1%) will have a smaller impact on a teacher's overall score.

To get the ratio of the current maximum raw points to desired maximum points, we must divide the desired maximum points by the current raw maximum points. Calculating the ratio using scaling factors will produce properly weighted components.

In Tables 1 - 3, the raw maximum points are converted into weighted or desired maximum points using a scaling factor. The scaling factor is derived by dividing the Desired Maximum Points (the weighted percent of each component that adds up to 100) by the Current Maximum Raw Points. The scaling factor, therefore, changes the raw points into the weighted points for each component.

Because the Desired Maximum Points always add up to 100, it does not matter how many raw maximum points are allocated on the Student Survey or the other components. The scaling factor will always change in response to a change in the maximum raw points of each component so that the weight (Desired Maximum Points) remains constant.

## Teacher Effectiveness Evaluation Model 2019-20

Table 1. Grades K-12 Distribution of Points			
Component	Maximum Raw Points	Scaling Factor*	Desired Max Points
Danielson	88	.636	56
Academic Growth	3	11	33
Student Survey	4	2.5	10
Teacher Self Reflection	1	1	1
<b>Total</b>	<b>96</b>		<b>100</b>

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

The following examples show three different Grade 4 teachers with three different raw points. Their points were converted using the Scaling Factor Conversion to give the weighted points.

### Teacher A – Grade 4

Table 5. Calculation of Points of a Teacher Scoring about Half of the Possible Points (Developing Teacher Status)			
Component	Raw Points	Scale Conversion	Weighted Points
Danielson	44	$44 \times .636$	28
Academic Growth	2	$2 \times 11$	22
Student Survey	2	$2 \times 2.5$	5
Teacher Self Reflection	1	$1 \times 1$	1
<b>Total</b>	<b>49</b>		<b>56</b>

### Teacher B – Grade 4

Table 6. Calculation of Points of a Teacher Scoring about Average of the Possible Points (Effective Teacher Status)			
Component	Raw Points	Scale Conversion	Weighted Points
Danielson	73	$73 \times .636$	46
Academic Growth	2	$2 \times 11$	22
Student Survey	3.2	$3.2 \times 2.5$	8
Teacher Self Reflection	1	$1 \times 1$	1
<b>Total</b>	<b>79.2</b>		<b>77</b>

## Teacher Effectiveness Evaluation Model 2019-20

### Teacher C – Grade 4

Table 4. Calculation of Points of a Teacher Scoring Most Points (High Effective Status)			
Component	Raw Points	Scale Conversion	Weighted Points
Danielson	77	$77 \times .636$	49
Academic Growth	2	$2 \times 11$	22
Student Survey	3.2	$3.2 \times 2.5$	8
Teacher Self Reflection	1	$1 \times 1$	1
Total	83.2		80

### Cut Scores for 2019-20

The cut scores for 2019-20 are:

Ineffective	0 – 46 total points
Developing	47 – 60 total points
Effective	61 – 78 total points
Highly Effective	79 - 100 total points

Based on these cut scores, Teacher A above would be considered “Developing”, Teacher B would be considered “Effective”, Teacher C would be considered “Highly Effective”. To be considered “Ineffective”, a teacher would have to score low on the Danielson Framework, on the Academic Growth and/or Student Survey. The Teacher Self Reflection will have only a small impact on the overall score.

### Teacher D – Grade 4

Table 7. Grades 3-5 Calculation of Points of a Teacher Scoring Some of the Possible Points			
Component	Raw Points	Scale Conversion	Weighted Points
Danielson	40	$40 \times .636$	25
Academic Growth	1	$1 \times 11$	11
Student Survey	2.75	$2.75 \times 2.5$	7
Teacher Self Reflection	1	$1 \times 1$	1
Total	44.75 or 45		44

A methodological improvement was implemented in 2017-18 and will be continued. It provides greater equity of growth scores to ‘B’ teachers by standardizing the standard deviation and N size of each school to produce an equivalent statistical power across schools. This methodological change results in a reduction of the number of Ineffective (1) and Highly Effective (3) ‘B’ teachers’ growth scores, while not changing the model for ‘B’ teachers. With a greater number of ‘B’ teachers receiving the neutral growth score of 2, the final determination of the evaluation relies more heavily on the other components (Danielson Observation by principals, Student Survey of Teachers, Self-Reflection).



## Teacher Domain 1 Observation

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <p><b>Indicators:</b> Lesson and unit plans that reflect important concepts in the discipline from multiple cultural perspectives. Lesson and unit plans that accommodate prerequisite relationships among concepts and skills. Clear and accurate classroom explanations. Accurate answers to students' questions. Feedback to students that furthers learning. Interdisciplinary connections in plans and practice.</p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to stud</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject including culturally responsive pedagogy.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these concepts relate both to one another and to other disciplines; and how each discipline had a dominant structure that may vary from different cultural perspectives. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with pedagogical approaches including culturally responsive instruction. The teachers plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, particularly for students from different racial, ethnic, cultural, and linguistic backgrounds.</p>
<p><a href="#">Enter Notes and Evidence</a></p>				
<p><b>Rubric Score: 0/0</b></p>				

