APPENDIX IV-17
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 6th grade science teacher, you are considered a ‘B’ teacher. If you are a 12th 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 2nd 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.
  - Grades K - 2: Scores are for ELA only
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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.
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 ration 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 ration 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Raw Points</th>
<th>Scaling Factor*</th>
<th>Desired Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>88</td>
<td>.636</td>
<td>56</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>3</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>Student Survey</td>
<td>4</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Points</th>
<th>Scale Conversion</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>44</td>
<td>44 x .636</td>
<td>28</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>2</td>
<td>2 x 11</td>
<td>22</td>
</tr>
<tr>
<td>Student Survey</td>
<td>2</td>
<td>2 x 2.5</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1 x 1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>

Teacher B – Grade 4

Table 6. Calculation of Points of a Teacher Scoring about Average of the Possible Points (Effective Teacher Status)

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Points</th>
<th>Scale Conversion</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>73</td>
<td>73 x .636</td>
<td>46</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>2</td>
<td>2 x 11</td>
<td>22</td>
</tr>
<tr>
<td>Student Survey</td>
<td>3.2</td>
<td>3.2 x 2.5</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1 x 1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>79.2</td>
<td></td>
<td>77</td>
</tr>
</tbody>
</table>
Teacher Effectiveness Evaluation Model 2019-20

Teacher C – Grade 4

Table 4. Calculation of Points of a Teacher Scoring Most Points (High Effective Status)

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Points</th>
<th>Scale Conversion</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>77</td>
<td>77 x .636</td>
<td>49</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>2</td>
<td>2 x 11</td>
<td>22</td>
</tr>
<tr>
<td>Student Survey</td>
<td>3.2</td>
<td>3.2 x 2.5</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1 x 1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>83.2</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Points</th>
<th>Scale Conversion</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson</td>
<td>40</td>
<td>40 x .636</td>
<td>25</td>
</tr>
<tr>
<td>Academic Growth</td>
<td>1</td>
<td>1 x 11</td>
<td>11</td>
</tr>
<tr>
<td>Student Survey</td>
<td>2.75</td>
<td>2.75 x 2.5</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Self Reflection</td>
<td>1</td>
<td>1 x 1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>44.75 or 45</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

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

#### Tucson FFT 2013 - 1a: Demonstrating Knowledge of Content and Pedagogy

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a:</strong> Demonstrating Knowledge of Content and Pedagogy</td>
<td>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 study.</td>
<td>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.</td>
<td>The teacher displays solid knowledge of the important concepts in the discipline and how these concepts 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.</td>
<td>The teacher displays extensive knowledge of the important concepts in the discipline and demonstrates awareness of 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. 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.</td>
</tr>
</tbody>
</table>

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### 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.

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### Tucson FFT 2013 - 1b: Demonstrating Knowledge of Students

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

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### Enter Notes and Evidence

Rubric Score: 0/0
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 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: 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:

#### 1d: Demonstrating Knowledge of Resources

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</td>
<td>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.</td>
<td>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.</td>
<td>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' homes 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.</td>
</tr>
</tbody>
</table>

### Tucson FFT 2013 - 1e:

#### 1e: Designing Coherent Instruction

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.
### Tucson FFT 2013 - 1f:

#### 1f: Designing Student Assessments

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators: Lesson plans indicating correspondence between assessments and instructional outcomes.</td>
<td>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.</td>
<td>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.</td>
<td>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction to minimize the achievement gap for groups of students.</td>
<td>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. 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.</td>
</tr>
</tbody>
</table>

#### 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:
Teacher Announced Observation

Upload Lesson Plan and Other Planning Artifacts:

Artifacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Upload Date</th>
<th>Upload User</th>
<th>File</th>
</tr>
</thead>
</table>

Domain 2: The Classroom Environment

Tucson FFT 2013 - 2a:

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>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.</td>
<td>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.</td>
<td>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 diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, and affirming</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 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.
- Basic - The teacher makes general connections with individual students.
- Basic - The teacher exhibits respect for the teacher.
- Proficient - Teacher takes into account the ages, cultural, and developmental levels of the students and responds successfully to disrespectful behavior among students. Teacher makes general connections with individual students. Students exhibit respect for the teacher.
- Proficient - Teacher takes into account the ages, cultural, and developmental levels of the students and responds successfully to disrespectful behavior among students. Teacher makes general connections with individual students. 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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</td>
</tr>
</tbody>
</table>
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.

