2015 WL 13229503
Only the Westlaw citation is currently available.
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-Intervenors,
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 (Lead Case), CV 74-204 TUC DCB (Consolidated Case)
|
Signed 09/25/2015

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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. (*See* Exhibit A).

On July 30, the Mendoza plaintiffs requested a Report and Recommendation on issues related to the teacher and principal evaluation plans (*see* Exhibit B). On August 10, the District responded to the request for an R&R (*see* 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 (*see* Exhibit D). The Mendoza plaintiffs responded to the draft R&R (*see* Exhibit E). The Fisher plaintiffs and the Department of Justice have not weighed in on the submitted plans. The Special Master submitted an R&R to the Court on August 28, 2015. However, because the draft submitted to the parties was labeled as a draft and not the final, the District did not respond, waiting for the ten day "alignment" process with the formal provided for in court orders to respond. In short, the R&R submitted to the Court on August 28, 2015 was premature. The parties agreed to set the date for realignment as September 15. On that date, the District agreed with several proposals made by the Special Master (*see* Exhibits F & G). The Mendoza plaintiffs responded to these realignment proposals on September 22, 2105 (*see* Exhibits H & I). Therefore, this R&R deals only with (a) an unresolved issue regarding principal evaluation and (b) clarification of a request that the District evaluate the weight of the student survey in evaluating teachers. It is the understanding of the Special Master that the Mendoza plaintiffs agree to limit their objections to these two matters. It should be noted that 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 (*see* Exhibits H & I). In any event, the Special Master's comments deal with provisions of the July 20 plans.

CONTEXT

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.

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:

> ***2** 1. Develop evaluation processes that are fair, accurate and meaningful.
>
> 2. Consider whether principals are effective evaluators of teachers.
>
> 3. 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).
>
> 4. 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.

With this context in mind, the specific objections of the Mendoza plaintiffs that are unresolved or require clarification are addressed below.

THE WEIGHT OF STUDENT SURVEYS IN THE EVALUATION OF TEACHERS

In discussions among the District, the Mendoza plaintiffs, and the Special Master a compromise was reached relating to the weight to be assigned to student surveys in teacher evaluations. The Mendoza plaintiffs and the Special Master advocated that the weight be 17 percent; the District proposed three percent. This difference was resolved by agreeing on 10 percent with the Mendoza plaintiffs adding a condition that the District assess the effectiveness of the evaluation process. This condition, confirmed in Exhibit H, was omitted from the version of the R&R to which the District responded during the alignment period. Thus, the District did not have an opportunity to accept or reject this condition.

RECOMMENDATION

Recognizing that the Mendoza plaintiffs will, during the period following the submission of this R&R, object to the 10 percent weight on student surveys in the evaluation of teachers if the District does not agree to evaluate its teacher evaluation process, the Special Master recommends that student survey account for 10 percent of the teacher evaluation points and that the District evaluate the effectiveness of the evaluation process to include the weight given to various elements of the evaluation. This will give the District the opportunity to accept or reject this proposed assessment of the efficacy of the teacher evaluation process.

THE WEIGHT OF TEACHER AND STUDENT SURVEYS IN 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. It seems incongruous to have student surveys account for 10% of teacher evaluation but only 4% of evaluation of principals. It is doubtful that teachers believe that their judgments about principal behaviors and school conditions should be given weight that District staff identifies correctly as negligible. The District's 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, but is also 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, but not only, with respect to those items referred to as "School Behaviors." (*See* Exhibit B in TUSD's "alignment response, which is Exhibit G"). 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

***3** 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 6 points. The District does not agree with this recommendation.

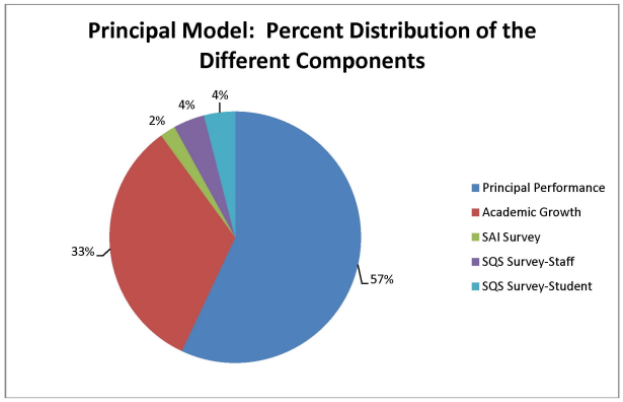
Attachment

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.



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

***4** 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 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.

***5** 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 al 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

	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 stud	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	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *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.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit*	In addition to the characteristics of "proficient," • *The teacher cites intro- 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.*
			and lesson plans are entirely suitable to the content.	
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like 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 forge 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 spelling: pretest 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 hotter in the summer than in the winter.* In a lesson on 19th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.