**Tucson FFT 2013 - 1a: Critical Attributes**

- Unsatisfactory - The teacher makes content errors.
- Unsatisfactory - The teacher does not consider prerequisite relationships when planning.
- Unsatisfactory - The teacher's plans use inappropriate strategies for the discipline.
- Basic - The teacher's understanding of the discipline is rudimentary.
- Basic - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Basic - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
- Proficient - The teacher can identify important concepts of the discipline and their relationships to one another.
- Proficient - The teacher provides clear explanations of the content.
- Proficient - The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Proficient - Instructional strategies in unit and lesson plans are entirely suitable to the content.
- Distinguished - The teacher cites intra- and interdisciplinary content relationships.
- Distinguished - The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- Distinguished - The teachers' plans reflect recent developments in content-related pedagogy.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1b: Demonstrating Knowledge of Students</b></p> <p><b>Indicators:</b> 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.</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</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 students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>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.</p>
<p><a href="#">Enter Notes and Evidence</a></p>				



**Tucson FFT 2013 - 1b: Critical Attributes**

- Unsatisfactory - The teacher does not understand child development characteristics and has unrealistic expectations for students.
- Unsatisfactory - The teacher does not try to ascertain varied ability levels among students in the class.
- Unsatisfactory - The teacher is not aware of students' interests or cultural heritages.
- Unsatisfactory - The teacher takes no responsibility to learn about students' medical or learning disabilities.
- Basic - The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- Basic - The teacher is aware of the different ability levels in the class but tends to teach to the whole group.
- Basic - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- Basic - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
- Proficient - The teacher knows, for groups of students, their levels of cognitive development.
- Proficient - The teacher is aware of the different cultural groups in the class.
- Proficient - The teacher has a good idea of the range of interests of students in the class.
- Proficient - The teacher has identified "high", "medium", and "low" groups of students within the class.
- Proficient - The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- Proficient - The teacher is aware of the special needs represented by students in the class.
- Distinguished - The teacher uses ongoing and appropriate methods to assess students skill levels and designs instruction that considers students' racial, ethnic, cultural and linguistic backgrounds.
- Distinguished - The teacher seeks out information from all students about their racial, ethnic, cultural, and linguistic backgrounds.
- Distinguished - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

**Tucson FFT 2013 - 1c:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1c: Setting Instructional Outcomes</b>  <b>Indicators:</b> <b>Outcomes of a challenging cognitive level. Statements of student learning, not student activity. Outcomes central to the discipline and related to those in other disciplines. Outcomes permitting a variety of assessment strategies to measure student attainment. Outcomes differentiated for students of varied ability.</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment, including alternatives like performance assessments. Outcomes are appropriate for all students in the class and take into consideration that learning for students from different racial, ethnic, cultural and linguistic backgrounds is influenced by their unique experiences. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated in whatever way is needed for individual students.

**Tucson FFT 2013 - 1c: Critical Attributes**

- Unsatisfactory - Outcomes lack rigor.
- Unsatisfactory - Outcomes do not represent important learning in the discipline.
- Unsatisfactory - Outcomes are not clear or are stated as activities.
- Unsatisfactory - Outcomes are not suitable for many students in the class.
- Basic - Outcomes represent a mixture of low expectations and rigor.
- Basic - Some outcomes reflect important learning in the discipline.
- Basic - Outcomes are suitable for most of the class.
- Proficient - Outcomes represent high expectations and rigor.
- Proficient - Outcomes are related to big ideas of the discipline.
- Proficient - Outcomes are written in terms of what students will learn rather than do.
- Proficient - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Proficient - Outcomes, differentiated where necessary, are suitable to groups of students in the class.
- Distinguished - Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- Distinguished - Teacher connects outcomes to previous and future learning.
- Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

Tucson FFT 2013 - 1d:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Demonstrating Knowledge of Resources</b>  <b>Indicators:</b> <b>Materials provided by the district. Materials provided by professional organizations. A range of texts. Internet resources. Materials suggested by the community and students' families. Ongoing participation by teacher in professional education courses or professional groups. Guest speakers.</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of educational, community, and cultural resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, the students' home and community, professional organizations and universities, and on the Internet. Teachers recognize the importance of selecting resources that align with the learning outcomes and are appropriate and challenging for all students including students from different racial, ethnic, cultural, and linguistic backgrounds.
Enter Notes and Evidence				
<b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 1d: Critical Attributes**

- Unsatisfactory - The teacher uses only district-provided materials, even when more variety would assist some students.
- Unsatisfactory - The teacher does not seek out resources available to expand his/her own skill.
- Unsatisfactory - Although the teacher is aware of some student needs, he does not inquire about possible resources.
- Basic - The teacher uses materials in the school library but does not search beyond the school for resources.
- Basic - The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- Basic - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.
- Proficient - Texts are at varied levels.
- Proficient - Texts are supplemented by guest speakers and field experiences.
- Proficient - The teacher facilitates the use of Internet resources.
- Proficient - Resources are multidisciplinary.
- Proficient - The teacher expands her knowledge through professional learning groups and organizations.
- Proficient - The teacher pursues options offered by universities.
- Proficient - The teacher provides lists of resources outside the classroom for students to draw on.
- Distinguished - Texts are matched to student skill level.
- Distinguished - The teacher has ongoing relationship with colleges and universities that support student learning.
- Distinguished - The teacher maintains log of resources for student reference.
- Distinguished - The teacher pursues apprenticeships to increase discipline knowledge.
- Distinguished - The teacher facilitates student contact with resources outside the classroom.
- Distinguished - The teacher views students, parents and community as a viable resource to extend learning opportunities.

