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United States District Court, D. Arizona.

Roy and Josie FISHER, et al., Plaintiffs,
v.
UNITED STATES of America, Plaintiff-Intervenor,
v.
Anita Lohr, et al., Defendants,
and
Sidney L. Sutton, et al., Defendants-Intervenor,
Maria Mendoza, et al., Plaintiffs,
United States of America, Plaintiff-Intervenor,
v.
Tucson Unified School District No. One, et al.,
Defendants.

CV 74-90 TUC DCB, CV 74-204 TUC DCB

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SPECIAL MASTER'S REPORT AND RECOMMENDATIONS RELATING TO PRINCIPAL AND TEACHER EVALUATION

Willis D. Hawley, Special Master

Introduction

*1 On July 20, 2015, the District provided the plaintiffs and the Special Master copies of the teacher and student evaluation plans passed by the Governing Board. (Exhibit A). On July 30, the Mendoza plaintiffs requested an R&R on issues related to the teacher and principal evaluation plans (Exhibit B). On August 10, the District responded to the request for an R&R (Exhibit C). On August 13, the Special Master submitted a draft R&R to the parties in an effort to resolve some of the objections without taking them to the Court (Exhibit D). The Mendoza plaintiffs responded to the draft R&R (Exhibit E). The Fisher plaintiffs and the Department of Justice have not weighed in on the submitted plans.

Research tells us that the two most important in-school influences on student outcomes are teacher and principal effectiveness. Moreover, these are interrelated. Any district's ability to foster improvement of teacher and principal performance depends on having good knowledge of the level of effective practice. Thus, teacher and principal evaluation plans are critically important to achieving the goals of the USP.

This R&R is organized around the objections of the Mendoza plaintiffs. The District contends that the Mendoza plaintiffs do not base their objections on the most recent versions of the plans. The Mendoza plaintiffs contest that. In any event, the Special Master's comments deal with provisions of the July 20 plans.

Context

The development of teacher and principal evaluation plans has been a challenge of considerable controversy and has given visibility to the tensions involved in requirements that District practices be reviewed by the plaintiffs, the Special Master, and the Court. For many months, the District refused to submit teacher and principal evaluation plans for review, and a court order in January 2015 was needed to require the District to develop such plans (Doc. 1760). The District collaborated extensively with the Special Master in the development of the observational instruments that are central to the

evaluation. However, the reticence of the District to be responsive to other concerns about the evaluation of teachers and principals and the difficulties in resolving issues among the parties is illustrated by its response to the Mendoza plaintiffs' objections in which the District claims it is not required to do many things the plaintiffs are concerned about even when it does not object to doing some of them. For example, the District denies an obligation to:

1. Develop evaluation processes that are fair, accurate and meaningful.
2. Revise instruments for evaluating teachers and principals because the instruments are not part of the evaluation process (despite the wording of Section IV.H.1 of the USP).
3. Consider the weights assigned to surveys of teachers and students despite analysis of its own staff concluding that the impact of the weights identified in both plans will be negligible.
4. Evaluate the effectiveness of the evaluation plans.

With this context in mind, the specific objections of the Mendoza plaintiffs are addressed below.

Assessing Academic Performance of Students for Purposes of Evaluating Teachers and Principals

*2 The plans are less clear than they need to be relating to this issue but in the Special Master's discussions with the District the assurance was given that all teachers will have the equivalent of a pre-and post-test measure of student performance. Tests have been developed by the District that will apply to grades 3-12 covering the material being taught. K-2 students' performance will be assessed using periodic DIBELS tests. This clarification should obviate the need for an R&R dealing with academic growth measures. The Mendoza plaintiffs agree.

Evaluators of Teachers

The Mendoza plaintiff (and the Special Master) have contended that teaching practices measured by the observational instrument should be assessed by persons

other than or in addition to principals and assistant principals. The District asserts that principal evaluation of teachers is the norm throughout the country, including all districts in Arizona (most do so for the same reasons that TUSD does—political and relative easy to implement—not because it is best practice). But many leading school districts do use different models, including some districts in the Phoenix area where evaluators include teacher mentors or teaching specialists.

The purpose of teacher evaluation is to measure effectiveness accurately and to link the performance assessments to professional development and recognition of excellence. If the assessment of teachers is not accurate, the ability to improve teaching performance through evaluation is obviously undermined. Indeed, if the assessment is not done properly, the District will end up nurturing mediocrity. This is not to say that TUSD teachers are mediocre, but it is to say that it is important to determine, as effectively as possible, the actual level of teacher performance with respect to specific behaviors.

If principals are supposed to be instructional leaders, something on which all parties would surely agree, why can't they perform the evaluation tasks effectively? Some principals can, of course. But the research is replete with evidence that the accuracy of principals is limited in most cases. National studies show that a very small number of teachers are judged to be ineffective. This has been true in TUSD as well. In studies that compare principal evaluations with that of well-trained evaluators, the results show that the latter identify many more teachers as needing significant professional development than is typical when principals alone do the evaluation.

Why do many principals understate teachers' proficiency? First, excellence in teaching is not always the reason why principals are chosen to be principals. Second, principals are part of a social network in a school and they want to be liked and respected by their colleagues. One consequence of this is that when rating teacher performance they almost always give teachers the benefit of the doubt. When one looks at the rubrics for evaluating teachers, one sees that the distinctions between the categories that yield the scores are sometimes subtle and ambiguous but almost always require some level of judgment that is not easily documented. Third, principals want to motivate their teachers and tend to shy away from negative observations which may lead to discouragement, especially for beginning teachers and those who are struggling. Fourth, teaching effectiveness is somewhat subject-specific. In the literature on teaching, the term

“content pedagogy” is used to draw attention to the fact that really good teaching requires deep understanding of content and how best to deal with students and abilities to learn that content. Even if principals were good teachers, they are unlikely to have broad subject matter expertise.¹

*3 Should principals have a role in the evaluation process? Maybe. Should they be the primary evaluators? No. What is the alternative? In some districts, teacher leaders and/or subject matter specialists and instructional coaches are specially trained to be evaluators. In order to avoid the problem of teachers not wanting to open up to coaches who may end up being their evaluator, the person who does the evaluation should not be in an authority position with respect to the teacher. This of course would apply to principals. Would we expect teachers to be open in their discussions with their principal about problems they are having in meeting the needs of particular students if the principal is to be the judge of their effectiveness?

Being an instructional leader involves a great deal more than evaluating teachers. It includes using evaluation that has been done as objectively and expertly as possible to identify needs of teachers for further professional development, to identify teachers who can be helpful to others either as coaches or team leaders or simply as members of peer groups and professional learning communities. It involves giving priority to student learning time and involves ensuring that the instructional environment is safe both physically and psychologically. It involves creating a culture of high expectations and collaboration and ensuring that teachers have the resources they need to be effective. It involves making time for teachers to engage in professional learning communities and to reach out to parents and families, including home visits when needed. And more.

The District has said that it will train principals to engage in evaluations by having them evaluate videos of teachers whose performance has been evaluated by experts. This is certainly a sensible strategy but it does not deal with the socio-psychological aspects of evaluation that principals confront when they are undertaking assessments in their own schools with teachers they want to like them and who they want to motivate and to whom they will inevitably give the benefit of the doubt.

The District has argued that we should give principal evaluations a try. But the District has already shown that principals cannot or will not be rigorous evaluators. There is abundant research indicating that the success of this trial is unlikely to be successful. And, if this is what is

learned, a full year will have been lost. But how would one know if principals are effective evaluators in any event if there were no other evaluators with subject matter expertise and grade level experience who have been trained to evaluate using the District’s instrument with whose evaluations could be compared with principal evaluations?

Recommendation

*4 Enhancing teacher effectiveness is the very best way to enhance student learning opportunities and outcomes. Without effective teacher evaluation, this will be very difficult to do. The Special Master therefore proposes that the Court order that a pilot study be conducted that will allow comparison of assessments of teaching practice by principals and assistant principals on the one hand and trained evaluators on the other. It should be possible to design such a pilot within the next 3 to 4 weeks and implement it this school year. The results of the pilot will not affect scores received by teachers from administrators’ assessments this year but can be used to demonstrate whether a different approach to teacher evaluation is more effective at identifying what teachers need to do to improve. Further, a system that results in more differentiation will be a useful tool for identifying teacher leaders and instructional coaches and mentors. The Mendoza plaintiffs support this proposal.

Cut Scores

The state requires that the District establish criteria for determining levels of teacher effectiveness. These “cut scores” in TUSD are suspect because only a handful teachers are judged to be ineffective. This may be as much a problem with evaluation as it is with the cut scores themselves.

The District says that the cut scores were established by looking at research on the percentage teachers typically judged to be ineffective, namely 4-6%. If this conclusion is based on reports of how principals and assistant principals rate teachers, then we have to reckon with research that shows that principals and assistant principals rate teachers much higher than do expert evaluators. Even so, the USP cut scores came nowhere near identifying

4-6% teachers as ineffective. It may be that TUSD teachers are significantly more effective than teachers in other districts but given the difficulty that the District says it has recruiting and keeping good teachers, it seems plausible that the TUSD cut scores do not effectively differentiate teachers on the basis of professional proficiency.

Establishing cut scores is not easy and requires an analysis of various dimensions of teacher performance. It does not seem feasible for the Court to establish what the cut scores should be. The Special Master proposes that this matter be “resolved” by having the District commit to describing and justifying the bases on which it establishes cut scores that differentiate levels of teacher proficiency. Indeed, the District acknowledges that rethinking the cut scores is necessary.

Recommendation

The Court should require the District to describe the justification for the cut scores it uses in determining whether teachers are “ineffective” or “developing.” While this seems modest and is seen as inadequate by the Mendoza plaintiffs, transparency with respect to the criteria should encourage the District to establish defensible cut scores. This, coupled with a more rigorous application of the observation instrument, should result in a more accurate identification of teachers who need more support to improve. The Mendoza plaintiffs support the pilot proposed above and believe that the pilot should be used to evaluate the cut scores.

Alignment of Instruments for Measuring Teacher and Principal Effectiveness

Measurement of teacher effectiveness is inherently “high-inference.” In such cases, it is important to have multiple measures of the same phenomena. This means that teacher and student surveys, as well as observational measures of teacher and principal behaviors, should embody similar concepts. The Special Master does not see how there could be reasonable disagreement with this proposition. Indeed, while on the one hand the District says that such an alignment effort would be burdensome and redundant; on the other hand, staff who developed the

instruments and vetted the surveys say that they undertook such an alignment.

Recommendation

The Special Master suggests that this issue could be resolved by the District developing a chart showing how important aspects of teaching and leadership are reflected in these instruments. This is not a difficult task and has the value of making clear to principals and teachers behaviors that are important for them to know about and be able to do. The Mendoza plaintiffs agree with this proposal.

Linking Evaluations to Improvement

*5 The Mendoza plaintiffs object to the omission from the teacher evaluation plan of any process for improving the performance of teachers found to be in need of improvement. The District argues that it need not do so because this function is covered by Section IV, I, 2 of the USP and a plan for implementing that section has been completed and approved. While it is not clear why the District would not want to make the consequences of evaluation clear to teachers so that they would not see this plan to be draconian, the Special Master believes that the provisions of what was conventionally known as the “struggling teacher plan” do apply. It is clear that only a handful of teachers have been referred to improvement plans so this matter may be a better candidate for monitoring than for an additional Court order.

Recommendation

There is no need for Court action here. The Implementation Committee can monitor how the District integrates the evaluation and professional development elements of the USP.

Training Evaluators

The efficacy of a measurement tool depends on the capabilities of the person who does the measurement. This is particularly true when one is assessing behaviors not easily defined. The Mendoza plaintiffs want the District to specify how it will prepare those who assess teachers and principals to undertake this evaluation. The response of the District is that the training takes many forms in many venues and that one could look at the professional development plans to determine what the District proposes to do.

The Special Master has examined the professional development plans, and while there are numerous references to the training of educators with respect to effective teaching practices, this is not the same as the training of evaluators. The observational instruments being used in TUSD are complex, extensive in the range of behaviors being assessed, and presumably discrete items are repeated in somewhat different terms throughout the instruments. The Special Master has supervised studies that involve the observation of educators. In preparation for those studies, considerable time is spent training the observers (evaluators) to ensure inter-rater reliability. If the District is conducting such training, which its staff says that it is, it would seem useful to spell out just how and when that will happen. This would allow the Implementation Committee to monitor this activity. There is no need for the Court to order such a description of how evaluators will be prepared for this difficult task assuming the District is willing to do so. Surely it has a plan; why not make it more transparent?

Recommendation

If the District does not agree to make explicit its plans for training those who will evaluate teachers and principals when it reviews this R&R, the Court should require it to do so.

Assessing the Capabilities of Teachers and Administrators to Use Data on Student Outcomes

The Mendoza plaintiffs claim rightly that the USP is specific about the measurement of teachers' and administrators' capacity to utilize data to improve student

performance. Moreover, this is a high priority of the Superintendent. In response to the Mendoza plaintiffs' concern, the District says that the structure of the evaluation as prescribed by the state is an impediment and that this skill is covered by student surveys. This assertion apparently misunderstands what is involved. Assessing the capabilities of educators to utilize data on student behavior and achievement, among other things, is an appropriate component of the observational instruments. Indeed, those instruments do include relevant rubrics. The District's refusal to identify these rubrics is difficult to comprehend.

Recommendation

There is no need for the Court to take action on this issue.

The Weight of Teacher and Student Surveys in Principal Evaluation

*6 The Mendoza plaintiffs point out that only 10 of the 100 points on the principal evaluation score are derived from the combination of the teacher and principal surveys. No doubt this reflects the wishes of principals. It seems incongruous to have student surveys account for 10% of teacher evaluation but only 4% of evaluation of principals. Perhaps teachers believe that their judgments about principal behaviors and school conditions should be given only negligible weight. Practically, the principal evaluation plan says that the views of teachers and students don't count.

The Special Master believes that minimizing the influence of teacher and student feedback on teacher effectiveness not only reduces the validity of the evaluation, it is a clear violation of Section IV.H.1.iii of the USP that provides for "... responses from student and teacher surveys ...". The instrument to be used to account for more than half of a principal's evaluation score includes numerous items that can be better, and perhaps only, assessed by teachers and students. This is true for several domains in the principal instrument, especially with respect to those items referred to as "School Behaviors." Many of these items require the evaluator to determine what teachers and students believe and experience. How might they do that? Interviewing a few teachers or students in each school is

hardly fair to the principals themselves much less a valid way of determining reality. A great deal of emphasis in virtually all school improvement efforts, and certainly in the USP, is placed on the importance of creating (1) school cultures that are inclusive, respectful, supportive, and reflect high expectations and (2) fostering teacher collaboration, supporting teachers' professional growth, retaining effective teachers, and developing a sense of physical and psychological safety that enhances teaching and student learning. What better way to measure whether principals have accomplished these things than by asking teachers and students.

Recommendation

State guidelines place a constraint on the points that can be assigned to teacher and student surveys in principal evaluation but there's no reason not to use all of those 17 points. The Special Master therefore recommends that of the 100 total points for measuring principal performance, teacher surveys account for 11 points and student surveys account for six. Alternatively, 12 points could be for teacher surveys and five for student surveys. If the District agrees to one of these options, the Mendoza plaintiffs withdraw their objection.

Attachment

CERTIFICATE OF SERVICE

I hereby certify that on, August 28, 2015, I electronically submitted the foregoing **SPECIAL MASTER'S REPORT AND RECOMMENDATIONS RELATING TO PRINCIPAL AND TEACHER EVALUATION** for filing and transmittal of a Notice of Electronic Filing to the following CM/ECF registrants:

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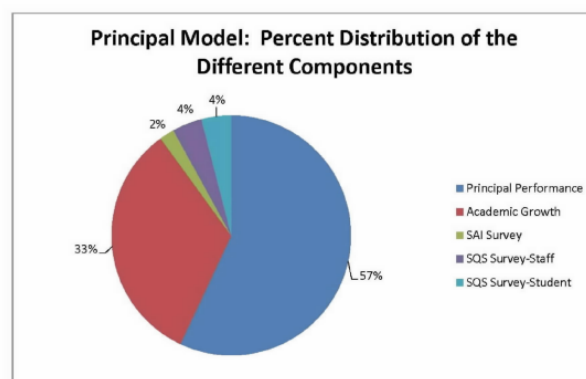
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Principal Evaluation Model 2015-16

Tucson Unified School District Model for Measuring Educator Effectiveness aligns with State Board of Education's adopted Arizona Framework for Measuring Educator Effectiveness with these components:

A. Principal Performance Component	57%
B. Student Academic Progress Component	33%
C. SAI Survey (ADE) on Leadership	2%
D. Teacher Survey – School Quality Survey (Staff)	4%
E. Student Survey – School Quality Survey (Student)	4%

Each component of this model carries a different weight. For example, the results of the observations are weighted the most heavily because they represent 57% of the total model. The results from the observations, therefore, will have the greatest impact on a principal's overall score. Secondly, the academic growth represents 33% of the total model so that it can impact the overall score, but not necessarily determine the outcome. The amount of impact from the academic growth is dependent upon how the cut scores are determined. Finally, the results of the three surveys (10%) will have a small impact on a principal's overall score.



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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. Please see the conversion table below:

Conversion Table Grades K-12: Weighted Scale for Principal Evaluation from			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	.11
SAI Survey	5	2	0.400
SQS Survey-Staff	4	4	1.000
SQS Survey-Student	4	4	1.000
Total	100	100	

A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 57% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISLLC Standards:

- Culture and Equity Leadership
- Instructional Leadership
- Human Resources Leadership
- Strategic Leadership
- Organizational Leadership
- Community Leadership

The areas of leadership (Appendix B) to meet the requirements of the Unitary Status Plan IV. (H), (1):

By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (i) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (ii) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

B. Student Academic Progress Component

In the past, academic growth has been 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. The Arizona Department of Education determines labels for each school, ranging from A-F, that is based on student academic performance and growth. This approach, however, has 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. The 'B' teachers have been assigned growth points in the past based on the school or the district label.

This year, TUSD will make all teachers an 'A' teacher. Math and ELA teachers (formally known as 'A' teachers) will use the District's quarterly assessments in math and ELA to show academic growth. These quarterly assessments will be designed to measure growth over time. All other teachers (formally known as 'B' teachers) will administer pre-post assessments to their students that are relevant to the course material. The pre-post assessment strategy will be made up of a multiple choice assessment with a relevant content-specific reading passage that can measure academic growth for all course categories with the exception of math and ELA. The components are listed below:

- A. Courses: TUSD offers a variety of courses at the middle and high school levels including core academic courses, enrichment courses, and technical courses. These courses have

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been grouped into 41 umbrella categories. Each category encompasses multiple courses. For example, Physical Education is a category that includes body conditioning, yoga, tennis, etc.