<table>
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<tbody>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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</tbody>
</table>

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: Managing Student Behavior

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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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</table>

### 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: Organizing Physical Space

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<td></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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. 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.</td>
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</table>

### 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.
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<th>Tucson FFT 2013 - 3a:</th>
<th>Component</th>
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<tr>
<td>3a: Communicating with Students</td>
<td><strong>Indicators:</strong></td>
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<td>Clarity of lesson purpose.</td>
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<td>Clear directions and procedures specific to the lesson activities. Absence of content errors and clear explanations of concepts and strategies.</td>
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<tr>
<td>Correct and imaginative use of language.</td>
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<tr>
<th>Tucson FFT 2013 - 3a: Critical Attributes</th>
<th>Rubric Score: 0/0</th>
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<tbody>
<tr>
<td>Un satisfactory - At no time during the lesson does the teacher convey to students what they will be learning.</td>
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<td>Un satisfactory - Students indicate through body language or questions that they don't understand the content being presented.</td>
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<td>Un satisfactory - The teacher makes a serious content error that will affect students' understanding of the lesson.</td>
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<td>Un satisfactory - Students indicate through their questions that they are confused about the learning task.</td>
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<td>Un satisfactory - The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</td>
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<tr>
<td>Un satisfactory - The teacher's vocabulary is inappropriate to the age or culture of the students.</td>
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<tr>
<td>Proficient - The teacher provides little elaboration or explanation about what the students will be learning.</td>
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<tr>
<td>Proficient - The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</td>
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<td>Basic - The teacher makes no serious content errors but may make minor ones.</td>
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<td>Basic - The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</td>
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<tr>
<td>Basic - The teacher must clarify the learning task so students can complete it.</td>
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<tr>
<td>Basic - The teacher's vocabulary and usage are correct but unimaginative.</td>
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<td>Basic - When the teacher attempts to explain academic vocabulary, it is only partially successful.</td>
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<tr>
<td>Basic - The teacher's vocabulary is too advanced, or too juvenile, for students.</td>
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<tr>
<td>Proficient - The teacher states clearly, at some point during the lesson, what the students will be learning.</td>
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<tr>
<td>Proficient - The teacher's explanation of content is clear and invites student participation and thinking.</td>
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<tr>
<td>Proficient - The teacher makes no content errors.</td>
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<tr>
<td>Proficient - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</td>
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<tr>
<td>Proficient - Students engage with the learning task, indicating that they understand what they are to do.</td>
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<tr>
<td>Proficient - If appropriate, the teacher models the process to be followed in the task.</td>
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<tr>
<td>Proficient - The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</td>
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<tr>
<td>Proficient - The teacher's vocabulary is appropriate to students' ages and levels of development.</td>
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<tr>
<td>Distinguished - The teacher points out possible areas for misunderstanding.</td>
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<tr>
<td>Distinguished - Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
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<tr>
<td>Distinguished - The teacher encourages students to share metaphors and examples that come from students' racial, ethnic, cultural, and linguistic background.</td>
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<td>Distinguished - All students seem to understand the presentation.</td>
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<tr>
<td>Distinguished - The teacher invites students to explain the content to the class, or to classmates.</td>
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<tr>
<td>Distinguished - Teacher uses rich language, offering brief vocabulary lessons where appropriate.</td>
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<tr>
<td>Distinguished - Students suggest other strategies they might use in approaching a challenge or analysis.</td>
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</table>
### 3b: Using questioning / prompts and discussion

#### Indicators:

- 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.

<table>
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</thead>
<tbody>
<tr>
<td>3b: Using questioning / prompts and discussion</td>
<td>Questions are rapid-fire and convergent, with a single correct answer.</td>
<td>Students through a single path of inquiry, with answers seemingly determined in advance.</td>
<td>Low-level questions, he or she poses questions to students designed to promote student thinking and understanding.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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 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.

### 3c: Engaging Students in Learning

#### Indicators:

- 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 drag out nor rushed, with time for closure and student reflection.

<table>
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<tbody>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>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.</td>
<td>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.</td>
<td>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>Virtually all students are intellectually engaged in challenging culturally relevant content, through well-designed learning tasks and activities that require complex thinking, and the teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry, and student contributions leading to the exploration of important content and future learning; students serve as cultural resources for one another. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Different and flexible groupings are used for specific purposes and students of similar backgrounds and skills are not consistently grouped with the same classmates.</td>
</tr>
</tbody>
</table>
Students take initiative to modify a learning task to make it more meaningful or relevant to their everyday lived experiences and needs.