Tucson FFT 2013 - 1e:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1e: Designing Coherent Instruction</b>  <b>Indicators:</b> <b>Lessons that support instructional outcomes and reflect important concepts. Instructional maps that indicate relationships to prior learning. Activities that represent high-level thinking. Opportunities for student choice. Use of varied culturally relevant resources. Thoughtfully planned learning groups. Structured lesson plans.</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation and tier one interventions for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage all students in high-level cognitive activity. These are differentiated for individual learners with particular attention to students from different racial, ethnic, cultural, and linguistic backgrounds. The teacher plans engaging instruction that take into account the specific learning needs and cultural perspectives of students and solicits ideas from students on how best to structure the learning activity.
Enter Notes and Evidence				
<b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 1e: Critical Attributes**

- Unsatisfactory - Learning activities are boring and/or not well aligned to the instructional goals.
- Unsatisfactory - Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning.
- Unsatisfactory - Lesson plans are not structured or sequenced and are unrealistic in their expectations.

- Basic - Learning activities are moderately challenging.
- Basic - Learning resources are suitable, but there is limited variety.
- Basic - Instructional groups are random, or they only partially support objectives.
- Basic - Lesson structure is uneven or may be unrealistic about time expectations.
- Proficient - Learning activities are matched to instructional outcomes.
- Proficient - Activities provide opportunity for higher-level thinking.
- Proficient - The teacher provides a variety of appropriately challenging materials and resources.
- Proficient - Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- Proficient - The plan for the lesson or unit is well structured, with reasonable time allocations.
- Distinguished - Activities permit student choice.
- Distinguished - Learning experiences connect to other disciplines.
- Distinguished - Teacher provides a variety of appropriately challenging and culturally relevant resources that are differentiated for students in the class.
- Distinguished - Lesson plans differentiate for individual student needs.

Tucson FFT 2013 - 1f:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1f: Designing Student Assessments</b>  <b>Indicators:</b> <b>Lesson plans indicating correspondence between assessments and instructional outcomes.</b> <b>Assessment types suitable to the style of outcome.</b> <b>Variety of performance opportunities for students.</b> <b>Modified assessments available for individual students as needed and attention is given to alternative assessments that address the learning outcomes that are meaningful for students from different racial, ethnic, cultural, and linguistic backgrounds. Expectations clearly written with descriptors for each level of performance. Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction.</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	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. Teacher intends to use assessment results to plan for future instruction to minimize the achievement gap for groups of students.	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. 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.
<a href="#">Enter Notes and Evidence</a>				
<b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 1f: Critical Attributes**

- Unsatisfactory - Assessments do not match instructional outcomes.
- Unsatisfactory - Assessments lack criteria.
- Unsatisfactory - No formative assessments have been designed.
- Unsatisfactory - Assessment results do not affect future plans.
- Basic - Only some of the instructional outcomes are addressed in the planned assessments.
- Basic - Assessment criteria are vague.
- Basic - Plans refer to the use of formative assessments, but they are not fully developed.
- Basic - Assessment results are used to design lesson plans for the whole class, not individual students.
- Proficient - All the learning outcomes have a method for assessment.
- Proficient - Assessment types match learning expectations.
- Proficient - Plans indicate modified assessments when they are necessary for some students.
- Proficient - Assessment criteria are clearly written.
- Proficient - Plans include formative assessments to use during instruction.
- Proficient - Lesson plans indicate possible adjustments based on formative assessment data.
- Distinguished - Assessments provide opportunities for student choice.
- Distinguished - Students participate in designing assessments for their own work.
- Distinguished - Teacher-designed assessments are authentic with real-world application, as appropriate.
- Distinguished - Students develop rubrics according to teacher-specified learning objectives.
- Distinguished - Students are actively involved in collecting information from formative assessments and provide input.

**Areas of Strength:**

Areas for Growth:

Recommendations:

Additional Comments:



## Teacher Announced Observation

Upload Lesson Plan and Other Planning Artifacts:

Artifacts				
Name	Upload Date	Upload User	File	

### Domain 2: The Classroom Environment

Tucson FFT 2013 - 2a:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b>  <b>Indicators:</b> Respectful talk, active listening, and turn-taking. Acknowledgement of students' racial, ethnic and cultural and linguistic backgrounds and lives outside the classroom. Body language indicative of warmth and caring shown by teacher and students is cultural sensitive to students as individuals and as members of racial, ethnic, cultural, and linguistic groups. Physical proximity. Politeness and encouragement.	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, and affirming	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

[Enter Notes and Evidence](#)

**Rubric Score: 0/0**

**Tucson FFT 2013 - 2a: Critical Attributes**

- Unsatisfactory - The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Unsatisfactory - Students' body language indicates feelings of hurt, discomfort, or insecurity.
- Unsatisfactory - The teacher displays no familiarity with, or caring about, individual students.
- Unsatisfactory - The teacher disregards disrespectful interactions among students.
- Basic - The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- Basic - The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- Basic - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.
- Proficient - Talk between the teacher and students and among students is uniformly respectful.
- Proficient - The teacher successfully responds to disrespectful behavior among students.
- Proficient - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- Proficient - The teacher makes general connections with individual students.
- Proficient - Students exhibit respect for the teacher.
- Distinguished - Teacher demonstrates knowledge and caring about individual students' lives beyond school.
- Distinguished - Students respectfully correct one another.
- Distinguished - There is no disrespectful behavior among students.
- Distinguished - The teacher's response to a student's incorrect response with respect and patience.