- B. Pre-Post Assessment: The pre-assessment will contain one or two short reading passages and up to 10 multiple choice questions that relate to the passage. Each category will have its own passage that is relevant to the content and the standards of the category. These themes of these passages may be similar across grades but will increase in complexity with each subsequent grade. An example of a theme in history/American government, etc might be a passage reflecting on the concept of what constitutes a human 'right' in modern society. The post-assessment will use the same assessment as the pre or the questions may be replaced with parallel questions. Parallel questions are questions of the same difficulty that measure the same concept but do not ask the same question. Parallel questions can be used to measure growth.
- C. Development of the pre-post category assessments: Grades K-2 will use the DIBELS assessment and compare the fall results to the spring results. Grades 3 – 5 and math and ELA teachers in grades 6 – 10 will use the quarterly assessments as their pre-post assessment. The remaining courses in grades 6 – 12 will use category assessments developed by Curriculum and Instruction Department in conjunction with District teachers in the summer 2015. Teams of teachers from all grades and content areas will be asked to participate in the development of these pre-post assessments. All assessments will be standard's based and aligned to the content of the category. Additionally, our psychometric specialist will work with the district's contracted assessment company to ensure that the pre-test and the post-test are parallel in difficulty. Items will be taken from the assessment company's item bank and/or teachers will develop their own questions. All assessments will be completed prior to the start of the 2015-16 school year.
- D. Who will take the assessment: All students in grades K – 2 will take the DIBELS assessment and in grades 3 – 5 will take the quarterly benchmarks. In grades, 6 – 12, pre-post category assessments will be administered by a sampling strategy so that each teacher of record will have a minimum of 30 students participating in the pre-post category assessment. Grades 6 – 10 math and ELA courses will use the quarterly benchmarks.
- E. When will the assessment be administered: The pre-tests will be administered in the early fall and the post-tests will be administered in mid-spring. The quarterly benchmarks are administered at the end of each quarter. For the teacher evaluation, quarters 1 and 3 will be used. DIBELS is administered three times a year. The first test in the fall and the last test in the spring will be used.
- F. Who will score the assessment: The category assessments will be made available on-line through the district's assessment vendor's webpage and will be scored

electronically. For schools lacking the technology infrastructure to test on-line, paper tests will be made available that can be scanned into the assessment company's data base. For grades K-2, teachers will score the DIBELS assessments. For grades 3 – 5, the quarterly math and ELA assessments will be available both on-line and with paper tests that can be scanned for electronic scoring.

- G. Scoring and point allocation: Students growth will be assessed by determining the difference between the pre-test and the post-test. Teachers will receive a 1 (below average growth or a total of 11 points), a 2 (average growth or an average of 22 points), or a 3 (above average growth or an average of 33 points) that will be added to the Teacher Evaluation points total. Cut scores will be determined once all teachers have administered pre and post tests and the scores can be evaluated. Principals will receive the aggregate school total for all the teachers in the school.

In summary, in order for formally 'B' teachers now to be considered 'A' teachers, each subject needs a valid and reliable pre-post assessment that is specific to that subject for grades 6 - 12. Currently TUSD does not have consistent district-developed pre-post assessments for each subject. These assessments will be developed in the summer of 2015 to roll out for the 2015-16 school year. However, if the academic growth model is to be continued in future years, TUSD will be prepared to refine these assessments and the process in collaboration with teachers who specialize in each subject.

C. Surveys

Survey data elements account for 10% of the evaluation outcome. They will be comprised of the results of three surveys conducted with both teachers and students.

1. SAI: Teacher surveys provide an opportunity for teachers to rate principals on various aspects of principal practice as well as culture and climate of the school. The ADE Standards Assessment Inventory will measure aspects of principal practice with an emphasis on leadership.
2. School Quality Survey-Staff: Teachers will also rate principal leadership on the SQS. Additionally, the SQS will measure aspects of the school's culture and climate.

Teacher Survey Administration Logistics: Both the SAI and the SQS teacher surveys will be administered electronically during the spring semester. The results of the surveys will be used at the site administration level for principal evaluation.

3. School Quality Survey-Students: Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, school culture and climate and overall feelings of social inclusion and safety. The surveys may be found in Appendix C

Student Survey Administration Logistics: The SQS-Students will be administered to all students with a paper survey that they fill out at their school. These surveys are anonymous and cannot be linked to specific teachers. The purpose of this survey is to assess the overall culture and social climate of the school from a student perspective.

TUCSON UNIFIED SCHOOL DISTRICT MODIFIED 2013 DANIELSON FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT

Revised June 2015

Governing Board Approved July 14, 2015

DOMAIN 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global and cultural awareness. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. 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 must be familiar with the particular pedagogical approaches and culturally responsive instruction that are best suited to each discipline.

The elements of component 1a are:

- Knowledge of content and the structure of the discipline
- Every discipline has a dominant structure that may vary from different cultural perspectives, with smaller components or strands, as well as central concepts and skills.
- Knowledge of prerequisite relationships
- Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy
- Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- 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

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	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	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 students.	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.	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.	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 teacher's 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.
Critical Attributes	<ul style="list-style-type: none"> The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content, misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy. Instructional strategies in unit 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher cites intra- and interdisciplinary content relationships. The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	The teacher says, "The official language of Brazil is Spanish, just like the other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.	The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forgo ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study something printed on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.	The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements. The teacher plans to expand a unit on civics by having students simulate a court trial. And others...	Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is better in the summer than in the winter. In a lesson on 18 th century literature in a high school American literature class, the teacher incorporates slave narratives, early feminist literature, and Native American histories.

DOMAIN 1: Planning and Preparation 1a: Demonstrating Knowledge of Students <p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. Teacher must also understand the research in the social and cultural context of teaching and learning that confirms that student learning is influenced by issues such as culture, race, ethnicity, gender, and social class. While there are patterns in cognitive, social, cultural, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources in the home and community to ensure that all students will be able to learn.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Children learn differently at different stages of their lives. Knowledge of the learning process Learning requires active intellectual engagement. Knowledge of students' skills, knowledge, English and dominant language proficiency, and home dialects. What students are able to learn at any given time is influenced by their level of knowledge and skill. Knowledge of students' interests, cultural heritage, and their community and family funds of knowledge. Knowledge of students' special needs Children do not all develop in a typical fashion. <p>Indicators include:</p> <ul style="list-style-type: none"> 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 Databases of students with special needs 				
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	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	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.	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.	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.	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.
Critical Attributes	<ul style="list-style-type: none"> Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' mental or learning disabilities. 	<ul style="list-style-type: none"> Teacher cites developmental theory, but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on these contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> The teacher knows, for groups of students, their levels of cognitive development The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well-informed about students' cultural heritage and incorporates this knowledge into lesson planning. The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher uses ongoing and appropriate methods to assess students' skill levels and design instruction that considers students' racial, ethnic, cultural and linguistic backgrounds. The teacher seeks out information from all students about their racial, ethnic, cultural, and linguistic backgrounds. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Possible Examples	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">• The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year-olds.• The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.• The teacher plans to teach his class Christmas carols, despite the fact that he has four children represented amongst his students.	<ul style="list-style-type: none">• The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.• In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.• Lesson plans make only peripheral reference to students' interests.• The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.	<ul style="list-style-type: none">• The teacher creates an assessment of students' levels of cognitive development.• The teacher assesses students' previous year's folders to ascertain the proficiency levels of groups of students in the class.• The teacher administers a student interest survey at the beginning of the school year.• The teacher plans activities based on student interests.• The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.• The teacher realizes that not all of his students are Christian, so he plans to read a Hanukkah story in December.• The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.	<ul style="list-style-type: none">• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.• The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.• The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.• The teacher regularly creates adapted assessment materials for several students with learning disabilities.• An elementary teacher who is teaching children of immigrant farm workers collaborates with a labor leader and a parent to plan a unit about local agriculture.	

DOMAIN 1: Planning and Preparation 1c: Setting Instructional Outcomes <p>Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.</p> <p>Learning outcomes may be a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication skills. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> Value, sequence, and alignment Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core Standards. Clarity Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment, including performance assessment Balance Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills. Suitability for diverse students Outcomes must be appropriate for all students in the class and take into consideration that students learn differently and their learning is influenced by their experiences and cultural background. <p>Indicators include:</p> <ul style="list-style-type: none"> 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 				
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	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	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 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 or integration. 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.
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning Outcomes are differentiated to encourage individual students to take educational risks. Outcomes are based on a comprehensive assessment of student learning
Possible Examples	<ul style="list-style-type: none"> A learning outcome for a fourth grade class is to make a poster illustrating a poem. All the outcomes for a 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. 	<ul style="list-style-type: none"> One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English society." The outcomes for the history unit 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> ninth grade history class are factual knowledge The topic of the social studies unit involves the concept of "revolution" but the teacher only expects his students to remember the important dates of battles. Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle. 	<ul style="list-style-type: none"> include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. 	<ul style="list-style-type: none"> Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning. Students correct current learning to higher life experiences.

Fisher v. United States, Not Reported in Fed. Supp. (2015)

DOMAIN 1: Planning and Preparation 1d: Demonstrating Knowledge of Resources Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging as well as culturally relevant for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for instructional resources, including the students' community and family, to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives. The elements of component 1d are: <ul style="list-style-type: none">Resources for classroom useMaterials must align with learning outcomes.Resources to extend content knowledge and pedagogyMaterials that further teachers' professional knowledge must be available.Resources for studentsMaterials must be appropriately challenging and culturally relevant. Indicators include: <ul style="list-style-type: none">Materials provided by the districtMaterials provided by professional organizationsA range of textsInternet resourcesMaterials suggested by the community and students' familiesOngoing participation by teacher in professional education courses or professional groupsGuest speakers	
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	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	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 and on the internet.	Teacher's knowledge of resources for classroom use and for extending one's knowledge 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.
Critical Attributes	<ul style="list-style-type: none">The teacher only uses district-provided materials, even when more variety would assist some students.The teacher does not seek out resources available to expand his/her own skill.Although aware of some student needs, the teacher does not inquire about possible resources.	<ul style="list-style-type: none">The teacher uses materials in the school library, but does not search beyond the school for resources.The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	<ul style="list-style-type: none">Texts are of varied levels.Texts are supplemented by guest speakers and field experiences.Teacher facilitates internet resources.Resources are multi-disciplinary.Teacher expands knowledge with professional learning groups and organizations.Teacher pursues options offered by universities.Teacher provides lists of resources inside the class for students to draw on.Teacher displays awareness of resources to enhance culturally responsive pedagogy through the school or district.	<ul style="list-style-type: none">Texts are matched to student skill level.The teacher has ongoing relationship with colleges and universities that support student learning.The teacher maintains log of resources for student reference.The teacher pursues apprenticeships to increase discipline knowledge.The teacher facilitates student contact with resources outside the classroom.The teacher views students, parents and community as a viable resource to extend learning opportunities.
Possible Examples	<ul style="list-style-type: none">For their unit on China, the students accessed all of their information from the district-supplied textbook.	<ul style="list-style-type: none">For a unit on ocean life, the teacher really needs more books, but the school library only has three for him to borrow.	<ul style="list-style-type: none">The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can	<ul style="list-style-type: none">The teacher is not happy with the out-of-date textbooks; his students will critique it and write their own text for social studies.The teacher spends the summer

<ul style="list-style-type: none">Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."	<ul style="list-style-type: none">The teacher knows she should know more about teaching fractions, but the school only offered one professional development day last year.The teacher thinks his students would benefit from hearing about health risks from a professional; he contacts the school nurse to visit his classroom.	<ul style="list-style-type: none">participate in the discussion of important concepts.The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.The teacher explores local and regional museums, libraries, cultural centers, and archives devoted to the history of ethnic groups.The teacher attends professional conferences to increase his/her knowledge of multicultural instructional resources, for example, the National Association of Multicultural Education.	<ul style="list-style-type: none">at Dow Chemical learning more about current research as she can expand her knowledge base for teaching Chemistry.The teacher matches students in her family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.
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DOMAIN 1: Planning and Preparation 1e: Designing Cohesive Instruction Designing cohesive instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources, including those that are culturally relevant. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the student's racial, ethnic, cultural, and linguistic backgrounds, they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cogently engaging learning activities that take into account the specific learning needs and cultural perspectives of students, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3. The elements of component 1e are: <ul style="list-style-type: none">Learning activitiesInstruction is designed to engage students and advance them through the content.Instructional materials and resourcesAids to instruction are appropriate to the learning needs of the students' racial, ethnic, cultural, and linguistic backgrounds.Instructional groupsTeachers intentionally organize instructional groups to support student learning.Lesson and unit structureTeachers produce clear and sequenced lesson and unit structures to advance student learning. Indicators include: <ul style="list-style-type: none">Lessons that support instructional outcomes and reflect important conceptsInstructional maps that indicate relationships to prior learningActivities that represent high-level thinkingOpportunities for student choiceUse of varied culturally relevant resourcesThoroughly planned learning groupsStructured lesson plans	
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	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Cohesive Instruction	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.
Critical Attributes	<ul style="list-style-type: none">Learning activities are boring and/or not well aligned to the instructional goals.Materials are not engaging nor meet instructional outcomes.Instructional groups do not support learning.Lesson plans are not structured or sequenced and are unrealistic in their expectations.	<ul style="list-style-type: none">Learning activities are academically challenging.Learning resources are suitable, but there is limited variety.Instructional groups are random or only partially support objectives.Lesson structure is uneven or may be unrealistic in terms of time expectations.	<ul style="list-style-type: none">Learning activities are matched to instructional outcomes.Activities provide opportunities for higher-level thinking and designed to engage all students in meaningful learning.Teacher provides a variety of appropriately challenging and culturally relevant materials and resources.Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.The plan for the lesson or unit is well-structured, with reasonable time allocations.	<ul style="list-style-type: none">Activities permit student choice.Learning experiences connect to other disciplines.Teacher provides a variety of appropriately challenging and culturally relevant resources that are differentiated for students in the class.Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none">After memorizing the parts of the microscope, the teacher plans to have the students play a game to reinforce the skill she	<ul style="list-style-type: none">After the mini-lesson, the teacher plans to have the students play a game to reinforce the skill she	<ul style="list-style-type: none">The teacher reviews her learning activities with a reference to high level activities in a menu; students choose those that suit their	

<ul style="list-style-type: none">worksheet.Despite having a textbook that was 15 years old, the teacher plans to use that as the core resource for hisThe teacher organizes her class in rows, seating the students alphabetically; she plans to have studentsThe teacher's lesson plans are written on sticky notes in his grade book; they include lecture, activity, or test.	<ul style="list-style-type: none">taught.The teacher found an article to use as a supplemental resource during the geography unit.The teacher always lets students self-select their working groups because members based on their ability level and learning style.The teacher's lesson plans are mostly formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	<ul style="list-style-type: none">the challenge level.The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly identified.	<ul style="list-style-type: none">approach to learning.While completing her projects, the teacher's students will have access to a wide variety of resources, including culturally relevant ones that he has coded by reading level so they can make the most of them.After the cooperative group lesson, students will reflect on their participation and make suggestions.The lesson plan clearly indicates the concept taught or the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. The teacher examines his plans and reflects where plans reflect attention to students from different racial, ethnic, cultural, and linguistic backgrounds.
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DOMAIN 1: Planning and Preparation 1f: Designing Student Assessments Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes. The elements of component 1f are: <ul style="list-style-type: none">Lesson plans indicating correspondence between assessments and instructional outcomesAssessment types suitable to the style of outcomeVariety of performance opportunities for studentsModified 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 performanceFormative assessments designed to inform minute-to-minute decision making by the teacher during instruction Indicators include: <ul style="list-style-type: none">Lesson plans indicating correspondence between assessments and instructional outcomesAssessment types suitable to the style of outcomeVariety of performance opportunities for studentsModified 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 performanceFormative assessments designed to inform minute-to-minute decision making by the teacher during instruction	
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	Unsatisfactory	Basic	Proficient	Distinguished
1f: Designing Student Assessments	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; assessment methodologies have been adapted for all 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.
Critical Attributes	<ul style="list-style-type: none">Assessments do not match instructional outcomes.Assessments have no criteria.No formative assessments have been designed.Assessment results do not affect future plans.	<ul style="list-style-type: none">Only some of the instructional outcomes are addressed in the planned assessments.Assessment criteria are vague.Plans refer to the use of formative assessments, but they are not fully developed.Assessment results are used to design lesson plans for the whole class, not individual students.	<ul style="list-style-type: none">All the learning outcomes have a method for assessment.Assessment types match learning expectations.Plans indicate modified assessments for some students as needed.Assessment criteria are clearly written.Plans include formative assessments to use during instruction.Lesson plans indicate possible adjustments based on formative assessment data.	<ul style="list-style-type: none">Assessments provide opportunities for student choice.Students participate in designing assessments for their own work.Teacher-designed assessments are authentic with real-world applications, as appropriate.Students develop plans according to teacher-specified learning objectives.Students are actively involved in collecting information from formative assessments and provide input.

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Possible Examples	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation for every mistake. The grade drops from an A to a B, B to a C, etc. After the students present their research on Galileo, the teacher tells them that later in the grade, when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give." The teacher says, "What's the difference between formative assessment and the test at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> The district goal for the Europe unit is for students to understand geo-political relationships. The teacher plans to have the students memorize all the country capitals and rivers. The teacher's students received their tests back; each one was simply marked with a letter grade of the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. A student says, "I half the class passed the test, why are we all receiving the medal again?" 	<ul style="list-style-type: none"> Mr. K knows that his students will write a persuasive essay on the state assessment. He plans to provide them with experience developing persuasive writing as exposition. Mr. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class based on their responses. He will organize them into different groups during the next lesson's activities. Based on the previous morning's formative assessment, Mr. D plans to have her students to work on a more challenging project, while she works with other students to reinforce the concept. 	<ul style="list-style-type: none"> To teach persuasive writing, Mr. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. Mr. J's students will write a rubric for their final project on the benefits of solar energy. Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own. After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. Mrs. P has developed a routine for her class: students know that if they are struggling with a math concept, they go in a small group with the teacher during workshop time.
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DOMAIN 2: The Classroom Environment 2a. Creating an environment of respect and rapport An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students of racial, ethnic, cultural, and linguistic backgrounds feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.	
"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students in component 2a (Creating an environment of respect and rapport), while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).	
The elements of component 2a are: <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students. Student interactions with other students, including both words and actions As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions. 	
Indicators include: <ul style="list-style-type: none"> Respectful, active listening, and turn-taking Acknowledgment of students' <u>unique</u> 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 	

2a. Creating an environment of respect and rapport	Unsatisfactory 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, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Basic Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may include 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 among students, with uneven results. The net result of the interactions is neutral; conveying neither warmth nor conflict.	Proficient 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. Interactions among students are generally polite and respectful. Teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds respectfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, and affirming.	Distinguished Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and cultural sensitivity to students as individuals, and as members of racial, ethnic, cultural, and linguistic groups. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that all students feel valued, safe, and are comfortable taking intellectual risks.
Critical Attributes	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unequal. 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer theoretical ideas in front of classmates. Teacher makes general connections with individual students. Students exhibit respect for the teacher. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students (beyond school). Students respectfully correct one another. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response with respect and patience.
Possible Examples	<ul style="list-style-type: none"> A student slumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. A few students do not. 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher goes on the same level with students, such as: 	<ul style="list-style-type: none"> Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies) and finds ways to incorporate the student's experiences in instruction.