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.

Assessment is fully integrated into instruction, through extensive use of formative assessment. Teachers make mid-course corrections when needed, and enlist students' cultural, ethnic, academic, 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.
### Tucson FFT 2013 - 3e:

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<tbody>
<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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:

- Teacher makes only minor attempts to engage students in self- or peer assessment.
- 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.
- Feedback to students is specific, timely and focused on improvement. It is provided from many sources, including other students and their families.
- Teacher's adjustments to the lesson are designed to assist individual students.
- 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.
- Teacher's adjustments to the lesson are designed to assist individual students.
### Areas for Growth:

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### Recommendations:

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### Additional Comments:

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Teacher Domain 4 Observation  

Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflecting on Teaching</td>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</td>
<td>Teacher makes an accurate assessment 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.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its 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.</td>
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</table>

Rubric Score: 0/0

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

- **Unsatisfactory** - There is no system for either instructional or noninstructional records.
- **Unsatisfactory** - There is no system for both instructional and noninstructional records.
- **Basic** - Record-keeping systems are in disarray and provide incorrect or confusing information.
- **Basic** - Record-keeping systems are in disarray and provide incorrect or confusing information.
- **Proficient** - The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.
- **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 maintaining non-instructional records for the class.

Rubric Score: 0/0
### Tucson FFT 2013 - 4c: Critical Attributes

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>4c: Communicating with Families</td>
<td>Teacher makes no attempt to engage families about the instructional program.</td>
<td>Teacher attempts to communicate with families about the instructional program and makes some attempts to engage families in the instructional program.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in school events and school and district projects when specifically asked.</td>
<td>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.</td>
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### Tucson FFT 2013 - 4d: Participating in the Professional Community

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<thead>
<tr>
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<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4d: Participating in the Professional Community</td>
<td>Teacher's relationships with colleagues are negative or self-serving.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
<td>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.
Tucson FfT 2013 - 4f:

4f: Showing Professionalism

**Indicators:**
- The teacher has cordial relationships with colleagues.
- The teacher has supportive and collaborative relationships with colleagues.
- The teacher is highly proactive in serving and advocating for students, seeking out resources when needed.
- The teacher is highly proactive in serving and advocating for students, seeking out resources when needed.

**Unsatisfactory:**
- Teacher displays dishonesty in interactions with colleagues, students, and the public.
- Teacher is not honest in interactions with colleagues, students, and the public.
- Teacher displays low standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
- Teacher complies with school and district regulations, doing just enough to get by.

**Basic:**
- Teacher is honest in interactions with colleagues, students, and the public.
- Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
- Teacher complies fully with school and district regulations.

**Proficient:**
- Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
- Teacher complies fully with school and district regulations.

**Distinguished:**
- Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
- Teacher complies fully with school and district regulations but challenges long-held assumptions and practices that impede the academic progress of students, including students

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Tucson FfT 2013 - 4e: Critical Attributes

**Rubric Score: 0/0**

**Unsatisfactory:**
- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.
- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.
- The teacher seeks regular opportunities for continued professional development.
- The teacher seeks opportunities for professional development sponsored by the school district, professional educational organizations, and culturally and ethnically diverse community organizations.
- The 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.

**Basic:**
- The teacher engages in no professional development activities to enhance knowledge or skill.
- The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
- The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
- The teacher participates in professional activities when they are required or provided by the district.
- The teacher contributes in a limited fashion to professional organizations.
- The teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.
- The teacher finds limited ways to contribute to the profession.
- The teacher participates actively in assisting other educators.

**Proficient:**
- The teacher seeks opportunities for professional development to enhance content knowledge, pedagogical skill, and culturally responsive pedagogy and instruction.
- The teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.
- The teacher participates in organizations designed to contribute to the profession.

**Distinguished:**
- The teacher actively participates in organizations designed to contribute to the profession.
- The teacher is an active leader in the profession.
- The teacher assumes professional responsibilities.
- The teacher participates in organizations designed to contribute to the profession.
from different racial, ethnic, cultural, and linguistic backgrounds.

### 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:

- [ ]
Protocol for Post-Observation Conference

Upload Post Observation Artifacts (Teacher and Evaluator):

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Name</th>
<th>Upload Date</th>
<th>Upload User</th>
<th>File</th>
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</table>

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)