Tucson FFT 2013 - 2b:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b>  <b>Indicators:</b> Belief in the value of what is being learned. High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation. Expectation of high-quality work on the part of students. Expectation and recognition of effort and persistence on the part of students. High expectations for expression and work products.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students. Teachers understand that students have different learning preferences and racial, ethnic, and cultural experiences are recognized and accepted in the classroom. Students assume responsibility for high quality work by initiating improvements, making revision adding detail and/or assisting peers in their precise use of language. Teachers are aware that ELL

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 2b: Critical Attributes**

- Unsatisfactory - The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- Unsatisfactory - The teacher conveys to at least some students that the work is too challenging for them.
- Unsatisfactory - Students exhibit little or no pride in their work.
- Unsatisfactory - Students use language incorrectly; the teacher does not correct them.
- Basic - The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- Basic - The teacher conveys high expectations for only some students.
- Basic - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an easy path.
- Basic - The teacher's primary concern appears to be to complete the task at hand.
- Basic - The teacher urges, but does not insist, that students use precise language.
- Proficient - The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- Proficient - The teacher demonstrates a high regard for students' abilities.
- Proficient - The teacher conveys an expectation of high levels of student effort.
- Proficient - Students expend good effort to complete work of high quality.
- Proficient - The teacher insists on precise use of language by students.
- Distinguished - The teacher communicates a genuine passion for the subject.
- Distinguished - Students indicate that they are not satisfied unless they have complete understanding.
- Distinguished - Student questions and comments indicate a desire to understand the content.
- Distinguished - Students assist their classmates in understanding the content.
- Distinguished - Students take initiative in improving the quality of their work.

**Tucson FFT 2013 - 2c:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c: Managing Classroom Procedures</b>  <b>Indicators:</b> <b>Smooth functioning of all routines. Little or no loss of instructional time. Students playing an important role in carrying out the routines. Students knowing what to do, where to move.</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 2c: Critical Attributes**

- Unsatisfactory - Students not working with the teacher are not productively engaged.
- Unsatisfactory - Transitions are disorganized, with much loss of instructional time.
- Unsatisfactory - There do not appear to be any established procedures for distributing and collecting materials.
- Unsatisfactory - A considerable amount of time is spent off task because of unclear procedures.
- Unsatisfactory - Volunteers and paraprofessionals have no defined role and/or are idle much of the time.
- Basic - Students not working directly with the teacher are only partially engaged.
- Basic - Procedures for transitions seem to have been established, but their operation is not smooth.
- Basic - There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Basic - Classroom routines function unevenly.
- Basic - Volunteers and paraprofessionals require frequent supervision.
- Proficient - Students are productively engaged during small-group or independent work.
- Proficient - Transitions between large- and small-group activities are smooth.
- Proficient - Routines for distribution and collection of materials and supplies work efficiently.
- Proficient - Classroom routines function smoothly.
- Proficient - Volunteers and paraprofessionals work with minimal supervision.
- Distinguished - Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.
- Distinguished - A student reminds classmates of the roles that they are to play within the group.
- Distinguished - A student re-directs a classmate to the table s/he should be at following a transition.

**Tucson FFT 2013 - 2d:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing Student Behavior</b>  <b>Indicators:</b> <b>Clear standards of conduct, possibly posted, and possibly referred to during a lesson. Absence of acrimony between teacher and students concerning behavior. Teacher awareness of student conduct. Preventive action when needed by the teacher. Absence of misbehavior. Reinforcement of positive behavior.</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher takes into account the cultural background of the students and response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. When misbehavior occurs, the teacher investigates the causes to determine if it is related to content, cultural, or linguistic misunderstandings. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive.

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 2d: Critical Attributes**

- Unsatisfactory - The classroom environment is chaotic, with no standards of conduct evident.
- Unsatisfactory - The teacher does not monitor student behavior.
- Unsatisfactory - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.
- Basic - The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- Basic - The teacher attempts to keep track of student behavior, but with no apparent system.
- Basic - The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.
- Proficient - Standards of conduct appear to have been established and implemented successfully.
- Proficient - Overall, student behavior is generally appropriate.
- Proficient - The teacher frequently monitors student behavior.
- Proficient - The teacher's response to student misbehavior is effective.
- Distinguished - Student behavior is entirely appropriate; no evidence of student misbehavior.
- Distinguished - The teacher monitors student behavior without speaking just moving about.
- Distinguished - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

**Tucson FFT 2013 - 2e:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2e: Organizing Physical Space</b>  <b>Indicators:</b> <b>Pleasant, inviting atmosphere. Safe environment. Accessibility for all students. Furniture arrangement suitable for the learning activities. Effective use of physical resources, including computer technology, by both teacher and students.</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 2e: Critical Attributes**

- Unsatisfactory - There are physical hazards in the classroom, endangering student safety.
- Unsatisfactory - Many students can't see or hear the teacher or see the board.
- Unsatisfactory - Available technology is not being used even if it is available and its use would enhance the lesson.
- Basic - The physical environment is safe, and most students can see and hear the teacher or see the board.
- Basic - The physical environment is not an impediment to learning but does not enhance it.
- Basic - The teacher makes limited use of available technology and other resources.
- Proficient - The classroom is safe, and all students are able to see and hear the teacher or see the board.
- Proficient - The classroom is arranged to support the instructional goals and learning activities.
- Proficient - The teacher makes appropriate use of available technology.
- Distinguished - Modifications are made to the physical environment to accommodate students with special needs.
- Distinguished - There is total alignment between the goals of the lesson and the physical environment.
- Distinguished - Students take the initiative to adjust the physical environment.
- Distinguished - Teachers and students make extensive and imaginative use of available technology