2c. Managing classroom procedures	Unsatisfactory Teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. Teacher does not call students by their names.	Basic engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. Teacher says "Don't talk to your classmates," but student shrugs his/her shoulders.	Proficient Anxiety beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher says "Don't talk to your classmates," and the shrout stop.	Distinguished experiences in instruction. Students say "SAMA" to classmates while the teacher or another student is speaking. The teacher publicly praises a student who demonstrates tolerance and acceptance of new immigrant students. The teacher says, "That's an interesting idea, Jack, but you're forgetting..." A student questions a classmate, "Don't you mean _____ and classmate reflects and responds, "Oh, maybe you are right?" The teacher designs cooperative learning groups that take in to account diversity in gender, ethnicity, and access to academic English language.
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DOMAIN 2: The Classroom Environment 2b. Establishing a culture for learning A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the values of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.	
Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. Teachers understand that students have different learning preferences and cultural experiences that should be recognized and accepted in the classroom. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.	
Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture encourage students to acquire proficiency in the use of language. Teachers are particularly aware that ELL students may require more assistance in this area. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.	
The elements of component 2b are: <ul style="list-style-type: none"> Importance of the content and of learning in a classroom with a strong culture for learning. Teachers convey the educational value of what the students are learning. Expectations for learning and achievement in classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. Students pride in work. When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher. 	
Indicators include: <ul style="list-style-type: none"> 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 	

2b. Establishing a culture for learning	Unsatisfactory 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 reserved for only one or two students.	Basic The classroom culture is characterized by little commitment to learning by teacher or students. 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.	Proficient The classroom culture is a cognitively vibrant 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.	Distinguished 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 instilling improvements, making revision adding detail and/or assisting peers in their precise use of language. Teachers are aware that ELL student may require more assistance in learning outcomes related to language use.
Critical Attributes	<ul style="list-style-type: none"> The teacher conveys that the reason for the work is external or unrelated to the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning. 	<ul style="list-style-type: none"> Teacher's energy for the work is neutral; indicating neither a high level of commitment nor "blowing in it." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path." 	<ul style="list-style-type: none"> The teacher communicates the importance of learning, and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Students expect an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher encourages precise use of language by students. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content. Students assist their classmates in understanding content. Students take initiative in improving the quality of their work.
Possible Examples	<ul style="list-style-type: none"> The teacher tells students that they're doing a lesson because it's on the test, in the book, or a district directed. Teacher says to a student: "Why don't you try this easier problem?" Students turn in sloppy or incomplete work. Students don't engage in work and the teacher ignores it. Students have not completed their homework and the teacher does not respond. Almost all of the activities are "busy work." 	<ul style="list-style-type: none"> Teacher says: "Let's get through this." Teacher says: "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging classroom thinking. Teacher does not encourage students who are struggling. Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." Teacher says: "This idea is really important; it's central to our understanding of history." Teacher says: "Let's work on this together; it's hard, but you are good students and will be able to do it well." Teacher hands a paper back to a student, saying "I know you can do a better job on this. The student accepts it without complaint. Students get right to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> The teacher asks students to generate alternative explanations that come from their home and community experiences. A student says, "I don't really understand why it's better to solve this problem that way." Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. Students question one another on answers. Student asks the teacher whether s/he can do a piece of work since s/he saw how it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts.

DOMAIN 2: The Classroom Environment 2c. Managing classroom procedures A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."	
The elements of component 2c are: <ul style="list-style-type: none"> Management of instructional groups. Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher. Management of transitions. Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly. Management of materials and supplies. Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction. Performance of classroom routines. Overall, little instructional time is lost to activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip. Supervision of volunteers and para-professionals. If every teacher has benefit of assistance from volunteers and para-professionals, but those who do recognize that it takes both organization and management to help them understand their duties and acquire the skill to carry them out. 	
Indicators include: <ul style="list-style-type: none"> 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 	

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	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing classroom procedures	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 are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students 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 efficient classroom routines and procedures. The teacher's management of instructional groups, transitions, 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.
Critical Attributes	<ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collecting of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. 	<ul style="list-style-type: none"> The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Procedures for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Volunteers and paraprofessionals work with minimal supervision. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Students take the initiative to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently. Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	<ul style="list-style-type: none"> When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time-consuming. Students jump into one another's way or are shuffling pencils. 	<ul style="list-style-type: none"> Some students not working with the teacher are productively engaged in learning. Transitions between large and small group activities are rough but they are accomplished. Students are not sure what to do when materials are being distributed or collected. Students ask one another for help. 	<ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. Students move smoothly between large and small group activities. The teacher has an established timing device, such as counting down, to signal students to return to their desks. Teacher has an established attention signal, such as raising a hand, or dimming the lights. 	<ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the rules that they are to play within the group. A student re-directs a classmate to the table s/he should be at following a transition. Students propose an improved attention signal.

<ul style="list-style-type: none"> Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. Most students ask what they are to do or look around for cues from others. 	<ul style="list-style-type: none"> Clarifying questions about procedures. The attendance or lunch count consumes more time than it would need if the procedures were more routinized. 	<ul style="list-style-type: none"> One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small group work, students have established roles; they listen to one another, summarize a different view, etc. Clean-up at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> Students independently check themselves into class on the attendance board. Teachers use a variety of rituals, routines, and signals for gaining the attention and engagement of students from different racial, ethnic, cultural, and linguistic backgrounds.
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DOMAIN 2: The Classroom Environment

2a: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2a are:

- Expectations
- It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- Monitoring of student behavior
- Experienced teachers seem to have eyes in the back of their heads; they are attuned to what's happening in the classroom and can move safely to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- Response to student misbehavior
- Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends? is it a cultural or linguistic misunderstanding?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, positively 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

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Managing Student Behavior	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 responds to student misbehavior in a 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. Teachers' monitoring of student behavior is subtle and preventive.
Critical Attributes	<ul style="list-style-type: none"> The classroom environment is chaotic with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<ul style="list-style-type: none"> Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Some students violate classroom rules, without apparent teacher awareness. The teacher's response to student misbehavior is inconsistent; sometimes very harsh; other times lenient. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established and are clear to all students. Student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective and culturally appropriate. Teacher acknowledges good behavior. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Student behavior is entirely appropriate; no evidence of student misbehavior. The teacher monitors student behavior without appearing to be justifying or punishing. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Possible Examples	<ul style="list-style-type: none"> Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air without apparent teacher notice. Students are running around the room. 	<ul style="list-style-type: none"> Classroom rules are posted, but neither teacher nor students refer to them. The teacher repeatedly asks students to take their seats; they ignore him/her. To one student: "Where's your late pass? Go to the office." To another: "You 	<ul style="list-style-type: none"> Upon a non-verbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, seeking to clear eye on student behavior. The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> A student suggests a revision in one of the classroom rules. The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. The teacher asks to speak to a student privately about

<ul style="list-style-type: none"> reacting in a chaotic environment. Phones and other electronic distract students; teacher doesn't do anything 	<ul style="list-style-type: none"> don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> Misbehavior. A student reminds his/her classmate of the class rule about chewing gum.
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DOMAIN 2: The Classroom Environment

2c: Organizing physical space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2c are:

- Safety and accessibility
- Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.
- Arrangement of furniture and use of physical resources
- Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning when these resources are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Organizing physical space	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 not an impediment to 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. 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, to ensure that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> There are physical hazards in the classroom endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used even if available and its use would enhance the lesson. 	<ul style="list-style-type: none"> The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning, but does not enhance it. The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.
Possible Examples	<ul style="list-style-type: none"> There are electrical cords running across the classroom. There is a pole in the middle of the room some students can't see the board. A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used. 	<ul style="list-style-type: none"> The teacher ensures that dangerous chemicals are stored safely. The classroom desks remain in two rows, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson. The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work. 	<ul style="list-style-type: none"> There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. Desks are moved to make tables so students can work together, or in a circle for a class discussion. The use of an internet connection enriches the lesson. 	<ul style="list-style-type: none"> Students ask if they can shift the furniture to better suit small group work, or discussion. A student closes the door to shut out noise in the corridor, or lowers it back to block the sun from a classmate's eyes. A student suggests an application of the white board for an activity.

DOMAIN 3: Instruction

3a: Communicating with students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these skills. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson; skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests, prior knowledge, racial, ethnic, cultural, and linguistic experiences. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

- Expectations for learning
- The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- Directions for activities
- Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the three, with modeling by the teacher, if it is appropriate.
- Enrichment of content
- Skilled teachers, when explaining concepts and strategies to students, including those from different racial, ethnic, cultural, and linguistic backgrounds, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests, home, community, and lives beyond school. The explanations are clear, with appropriate scaffolding, and where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- Use of oral and written language
- For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	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.	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.	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 experiences. 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.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstandings. Teacher's explanation of content is well scaffolded and clear, develops a conceptual understanding through careful scaffolding and connecting with students' interests, including those from different racial, ethnic, cultural, and linguistic backgrounds. Students from or near these backgrounds are encouraged to use their home and community knowledge to extend the content. By explaining concepts to their classmates and negotiating strategies and examples that come from students' racial,
Critical Attributes	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a 	<ul style="list-style-type: none"> The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what they will be learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher encourages students to share metaphors and examples that come from students' racial,

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	Satisfactory	Good	Proficient	Distinguished
3b: Using questioning / prompts and discussion Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote student thinking.	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.	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.	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.	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.
Critical Attributes	• Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion.	• Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actively participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on student responses, including the experience of students from different racial, ethnic, cultural, and linguistic perspectives. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "proficient," • Students initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences. • Students extend the discussion, enriching it. • Students make comments from their classrooms during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion. • Students engage respectfully in academic dialogue.
Possible Examples	• A student asks: "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions, they must have the same numerator. • Students have a quiz-like look on their faces, some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms with an elementary class without explaining their meanings. • The teacher says "um," "huh," "uh."	• The teacher mispronounces "..." • The teacher says: "And oh, by the way, today we're going to factor polynomials." • A student asks: "What are we supposed to be doing?" and the teacher clarifies the task. • Students ask "What do I write here?" in order to complete a task. • The teacher says: "Watch me while I show you how to ..." with students asked only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content.	• "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?" • The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun. • The teacher says: "Who would like to explain this idea to us?" • Students from diverse racial, ethnic, cultural, and linguistic backgrounds are encouraged to explain an academic term to classmates using their home and community experiences. • The teacher pauses during an	• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on student responses, including the experience of students from different racial, ethnic, cultural, and linguistic perspectives. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.
Possible Examples	• All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but the same three students offer comments. • The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to..." • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, and then shares with a partner before inviting a few to offer their idea to the entire class.	• A student asks: "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because..." • A student asks of other students: "Does anyone have another idea as to how we might figure this out?" • A student asks: "What if" questions that are related to higher home and community.
DOMAIN 3: Instruction 3b: Using questioning / prompts and discussion Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote student thinking.				
Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students) students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.				
Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.				
The elements of component 3b are: • Quality of questions/prompts Questions of high quality from different racial, ethnic, cultural, and linguistic perspectives cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding. • Discussion techniques Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed," when what they mean is "I said." That is, some teachers conduct discussion with explanation of content, as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.				
Student participation In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and elicits the assistance of students to ensure this outcome.				
Indicators include: <ul style="list-style-type: none"> 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 				
DOMAIN 3: Instruction 3c: Engaging students in learning Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important, challenging, and culturally relevant content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.				
A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do?" Does the learning task involve thinking? Are students challenged to discern patterns or make predictions? If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.				
In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."				
The elements of component 3c are: • Activities and assignments The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes deep, broad, and enduring student learning to explain their thinking. • Grouping of students How students are grouped for instruction (whole class, small groups, pairs, and individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. • Instructional materials and resources The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies; home, family, and community resources for relevance.				
Indicators include: <ul style="list-style-type: none"> 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 the teacher "works" Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection 				

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	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tools 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.	The learning tools 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.	The learning tools 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.	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.
Critical Attributes	<ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials 	<ul style="list-style-type: none"> Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. 	<ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement as appropriate. The pacing of the lesson provides 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students from all racial, ethnic, cultural, and linguistic backgrounds are highly engaged in the lesson. 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 life experience and needs. (2) Students suggest modifications to the grouping patterns used. (3) Students suggest modifications or additions to the materials being

used are unavailable to the lesson and/or the students.	<ul style="list-style-type: none"> The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<p>students the time needed to be intellectually engaged.</p> <ul style="list-style-type: none"> Students have extensive choice in how they complete tasks. Students have an opportunity for reflection and closure on the lesson 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>used.</p> <ul style="list-style-type: none"> Students have extensive choice in how they complete tasks. Students have an opportunity for reflection and closure on the lesson 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.
Possible Examples	<ul style="list-style-type: none"> Students are able to fill out the lesson worksheet without understanding what it is asking them to do. The lesson drags, or feels rushed. Students complete "busy work" activities. 	<ul style="list-style-type: none"> Students are asked to fill out a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. Parts of the lesson have a rushed pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor drags.

<p>DOMAIN 3: Instruction</p> <p>3d. Using Assessment in Instruction</p> <p>Assessment of student learning plays an important role in teaching; no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.</p> <p>A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional action or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding. In the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.</p> <p>But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests, including racial, ethnic, cultural, and linguistic, to enrich an explanation.</p> <p>The elements of component 3d are:</p> <ul style="list-style-type: none"> Assessment criteria It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear and essential). Monitoring of student learning A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques. Feedback to students Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance. Student self-assessment and monitoring of progress The cultivation of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do 	<p>These things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</p> <p>Indicators include:</p> <ul style="list-style-type: none"> 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
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	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	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.	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.	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' 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' understanding. Assessment strategies for ELL are evident.
Critical Attributes	<ul style="list-style-type: none"> The teacher gives no indication of what high quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not 	<ul style="list-style-type: none"> The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least three groups of students. The teacher attempts to engage students in self or peer assessment. When necessary, the teacher makes adjustments to the lesson to enhance understanding by 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> 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. Teacher is constantly "taking the pulse" of the class, monitoring of high quality work. Teacher is constantly "taking the pulse" of the class, monitoring of high quality work. Teacher is constantly "taking the pulse" of the class, monitoring of high quality work.

oriented towards future improvement of work.	<ul style="list-style-type: none"> The teacher makes only minor attempts to engage students in self or peer assessment. The teacher's attempts to adjust the lesson are partially successful. 	<p>groups of students.</p> <ul style="list-style-type: none"> Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students. 	<ul style="list-style-type: none"> Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> A student asks: "How is this assignment going to be graded?" A student asks "Does this task towards my grade?" The teacher forgets ahead with a presentation without checking for understanding. The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teacher asks a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors.

<p>DOMAIN 3: Instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p> <p>"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. There are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>The elements of component 3e are:</p> <ul style="list-style-type: none"> Lesson adjustment Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed. Response to students Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities. Persistence Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy. <p>Indicators include:</p> <ul style="list-style-type: none"> 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 	<p>These things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</p> <p>Indicators include:</p> <ul style="list-style-type: none"> 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
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	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' 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 solicits 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.
Critical Attributes	<ul style="list-style-type: none"> Teacher ignores indicators of student boredom or lack of understanding. Teacher brushes aside student questions and interests. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> Teacher successfully makes a minor modification to the lesson. Teacher incorporates students' interests, culture, and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Teacher's adjustments to the lesson, when needed, are designed to assist individual students and cultural/ethnic groups. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. In reflecting on practice, the teacher cites others in the school and the students' home and diverse communities whom she has contacted for assistance in reaching some students.

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Possible Examples	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> The teacher says: "We don't have time for that today." The teacher makes no attempt to adjust the lesson based on student confusion. The teacher says: "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> The teacher says: "I'll try to think of another way to come at this and get back to you." The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> The teacher says: "That's an interesting idea; let's see how it fits." The teacher illustrates a principle of good writing to a student using his interest in basketball as context. The teacher says: "Let's try this way," and then uses another approach that reflects the student's home and community experiences. 	<ul style="list-style-type: none"> The teacher stops in mid-lesson in a lesson and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it." The teacher incorporates the school's upcoming championship game as well as home and community cultural references into an explanation of averages. The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it." 	

4a: Reflecting on Teaching
<p>Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>The elements of component 4a are:</p> <ul style="list-style-type: none"> Accuracy As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments. Use in future teaching If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments. <p>Indicators include:</p> <ul style="list-style-type: none"> Accurate reflections on a lesson Citation of adjustments to practice that draws on a repertoire of strategies that embody culturally responsive pedagogy.

4a: Reflecting on Teaching	Unsatisfactory	Basic	Proficient	Distinguished
<p>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.</p>	<p>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.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, 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.</p>	
Critical Attributes	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. Teacher's assessment of the lesson utilizes evidence of student learning. Teacher's suggestions for improvement draw on an extensive repertoire that embody culturally responsive pedagogy.
Possible Examples	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says: "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, "I guess they were okay." The teacher says: "I guess we'll try a next time." 	<ul style="list-style-type: none"> The teacher says to her mentor or colleague: "I wasn't pleased with the level of engagement of African-American students and I want to try to improve my instruction." The teacher's journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." The teacher looks at the test performance of her students from all racial, ethnic, cultural, and linguistic groups and discovers an achievement gap. She asked the students and their families how her instruction might be more effective.

				<ul style="list-style-type: none"> effective In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.
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4b: Maintaining Accurate Records
<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>The elements of component 4b are:</p> <ul style="list-style-type: none"> Student completion of assignments Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them. Student progress in learning In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently. Non-instructional records Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures. <p>Indicators include:</p> <ul style="list-style-type: none"> 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.

4b: Maintaining Accurate Records	Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or is a diary. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>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.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>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.</p>	
Critical Attributes	<ul style="list-style-type: none"> Abundance of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	<ul style="list-style-type: none"> The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.
Possible Examples	<ul style="list-style-type: none"> A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class but it doesn't matter—I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students never turned in 	<ul style="list-style-type: none"> A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" The teacher says: "We got all these notes about how the kids are doing; I should put them in the system, but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in 	<ul style="list-style-type: none"> The teacher creates a link on the class website which students can access to check on any missing assignments. The teacher's grade book records student progress toward learning goals. The teacher creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> A student from each team maintains the database of current and missing assignments for the team. When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate progress toward learning goals. When they bring in their permission slips for a field trip, students add their own

their permission slips.	the desk looking for the permission slips and finds them just before the bell rings.	information to the database.
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4c: Communicating with Families
<p>Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish positive relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school, however, the importance of regular communication of regular communication cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.</p> <p>The elements of component 4c are:</p> <ul style="list-style-type: none"> Information about the instructional program The teacher frequently provides information to families about the instructional program. Information about individual students The teacher frequently provides information to families about students' individual progress. Engagement of families in the instructional program The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities. <p>Indicators include:</p> <ul style="list-style-type: none"> Frequent and culturally appropriate information sent home regarding the instructional program and student progress Two-way communication between the teacher and families Frequent opportunities for families to engage in the learning process

4c: Communicating with Families	Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher communication with families about the instructional program and about individual students is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>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 communication is one-way and not always appropriate to the cultural norms of those families.</p>	<p>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.</p>	<p>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. She learns from families how best to meet the need of their children and uses this knowledge to shape her teaching.</p>	
Critical Attributes	<ul style="list-style-type: none"> Little or no information regarding instructional programs available to parents. Families are unaware of their children's progress. Lack of family engagement activities. Culturally inappropriate communication. 	<ul style="list-style-type: none"> School or district-created materials about the instructional program are sent home. Ineffective or incomplete information is sent home by teachers about the instructional program. Teacher maintains school required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. Most of the teacher's communications are appropriate to families' cultural norms. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> On a regular basis, students design 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. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All the teacher's communications are highly sensitive to families' cultural norms.