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3a: Communicating with Students</b></p> <p><b>Indicators:</b>  <b>Clarity of lesson purpose. Clear directions and procedures specific to the lesson activities. Absence of content errors and clear explanations of concepts and strategies. Correct and imaginative use of language.</b></p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge, background, and cultural experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests including those from different racial, ethnic, cultural, and linguistic backgrounds. Students from diverse racial, ethnic, cultural, and linguistic are encouraged to use their home and community knowledge to extend the content, by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. ELL students simultaneously engage with academic content while learning English, drawing on knowledge and language skills they already have in their dominant language.</p>

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 3a: Critical Attributes**

- Unsatisfactory - At no time during the lesson does the teacher convey to students what they will be learning.
- Unsatisfactory - Students indicate through body language or questions that they don't understand the content being presented.
- Unsatisfactory - The teacher makes a serious content error that will affect students' understanding of the lesson.
- Unsatisfactory - Students indicate through their questions that they are confused about the learning task.
- Unsatisfactory - The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- Unsatisfactory - The teacher's vocabulary is inappropriate to the age or culture of the students.
- Basic - The teacher provides little elaboration or explanation about what the students will be learning.
- Basic - The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- Basic - The teacher makes no serious content errors but may make minor ones.
- Basic - The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- Basic - The teacher must clarify the learning task so students can complete it.
- Basic - The teacher's vocabulary and usage are correct but unimaginative.
- Basic - When the teacher attempts to explain academic vocabulary, it is only partially successful.
- Basic - The teacher's vocabulary is too advanced, or too juvenile, for students.
- Proficient - The teacher states clearly, at some point during the lesson, what the students will be learning.
- Proficient - The teacher's explanation of content is clear and invites student participation and thinking.
- Proficient - The teacher makes no content errors.
- Proficient - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Proficient - Students engage with the learning task, indicating that they understand what they are to do.
- Proficient - If appropriate, the teacher models the process to be followed in the task.
- Proficient - The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- Proficient - The teacher's vocabulary is appropriate to students' ages and levels of development.
- Distinguished - The teacher points out possible areas for misunderstanding.
- Distinguished - Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- Distinguished - The teacher encourages students to share metaphors and examples that come from students' racial, ethnic, cultural, and linguistic background.
- Distinguished - All students seem to understand the presentation.
- Distinguished - The teacher invites students to explain the content to the class, or to classmates.
- Distinguished - Teacher uses rich language, offering brief vocabulary lessons where appropriate.
- Distinguished - Students suggest other strategies they might use in approaching a challenge or analysis.



Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3b: Using questioning prompts and discussion</b></p> <p><b>Indicators:</b>  <b>Questions of high cognitive challenge, formulated by both students and teacher. Questions with multiple correct answers or multiple approaches, even when there is a single correct response. Effective use of student responses and ideas. Discussion, with the teacher stepping out of the central, mediating role. Focus on the reasoning exhibited by students in discussion, both in give and take with the teacher and with their classmates. High levels of student participation in discussion.</b></p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. When a few students tend to dominate the discussion, the teacher uses a range of techniques to encourage students from different racial, ethnic, cultural, and linguistic backgrounds to contribute to the discussion.</p>	<p>Teacher uses a variety or series of questions or prompts from different racial, ethnic, cultural, and linguistic perspectives to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, challenge one's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard and perspectives validated in the discussion.</p>

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 3b: Critical Attributes**

- Unsatisfactory - Questions are rapid-fire and convergent, with a single correct answer.
- Unsatisfactory - Questions do not invite student thinking.
- Unsatisfactory - All discussion is between the teacher and students; students are not invited to speak directly to one another.
- Unsatisfactory - The teacher does not ask students to explain their thinking.
- Unsatisfactory - Only a few students dominate the discussion.
- Basic - The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- Basic - The teacher invites students to respond directly to one another's ideas, but few students respond.
- Basic - The teacher calls on many students, but only a small number actually participate in the discussion.
- Basic - The teacher asks students to explain their reasoning, but only some students attempt to do so.
- Proficient - The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- Proficient - The teacher makes effective use of wait time.
- Proficient - The teacher builds on uses student responses, including the experiences of students from different racial, ethnic, cultural, and linguistic perspectives to questions effectively.
- Proficient - Discussions enable students to talk to one another, without ongoing mediation by the teacher.
- Proficient - The teacher calls on most students, even those who don't initially volunteer.
- Proficient - Many students actively engage in the discussion.
- Distinguished - Students initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences.
- Distinguished - Students extend the discussion, enriching it.
- Distinguished - Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Distinguished - Virtually all students are engaged in the discussion.
- Distinguished - Students engage respectfully in academic dialogue.

**Tucson FFT 2013 - 3c:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c: Engaging Students in Learning</b></p> <p><b>Indicators:</b>  <b>Student enthusiasm, interest, thinking, problem solving, etc. Learning tasks that require high-level student thinking and invite students to explain their thinking. Students highly motivated to work on all tasks and persistent even when the tasks are challenging. Students actively working, rather than watching while their teacher works. Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.</b></p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>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.</p>	<p>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.</p>

Enter Notes and Evidence

Tucson FFT 2013 - 3c: Critical Attributes

- Unsatisfactory - Few students are intellectually engaged in the lesson.
- Unsatisfactory - Learning tasks/activities and materials require only recall or have a single correct response or method.
- Unsatisfactory - Instructional materials used are unsuitable to the lesson and/or the students.
- Unsatisfactory - The lesson drags or is rushed.
- Unsatisfactory - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
- Basic - Some students are intellectually engaged in the lesson.
- Basic - Learning tasks are a mix of those requiring thinking and those requiring recall.
- Basic - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- Basic - The materials and resources are partially aligned to the lesson objectives.
- Basic - Few of the materials and resources require student thinking or ask students to explain their thinking.
- Basic - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.
- Basic - The instructional groupings used are partially appropriate to the activities.
- Proficient - Most students are intellectually engaged in the lesson.
- Proficient - Learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Proficient - Students have some choice in how they complete learning tasks.
- Proficient - There is a mix of different types of groupings, suitable to the lesson objectives.
- Proficient - Materials and resources support the learning goals and require intellectual engagement, as appropriate
- Proficient - The pacing of the lesson provides students the time needed to be intellectually engaged.
- Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds are highly engaged in the lesson.
- Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds take the initiative to improve the lesson by (1) Students take initiative to modify a learning task to make it more meaningful or relevant to their everyday lived experiences and needs.
- Distinguished - (2) Students suggest modifications to the grouping patterns used.
- Distinguished - (3) Students suggest modifications or additions to the materials being used.
- Distinguished - Students have extensive choice in how they complete tasks.
- Distinguished - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
- Distinguished - 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.

Tucson FFT 2013 - 3d:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d: Using Assessment in Instruction</b></p> <p><b>Indicators:</b>                      The teacher paying close attention to evidence of student understanding. The teacher posing specifically created questions that include racial, ethnic, cultural, and linguistic referents to elicit evidence of student understanding. The teacher circulating to monitor student learning and to offer feedback. Students assessing their own work against established criteria.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments that include racial, ethnic, cultural, and linguistic referents are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Teachers make mid-course corrections when needed and enlist students' racial, ethnic, cultural, and linguistic interests to enrich an explanation. Students appear to be aware of, and there is evidence that students from all cultural and linguistic groups have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of forms of feedback, from both teacher and peers, is accurate, specific, culturally relevant, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students. The teacher successfully differentiates instruction to address individual students' misunderstanding. Assessment strategies for ELL are evident.</p>

[Enter Notes and Evidence](#)

Rubric Score: 0/0

Tucson FFT 2013 - 3d: Critical Attributes

- Unsatisfactory - The teacher gives no indication of what high-quality work looks like.
- Unsatisfactory - The teacher makes no effort to determine whether students understand the lesson.
- Unsatisfactory - Students receive no feedback, or feedback is global or directed to only one student.
- Unsatisfactory - The teacher does not ask students to evaluate their own or classmates work.
- Basic - There is little evidence that the students understand how their work will be evaluated.
- Basic - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Basic - Feedback to students is vague and not oriented toward future improvement of work.

- Basic - The teacher makes only minor attempts to engage students in self- or peer assessment.
- Proficient - The teacher consistently demonstrates effective peer assessment.
- Proficient - Students are invited to assess their own work and make improvements; most of them do so.
- Proficient - Feedback includes specific and timely guidance, at least for groups of students.
- Proficient - The teacher attempts to engage students in self- or peerassessment.
- Proficient - When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.
- Distinguished - The teacher makes the standards of high quality work clear to the students and there is evidence that students have helped establish the evaluation criteria.
- Distinguished - Teacher is constantly taking the pulse of the class; monitoring of student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.
- Distinguished - Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families.
- Distinguished - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- Distinguished - The teacher's adjustments to the lesson are designed to assist individual students.

Tucson FFT 2013 - 3e:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>  <b>Indicators:</b> <b>Incorporation of students' interests, including racial, ethnic, cultural, and linguistic experiences and daily events beyond school into a lesson. Visible adjustment in the face of student lack of understanding. The teacher seizing on a teachable moment.</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or student's lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on spontaneous events that include the experiences and interests of students from different racial, ethnic, cultural, and linguistic groups. The teacher adjusts and differentiates instruction to address individual student misunderstandings and cultural experiences using an extensive repertoire of instructional strategies and soliciting additional resources from the school, home or community. When students from all racial, ethnic, cultural, and linguistic groups encounter difficulty in learning, the teacher seeks alternate approaches to help students be successful.
<a href="#">Enter Notes and Evidence</a> <b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 3e: Critical Attributes**

- Unsatisfactory - The teacher ignores indications of student boredom or lack of understanding.
- Unsatisfactory - The teacher brushes aside students' questions.
- Unsatisfactory - The teacher conveys to students that when they have difficulty learning, it is their fault.
- Unsatisfactory - In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- Unsatisfactory - The teacher makes no attempt to adjust the lesson in response to student confusion.
- Basic - The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- Basic - The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- Basic - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- Basic - The teacher's attempts to adjust the lesson are partially successful.
- Proficient - The teacher incorporates students' interests and questions into the heart of the lesson.
- Proficient - The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- Proficient - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- Proficient - When improvising becomes necessary, the teacher makes adjustments to the lesson.
- Distinguished - Teacher's adjustments to the lesson, when needed, are designed to assist individual students and cultural/ethnic groups.
- Distinguished - Teacher seizes on a teachable moment to enhance a lesson.
- Distinguished - The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that he wont consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.
- Distinguished - In reflecting on practice, the teacher can cite others in the school and the students' home and diverse communities whom she has contacted for assistance in reaching some students.