Possible Examples	<ul style="list-style-type: none"> A parent says, "I'd like to know what my kid is working on at school!" A parent says, "I wish I knew something about my child's progress before the report card comes out." A parent says, "I wonder why we never see any school work come home." 	<ul style="list-style-type: none"> A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." Weekly quotes are sent home for parent/question signature. 	<ul style="list-style-type: none"> The teacher sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. and the communication recognized the different levels of English language proficiency in the home. The teacher created monthly progress report sent home for each student. The teacher sends home a project that asks students to interview a new immigrant about why he or she came to America. 	<ul style="list-style-type: none"> Students create materials for "Back to School" night that describes learning and go home each week for a response from a parent or guardian. Students design a project on sharing family use of plastics.
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DOMAIN 4: Professional Responsibilities	
4d. Participating in a Professional Community	
<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>The elements of component 4d are:</p> <ul style="list-style-type: none"> Relationships with colleagues Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success. Involvement in a culture of professional inquiry Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice. Service to the school Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects. Participation in school and district projects Teachers contribute to and support larger school and district projects designed to improve the professional community. <p>Indicators include:</p> <ul style="list-style-type: none"> Regular teacher participation with colleagues to share and plan for student success Regular teacher participation in professional courses or committees that emphasize improving practice Regular teacher participation in school initiatives Regular teacher participation in and support of racial, ethnic, cultural, and linguistic community initiatives 	

	Unsatisfactory	Basic	Proficient	Distinguished
4d. Participating in a Professional Community	Teacher 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 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 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.
Critical Attributes	<ul style="list-style-type: none"> The teacher's relationship with colleagues is characterized by negativity or competitiveness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
Possible Examples	<ul style="list-style-type: none"> The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. The teacher doesn't attend PLC meetings. 	<ul style="list-style-type: none"> The teacher is polite, but never shares any instructional materials with his grade partners. The teacher only attends PLC meetings when reminded by her supervisor. The principal says, "I wish I 	<ul style="list-style-type: none"> The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. The teacher has decided to take some of the free MT courses 	<ul style="list-style-type: none"> The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching. The teacher hosts a book study group that meets monthly; he guides the book choices so that

<ul style="list-style-type: none"> The teacher does not attend any school function after the dismissal bell. The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class." 	<ul style="list-style-type: none"> didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance." The teacher only contributes to the district Literacy committee when requested by the principal. 	<ul style="list-style-type: none"> online and to share his learning with colleagues. The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team. 	<ul style="list-style-type: none"> the group can focus on topics that will enhance their skills. The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events. The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community. The teacher organizes an instructional event at an African-American and/or Latino church where families are invited to comment on a proposal for a curriculum change.
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DOMAIN 4: Professional Responsibilities	
4e. Growing and Developing Professionally	
<p>As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become even more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, culturally responsive pedagogy and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>The elements of component 4e are:</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. Receptivity to feedback from colleagues Teachers actively pursue networks that provide collegial support and feedback. Service to the profession Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues. <p>Indicators include:</p> <ul style="list-style-type: none"> Frequent teacher attendance in courses and workshops; regular academic reading Participation in learning networks with colleagues; freely shared insights Participation in professional organizations supporting academic inquiry 	

	Unsatisfactory	Basic	Proficient	Distinguished
4e. Growing and Developing Professionally	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 substantive 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.
Critical Attributes	<ul style="list-style-type: none"> 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 attending conferences. 	<ul style="list-style-type: none"> The teacher participates in professional activities when required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervision in the classroom might from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession. Teacher seeks opportunity to become more culturally responsive in her practice. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher seeks regular opportunities for continued professional development, including entering action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. The teacher is a role-model for culturally responsive pedagogy and instruction.
Possible Examples	<ul style="list-style-type: none"> The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the 	<ul style="list-style-type: none"> The teacher politely attends continuing education courses, even though the credits would increase his salary. The teacher enjoys her principal's 	<ul style="list-style-type: none"> The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year. The teacher enjoys her principal's 	<ul style="list-style-type: none"> The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project to improve her own instruction.

<ul style="list-style-type: none"> principal's annual observations in her classroom, knowing that if she went long enough the principal will eventually leave and she can simply discard the feedback form. Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. 	<ul style="list-style-type: none"> The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation. The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't just sit there too much of her time. 	<ul style="list-style-type: none"> weekly work through visits because they always lead to a valuable informal discussion during lunch the next day. The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding. 	<ul style="list-style-type: none"> The teacher is working on a particular instructional strategy related to the achievement gap among her students from different racial, ethnic, cultural, and linguistic groups. He asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. The teacher founded a local organization for immigrant students; he leads/hosts his required Literacy Education for Immigrant students; he leads/hosts his required teachers in the community to work on several curriculum and instruction projects.
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DOMAIN 4: Professional Responsibilities	
4f. Showing Professionalism	
<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs, including racial, ethnic, cultural and linguistic, and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p> <p>The elements of component 4f are:</p> <ul style="list-style-type: none"> Integrity and ethical conduct Teachers act with integrity and honesty. Service to students Teachers put students first in all considerations of their practice. Advocacy Teachers support students' best interests, even in the face of traditional practice or beliefs. Decision making Teachers solve problems with students' needs as a priority. Compliance with school and district regulations Teachers adhere to policies and established procedures. <p>Indicators include:</p> <ul style="list-style-type: none"> 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 	

	Unsatisfactory	Basic	Proficient	Distinguished
4f. Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and does not knowingly contribute 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. Teacher's attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher makes decisions and recommendations 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 knowing 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-American, 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 from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	<ul style="list-style-type: none"> Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations. 	<ul style="list-style-type: none"> Teacher is honest. Teacher notices the needs of students, but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school district regulations. 	<ul style="list-style-type: none"> Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willfully participates in team and departmental decision making. Teacher complies completely with school district regulations. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups. Teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role

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Possible Examples				regarding school district regulations.
<ul style="list-style-type: none"> The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. The teacher does not realize that three of her newest students arrived at school an hour early every morning because their mother can't afford daycare. The teacher fails to notice that one of her kindergarteners is often ill, looks malnourished, and frequently has bruises on her arms and legs. When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break. 	<ul style="list-style-type: none"> The teacher says, "I have always known my grade partner to be truthful, if she called in sick, then I believe her." The teacher considers staying late to help some of her students in after-school device, but realizes it conflicts with her gym class so she decides against it. The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of. When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. The English department chair says, "I appreciate when ... attends our after school meetings ... he always contributes something meaningful to the discussion." The teacher learns the district's new online curriculum mapping system and writes in all of her courses. 	<ul style="list-style-type: none"> When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion. After the school's intramural basketball program is discontinued, the teacher finds some former student athletes in the students' ethnic community to come in and work with his students who have come to love the after-school sessions. The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some ELL students. The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. When the district adopts a new web based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation. 	

Teacher Effectiveness Evaluation Model 2015-16 (Draft K)

This report describes the Teacher Effectiveness Evaluation Model for 2015-16. 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. 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

In the past, academic growth has been 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. The Arizona Department of Education determines labels for each school, ranging from A-F, that is based on student academic performance and growth. This approach, however, has 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. The 'B' teachers have been assigned growth points in the past based on the school or the district label.

This year, TUSD will make all teachers an 'A' teacher. Math and ELA teachers (formally known as 'A' teachers) will use the District's quarterly assessments in math and ELA to show academic growth. These quarterly assessments will be designed to measure growth over time. All other teachers (formally known as 'B' teachers) will administer pre-post assessments to their students that are relevant to their course material. The pre-post assessment strategy will be made up of a multiple choice assessment with a relevant content-specific reading passage that can measure academic growth for all course categories with the exception of math and ELA. The components are listed below:

- A. **Courses:** TUSD offers a variety of courses at the middle and high school levels including core academic courses, enrichment courses, and technical courses. These courses have been grouped into 41 umbrella categories. Each category encompasses multiple courses. For example, Physical Education is a category that includes body conditioning, yoga, tennis, etc.

B. **Pre-Post Assessment:** The pre-assessment will contain one or two short reading passages and up to 10 multiple choice questions that relate to the passage. Each category will have its own passage that is relevant to the content and the standards of the category. These themes of these passages may be similar across grades but will increase in complexity with each subsequent grade. An example of a theme in history/American government, etc might be a passage reflecting on the concept of what constitutes a human 'right' in modern society. The post-assessment will use the same assessment as the pre or the questions may be replaced with parallel questions. Parallel questions are questions of the same difficulty that measure the same concept but do not ask the same question. Parallel questions can be used to measure growth.

C. **Development of the pre-post category assessments:** Grades K-2 will use the DIBELS assessment and compare the fall results to the spring results. Grades 3-5 and math and ELA teachers in grades 6-10 will use the quarterly assessments as their pre-post assessment. The remaining courses in grades 6-12 will use category assessments developed by Curriculum and Instruction Department in conjunction with District teachers in the summer 2015. Teams of teachers from all grades and content areas will be asked to participate in the development of these pre-post assessments. All assessments will be standard's based and aligned to the content of the category. Additionally, our psychometric specialist will work with the district's contracted assessment company to ensure that the pre-test and the post-test are parallel in difficulty. Items will be taken from the assessment company's item bank and/or teachers will develop their own questions. All assessments will be completed prior to the start of the 2015-16 school year.

D. **Who will take the assessment:** All students in grades K-2 will take the DIBELS assessment and in grades 3-5 will take the quarterly benchmarks. In grades, 6-12, pre-post category assessments will be administered by a sampling strategy so that each teacher of record will have a minimum of 30 students participating in the pre-post category assessment. Grades 6-10 math and ELA courses will use the quarterly benchmarks.

E. **When will the assessment be administered:** The pre-tests will be administered in the early fall and the post-tests will be administered in mid-spring. The quarterly benchmarks are administered at the end of each quarter. For the teacher evaluation, quarters 1 and 3 will be used. DIBELS is administered three times a year. The first test in the fall and the last test in the spring will be used.

F. **Who will score the assessment:** The category assessments will be made available on-line through the district's assessment vendor's webpage and will be scored electronically. For schools lacking the technology infrastructure to test on-line, paper tests will be made available that can be scanned into the assessment company's data base. For grades K-2, teachers will score the DIBELS assessments. For grades 3-5, the quarterly math and ELA assessments will be available both on-line and with paper tests that can be scanned for electronic scoring.

G. **Scoring and point allocation:** Students growth will be assessed by determining the difference between the pre-test and the post-test. Teachers will receive a 1 (below average growth or a total of 11 points), a 2 (average growth or an average of 22 points), or a 3 (above average growth or an average of 33 points) that will be added to the Teacher Evaluation points total. Cut scores will be determined once all teachers have administered pre and post tests and the scores can be evaluated.

In summary, in order for formally 'B' teachers now to be considered 'A' teachers, each subject needs a valid and reliable pre-post assessment that is specific to that subject for grades 6-12. Currently TUSD does not have consistent district-developed pre-post assessments for each subject. These assessments will be developed in the summer of 2015 to roll out for the 2015-16 school year. However, if the academic growth model is to be continued in future years, TUSD will be prepared to refine these assessments and the process in collaboration with teachers who specialize in each subject.

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 the 4-point Likert scale:

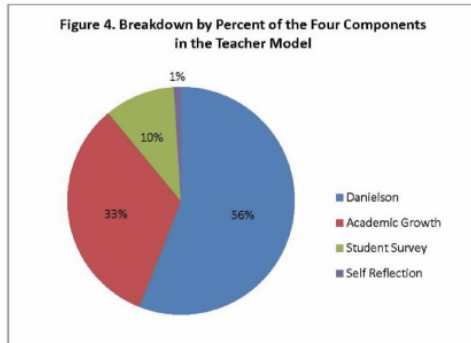
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

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. The amount of impact from the academic growth is dependent upon how the cut scores are determined. Finally, the results of the Student Survey (10%) and the Self Reflection Survey (1%) each only will have a negligible 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.

Table 1. Grades K-12 Distribution of Points			
Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	56	.636
Academic Growth	3	33	11
Student Survey	4	10	2.50
Teacher Self Reflection	1	1	1
Total	96	100	

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

The following examples show 3 different Grade 4 teachers with three different raw points. Their points are converted using the Scaling Factor Conversion to give the weighted points.

Teacher A – Grade 4

Table 4. Grades 3-5 Calculation of Points of a Teacher Scoring Full Points			
Component	Max Raw Points	Scale Conversion	Weighted Points
Danielson	88	$88 \times .636$	56
Academic Growth	3	3×11	33
Student Survey	4	4×2.5	10
Teacher Self Reflection	1	1×1	1
Total	96		100

Teacher B – Grade 4

Table 5. Grades 3-5 Calculation of Points of a Teacher Scoring about Half of the Possible Points			
Component	Max Raw Points	Scale Conversion	Weighted Points
Danielson	44	$44 \times .636$	28
Academic Growth	1.5	1.5×11	16.5
Student Survey	2	2×2.5	5
Teacher Self Reflection	1	1×1	1
Total	48.5 or 49		50

Teacher C – Grade 4

Table 6. Grades 3-5 Calculation of Points of a Teacher Scoring about Average of the Possible Points			
Component	Max Raw Points	Scale Conversion	Weighted Points
Danielson	73	$73 \times .636$	46
Academic Growth	2	2×11	22
Student Survey	3.5	3.5×2.5	9
Teacher Self Reflection	1	1×1	1
Total	79.5 or 80		78

Cut Scores from 2013-14

The cut scores established for last year's teacher evaluation were:

Ineffective	0 – 39 total points
Developing	40 – 55 total points
Effective	56 – 73 total points
Highly Effective	74 – 100 total points

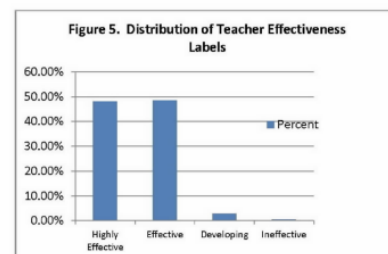
Based on last year's cuts Teacher A above would be considered "Highly Effective", Teacher B would be considered "Developing", and Teacher C would also be considered "Highly Effective".

To be considered "Ineffective", a teacher would have to score very low on the Danielson Framework. The weighted percent of the Academic Growth, Student Survey, and the Teacher Self Reflection will have only a modest impact on the overall score. The only way a teacher can score 'ineffective' with the cut scores is to score about 32 points (out of a possible 88) on the Danielson observation. No teacher scored below 39 on the Danielson observation last year (2013-14).

Teacher D – Grade 4

Table 7. Grades 3-5 Calculation of Points of a Teacher Scoring Some of the Possible Points			
Component	Max Raw Points	Scale Conversion	Weighted Points
Danielson	32	$32 \times .636$	20
Academic Growth	1	1×11	11
Student Survey	2.75	2.75×2.5	7
Teacher Self Reflection	1	1×1	1
Total	36.75 or 37		39

An analysis was conducted of the distribution of the teacher effectiveness labels for 2013-14. The graph below reveals that the results were very skewed because the cut scores for effectiveness was low. It is recommended that new cuts are established to provide a more realistic distribution of teacher effectiveness.



Summary

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 2015-16, TUSD has chosen to use a simple model to evaluate teacher effectiveness. The majority of the points (56%) will derive from the Danielson observation that is conducted and scored by principals. The Danielson model calls for multiple observations over the course of the year and can be time intensive. The student growth piece has changed in design for next year and now stipulates that all teachers will be designated as 'A' teachers. Measuring student growth for each teacher for each subject, grades 6–12 will be developed in collaboration with teacher teams to be implemented in the fall of 2015. Also, 10% of the teacher evaluation is accounted for by the on-line student survey. This assessment will provide student feedback on the instructional qualities of their teachers. Finally, a reflection survey (1%) is to be filled out by teachers.

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TUCSON UNIFIED SCHOOL DISTRICT SITE ADMINSTRATOR EVALAUTION RUBRIC

BASED ON THE 2014 INTERSTATE SSCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Developed 2015

Governing Board approved June 23, 2015

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

Tucson Unified School District Areas of Leadership Rubric	
Domain: School Leadership	
Expectation	Indicator
Culture and Equity Leadership	CEL 1 Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 2 Leads for continuous improvement and celebration (10 & 11)
	CEL 3 Leads to promote professional learning communities for teachers(6)
Instructional Leadership	IL 1 Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)
	IL 2 Leads for the academic and social-emotional success of a diverse student population (9)
	IL 3 Leads for culturally responsive instruction that maximizes student learning (3)
Human Resources Leadership	HRL 1 Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)
	HRL 2 Implements a strong system for identifying, recognizing and distributing talent (4)
Strategic Leadership	SL 1 Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)
	SL 2 Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1 Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1 Actively advocates for members of the school community and effectively engages family and community (7)

All site administrators will act in an ethical manner, adhering to the ethical principles and professional norms outlined in Tucson Unified School District Governing Board Policies and Regulations (9).

Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).

School Behaviors are rated as either a 1 or 3. The maximum possible points for each indicator are 7.

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DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:	
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)			
Principal Behaviors	Unsatisfactory	Basic	Proficient
	<ul style="list-style-type: none">Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels.Is generally unaware of differences among diverse* student populations.Does not clearly understand the equity gaps that exist in the school, and therefore does not bring attention to these inequities, nor works to address them as a school community.Does not attempt to create a college-bound culture, and leaves college as an option to chance for students whose families may have this expectation for them.Does not always act on discriminatory behavior or does not respond appropriately.	<ul style="list-style-type: none">Generally expresses an attitude of optimism and belief that all students can achieve at high levels, but may fail to hold others accountable to the belief that all students can and will learn at high levels.Is aware of differences among diverse* student populations in the school, but does not draw attention to these gaps as issues that need immediate attention.Creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school.Has zero tolerance for discriminatory behavior.	<ul style="list-style-type: none">Publicly discusses the value of education communicating the belief that all students can and will achieve at high levels and draws attention to all equity gaps that exist for diverse* student populations.Holds staff accountable to these same attitudes and beliefs.Makes innovative and courageous plans to address the elimination of all gaps.Creates a college and career-going culture for all students in the school, consistently engaging all groups of students and their families in conversations related to this subject.Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.*Ensures that the learning environment is free from discriminatory behavior and practices.
School Behaviors	<ul style="list-style-type: none">In addition to "Effective,"Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students.Ensures the presence of structures for equity.Ensures that the student voice and student action drive equity efforts.		
	<ul style="list-style-type: none">Learning among colleagues is not the norm and exists only within certain teams of teachers.Teachers do not regularly engage in reflection about their practice and the needs of their students.Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are.		
	<ul style="list-style-type: none">Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community.School artwork and performances represent all groups; student clubs actively engage and know how to represent the diversity of the community.Activities honor and represent the diversity of the community.Students discuss all equity gaps for various groups of students, both between and across how to represent the diversity of the community.		