**Areas of Strength:**

**Areas for Growth:**

**Recommendations:**

**Additional Comments:**



## Teacher Domain 4 Observation

### Domain 4: Professional Responsibilities

Tucson FFT 2013 - 4a:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Teaching</b>  <b>Indicators:</b> <b>Accurate reflections on a lesson. Citation of adjustments to practice that draws on a repertoire of strategies that embody culturally responsive pedagogy.</b>	Teacher does not know whether a lesson was effective or achieved it's instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved it's instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved it's instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<a href="#">Enter Notes and Evidence</a>				
<b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 4a: Critical Attributes**

- Unsatisfactory - The teacher considers the lesson but draws incorrect conclusions about it's effectiveness.
- Unsatisfactory - The teacher makes no suggestions for improvement.
- Basic - The teacher has a general sense of whether or not instructional practices were effective.
- Basic - The teacher offers general modifications for future instruction.
- Proficient - The teacher accurately assesses the effectiveness of instructional activities used.
- Proficient - The teacher identifies specific ways in which a lesson might be improved.
- Distinguished - Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.
- Distinguished - Teacher's assessment of the lesson utilizes evidence of student learning.
- Distinguished - Teacher's suggestions for improvement draw on an extensive repertoire that embody culturally responsive pedagogy.

Tucson FFT 2013 - 4b:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4b: Maintaining Accurate Records</b>  <b>Indicators:</b> <b>Routines and systems that track student completion of assignments are examined by racial, ethnic, cultural, and linguistic subgroups. Systems of information regarding student progress against instructional outcomes. Processes of maintaining accurate non-instructional records.</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Records are examined and tracked by racial, ethnic, and linguistic subgroups. Students contribute information and participate in maintaining the records.
<a href="#">Enter Notes and Evidence</a>				
<b>Rubric Score: 0/0</b>				

**Tucson FFT 2013 - 4b: Critical Attributes**

- Unsatisfactory - There is no system for either instructional or noninstructional records.
- Unsatisfactory - Record-keeping systems are in disarray and provide incorrect or confusing information.
- Basic - The teacher has a process for recording student work completion; However, it may be out of date or may not permit students to access the information.
- Basic - The teacher's process for tracking student progress is cumbersome to use.
- Basic - The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.
- Proficient - The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- Proficient - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- Proficient - The teacher's process for recording noninstructional information is both efficient and effective.
- Distinguished - Students contribute to and maintain records indicating completed and outstanding work assignments.
- Distinguished - Students contribute to and maintain data files indicating their own progress in learning.
- Distinguished - Students contribute to maintaining non-instructional records for the class.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4c: Communicating with Families</b>  <b>Indicators:</b> <b>Frequent and culturally appropriate information sent home regarding the instructional program and student progress</b> <b>Two-way communication between the teacher and families</b> <b>Frequent opportunities for families to engage in the learning process</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Early in the school year, the teacher establishes positive relationships with families by communicating with them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The teacher responds to family concerns, including families that are racially, ethnically, culturally, and linguistically diverse with professionalism and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher learns from families how best to meet the needs of their children and uses this knowledge to shape their teaching.

[Enter Notes and Evidence](#)

**Rubric Score: 0/0**

**Tucson FFT 2013 - 4c: Critical Attributes**

- Unsatisfactory - Little or no information regarding the instructional program is available to parents.
- Unsatisfactory - Families are unaware of their children's progress.
- Unsatisfactory - Family engagement activities are lacking.
- Unsatisfactory - There is some culturally inappropriate communication.
- Basic - School- or district-created materials about the instructional program are sent home.
- Basic - The teacher sends home infrequent or incomplete information about the instructional program.
- Basic - The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Basic - Some of the teacher's communications are inappropriate to families cultural norms.
- Proficient - The teacher regularly makes information about the instructional program available.
- Proficient - The teacher regularly sends home information about student progress.
- Proficient - The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Proficient - Most of the teacher's communications are appropriate to families' cultural norms.
- Distinguished - On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.
- Distinguished - Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Distinguished - Students contribute to regular and ongoing projects designed to engage families in the learning process.
- Distinguished - All the teacher's communications are highly sensitive to families' cultural norms.

**Tucson FFT 2013 - 4d:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d: Participating in the Professional Community</b>  <b>Indicators:</b> <b>Regular teacher participation with colleagues to share and plan for student success. Regular teacher participation in professional courses or communities that emphasize improving practice. Regular teacher participation in school initiatives. Regular teacher participation in and support of racial, ethnic, cultural, and linguistic community initiatives.</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. The teacher participates in community educational initiatives, including those occurring in racial, ethnic, cultural, and linguistic communities.

[Enter Notes and Evidence](#)

**Rubric Score: 0/0**

**Tucson FFT 2013 - 4d: Critical Attributes**

- Unsatisfactory - The teacher's relationships with colleagues are characterized by negativity or combativeness.
- Unsatisfactory - The teacher purposefully avoids contributing to activities promoting professional inquiry.
- Unsatisfactory - The teacher avoids involvement in school activities and district and community projects.