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

		<ul style="list-style-type: none"> that focus on closing the achievement and equity gaps. A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students). Students understand that college is an option for their future and when asked can discuss it as an option.
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*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none">Communications or behaviors sometimes represent a negative or unprofessional stance or unprofessional stanceDoes not demonstrate an awareness of personal strengths and areas for professional growthBehavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environmentDoes not provide celebrations to mark success and achievementRarely or never identifies targeted growth areas for staffCelebrations are inconsistent and limited	<ul style="list-style-type: none">Represents the shared values of the district through interactions with certain stakeholdersSometimes models him/herself as a learner by admitting to mistakes, acknowledging personal areas of strength and personal areas for growth, or does so only with certain groups of teachers/staffSometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachersImplements behavioral management systems that represent responsiveness to student cultureMisses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule	<ul style="list-style-type: none">Monitors school climate to ensure that all interests and opinions are heard and respectedMediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authorityConsistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionallyImplements behavior management systems embedded in an intentional culture that is both proactive and culturally responsiveActs to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority studentsEnsures intentional and regular celebrations to mark success and school achievements and is aware of, speaks openly about, and celebrates differences and diversity* among students, families, staff, and the community	<p>In addition to "Effective,"</p> <ul style="list-style-type: none">Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publicly reflect on their strengths, growth areas, and journey as they relate to values-based leadership and professional learningOverly acts upon the communities' perception of the principal's strengths and areas for growth as they relate to values-based leadership and professional learningSets up structures and expectations for teacher leaders, students, and other staff to lead celebrationsMaintains a systematic perspective and promotes coherence across all dimensions of the school or districtAssesses, analyzes, and anticipates emerging trends to shape school or district decision-making
School Behaviors	<ul style="list-style-type: none">Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth areCelebrations are cursory, intermittent, and/or non-existentThe is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community			

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

<ul style="list-style-type: none"> Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are. Celebrations are cursory, intermittent, and/or non-existent. The is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community. 	<ul style="list-style-type: none"> Staff members can articulate the school leader's strengths and areas of growth. School celebrations are perceived as fun and mark individual, team, and school-wide achievements.
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DOMAIN: School Leadership		Expectation: Culture and Equity Leadership	
CEL 3: Leads to promote professional learning communities for teachers		CEL 6: Promotes professional learning communities for teachers	
Unsatisfactory		Basic	Proficient
Principal Behaviors		<ul style="list-style-type: none"> Inconsistently represents behaviors that are representative of the shared values Expectations for teacher collaboration are not clear Rarely encourages sharing of best practice and instructional ideas 	<ul style="list-style-type: none"> Empowers teachers to make instructional decisions that are responsive to the needs of students Creates systems, processes, and expectations for teachers to collaborate as a team with responsibility and connections to school-wide commitments Ensures that sufficient time is set aside for collaborative professional learning and development by teachers
School Behaviors		<ul style="list-style-type: none"> Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments Teachers do not regularly engage in reflection about their practice and the needs of their students 	<ul style="list-style-type: none"> Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student-specific interventions in their classrooms Teachers are able to openly reflect on their areas of strength and growth and share with the principal and one another what support they need to grow professionally

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

		<ul style="list-style-type: none"> Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions Students use data to understand their progress toward individual goals, grade-level standards, and college readiness Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another
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DOMAIN: School Leadership		Expectation: Instructional Leadership	
IL 1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)		IL 2: Leads for the academic and social-emotional success of a diverse student population (8)	
Unsatisfactory		Basic	Proficient
Principal Behaviors		<ul style="list-style-type: none"> Provides little feedback to teachers, or if feedback is given it is of the nature that is only positive or unclear in terms of next steps and growth areas Rarely participates in reflective data-driven conversations with teachers to review student-level data Does not ensure that a focus on the TUSD Curriculum is embedded into site-based Professional Development Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware of or use district and state data Is not well versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard 	<ul style="list-style-type: none"> Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom that support all students Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced Provides regular, actionable, and meaningful feedback to teachers Expresses action on feedback regarding classroom instruction Holds teachers accountable for trying new instructional strategies based on feedback Uses current research matched to multiple sources of data to understand trends in student needs, self-reflect on student achievement targets, and celebrate success Ensures that teachers understand and deliver instruction that leads to student success with a culturally and linguistically diverse group of students Sets expectations and provides support for all teachers to be competent users of formative, interim, and summative data in order to make sound instructional decisions Provides training and protocols for the implementation of data-driven conversations by teacher teams Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications Ensures the incorporation of student-based techniques and interactive learning experiences in instructionally impactful ways which is regularly assessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction
School Behaviors		<ul style="list-style-type: none"> School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind Staff is unaware of achievement gaps and data outlining these gaps Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction Teachers cannot discuss their strengths as practitioners There is no or little evidence of consistent best instructional practice from classroom to classroom Teacher collaboration is non-existent, minimal, or unintentional Awareness of and instruction for standards is not evident or is sporadically implemented 	<ul style="list-style-type: none"> Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need Teachers apply feedback from reflective feedback conversations to their instructional practice Teachers know where to find professional development support aligned to feedback and areas for growth Evidence of consistent best instructional practice exists from classroom to classroom Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified 2013 Cadelino Framework for Teaching as well as their individual area of focus TUSD curricular standards are used during collaborative planning time to align and plan for grade-level and vertical-content expectations Teachers have opportunities to observe one another and reflect on their practice together

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DOMAIN: School Leadership		Expectation: Instructional Leadership	
IL 1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)		IL 2: Leads for the academic and social-emotional success of a diverse student population (8)	
Unsatisfactory		Basic	Proficient
Principal Behaviors		<ul style="list-style-type: none"> Allows decisions that lead to underlying assumption that students with different academic and physical needs may not be as valued as other groups of students (e.g., placement of special education classrooms within the building) Educational access for diverse* student populations is not evident for various groups of students, and there may be exacerbated situations where groups of students have been marginalized and blocked from access to educational opportunities Does not provide support for broad cross-section of teachers to have access to student level data Systems are not in place for identification, assessment, and program placement for diverse* student populations Resources for diverse* student populations are missing and/or not utilized by teachers; resources may be outdated and not aligned to the population of the school Mismanages budgetary resources that are aligned to diverse* student 	<ul style="list-style-type: none"> Values students with different academic and physical needs, but may not share this value broadly with the school community Educational access for diverse* student populations may exist for some student groups, but not for others Ensures that data for diverse* student populations is available to most teachers, but some teachers may not have access and struggle to understand student need and progress Puts some systems in place for the identification of, assessment of, and program placement for diverse* student populations, but these systems may not align with best practice, and/or they may be in place for some student populations and not others Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations Some resources for diverse* student populations may be missing from the school, and/or they may be present in the school but not utilized by teachers for the benefit of the students May be unaware of the
School Behaviors		<ul style="list-style-type: none"> School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; there is a lack of urgency and potentially excuse-making for why certain groups of students are not achieving at high levels Staff may be unaware of school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) does not reflect strategies to support all students with high levels of academic achievement 	<ul style="list-style-type: none"> Demonstrates and communicates a strong value for students with different academic and physical needs Shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning) Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations Applies identified best practices to ensure the identification of, assessment of, and program placement for all student populations Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility Ensures that data for diverse* student populations is available to all teachers (disaggregated, tracked, embedded into data analysis processes, and that next steps are clearly defined and taken based on this analysis) Empowers teachers to make decisions in the best interest of

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	occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction	interim, and summative data in order to make sound instructional decisions	
		<ul style="list-style-type: none"> Provides training and protocols for the implementation of data-driven conversations by teacher teams Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications Ensures the incorporation of student-based techniques and interactive learning experiences in instructionally impactful ways which is regularly assessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction 	
School Behaviors	<ul style="list-style-type: none"> School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind Staff is unaware of achievement gaps and data outlining these gaps Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction Teachers cannot discuss their strengths as practitioners There is no or little evidence of consistent best instructional practice from classroom to classroom Teacher collaboration is non-existent, minimal, or unintentional Awareness of and instruction for standards is not evident or is sporadically implemented 	<ul style="list-style-type: none"> Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need Teachers apply feedback from reflective feedback conversations to their instructional practice Teachers know where to find professional development support aligned to feedback and areas for growth Evidence of consistent best instructional practice exists from classroom to classroom Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified 2013 Cadelino Framework for Teaching as well as their individual area of focus TUSD curricular standards are used during collaborative planning time to align and plan for grade-level and vertical-content expectations Teachers have opportunities to observe one another and reflect on their practice together 	

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	populations	budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need	diverse student populations
School Behaviors	<ul style="list-style-type: none"> School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; there is a lack of urgency and potentially excuse-making for why certain groups of students are not achieving at high levels Staff may be unaware of school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) does not reflect strategies to support all students with high levels of academic achievement 		<ul style="list-style-type: none"> Provides resources for the instruction of diverse* student groups and ensures they are used regularly by teachers School community embraces diverse* student populations as evidenced by every effort to ensure students with special needs, gifted and talented needs, and language needs are regularly integrated into classrooms with their typical peers Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency – their needs are supported in an environment of high expectations Staff understands school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) reflects strategies to support all students with high levels of academic achievement

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DOMAIN: School Leadership		Expectation Instructional Leadership:	
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)		IL 3: Leads for culturally responsive instruction that maximizes student learning (3)	
Unsatisfactory		Basic	Proficient
Principal Behaviors		Basic	Proficient
<ul style="list-style-type: none"> Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students Inconsistently works to ensure that research-based resources are available that support culturally diverse students Lacks understanding of and expectations for culturally responsive instructional strategies Does not demonstrate a commitment to understand, and/or ensure educational access for learning opportunities for all learners (e.g., honors, AP, Gifted and Talented, college readiness) Inconsistently supports parents by providing culturally sensitive information and communication 		<ul style="list-style-type: none"> Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas Gaps in instructional knowledge of needs of culturally diverse group of students may not allow for targeted feedback to teachers to support culturally responsive instruction. May make efforts to increase culturally responsive instructional knowledge for all students Ensures research-based resources are available that support culturally diverse students, but may not support accountability for implementation Holds inconsistent expectations for teachers to implement culturally responsive strategies Supports parents by providing culturally sensitive information and communication in a family's native language Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may allow for inconsistent 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers to ensure implementation of culturally responsive pedagogy and instruction across all content areas and assessments Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all Ensures research-based resources that support diverse students are available and utilized Is committed to communicate with family and community in a culturally sensitive manner
			Distinguished
			<ul style="list-style-type: none"> In addition to "Effective": Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to culturally responsive pedagogy and instruction Has developed systems of best practice and distributed leadership for parents to take leadership roles in the school community and play advocacy role for their students Teachers take ownership of effective pedagogy (culturally responsive) to close the achievement gap and treats students as individuals

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School Behaviors		utilization of these resources
<ul style="list-style-type: none"> Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population Most or all teachers do not have awareness or understand culturally responsive instructional strategies Staff is not aware of students' home languages, backgrounds, interests, and/or cultural heritage There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas Parents of diverse students are not empowered to advocate for the best interest of their students 		<ul style="list-style-type: none"> Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population All teachers clearly understand the impact of culturally responsive strategies for all students All staff knows the student's home languages, backgrounds, interests, and cultural heritage Leads of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas Parents of culturally diverse students are empowered to advocate for the best interest of their students

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DOMAIN: School Leadership		Expectation Human Resource Leadership:	
HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)		HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)	
Unsatisfactory		Basic	Proficient
Principal Behaviors		Basic	Proficient
<ul style="list-style-type: none"> Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback Feedback conversations do not result in the teacher's ability to articulate strengths and areas of growth Rarely identifies teacher leaders Rarely provides supports necessary for teachers to grow in their practice Rarely deals with poor performance unless it becomes obvious to others that a response is required 		<ul style="list-style-type: none"> Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations Provides teachers with feedback, support, and modeling based on their needs and areas of growth throughout the school year, but may overly provide this support to low performers and not recognize that high-performing teachers need reflection and support as well Facilitates reflective feedback conversations, but may do so in the same manner for all levels of performance and expertise, not allowing for differentiation (e.g., range of direct feedback to feedback through coaching) Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation 	<ul style="list-style-type: none"> Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievement gaps, especially of African American and Latino students, to assess performance in order to identify supports and make effective performance management decisions Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers Ensures that all teachers receive high-quality and actionable feedback, support, and modeling based on their needs and areas of growth throughout the school year Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth Implements school-wide and teacher-level professional development plans that are
			Distinguished
			<ul style="list-style-type: none"> In addition to "Effective": Navigates change in the midst of ambiguity and competing demands and interests Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal Ensures the professional development system is structured to provide a highly differentiated set of learning opportunities that are refined over time in response to data and teacher feedback

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School Behaviors		reformed both by student level data and by data collected through the observation and evaluation process
<ul style="list-style-type: none"> Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement, and/or may not receive targeted support for improvement Teachers are unwilling to support one another for improvement, or if willing, they do not have the systems/structures to engage in support of one another High-performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable to try new, innovative practice in order to grow and learn as professionals School's instructional area of focus may be unclear to teachers and/or connections not made to the Continuous Improvement Plan (CIP) 		<ul style="list-style-type: none"> Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice (Targeted Support Plan) Teachers regularly support one another in moving forward with quality instructional practices Teachers who are high performers share their expertise with others and also have professional growth plans that they feel support their effort to continue to refine their instructional craft Effective teachers are identified for teacher leader roles Teachers understand the connection between their priorities with instruction and the Continuous Improvement Plan (CIP)

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DOMAIN: School Leadership		Expectation Human Resource Leadership:	
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)		HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)	
Unsatisfactory		Basic	Proficient
Principal Behaviors		Basic	Proficient
<ul style="list-style-type: none"> Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school Inconsistently performs recruiting and hiring actions in a timely fashion Is not able to speak specifically about the strengths and growth areas for each staff member Fails to build capacity through identification of teacher leaders 		<ul style="list-style-type: none"> Performs recruiting and hiring functions, but has no established plan for ensuring that high-quality hiring matches meet the needs and diversity of the students and the school as appropriately as possible May consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members Identifies teacher leaders but may fail to be strategic in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long 	<ul style="list-style-type: none"> Anticipates open positions and actively recruits and hires a high-quality, diverse staff matched to the needs of the school and the Continuous Improvement Plan Ensures a hiring process that includes observation of classroom practice Ensure that staff members contribute to the hiring of high-quality candidates Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building Puts systems in place that acknowledge and recognize effective individuals for strong performance and professional growth, and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs Regularly identifies teacher leaders from different cultural backgrounds
			Distinguished
			<ul style="list-style-type: none"> In addition to "Effective": Implements the use of innovative performance and competency-based selection processes Creates systems of support and development for all staff members, acknowledging that support for high performance is as important as that for low performance
School Behaviors		<ul style="list-style-type: none"> Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions Only some staff with certain backgrounds are developed as leaders Teacher leaders may not be identified, or may not have a clear 	<ul style="list-style-type: none"> Teacher leaders have a role in staffing, including determination of critical competencies for positions Staff members of all backgrounds/levels have the opportunity to

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HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)		Expectation Human Resource Leadership:	
Unsatisfactory		Basic	Proficient
Principal Behaviors		Basic	Proficient
<ul style="list-style-type: none"> role in supporting colleagues Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position High-performing teachers regularly leave the school over time Poor-performing teachers and other staff members are allowed to linger in positions, working with students and not held accountable to high levels of performance 		<ul style="list-style-type: none"> develop as leaders Staff members of all performance levels have opportunity and support for growth Teacher leaders have clear role in supporting colleagues Hiring process includes multiple activities that are informed by the TUSD Modified 2013 Danielson Framework for Teaching (e.g., performance based activities, demonstration lessons, panel interview(s)) Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making (Targeted Support Plan) High-performing teachers are committed to and remain at the school over time 	

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DOMAIN: School Leadership		Expectation: Strategic Leadership:		
SL 1: Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)				
Principal Behaviors	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> Inconsistently uses data to develop vision and mission of what the school hopes to accomplish with students over time, or fails to use data to inform conversations and decisions. Develops his/her own vision for preparing children to enter the changing world in the 21st century, and may not understand the connection between the CIP and the vision, values, and goals of the school. Rarely articulates shared values and goals. Understands the statutory requirements of the CIP but may develop a plan in isolation or with little stakeholder involvement. 	<ul style="list-style-type: none"> May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. Supports development of strategic Continuous Improvement Plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned action plan, but may develop a plan with the support of a limited body of stakeholders. Engages stakeholder input into the development of the CIP, but does not overtly support implementation of the CIP. Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders. Articulates shared values and goals and occasionally aligns actions with stated values and goals. Uses attendance and disciplinary data to identify goals. 	<ul style="list-style-type: none"> Collaboratively develops a motivating, shared vision and mission that is grounded in the values, vision, and mission of the school district and represents urgency to engage in the work of the school. Regularly uses quantitative and qualitative data to identify the school's current reality (trends and goals for all student groups are represented). Engages broad stakeholder input into the development and implementation of the Continuous Improvement Plan (CIP). Ensures that the school's CIP is the driving force behind initiatives that help students acquire 21st century skills represents data analysis, root cause analysis, goals, and milestones aligned to a plan of action. Ensures that the professional development plan is aligned with shared values, vision, mission and the CIP. Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success. 	<ul style="list-style-type: none"> In addition to "Effective," Ensures that the school's values, vision, mission, and goals drive decision-making. Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. Creates and promotes a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.

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School Behaviors	<ul style="list-style-type: none">Only the school leadership seems clear about the vision and mission of the school; others are unable to pinpoint or articulate a vision or mission statement.There is no tangible evidence of a vision or mission and nothing is posted or written that gives stakeholders a sense of the direction of the school.The work of committees and/or programs feels disconnected and disjointed and there is limited communication among committees/teams as a result of lack of clarity around the school's direction.The CIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-ownership in achieving the goals.Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.Individual and small-group goals and strategies are well aligned with the CIP.	<ul style="list-style-type: none">School mission and vision are visible around the school and are present in school-level conversations.All school stakeholders are able to talk about the values, vision, mission and goals of the school.School community members understand that individual contributions will lead to the collective success of the school.School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and CIP goals.Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of achievement and other indicators of success.Stakeholders understand the CIP as a living and growing document and use it as a guide for goal setting and action planning.Individual and small-group goals and strategies are well aligned with the CIP.
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DOMAIN: School Leadership		Expectation: Strategic Leadership:		
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
Principal Behaviors	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> Does not provide a strong model for the development of others. Fails to recognize need for change in the school environment or is not open to change. Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges. Delegates responsibilities in a manner that is not viewed as empowering. Does not consistently communicate the importance of collaboration. Systems are not used to encourage collaboration. Change management strategies are not evident. 	<ul style="list-style-type: none"> Inconsistently models the behavior he or she expects in others. Seeks to learn more about how to support change and how to make sense of change. Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges. Sometimes misjudges which work to personally engage in and what to delegate. Practices collaboration occasionally, but tends to rely on unilaterally made decisions. Minimal or required systems are used to engage collaborative decision-making. Understands change management concepts and occasionally applies change management strategy. 	<ul style="list-style-type: none"> Models the leadership behavior he or she expects to see in others. Provides feedback to develop the leadership capacity of staff members. Establishes structures and empowers teachers to engage in teacher leaders through conversation and decision-making in regard to significant issues and decisions. Leads successfully and effectively manage change processes in an environment where change is the norm and ambiguity is often present. Remains calm, constructive, and optimistic despite resistance, setbacks, or failures. Effectively determines which work to personally engage in and what to delegate. Establishes and uses systems, structures, and processes for collaborative decision-making. Makes decisions unilaterally when it is in the best interest of the 	<ul style="list-style-type: none"> In addition to "Effective," Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities. Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. Systematically challenges the status quo by leading change initiatives in alignment with the CIP. Creates a responsive and flexible culture that encourages and gains value from innovation.

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				<ul style="list-style-type: none"> school. Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Challenges the status quo. Regularly shares ideas, plans, struggles, and successes with colleagues in other schools. Staff and community members lead various processes within the school and are empowered to make decisions. Teacher leadership extends beyond structured systems. Staff members collaborate in formal and informal ways on a consistent basis. Stakeholders understand change as an opportunity to create a context of excellence. Staff members and parents provide feedback to one another and the principal about the degree to which certain change strategies are working or not working. Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school. Communication regarding decisions is transparent and proactive.
School Behaviors	<ul style="list-style-type: none"> Change is met with fear or resistance as evidenced by immediate push-backs, rather than willingness to ask questions and search out understanding. Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur. Does not provide meaningful information to staff to help members make sense of change. Structures and/or conversations around change process are not evident. 			