- Basic - The teacher has cordial relationships with colleagues.
- Basic - When invited, the teacher participates in school activities, as well as district and community projects.
- Basic - When asked, the teacher participates in school activities, as well as district and community projects.
- Proficient - The teacher has supportive and collaborative relationships with colleagues.
- Proficient - The teacher regularly participates in activities related to professional inquiry.
- Proficient - The teacher frequently volunteers to participate in school events and school district and community projects.
- Distinguished - The teacher takes a leadership role in promoting activities related to professional inquiry.
- Distinguished - The teacher regularly contributes to and leads events that positively impact school life.
- Distinguished - The teacher regularly contributes to and leads significant school district and community projects.

**Tucson FFT 2013 - 4e:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4e: Growing and Developing Professionally</b>  <b>Indicators:</b> <b>1. Frequent teacher attendance in courses and workshops</b> <b>2. regular academic reading Participation in learning networks with colleagues</b> <b>3. freely shared insights Participation in professional organizations supporting academic inquiry</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge, pedagogical skill, and culturally responsive pedagogy and instruction. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development sponsored by the school district, professional educational organizations, and culturally and ethnically diverse community organizations and makes a systematic effort to conduct action research. Teacher solicits feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession, particularly in the areas related to the achievement of students from different racial, ethnic, cultural, and linguistic communities.
Enter Notes and Evidence				
Rubric Score: 0/0				

**Tucson FFT 2013 - 4e: Critical Attributes**

- Unsatisfactory - The teacher is not involved in any activity that might enhance knowledge or skill.
- Unsatisfactory - The teacher purposefully resists discussing performance with supervisors or colleagues.
- Unsatisfactory - The teacher ignores invitations to join professional organizations or attend conferences.
- Basic - The teacher participates in professional activities when they are required or provided by the district.
- Basic - The teacher reluctantly accepts feedback from supervisors and colleagues.
- Basic - The teacher contributes in a limited fashion to professional organizations.
- Proficient - The teacher seeks regular opportunities for continued professional development.
- Proficient - The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- Proficient - The teacher actively participates in organizations designed to contribute to the profession.
- Distinguished - The teacher seeks regular opportunities for continued professional development, including initiating action research.
- Distinguished - The teacher actively seeks feedback from supervisors and colleagues.
- Distinguished - The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
- Distinguished - The teacher is a role-model for culturally responsive pedagogy and instruction.

**Tucson FFT 2013 - 4f:**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4f: Showing Professionalism</b>  <b>Indicators:</b> <b>The teacher having a reputation as being trustworthy and often sought as a sounding board. The teacher frequently reminding participants during committee or planning work that students are the highest priority. The teacher supporting students, even in the face of difficult situations or conflicting policies. The teacher challenging existing practice in order to put students first especially the students who have been traditionally underserved. The teacher consistently fulfilling district mandates regarding policies and procedures.</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teachers attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Teachers decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving and advocating for students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, such as Mexican-American and African-Americans, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations but challenges long-held assumptions and practices that impede the academic progress of students, including students

Enter Notes and Evidence

Rubric Score: 0/0

**Tucson FFT 2013 - 4f: Critical Attributes**

- Unsatisfactory - The teacher is dishonest.
- Unsatisfactory - The teacher does not notice the needs of students.
- Unsatisfactory - The teacher engages in practices that are self-serving.
- Unsatisfactory - The teacher willfully rejects district regulations.
- Basic - The teacher is honest.
- Basic - The teacher notices the needs of students but is inconsistent in addressing them.
- Basic - The teacher does not notice that some school practices result in poor conditions for students.
- Basic - The teacher makes decisions professionally but on a limited basis.
- Basic - The teacher complies with district regulations.
- Proficient - The teacher is honest and known for having high standards of integrity.
- Proficient - The teacher actively addresses student needs.
- Proficient - The teacher actively works to provide opportunities for student success.
- Proficient - The teacher willingly participates in team and departmental decision making.
- Proficient - The teacher complies completely with district regulations.
- Distinguished - Teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- Distinguished - Teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups.
- Distinguished - Teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups.
- Distinguished - Teacher takes a leadership role in team and departmental decision making.
- Distinguished - Teacher takes a leadership role regarding school district.

**Areas of Strength:**

**Areas for Growth:**

**Recommendations:**



Additional Comments:



## Protocol for Post-Observation Conference

Upload Post Observation Artifacts (Teacher and Evaluator):

Artifacts					
Name	Upload Date	Upload User	File		

The teacher may complete this form and submit it to the appropriate evaluator prior to the post-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the post-observation conference. This protocol is to be used to guide the conversation.

Evidence of teacher performance will be gathered for all components of the Teacher Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversation about practice, and other professional and instructional artifacts.

School:

Grade Level/Subject(s):

Date of Pre-Observation Conference:

Date of Scheduled/Announced Classroom Observation:

### Questions for discussion

1. In general, how successful was the lesson? Did the students accomplish the learning outcome? How do you know? (3d, 4a)

2. If you were able to bring samples of student work, what would the samples reveal about the levels of student engagement and understanding? (3d, 3c)

3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)

4. Did you depart from your plan? If so, how and why? (3e)

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

7. What are your next steps based on the data/evidence gathered during this lesson? (4a)