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School Behaviors		lockdown drills, fire drills, evacuation drills
<ul style="list-style-type: none">Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation.Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth.Budget decisions may not be known or understood, and there is a lack of clarity regarding why there are changes to resources and/or personnel.School environment may not be clean or aesthetically pleasing, and may not represent the school's mission or vision. Safety standards may be in question.	<ul style="list-style-type: none">Teachers have ample time to collaborate with one another.Students receiving specialized instruction and interventions also receive grade-level, core instruction.There are no visible interruptions to instructional time, and teachers and staff are able to focus their planning time and committee work on driving student achievement.Yearly budget decisions are anchored to current needs and student data and put the needs of studentsDecision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources.The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school's values, vision, and mission.The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises.	

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DOMAIN: School Leadership		Expectation: Community Leadership:		
CL 1: Actively advocates for members of the school community and effectively engages family and community (7)				
	Unsatisfactory	Basic	Proficient	
Principal Behaviors	<ul style="list-style-type: none">Makes only superficial attempts to interact with parents/guardians and community.Community partnerships are not evident or are non-existent.May acknowledge the importance of parents/guardians and community, but does not have strategies to enlist their support.Lacks creativity and consistency in communications regarding the successes of the school to the broader community.Strategies to grow enrollment are not evident.	<ul style="list-style-type: none">Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community.May welcome stakeholder input, but has not established structures for accepting and utilizing feedback.Demonstrates interest in community and is beginning to engage it through a variety of relationships, but has not yet been able to establish partnerships.Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently.Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents.Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach.	<ul style="list-style-type: none">Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement in which all members of the school community have a strong voice in regard to concerns, ideas, and interests.Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community.Actively communicates the successes of the school to the broader community.Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders.Engages local business and non-profit organizations to support the vision and mission of the school.Ensures that academic progress reporting is able to be easily and meaningfully interpreted by parents.Uses innovative ideas that increase student enrollment (as appropriate).	<ul style="list-style-type: none">In addition to "Effective":Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community.Shares responsibility for community outreach.All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships.Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision.Empowers parents and community members as strong leaders in the school.
School Behaviors	<ul style="list-style-type: none">Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community.When asked about the school, parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits.Families that enroll in the school are a result of boundaries, not		<ul style="list-style-type: none">Parents and community members receive regular updates that include evidence of the school's successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events.The school taps into families' talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and	

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

	because of a desire to be there.	<ul style="list-style-type: none">Learning:The school integrates resources and services from the community to strengthen school-based services and offerings for student learning and development.Partnerships between the school and community demonstrate two-way benefits.Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school.Parents find the progress reporting system used by the school to be informative and meaningful.Parents are equipped to use data to identify their student's strengths and areas for growth.
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*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

Mendoza Plaintiffs' Request for an R&R regarding the Teacher and Principal Evaluation Plans

July 30, 2015

On January 30, 2015, the Court ordered that "TUSD [] provide the Plaintiffs and Special Master with Teacher and Principal Evaluation Action Plans" and explained that "pursuant to the express and unambiguous terms of [] USP [Section I, D, 1], the Special Master and the Plaintiffs 'shall' have an opportunity to review and provide input regarding Teacher Evaluation Procedures and Principal Evaluation Procedures." (Doc. 1760 at 3, 6.)

On July 20, 2015, the District provided the parties with its Governing Board-approved "principal evaluation tool" and "principal evaluation model" (collectively, "Final PEP"), and "Danielson framework for teacher evaluation instrument" and "teacher evaluation model" (collectively, "Final TEP").¹ As detailed below, Mendoza Plaintiffs request an R&R on a number of issues that they have been unable to resolve with the District.

USP Section IV, H requires that the District review and amend as appropriate teacher and principal evaluations so that they "give[] adequate weight to:

- (i) an assessment of
 - (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and
 - (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students;
- (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and
- (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents..."

It further explains that the above assessments "be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position."

Academic Growth Measures

The inclusion of provisions regarding teacher evaluations in the USP and the requirement that teachers be "evaluated using the same instruments" stemmed from the

¹ Mendoza Plaintiffs' references to pages of the Final TEP and Final PEP specifically refer to pages of the "teacher evaluation model" and "principal evaluation model," respectively.

parties' desire to develop a meaningful, accurate and fair teacher evaluation process that furthers the goals of the USP by, among other things, allowing for the identification of teachers in need of professional support. In its Final TEP, the District acknowledges the "limitations [of] standardized tests in ELA [English language arts] and Math [in that they] 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. The 'B' teachers have been assigned growth points in the past based on the school or district label. This year, TUSD will make all teachers an 'A' teacher. Math and ELA teachers (formally known as 'A' teachers) will use the District's quarterly assessments in math and ELA to show academic growth. All other teachers (formally known as 'B' teachers) will administer pre-post assessments to their students that are relevant to their course material." (Final TEP at 1.) Mendoza Plaintiffs agree that such an overall approach is preferable to using "school or district label[s]," which are not specific to the performance of the evaluated teacher.

However, notwithstanding its indication that it "will make all teachers an 'A' teacher," the District proposes that "Grades 3-5 and math and ELA teachers in grades 6-10 will use the quarterly assessments as their pre-post assessment. The remaining courses in grades 6-12 will use the category assessments developed by the Curriculum and Instruction department...." (Final TEP at 2; *Compare with* TUSD's May 29 "Teacher Effectiveness Evaluation Model 2015-16 (Draft H)" ("May 29 Teacher Eval. Model") at 2 ("Grades 3-12 will use category assessments developed by [the] Curriculum and Instruction Department...").) Mendoza Plaintiffs do not understand, nor has the District explained, why TUSD now intends to use quarterly math and ELA assessments to measure the academic growth of non-math/ELA teachers who instruct third through fifth graders. The implementation of such a proposal would be extremely unfair to that subset of teachers as they alone would have their academic growth (totaling 1/3 of their evaluation outcome (Final TEP at 4)) measured by other teachers' performance. Such a result conflicts with the development of a fair and accurate evaluation process that was contemplated in the USP, and in practice would render meaningless the weight of the USP-required assessments (within the teacher evaluation instrument) in these teachers' overall evaluation outcomes.

Mendoza Plaintiffs therefore ask that the Special Master request that the Court order the District to develop a pre-post assessment(s) that it can apply to these teachers so that the academic growth component of their evaluation is based on their students' academic growth.

Teachers' Evaluators

As discussed above, the inclusion of provisions regarding teacher and principal evaluations in the USP stems from the desire to create a fair evaluation process that furthers the purposes of the USP, including by referring low-performing teachers for additional support to improve, for example, their understanding of culturally responsive pedagogy. In its May 29 Teacher Eval. Model, the District identified a major flaw in its teacher evaluation process. In describing "Cut Scores from 2013-14," the District

indicated that the "only way a teacher can score 'ineffective' with the cut scores is to score about 32 points (out of a possible 88) on the Danielson observation. No teacher scored below 39 on the Danielson observation last year (2013-14)." (May 29 Teacher Eval. Model at 5-6.) The District further described that "96.61 percent of all teachers in TUSD were considered either 'Effective' or 'Highly Effective.' Additionally, this data indicates that only 3.38 were considered 'Developing' or 'Ineffective.' *This data calls into question the validity of the Teacher Evaluation Instrument.*" (*Id.* (emphasis added)) The District then notes that new cut scores would likely result in "[a]n appropriate (normal) distribution... [and would] be more in line [with] psychometric standards and would also provide more discriminating data on teacher performance." (*Id.*)²

While the Mendoza Plaintiffs initially focused on the need for new cut scores to address the major flaw in the teacher evaluation process described above, (*see* Mendoza Plaintiffs' June 9 Comments), they now understand, in light of the comments and research provided by the Special Master, that such an approach would leave unaddressed the root cause of the flaw. Specifically, the cut score data the District described as "call[ing] into question the validity of the Teacher Evaluation Instrument" unambiguously confirms that, as the Special Master explained in his June 11 email, principals tend to score all their teachers well, which defeats the very purpose of conducting teacher evaluations. Mendoza Plaintiffs additionally found the research on principal and other "school leader" evaluations of teachers, provided by the Special Master on July 1, to be convincing and to fully explain the issue relating to the District's cut score data.

They therefore believe that to make teacher evaluations accurate and meaningful as contemplated in USP Section IV, H, 1, principals and assistant principals should not serve as teachers' evaluators. Indeed, if principals or assistant principals once again were to serve as teacher evaluators and find that no teachers are "ineffective," as the District acknowledged to have occurred in the 2013-14 school year, (May 29 Teacher Eval. Model at 5-6), no teachers would be referred to additional support programs, (an outcome which Mendoza Plaintiffs understand to have occurred for the 2013-14 school year based on the information they have been provided.) The USP included Section IV, J, 4³ so that "certificated staff [who have been] identified pursuant to their evaluations as in need of improvement" would be provided "additional targeted professional development." It is inconceivable that the District does not have a single teacher whose level of performance does not warrant improvement through targeted professional development.

² Mendoza Plaintiffs note that in TUSD's June 22 Response, the District asserts that it "is not revising the cut scores at this time. The District will review the distribution of scores in the summer 2016-17 to assess the impact of the new surveys on teacher performance." (TUSD's June 22 Response at 3.) In a somewhat conflicting statement, the Final TEP indicates that "[i]t is recommended that new cuts [be] established to provide a more realistic distribution for teacher effectiveness" but no such new cut scores are articulated. (Final TEP at 7.)

³ USP Section IV, I, 2 also contemplates teacher referral to support programs based on "annual evaluations."

Mendoza Plaintiffs therefore ask the Special Master to recommend that the Court order the District not to use school principals or assistant principals as teacher evaluators or, in the alternative, to be provided rigorous training in the evaluation tool and the evaluation process to be administered and overseen by a person or persons selected by the Special Master.

Weight of Student Surveys in Teacher Evaluations

The USP requires that “adequate weight” be given to student surveys in teachers’ evaluations. (USP Section IV, H, 1, (iii).) The inclusion of Section IV, H, 1, (iii) in the USP, as well as the specific reference to the “adequate weight” that must be given to surveys, was included in the USP to emphasize that those surveys are to be given meaningful weight in teachers’ overall evaluations. In their March 19 Comments, the Mendoza Plaintiffs objected to the District’s omission of student surveys in teacher evaluations. In their April 10 comments and June 9 comments, Mendoza Plaintiffs objected to the 3% and revised 10% weight given to these surveys, respectively, because they do not involve the meaningful weight that the USP contemplated surveys would be given in teachers’ overall evaluations. Indeed, in the District’s May 29 Teacher Eval. Model, the District acknowledged that “the results of the Student Survey (10%) ... w[ould] have a negligible impact on a teacher’s overall score.” (TUSD’s May 29 Teacher Eval. Model at 4.)

In an effort to resolve the dispute, in their June 9 Comments, the Mendoza Plaintiffs indicated that they “would accept this [10%] weight allocation if, as the Special Master proposes, the District agrees to undertake an evaluation of its teacher evaluation process, and to better align its student surveys to assess the behaviors on which teachers are assessed as part of the TEL.” On June 9, the District indicated that developing validity standards of the evaluation process is complicated and potentially beyond the scope of the evaluations. Additionally, although Mendoza Plaintiffs sought “better align[ment]” of student surveys, the District indicated that “to align *all* the different measures in the teacher and principal evaluations would become overly cumbersome and potentially redundant.” (TUSD’s June 9 email; emphasis added.) In TUSD’s June 22 Responses, in ambiguous and conflicting statements, the District indicated that it “undertakes an evaluation of its teacher evaluation process, in collaboration with TEA, on an annual basis and will continue this practice. As part of an ongoing process, TUSD will continually evaluate and realign (where necessary) its student surveys to assess the behaviors on which teachers are assessed.”

To be clear, Mendoza Plaintiffs do not understand the District’s June 22 response to be the agreement Mendoza Plaintiffs sought to resolve the dispute, but do reiterate that they would agree to a 10% weight for student surveys in teacher evaluations if the District undertakes the commitment Mendoza Plaintiffs sought on June 9. Mendoza Plaintiffs specifically seek that the district “commit[] to evaluating the *overall validity* of the evaluation process” as described in the Special Master’s June 5 email, and that the District better align student surveys to the behaviors on which teachers are assessed by having the surveys and teacher evaluation instruments use “the same terms and

concepts... to describe behaviors expected [of teachers] whenever possible,” as described in the Special Master’s April 21 comments. Given the Special Master’s expertise, Mendoza Plaintiffs’ would defer to his judgment on whether there exists adequate alignment of the student surveys with the teacher evaluation instruments.

Absent these commitments from the District, Mendoza Plaintiffs request that the Special Master address the issue of student survey’s inadequate weight in his R&R.

Weight of Teacher and Student Surveys in Principal Evaluations

The USP requires that “adequate weight” be given to “student and teacher surveys” in principal evaluations. (USP Section IV, H, 1, (iii).) Again, the inclusion of Section IV, H, 1, (iii) in the USP, as well as the specific reference to the “adequate weight” that must be given to surveys, was included in the USP to emphasize that those surveys are to be given meaningful weight in principal evaluations. In the Final PEP, the District proposes that a total of weight of 6% be given to teacher surveys (the SAI Survey and the “School Quality Survey”), and that 4% be given to student surveys. While the primary focus of Mendoza Plaintiffs’ comments have been on the weight given to student surveys in teacher evaluations, they equally object to the weight given to teacher and student surveys in principal evaluations because they do not accord any meaningful weight to those surveys. Like the 10% weight accorded to student surveys in teacher evaluations, which the District found to be “negligible,” the 10% total weight given to teacher and student surveys in principal evaluations is also negligible and therefore fails to comply with USP Section IV, H, 1, (iii).

Mendoza Plaintiffs thus request that the Special Master include in his R&R a recommendation that surveys be accorded a meaningful and “adequate weight” in principal evaluations, as the USP requires.

Lack of Process for Referral for Additional Supports and Lack of Professional Development for Evaluators

As discussed above, USP Section IV, J, 4 requires administrator and certificated staff referral to support programs, including additional professional development, based on evaluation outcomes. In addition, USP Section IV, J, 3, c requires that the District provide “[a]ny other training contemplated herein,” which includes the training necessary for teacher and principal evaluators to conduct evaluations. However, the District’s failure to provide an adequate response to Mendoza Plaintiffs’ inquiries regarding professional development for evaluators, and the evaluation outcomes that would warrant referral for additional support make clear that if full effect is to be given to these USP provisions, Court intervention is required.

First, Mendoza Plaintiffs requested that the District describe the evaluation outcomes that would warrant referral to support programs in each of their March 19 and April 10, 2015 comments. In its April 22 responses, the District indicated that the “Teacher Support Plan includes this information.” (See TUSD’s April 22 Responses at

4.) After reviewing that plan, Mendoza Plaintiffs were constrained to inform the District that they “did not find any reference to the type of evaluation outcomes that would result in a referral for additional professional development or support in the Teacher Support Plan, notwithstanding the District’s indication that such information is in the plan. The Teacher Support Plan merely indicates that ‘[t]eachers shall be referred to the support program by school- or District-level administrators based on evidence (e.g., from . . . annual evaluations).’” (Mendoza Plaintiffs April 30 Comments at 1-2.) The District having failed for months to provide a response, on June 9, 2015, Mendoza Plaintiffs for the fourth time asked “what type of evaluation outcome would result in a referral for additional professional development and support under each of the TEP and PEP? Mendoza Plaintiffs presume that, at a minimum, those teachers falling into the ‘Ineffective’ category and principals in the ‘Unsatisfactory’ category would be referred for additional support.” (Mendoza Plaintiffs’ June 9 Comments.) Rather than confirm that the lowest performance classifications that are possible would warrant referral for additional support or to provide any clarification in this regard, the District responded by directing the Mendoza Plaintiffs to “[s]ee the Teacher Support Plan document.” (TUSD’s June 22 Response), the very document Mendoza Plaintiffs had already informed the District did not contain the information sought.

Similarly, Mendoza Plaintiffs requested information on the amount and/or type of professional development teacher and principal evaluators would receive in each of their March 19, March 20, and April 10 comments. With regard to these requests, the District also referred Mendoza Plaintiffs to another plan, indicating that the information sought “exist[s] in the professional development plan that has already been sent to the parties.” (TUSD’s April 22 Response at 3.) After reviewing the referenced plan, the Mendoza Plaintiffs informed the District that “[t]hat document does not describe any professional development that evaluators would receive to prepare them to evaluate teachers.” (Mendoza Plaintiffs’ April 30 Comments at 1.) Subsequently, in their June 9 Comments, Mendoza Plaintiffs reminded the District that the response to their question was not in the “professional development plan” and “again ask[ed] that the District provide them sufficient information on the professional development evaluators, teachers, and principals would receive so that they may assess the adequacy of that training.” In its June 22 Response, the District indicated that “training is integrated throughout all of the professional development during the school year. The evaluation is part of every discussion from MTSS to curriculum to culture and climate.”

While it presumably is true that the professional development necessary for teachers and principals to develop the skills on which they will be assessed may be delivered through various professional development sessions delivered during the school year, those skills are different from the ones necessary to effectively, accurately and fairly evaluate teachers and principals. Moreover, the Governing-Board adopted 2015-16 USP Budget includes no allocations of 910G funds for professional development under the IV.11 activity code for “Evaluation Instruments,” the only activity code under which evaluator training allocations would make sense. (See Doc. 1829-1 at 44-45.) Notably, when the Mendoza Plaintiffs informed the District of this and asked whether the

“professional development related to teacher and principal evaluations [would] be paid from M&O funds” (Mendoza Plaintiffs’ June 9 Comments), they received no response.

Mendoza Plaintiffs’ repeated inability to obtain information regarding evaluator training and the evaluation outcomes that would warrant additional support, information that should be readily available if the District is prepared to implement USP Sections IV, J, 4 and IV, J, 3, c, lead Mendoza Plaintiffs to believe that the District has failed to prepare evaluation plans that comport with the referenced USP provisions.

They therefore request that the Special Master recommend to the Court that it order the District to develop a plan to train teacher and principal evaluators, and determine the evaluation outcomes that would warrant referral for additional support.

Assessment of Teachers’ Use Of Classroom And School-Level Data To Improve Student Outcomes, Target Interventions, And Perform Self-Monitoring

USP Section IV, H, 1, I, (ii) requires that teacher evaluations give adequate weight to “use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring.” In their March 19 and April 10 comments, the Mendoza Plaintiffs informed the District that the teacher evaluation plans/instruments and revisions it had provided to the parties failed to adequately give weight to the mandated assessment. In TUSD’s April 22 Responses, the District responded to Mendoza Plaintiffs comment by directing them to “See TEP section I(f).” (TUSD’s April 22 Response at 4.) Upon reviewing that section of the teacher evaluation instrument, Mendoza Plaintiffs informed the District that it in fact does not comply with USP Section IV, H, 1, I, (ii). On May 4, 2015, The Department of Justice informed the District that it also “do[es] not believe [the evaluation instrument] adequately incorporates the USP (IV), (H), (1), (ii) requirement.” Upon reviewing the District’s May 29 revised teacher evaluation instrument, Mendoza Plaintiffs again informed the District that “as far as they can tell, since the time the Mendoza Plaintiffs first raised this issue in March, the District has made no effort to revise its TEP to comply with USP Section IV, H, 1, (ii).” (Mendoza Plaintiffs’ June 9 Comments.)

Most recently, in TUSD’s June 22 Responses, the District asserted that “[t]he rubric takes into account teacher’s use of data to improve student outcomes, target interventions, and to perform self-monitoring. If these activities are not present, teachers will score lower on the rubric therefore the tool gives adequate weight to these activities pursuant to the USP.” Mendoza Plaintiffs have carefully been monitoring proposed revisions to the TEP for compliance with USP Section IV, H, 1, I, (ii), and have not seen anything to suggest the District has seriously incorporated this mandated assessment into its TEP. Nor would the existence of a correlation between “teacher’s use of data to improve student outcomes, target interventions, and to perform self-monitoring” and “lower” scores, as the District seems to assert exists, involve the kind of “adequate weight” the USP requires be given to that assessment.

Academic Growth Component: PEP

In the Final PEP, the District proposes that the “Student Academic Progress Component” make up 33% of principals’ overall evaluation score. (Final PEP at 1.) However, its description of how that component will be measured makes little sense. Indeed, it appears that the vast majority of the discussion on the component (pages 3-5) is copied from the Final TEP. The only details the District provides specific to principals is within the “Scoring and point allocation” subsection (which describes how pre- and post-assessments will weigh in teacher evaluations) where it indicates that “Principals will receive the aggregate school total for all teachers in the school.” (*See Id.* at 5.) This does not make sense however because, in context, the measure appears to exclude consideration of math/ELA teachers’ student growth scores, which would not involve pre- and post-assessments. More importantly, because the number of teachers varies by school, it makes no sense that principals would be measured by the “aggregate” total of teachers’ academic growth score. Mendoza Plaintiffs therefore request an R&R on the issue, but anticipate that the error was inadvertent and welcome any District attempt to correct and/or provide clarification on the academic progress component of principal evaluations.

Academic Growth Component: TEP (Sample Size of Students)

In their June 9 Comments, the Mendoza Plaintiffs expressed their concern and “agree[ment] with the Special Master that the 30 student sample size proposed [for measuring student academic growth with pre- and post-assessments] may be problematic in schools with high mobility rates. They would support an ‘oversample’ at those schools as proposed by the Special Master, but would also consider any alternative methods the District may propose to deal with the issue.” Later that day, the District indicated that it “agree[s] with the small sample size concerns... for grades 6-12, we can sample 2 classes to ensure a minimum of matched pre-posts of 30 students.” However, that commitment is not reflected in the Final TEP, which only indicates that “pre-post category assessments will be administered by a sampling strategy so that each teacher of record will have a minimum of 30 students participating in the pre-post category assessment.” The need to have the District’s June 9 commitment reflected in the Final TEP is underscored by the fact that its Governing Board has “approved a target funding formula for the purpose of reducing class sizes across the District for SY 2014-15, which is 1:27.” (Court’s Order dated 10/22/15 (Doc. 1705) at 3 n.1 (citing TUSD’s 2014-15 USP Budget Response (Doc. 1678) at 7).)

Mendoza Plaintiffs therefore request that the Special Master recommend that the District be ordered to expressly include its June 9 commitment in the Final TEP.

TUSD Response to Mendoza Plaintiffs’ 7/30/15 Request for an R&R (“Request”) Regarding the Teacher and Principal Evaluation Plans

Introduction

On January 30, 2015, the Court ordered the District to submit Action Plans for Teacher Evaluation Procedures (TEP) and Principal Evaluation Procedures (PEP). ECF 1760. On February 19, 2015, the District provided Special Master Hawley and Plaintiffs with drafts of each plan. Over the next few months, District staff worked closely with Dr. Hawley to review Plaintiffs’ comments and revise the plans. In April, Dr. Hawley sent the then-current version of the TEP to Dr. Jacqueline Irvine. Through Dr. Hawley, Dr. Irvine provided feedback – the majority of which was incorporated into the final version of the TEP. The plans, along with feedback from Dr. Hawley and the Plaintiffs, were shared with the Governing Board before being adopted in July.

On July 20, 2015, the District provided Dr. Hawley and the Plaintiffs with the Governing Board-approved TEP and PEP. On July 30, 2015, the Mendoza Plaintiffs submitted to Dr. Hawley a request for an R&R (“Request”) on both action plans. Throughout the Request, Mendoza Plaintiffs refer to an as-of-yet unknown proposed standard Dr. Hawley should utilize to review the Request: that the purpose of USP § IV(H)(1) is the creation of evaluation instruments that are “fair,” “accurate,” and “meaningful.” Although laudable goals, none of these terms exist in USP § IV(H)(1) and have no business being used as any standard for reviewing the Request, much less as a basis for making a recommendation to the Court. The standard of review of the TEP and PEP is compliance with the USP, the Constitution, and the Court’s prior orders.

The bulk of the Mendoza TEP objections are directed to the May 29, 2015 version (“Draft H”) – and much of that to which they object has been revised in the final TEP that resulted from District collaboration with Dr. Hawley and meaningful consideration of Plaintiffs’ comments.¹ Moreover, in more than five months of collaboration, the Mendoza Plaintiffs never raised a concern about the role of principals in conducting teacher evaluations. If the I(D)(1) process is to mean anything at all, it means that recommendations and objections should be raised before the development of a final Action Plan. Mendoza Plaintiffs’ subsequent efforts to invoke judicial resolution should have been timely raised so the issue could have been fully vetted.

¹ It is both troubling and unfortunate that Mendoza Plaintiffs expended so much time and energy developing (and causing District staff to expend more time and energy responding to) arguments based on an out-of-date version of the plan. Objections should relate to the final, revised TEP version provided Plaintiffs and the Special Master on July 20, 2015 – not the previous version provided them two months earlier.

As a threshold matter, the parties agreed to the language in USP § IV(H)(1). This section of the USP is devoted exclusively to teacher and principal evaluation *instruments*. The USP does not contain a provision for the development of teacher and principal evaluation procedures.² With due deference to the Court's Order of January 30, 2015 (in which the Court ordered the District to submit action plans on teacher and principal evaluation procedures), the District notes its continuing objection to the expansion of its USP obligations, and the increasing restrictions on its exercise of reasonable discretion in generating and implementing educational policy. As a direct result of this expansion, the Mendoza Plaintiffs now object to the District's determination of the appropriate person to evaluate its teachers, an issue neither covered nor contemplated, let alone mentioned, by the Parties in developing the USP, and a matter entirely separate from the content of the instrument which is the subject of USP § IV(H)(1).

Response to Mendoza R&R Request

The TEP was neither developed, nor does it exist, in a vacuum. USP § IV(H)(1) requires the District to consider various enumerated factors in revising its teacher evaluation instrument. Importantly, it also specifically authorizes the District to take into account "requirements of State law and other considerations." Under Arizona law, teacher evaluation systems must provide for the use of student achievement data in teacher evaluation. ARS § 15-537. In addition, the legislature directs the Arizona Department of Education to "adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes." ARS § 15-203(A)(38).³ Most recently, the measure for student achievement was the state's "high stakes" test (AIMS). However, transition to Az MERIT (Arizona's statewide achievement assessment for English Language Arts "ELA" and Math) means that for at least one year school districts will lack a standardized statewide measure. As a result, all districts are tasked with identifying another assessment that can serve to measure achievement and growth. The District is thus using its benchmark assessment

² The teacher evaluation "process" and the evaluation "instrument" are two distinct things. The process includes a delineation of the number and timing of observations, the requirement of performance improvement conversations, and the circumstances under which a teacher must be placed on a Performance Improvement Plan. Although the Court directed the District to submit procedures for teacher and principal evaluation for Special Master and Plaintiff review and comment, neither the USP nor the Court directed the District to amend the underlying process which continues the use of site administrators as evaluators.

³ The most recent framework adopted by the State Board of Education under this statute may be found at <http://www.azed.gov/teacherprincipal-evaluation/files/2013/08/2014-15-arizonaframeworkformeasuringeducatoreffectiveness.pdf?20150113>.

system, as described in the TEP, of pre- and post-tests to measure students' academic growth.

1. Academic Growth Measures

Mendoza Plaintiffs ask the Special Master to request an order from the Court directing the District to develop a pre-post assessment(s) that it can apply to non-math/non-ELA teachers in grades 3-5. Teachers in grades 3-5 are generalists; there are no non-math/non-ELA teachers in grades 3-5. As described on page two of the TEP, these teachers "...and math and ELA teachers in grades 6 – 10 will use the quarterly assessments as their pre-post assessment." Accordingly, the Special Master must reject this request.

2. Teachers' Evaluators

Mendoza Plaintiffs ask the Special Master to request an order from the Court prohibiting outright the use of principals or assistant principals as teacher evaluators. Or, alternatively, that the principals and assistant principals receive "rigorous" training in the evaluation tool and process to be "administered and overseen by a person(s) selected by the Special Master."⁴ Aside from the fact that the Mendoza Plaintiffs did not raise this objection at any time during the collaborative process, the objection that forms the basis for this request includes incorrect conclusions, and relies on incorrect information in Draft H that the final version of the TEP does not contain. If the facts and conclusions underlying an objection are wrong, the request for a recommendation based on the flawed objection must be denied.

(a) The conclusions the objection contains are incorrect

Mendoza Plaintiffs argue that under the board-adopted process, principals will not identify any teachers as "Ineffective," and therefore "no teachers [will] be referred to additional support programs." This is incorrect. The USP requires the District to refer teachers to additional support programs based on a wide variety of evidence. USP § IV(I)(2) states: "Teachers shall be referred to the [Teacher Support Program] ... based on evidence (e.g., from student surveys, administrator observations, discipline referrals, and/or annual evaluations)...." Last year, for example, 14 teachers were placed on Teacher Support Plans and, based on evaluation results, 10 were put on Improvement Plans. There is simply no factual basis for the Mendoza Plaintiffs' claim.

⁴ As the District has noted in several recent court filings, discretionary policy and process decisions not in conflict with law or the USP are beyond the authority of the court (and its designee) to revise. This legal axiom is one with which the Special Master, as a desegregation expert, must be familiar. However, it is an issue outside the purview of the Special Master to resolve and thus will not be briefed here.

(b) The factual foundation given for the objection is incorrect

The non-operative Draft H stated: “only 3.38 [percent of all teachers] were considered ‘Developing’ or ‘Ineffective,’” that the cut score data “called into question the validity of the Teacher Evaluation Instrument,” and that “[n]o teacher scored below 39 on the Danielson observation last year (2013-14).” (See Attachment A, Draft H – 5.29.15). Although the District removed the language indicating that 3.38 percent of teachers were “Developing” or “Ineffective,” the TEP still includes a chart indicating that 3.38 percent of teachers fell into one of these two categories. (See Attachment B, Draft K – 7.20.15, “Figure 5. Distribution of Teacher Effectiveness”). Mendoza Plaintiffs argue it is “inconceivable that the District does not have a single teacher whose level of performance does not warrant improvement through targeted professional development.” The District agrees. In 2013-14, 3.38 percent of teachers, representing approximately 106 teachers, were identified as “Developing” or “Ineffective,” as indicated in Figure 5.

Mendoza Plaintiffs, having never raised the issue of principal evaluators, assert that one basis for their objection is “comments and research provided by the Special Master.” Special Master Hawley presented the Parties with his comments on the use of principal evaluators on June 29, 2015 – more than two months after the first draft of the TEP was presented to the Parties, and less than two weeks before the final version of the TEP was scheduled for a Governing Board vote. The extent of “research” provided to the Mendoza Plaintiffs was a one-page, edited version of an article on teacher evaluation suggesting that principals are non-objective in evaluating teachers.

Mendoza Plaintiffs then misapplied Dr. Hawley’s “comments and research” to the District’s data and asserted that District principals are non-objective in their evaluation of teachers because no teachers scored below a 39 on the Danielson observation in 2013-14, so no teachers were deemed ineffective. It does not follow that because “[n]o teacher scored below 39 on the Danielson observation” in 2013-14, that no teachers were deemed ineffective. A teacher’s score on the Danielson rubric does not correlate to a teacher’s final classification, which includes scoring in multiple domains.

Notwithstanding that the evidence from a more recent school year (2014-15) would be more instructive and relevant on this point moving forward (and will be reported in the Annual Report), the District’s allegedly “non-objective” principals evaluated 14 teachers as “Ineffective” and 92 teachers as “Developing” in 2013-14. In 2013-14, principals in the District did not “score all their teachers well” and, the statement that principals and assistant principals found “no teachers [to be] ‘ineffective’” simply is incorrect. (See Attachment B, Figure 5).

The District knows of no Arizona school district or charter school with an evaluation system that does not rely on site administrators and the primary evaluators for teachers assigned to their buildings. Mendoza Plaintiffs have provided no evidence of

such a practice. The use of principals and assistant principals is the overwhelming standard of practice nationally, and this is neither the time nor place to commence an experiment in teacher evaluation – particularly where the USP in no way contemplates such a policy change. (See Attachment E, Leading via Teacher Evaluation, p.351, “Is teacher evaluation a good candidate to power school improvement? The evidence that we reviewed from multiple perspectives leads us to suggest caution in this area. Relatedly, it merits notice that teacher evaluation has been reinvented numerous times across the last century.”)

3. Weight of Student Surveys in Teacher and Principal Evaluations

Mendoza Plaintiffs seek a commitment from the District “to undertake an evaluation of its teacher evaluation process, and to better align its student surveys to assess the behaviors on which teachers are assessed as part of the TEI” (Teacher Evaluation Instrument). Of course, the adoption of the TEP is the culmination of a collaborative effort between the District, Dr. Hawley, and the plaintiffs to evaluate and revise the teacher evaluation process, one which the District cannot commit to redoing on a specific timeline. In the absence of such commitment, the Mendoza Plaintiffs request that Dr. Hawley “address the issue of student survey’s inadequate weight,” without further specification or suggestion of a weight they would deem adequate. Dr. Hawley has agreed to use the 10% weight for the 2015-16 school year, and supports the District’s plan to conduct an evaluation in the spring of 2016 to determine whether the 10% weight is adequate. A ruling or recommendation to change this weight now based on an unsubstantiated claim that it is “inadequate” is premature. Moreover, the Mendoza Plaintiffs provide no specific data-driven or legal reason to support their claim that the 10% weight is “inadequate.”

4. Lack of Process for Referral for Additional Supports and Lack of Professional Development for Evaluators

The Mendozas next object that the District has failed to provide an adequate response to inquiries about USP §§ IV(J)(3)(c) and (J)(4), and that Court intervention is required “if full effect is to be given to these USP provisions.” There are two fundamental flaws in this objection. First, the Mendozas essentially seek a non-compliance finding, remedied by a recommendation, on two USP obligations that are neither specific to, nor included in, the TEP and PEP. The District can comply fully with these USP obligations independently of whether the TEP and/or PEP include a specific process for the referral of additional supports (outlined in the Teacher Support Plan), or include details related to evaluator training.

Second, the obligations to which the Mendoza Plaintiffs refer are nowhere specified in the USP; instead, Mendoza counsel believes they are implied by the consent decree. Mendoza Plaintiffs cite Section IV(J)(4)’s requirement that certain staff are to be

referred to support programs (including additional training) based on evaluation outcomes. The language of section IV(J)(4) (“...targeted professional development designed to enhance the expertise of these personnel in the identified area(s) of need”) refers to training for an identified deficiency – not proactively training staff on how to conduct evaluations. The “Teacher Support Plan” has been developed, litigated, and – pursuant to the USP – provides a mechanism and process for providing targeted training for teachers related to their identified deficiencies.

In addition to the “Teacher Support Plan,” under which teachers can be provided additional support and professional development upon request or referral, there is a formal mechanism under which teachers may be placed on Plans for Improvement as part of the evaluation process. The parameters under which teachers may be placed on a Plan for Improvement, like other aspects of the nuts-and-bolts operation of the evaluation system, are set forth in Article 13 of the Consensus Agreement entered into between the District and the teachers’ union. (See Attachment F, 2015-16 TEA Consensus Agreement, Article 13).

They further cite Section IV(J)(3)(c) for the proposition that the phrase “[a]ny other training contemplated herein...includes the training necessary for teacher and principal evaluators to conduct evaluations.” Nowhere does the USP state, or even imply, that it “contemplates” training necessary so that evaluators may conduct evaluations. If the Parties had intended to require training regarding evaluation processes and instruments (beyond changes), such language would have been inserted into Section IV(J)(3)(b) which includes a detailed list of specific training requirements. Section IV(J)(3)(b)(ii) specifically requires the District to provide training regarding “changes to professional evaluations.” Nothing in Section IV(H)(1), or any other USP section, requires the District to develop and implement training “necessary for evaluators to conduct evaluations.”

Although these training components are not required by the USP, the District provides training to evaluators pursuant to Arizona Revised Statute § 15-537(A) which requires school districts to use “qualified evaluators” to evaluate teachers. Every new administrator who conducts evaluations of certified staff receives qualified evaluator training when they assume their administrative position. Throughout the year, every year, they continue to receive ongoing training covering different aspects of observation and evaluation. It is in the district’s best interests to ensure that its administrators are well-versed in both summative and formative teacher evaluations so the evaluation process can improve instruction. There is no support in the record, nor do the Mendozas provide any supporting evidence, to believe that proper training is not occurring. The Special Master should reject outright this untenable demand for court-ordered micromanagement.

5. Assessment of Teachers’ Use Of Classroom And School-Level Data To Improve Student Outcomes, Target Interventions, And Perform Self-Monitoring

USP section IV(H)(1)(ii) requires that teacher evaluations give adequate weight to the “use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring.” Mendoza Plaintiffs’ objection is that they feel the TEP does not give adequate weight to the “mandated assessment,” and that they have seen nothing “to suggest the District has seriously incorporated this mandated assessment into its TEP.”

USP section IV(H)(1) requires the District to “review, *amend as appropriate*, and adopt teacher and principal evaluation instruments to ensure that such evaluations, *in addition to requirements of State law and other measures the District deems appropriate*, give adequate weight to (i) an assessment of (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring.” As appropriate, the District must (and by the USP is authorized to) consider State law and other considerations.

Arizona Revised Statute § 15-203(38)(A) requires that a district’s teacher evaluation system allocate between 33 and 50 percent of the scoring weight to quantitative data on student academic progress (“academic growth”) based on classroom-level data. The Arizona State Board of Education’s “Arizona Framework for Measuring Educator Effectiveness,” sets a minimum allocation of 50 percent for teaching performance: “[t]he ‘Teaching Performance and Professional Practice’ component of the evaluation shall account for between 50% and 67% of the total evaluation outcomes.” See note 2, *supra* at 7-13.

The District already allocates the minimum scoring weight allowed for academic growth – 33%, and close to the minimum scoring weight allowed for teacher performance – 56%. (See Attachment B, Figure 4). Even if the District allocated the minimum scoring weights in both instances, a total of 83% (just 6% less than currently allocated), only 17% of the total scoring weight would remain to be “available” to use under the category of “School-Level Data.” And, under that category, the District has already allocated ten percent of the “available” scoring weight to student surveys – a scoring weight the Mendoza Plaintiffs also deem inadequate.

6. Academic Growth Component: PEP

Mendoza Plaintiffs request an R&R on “the issue” but provide no other guidance or suggestion as to the outcome they seek, and do not describe their objection with specificity. Without an understanding of the objection, the District is not in a position to

respond. However, the Mendoza Plaintiffs welcomed clarification so the District provides explanations below.

The Mendoza Plaintiffs state that the description of how the District will measure academic progress in conducting principal evaluations “makes little sense.” They point out: “the measure appears to exclude consideration of math/ELA teachers’ student growth scores, which would not involve pre- and post-assessments.” The Mendoza Plaintiffs appear to misunderstand the measure because it in fact does not exclude consideration of math/ELA teachers’ student growth scores as determined by pre-post assessments. The PEP states, in relevant part: “Grades 3 – 5 and math and ELA teachers in grades 6 – 10 will use the quarterly assessments as their pre-post assessment,” and “[p]rincipals will receive the aggregate school total for *all* teachers in the school.” (See Attachment D – PEP Explanation 7.20.15)

They also state that “because the number of teachers varies by school, it makes no sense that principals would be measured by the ‘aggregate’ total of teachers’ academic growth score.” The ‘aggregate’ total of student academic growth will be attributable to the principal: low, medium, or high growth. *Id.* The number of students in a particular school is irrelevant to calculating the growth measure.

7. Academic Growth Component: TEP (Sample Size of Students)

Earlier in the collaborative process, the Mendoza Plaintiffs commented that a sample size of 30 students may be problematic. In response, on June 9th, the District agreed to sample two classes for grades 6-12 to ensure a minimum of matched pre-post assessments of 30 students. Mendoza Plaintiffs request that the June 9th commitment to sample two class sizes for grades 6-12 be expressly included in the TEP, implying that because the District has a target class size ratio of 1:27 it might be difficult to guarantee a sample size of 30 students. The District has committed in writing to sampling two classes. (See Attachment C, “...for grades 6-12, we can sample 2 classes to ensure a minimum of matched pre-posts of 30 students). This is a non-issue.

Conclusion

When an R&R is requested, the Stipulated Process calls for the Special Master to “[explain] the disagreement between the parties and [provide] his recommendation for resolution” (see ECF 1510 at 8:11-12; and see ECF 1581 at 4). The Stipulated Process also provides that the District may “have an opportunity to respond to the *objections* of the plaintiffs that served as the bases for their requests for an R&R.” *Id.* The District respectfully requests that Dr. Hawley limit any recommendations he makes to objections previously raised by the Mendoza Plaintiffs and to which the District had an opportunity to respond. If the foundation for the Mendoza Plaintiffs’ objection is incorrect, and the conclusions stated in the objection are incorrect, then the request that flows from the

objection cannot be sustained and must be rejected by the Special Master. Likewise, the Plaintiffs are authorized by the USP to comment on action plans, but their judgment should not be substituted for the judgment of District leadership on programmatic matters not implicated by the USP, the Constitution, or the Court’s orders (such as sample size strategy, and details of training for qualified evaluators).

August 13, 2015

To: Parties

From: Bill Hawley

Thoughts on the Mendoza Request for an R&R on Teacher and Principal Evaluation

Introduction

On July 30, Mendoza plaintiffs requested an R&R on issues related to the teacher and principal evaluation plans. This memo identifies some issues that I hope can be resolved without going to the Court. I am asking the District and the plaintiffs to consider my observations and proposals and indicate whether they agree or disagree. This is not a draft of the R&R, it is an attempt at resolution.

Assessing Academic Performance of Students for Purposes of Evaluating Teachers and Principals.

I think that the plans are less clear than they need to be relating to this issue but in my discussions with the District I was assured that all teachers will have the equivalent of a pre-and posttest measure of student performance. Tests have been developed by the District that will apply to grades 3-12 covering the material being taught. K-2 students’ performance will be assessed using periodic DIBELS tests.

This clarification should obviate the need for an R&R dealing with academic growth measures.

Teacher Evaluators

I have argued that teaching practices measured by the observational instrument should be assessed by persons other than or in addition to principals and

assistant principals. The Mendoza plaintiffs agree. Rather than ask the Court to resolve this matter at this time, I propose that a pilot study be conducted that will allow comparison of assessments of teaching practice by principals and assistant principals on the one hand and trained evaluators on the other. The Superintendent has indicated his openness to exploring this option. It should be possible to design such study within the next 3 to 4 weeks. An R&R or stipulation could include a provision that keeps the matter open the District decide not to undertake pilot once design is developed. The results of the pilot will not affect scores received by teachers from administrators' assessments this year.

Cut Scores

The state requires that the District establish criteria for determining levels of teacher effectiveness. These "cut scores" in TUSD are suspect because only a handful teachers are judged to be ineffective. (This may be as much a problem with evaluation as it is with the cut scores themselves).

I am told that the cut scores were established by looking at research on the percentage teachers judged to be ineffective, namely 4-6%. If this conclusion is reports of how principals and assistant principals rate teachers, then we have to reckon with research that shows that principals and assistant principals rate teachers much higher than do expert evaluators. Even so, the USP cut scores came nowhere near identifying 4-6% teachers as ineffective. It may be that TUSD teachers are significantly more effective than teachers in other districts but given the difficulty that the District says it has recruiting and keeping good teachers, it seems plausible that the TUSD cut scores do not effectively differentiate teachers on the basis of professional proficiency.

Establishing cut scores is not easy and requires an analysis of various dimensions teacher performance. It does not seem feasible for the Court to establish what the cuts for should be. I propose that this matter be "resolved" by having the District commit to describing and justifying the bases on which it establishes cut scores that differentiate levels of teacher proficiency. Indeed, the District acknowledges that rethinking the cut scores is necessary.

Alignment of Instruments for Measuring Teacher and Principal Effectiveness*

Measurement of teacher effectiveness is inherently "high-inference". In such cases, it is important to have multiple measures of the same phenomena. This means that teacher and student surveys, as well as observational measures of teacher and principal behaviors, should embody similar concepts. I fail to see how there could be any disagreement with this proposition. Indeed, while on the one hand the District says that it such an alignment effort would be burdensome and redundant, staff who developed the instruments say that they undertook such an alignment. I suggest that this issue could be resolved by the District developing a chart showing how important aspects of teaching and leadership are reflected in these instruments. This is not a difficult task and has the value of making clear to principals and teachers behaviors that are important for them to know about and be able to do.

Linking Evaluations to Improvement

The district is sending me a report that addresses the specifics of the processes related to how evaluations are used to improve teacher performance. So, I will send you a suggestion on this matter as soon as I can.

Training Evaluators

The efficacy of a measurement tool depends on the capabilities of the person who does the measurement. This is particularly true when one is assessing behaviors not easily defined. The Mendoza plaintiffs want the District to specify how it will prepare those who assess teachers and principals to undertake this evaluation. The response of the District is that the training takes many forms in many venues and that one could look at the professional development plans to determine what the District proposes to do. I have looked at the professional development plans and while there are numerous references to the training of educators with respect to effective teaching practices, this is not the same as the training of evaluators. The observational instruments being used in TUSD are

*The District does not address this objection by the Mendoza plaintiffs in its response but does justify its position in an email dated June 9.

complex, extensive in the range of behaviors being assessed, and presumably discrete items are repeated in somewhat different terms throughout the instruments. I have supervised studies that involve the observation of educators. In preparation for those studies, we spend considerable time training the observers (evaluators) to ensure inter-rater reliability. If the District is conducting such training, which its staff says that it is, it would seem useful to spell out just how and when that will happen. This would allow the Implementation Committee to monitor this activity. There is no need for the Court to order such a description of how evaluators will be prepared for this difficult task assuming the District is willing to do so. Surely it has a plan; why not make it more transparent.

Assessing the Capabilities of Teachers and Administrators to Use Data on Student Outcomes.

The Mendoza plaintiffs claim rightly that the USP is specific about the measurement of teachers' and administrators' capacity to utilize data to improve student performance. Moreover this is a high priority of the Superintendent. In response to the Mendoza this concern, the District says that the structure of the evaluation as prescribed by the state is an impediment and that this skill is covered by student surveys. This assertion apparently misunderstands what is involved. Assessing the capabilities of educators to utilize data on student behavior and achievement, among other things, is an appropriate component of the observational instruments. Indeed, those instruments do include relevant rubrics. Why the District would not identify them is beyond me. In any case, there is no need to take this issue to the Court.

The Weight of Teacher and Student Surveys and Principal Evaluation

The Mendoza plaintiffs point out that only 10 of the 100 points on the principal evaluation score are derived from the combination of the teacher and principal surveys. No doubt this reflects the wishes of principals. (At one point in the process they proposed giving one percent weight to the perceptions of students). I wonder how teachers feel about having student surveys account for 10% of their evaluation but only 4% of evaluation of principals. And I wonder too, whether teachers believe that their judgements about principal behaviors and school

conditions should be given a weight that District staff identifies correctly as negligible. In short, the principal evaluation plan says that the views of teachers and students don't count.

The instrument to be used to account for more than half of a principal's evaluation score includes numerous items that can be better if not only assessed by teachers and students. This is true for several domains in the principal instrument, especially with respect to those items referred to as "School Behaviors". Many of these items require the evaluator to determine what teachers and students believe and experience. How might they do that? Interviewing a few teachers or students in each school is hardly fair to the principals themselves much less a valid way of determining reality. A great deal of emphasis in virtually all school improvement efforts, and certainly in the USP, is placed on the importance of creating (1) school cultures that are inclusive, respectful, supportive, and reflect high expectations and (2) fostering teacher collaboration, supporting teachers' professional growth, retaining effective teachers, and developing a sense of physical and psychological safety that enhances teaching and student learning. What better way to measure whether principals have accomplished these things than by asking teachers and students.

State guidelines place a constraint on the points that can be assigned to teachers and principal and teacher and student surveys but there's no reason not to use all of those 17 points. So, I propose that teacher surveys account for 11 points and student surveys account for six. Or 12 for teachers and five for students. I am prepared to ask the Court for such a determination and I believe the case for this is strong.

Concluding Comment

I may be too optimistic but I believe that all of the issues discussed in this memo can be resolved without going to the Court except, perhaps, the issue of survey weights for principal evaluation.

Fisher v. United States, Not Reported in Fed. Supp. (2015)

Mendoza Plaintiffs' Response to the Special Master's August 13 Proposals to Resolve Teacher and Principal Evaluation Plan Disputes

August 19, 2015

On July 30, 2015, the Mendoza Plaintiffs requested that the Special Master prepare an R&R on a number of issues regarding the District's teacher and principal evaluation plans. On August 10, 2015, the District provided its response to Mendoza Plaintiffs' R&R request.¹ On August 13, 2015, the Special Master provided the parties with a memo containing several proposals to resolve most of the issues for which the Mendoza Plaintiffs requested an R&R. Mendoza Plaintiffs' responses to the Special Master's proposals are organized using the headings contained in the Special Master's August 13 memo, and are followed by discussion of two additional R&R requests for which the Special Master did not provide a proposal.

Assessing Academic Performance of Students for Purposes of Evaluating Teachers and Principals

The District's August 10 responses helped Mendoza Plaintiffs better understand how teachers in grades three through five will have the academic growth component of their evaluation measured. Mendoza Plaintiffs will withdraw their R&R request on this issue if the District provides confirmation that third through fifth grade teachers' academic performance assessment will be measured by the performance of the evaluated teacher's own students in math and English language arts. If they are incorrect in their understanding, Mendoza Plaintiffs request that the District provide them with prompt clarification.

Teacher Evaluators

The Mendoza Plaintiffs are willing to accept the Special Master's proposal that a pilot study that "allows comparison of assessments of teaching practice by principals and assistant principals on the one hand and trained evaluators on the other" be conducted, but only if the District also agrees (1) that the issue can be revisited if it does not ultimately move forward with the pilot study after it is designed, and (2) to revise its cut scores to more accurately identify "ineffective" teachers, as discussed further below.

¹ The District's August 10 response included the incorrect statement that the Mendoza Plaintiffs developed R&R "arguments based on an out-of-date version of the plan. Objections should relate to the final, revised TEP version provided Plaintiffs and the Special Master on July 20, 2015 – not the previous version provided to them two months earlier." On August 11, the Mendoza Plaintiffs corrected the District's statements and provided a version of their R&R request with all express references to the "Final TEP" and "Final PEP" highlighted. They further requested that, to avoid confusion, the Special Master indicate in his R&R that Mendoza Plaintiffs' R&R request does in fact address the final versions of the teacher and principal evaluation plans.

Cut Scores

As detailed in their July 30 R&R request, the Mendoza Plaintiffs first understood that the under-identification of teachers in need of professional support resulted from the need to revise cut scores, but then understood that the root cause of such under-identification was principals' service as teacher evaluators. If the District were to proceed with the pilot study referenced in the section above and have principals again serve as teacher evaluators, cut scores would have to be revised so that the significant under-identification of teachers in need of additional support that occurred in the 2013-14 school year does not reoccur in the 2015-16 school year.

Mendoza Plaintiffs therefore do not believe that the Special Master's proposal that the District "commit to describing and justifying the bases on which it establishes cut scores that differentiate levels of teacher proficiency" adequately addresses this issue. Indeed, Mendoza Plaintiffs do not believe any adequate justification exists for the current cut scores because, as the Special Master states, "the USP cut scores came nowhere near identifying 4-6% teachers as ineffective"² and the District itself indicated that its 2013-14 data "calls into question the validity of the Teacher Evaluation Instrument" and that "[c]hoosing different cut scores would reduce the concern." (TUSD's May 29, 2015 "Teacher Effectiveness Evaluation Model 2015-16 (Draft H)" at 6; Mendoza Plaintiffs' July 30 R&R request.)³ Mendoza Plaintiffs therefore are willing to agree to the "pilot study" the Special Master proposes only if the District agrees to revise its cut scores to more adequately identify "ineffective" teachers.

Alignment of Instruments for Measuring Teacher and Principal Effectiveness

Mendoza Plaintiffs will withdraw their R&R request on this issue if the District agrees to the Special Master's proposal that it "develop[] a chart showing how important aspects of teaching and leadership are reflected in [evaluation] instrument" and additionally commits to providing these charts to teachers and principals, as the Special Master implicitly proposes in his August 13 memo.

Linking Evaluations to Improvement

The Mendoza Plaintiffs understand the report the District is preparing that "addresses the specifics of the processes related to how evaluations are used to improve teacher performance" to relate to teacher evaluation outcomes that would warrant

² From the Special Master's proposal, Mendoza Plaintiffs understood the reference to 4-6% of teachers as "ineffective" to derive from "research" on a "normal" distribution of teacher performance.

³ Mendoza Plaintiffs further note that the charts in the May 29 "Teacher Effectiveness Evaluation Model 2015-16" reveal very significant disparities between the number of teachers classified as "ineffective" in the 2013-14 school year (Figure 5), which Mendoza Plaintiffs understand to correspond to only 14 teachers, (see TUSD's Response to Mendoza Plaintiffs' 7/30/15 Request for an R&R Regarding the Teacher and Principal Evaluation Plans" at 4), and what the District calls "[a]n appropriate (normal) distribution" (Figure 6).

additional professional support, and the professional support that would be provided to under-performing teachers. The Mendoza Plaintiffs await the “suggestion on this matter” that the Special Master indicates he will provide, but also believe that to fully address Mendoza Plaintiffs’ objection, the District must report on these issues as they relate to principals, which would then allow the Special Master to also provide a suggestion to resolve the issues as they relate to principal evaluations.

Training Evaluators

Mendoza Plaintiffs agree with the Special Master’s proposal that the District detail and “spell out how and when” evaluators will be trained on how to conduct evaluations “to ensure inter-rater reliability” and “allow the Implementation Committee to monitor this activity.” If the District sufficiently describes this training and it appears adequate, Mendoza Plaintiffs will withdraw their R&R request on this issue.

Assessing the Capabilities of Teachers and Administrators to Use Data on Student Outcomes

Mendoza Plaintiffs understand the Special Master to propose that the District identify assessments in the evaluation instruments on the use of data to improve student outcomes, target interventions, and perform self-monitoring, (as required under USP Section IV, H, 1), which he believes the “instruments do include.” Mendoza Plaintiffs do not believe that the assessments on the use of data to improve outcomes and target interventions in evaluation instruments constitute “adequate weight” as contemplated in the USP. They further note that the evaluation instruments include no assessments on the use of data to perform self-monitoring. However, rather than require the District to further revise the teacher and principal evaluation instruments now that the fall 2015 semester has commenced, Mendoza Plaintiffs recommend that the District instead include in future professional development efforts specific references to teachers’ and principals’ duty to use data for the following three USP-mandated purposes: (1) improve outcomes, (2) target interventions, and (3) for self-monitoring/self-improvement. If the District undertakes such a commitment, Mendoza Plaintiffs will withdraw their R&R request on this issue.

The Weight of Teacher and Student Surveys in Principal Evaluations

Mendoza Plaintiffs agree with the Special Master’s proposal that “teacher surveys account for 11 [percentage] points and student surveys account for six [in principal evaluations]. Or 12 for teachers and five for students,” which, if accepted by the District, would address Mendoza Plaintiffs’ concern and obviate the need for an R&R on this issue.

The Weight of Surveys in Teacher Evaluations

Although the Special Master did not include a specific proposal to resolve this issue, Mendoza Plaintiffs are willing to accept the 10% weight currently proposed for

student surveys in teacher evaluations if the District agrees to a slightly modified version of the proposal Mendoza Plaintiffs provided in their July 30 R&R request. In that R&R request, Mendoza Plaintiffs indicated they would withdraw their R&R request on this issue if the District “commit[s] to evaluating the *overall validity* of the evaluation process” as described in the Special Master’s June 5 email, and that the District better align student surveys to the behaviors on which teachers are assessed...” In light of the Special Master’s proposal regarding “Alignment of Instruments for Measuring Teacher and Principal Effectiveness,” Mendoza Plaintiffs now state that they will withdraw their R&R request regarding the weight of student surveys in teacher evaluations if the District accepts those proposals and additionally commits to evaluating the overall validity of the teacher evaluation process, as the Special Master described in his June 5, 2015 email.

Student Academic Progress Component of Principal Evaluations

In their July 30 R&R request, Mendoza Plaintiffs noted that “because the number of teachers varies by school, it makes no sense that principal [academic growth] would be measured by the ‘aggregate’ total of teachers’ academic growth score.”⁴ The District’s August 10 response that “[t]he ‘aggregate’ total of student academic growth will be attributable to the principal: low, medium, or high growth” only raises additional questions. How will the District determine what is “low, medium, or high growth” given that the “‘aggregate’ total of student academic growth” will vary by school because student enrollment numbers vary by school? Given that the District does not account for varying student enrollment at TUSD schools, how will it ensure objectivity in determining principals’ academic growth score? How would “low, medium, or high growth” translate into a numerical figure that can be used in determining principals’ overall evaluation outcome? Mendoza Plaintiffs request that the Special Master address this issue, and if possible, provide a proposal to resolve it. Mendoza Plaintiffs further welcome any District clarification that may help them better understand how principals’ academic growth score will be determined and weighed into their overall evaluation outcome.

⁴ It may be that there is confusion concerning how the District is using the term “aggregate” when it writes in the Principal Evaluation Model that “Principals will receive the aggregate school total for all the teachers in the school.” As Mendoza Plaintiffs understand that sentence, if 10 teachers in one school receive a “2” (all are “average”), the “aggregate” score will be 20. If in another school, there are 20 teachers and they all receive a “1” (all are below average), the “aggregate” score will be 20. Therefore, notwithstanding the different performance levels of the teachers, the principals in both schools will receive the same “aggregate” score. If Mendoza Plaintiffs have misunderstood how the District is using the term “aggregate” they ask that an explanation be provided and would also recommend that clarification be provided in the evaluation model.

All Citations

Not Reported in Fed. Supp., 2015 WL 13216640

Footnotes

¹ In its response to the plaintiffs the District argues that the research provided by the Special Master to justify a different approach to evaluation is not persuasive. Then the District cites from the same article it sees as inadequate to argue that there is no need for change, apparently unaware that the passage cited is meant by the authors to indicate why principals should not play a major role in evaluation of teachers.