DOMAIN 1: Planning and Preparation

1b: Demonstrating Knowledge of Students

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.

The elements of component 1b are:

- 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.
  Children's backgrounds influence their learning.
- Knowledge of students' special needs
  Children do not all develop in a typical fashion.

Indicators Include:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned by teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their perspectives about the curriculum
- Database of students with special needs

	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	• *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' medical or learning disabilities.*	• *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 their 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.*	• *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 in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	In addition to the characteristics of "proficient," • *The teacher uses ongoing and appropriate methods to assess students' skill levels and designs 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	• *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 religions represented amongst his students.*	• *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.*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines 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 Hanukah 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.*	• *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

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.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. 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.

The elements of component 1c are:

- 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.

Indicators Include:

- 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

	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 of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment, including alternatives like performance assessments. Outcomes are appropriate for all students in the class and take into consideration that learning for students from different racial, ethnic, cultural and linguistic backgrounds is influenced by their unique experiences. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated in whatever way is needed for individual students.
Critical Attributes	• 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.*	• *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.*	• *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.*	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	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit*	• *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.*

	ninth grade history class are factual knowledge • The topic of the social studies unit involves the concept of "revolutions" 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.	• 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.	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.	• Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • Students connect current learning to his/her life experiences

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:

- Resources for classroom use
  Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy
  Materials that further teachers' professional knowledge must be available.
- Resources for students
  Materials must be appropriately challenging and culturally relevant.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Materials suggested by the community and students' families
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers

	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 or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, the students' home and community, professional organizations and universities, and on the Internet. Teachers recognize the importance of selecting resources that align with the learning outcomes and are appropriate and challenging for all students including students from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *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.*	• *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.*	• *Texts are at 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 outside the class for students to draw on.* • *Teacher displays awareness of resources to enhance culturally responsive pedagogy through the school or district.*	In addition to the characteristics of "proficient," • *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	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.*	• *For a unit on ocean life, the teacher really needs more books, but the school library only has three for him to borrow.*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer*

	• *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."*	• *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	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.*	at Dow Chemical learning more about current research so 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.*

DOMAIN 1: Planning and Preparation

1e: Designing Coherent Instruction

Designing coherent 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 cognitively 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:

- Learning activities
  Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
  Aids to instruction are appropriate to the learning needs of the students' racial, ethnic, cultural, and linguistic backgrounds.
- Instructional groups
  Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
  Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied culturally relevant resources
- Thoughtfully planned learning groups
- Structured lesson plans

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent 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	• *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.*	• *Learning activities are moderately 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.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity 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.*	In addition to the characteristics of "proficient," • *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	• *After memorizing the parts of the microscope, the teacher plans to have his 5th graders color in the*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their*

	worksheet. • *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	*taught.* • *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	*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 indicated.*	*approach to learning.* • *While completing their projects, the teacher's students will have access to a wide variety of resources, including culturally relevant ones that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson, students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in 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 indicates where plans reflect attention to students from different racial, ethnic, cultural, and linguistic backgrounds.*

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:

- Congruence with instructional outcomes
  Assessments must match learning expectations.
- Criteria and standards
  Expectations must be clearly defined.
- Design of formative assessments
  Assessments for learning must be planned as part of the instructional process.
- Use for planning
  Results of assessment guide future planning and address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed and attention is given to alternative assessments that address the learning outcomes that are meaningful for students from different racial, ethnic, cultural, and linguistic backgrounds.
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	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, with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. Teacher uses assessment results to modify or adapt instruction as needed to ensure student understanding. Teacher plans future instruction and assessments that address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*

Possible Examples	• *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 Globalization, the teacher tells them their letter 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 I give 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."*	• *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 at 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, "If half the class passed the test, why are we all reviewing the material again?"*	• *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. 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, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	• *To teach persuasive writing, Ms. 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. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

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 are the hallmark of 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:

- 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:

- Respectful talk, active listening, and turn-taking
- Acknowledgement of students' racial, ethnic and cultural and linguistic backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students is cultural sensitive to students as individuals and as members of racial, ethnic, cultural, and linguistic groups.
- Physical proximity
- Politeness and encouragement

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but and affirming	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	• *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.*	• *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 unusual.*	• *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," • *Teacher demonstrates knowledge and caring about individual students' lives 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 respects and patience.*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the 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.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not 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 that way to your classmates," but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling 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 and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *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.* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *The teacher publically praises a student who demonstrates tolerance and acceptance of new immigrant students.* • *The teacher says: "That's an interesting idea, Josh, but you're forgetting..."* • *A student questions a classmate, "Didn'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.*

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 value 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:

- 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.
- Student 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:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students. Teachers understand that students have different learning preferences and racial, ethnic, and cultural experiences are recognized and accepted in the classroom. Students assume responsibility for high quality work by initiating improvements, making revision adding detail and/or assisting peers in their precise use of language. Teachers are aware that ELL student may require more assistance in learning outcomes related to language use.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes 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*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *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."*	• *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.* • *Teacher conveys 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," • *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 the content.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is 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."*	• *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 classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *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.*	• *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 re-do a piece of work since s/he now sees 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:

- 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 in 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
  Not every teacher has the benefit of assistance from volunteers and paraprofessionals, 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:

- 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

	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 effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *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.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Volunteers and paraprofessionals work with minimal supervision.*	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	• *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 bump into one another lining up or sharpening pencils.*	• *Some students not working with the teacher are not 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 some	• *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.*	• *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.*
	• *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 clues from others.*	clarifying questions about procedures • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *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 g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *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.*

DOMAIN 2: The Classroom Environment

2d: 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 2d 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 backs of their heads; they are attuned to what's happening in the classroom and can move subtly 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, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

	Unsatisfactory	Basic	Proficient	Distinguished
2d: 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 responses to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. When misbehavior occurs, the teacher investigates the causes to determine if it is related to content, cultural, or linguistic misunderstandings. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive.
Critical Attributes	• *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.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *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.* • *Teacher's response to student misbehavior is effective and culturally appropriate.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *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,*	• *Classroom rules are posted, but neither teacher nor students refers 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*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *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*
	resulting in a chaotic environment. • *Phones and other electronics distract students/ teacher doesn't do anything*	*don't have a late pass? Come in and take your seat; you've missed enough already."*		*misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

DOMAIN 2: The Classroom Environment

2e: 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 2e 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
2e: 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 moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *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.*	• *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.*	• *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.*	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	• *There are electrical cords running around 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.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, 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.*	• *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.*	• *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 a blind 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 activities. 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 two, with modeling by the teacher, if it is appropriate.
- Explanations 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 experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests, including those from different racial, ethnic, cultural, and linguistic backgrounds. Students from diverse racial, ethnic, cultural, and linguistic are encouraged to use their home and community knowledge to extend the content, by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. ELL students simultaneously engage with academic content while learning English, drawing on knowledge and language skills they already have in their dominant language
Critical Attributes	• *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*	• *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 as students can complete it.* • *The teacher makes no*	• *The teacher states clearly, at some point during the lesson, what the students 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.*	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,*

	serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students.	serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students.	• The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development.	ethnic, cultural, and linguistic background • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate. • Students suggest other strategies they might use in approaching a challenge or analysis.
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 quizzical 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 "ain't."	• The teacher mis-pronounces "…" • 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 says: "Here's a spot where some students have difficulty…be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When needed, a student offers clarification about the learning task to classmates. • 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

				explanation of the civil rights movement to explain the difference between equity and equality using examples from their city and/or 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), teachers 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 x," when what they mean is "I said x." That is, some teachers confuse 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 enlists the assistance of students to ensure this outcome.

Indicators include:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	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 actually 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 uses student responses, including the experiences of students from different racial, ethnic, cultural, and linguistic perspectives. to questions effectively.* • *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 invite comments from their classmates 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	• *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 share with a partner before inviting a few to offer their ideas 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 his/her home and community.

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 depth over breadth and encourage students 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 relevancy.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	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	• *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 used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	• *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.* • *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.*	• *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 students the time needed to be intellectually engaged.*	*In addition to the characteristics of "proficient,"* • *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 lived experiences and needs.* • *(2)Students suggest modifications to the grouping patterns used.* • *(3)Students suggest modifications or additions to the materials being used.* • *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	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed. Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *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.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *Students are asked to write an essay in the style of an essayist reflective of their culture or community and to describe which aspects of the author's style the have incorporated* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials. Students from different racial, ethnic, cultural, and linguistic backgrounds are encourage to use their home and community experience as a learning resource* • *Students summarize their learning from the lesson.*

DOMAIN 3: Instruction

3d: Using Assessment in Instruction

Assessment of student learning plays an important new 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.

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 activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

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.

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.

The elements of component 3d are:

- 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 oral presentation).
- 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 culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do 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.

Indicators include:

- 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

	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' misunderstanding. Assessment strategies for ELL are evident.
Critical Attributes	• *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.*	• *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 of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *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.*	• *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 groups of students.*	In addition to the characteristics of "proficient," • *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 student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.* • *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	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.* • *The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *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.*	• *The teacher reminds students of the characteristics of high-quality work. Students from all racial, ethnic, cultural, and linguistic groups were involved in defining the characteristics.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

DOMAIN 3: Instruction

3e: Demonstrating flexibility and responsiveness

"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. They 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.

The elements of component 3e are:

- 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.

Indicators include:

- 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

	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 soliciting additional resources from the school, home or community. When students from all racial, ethnic, cultural, and linguistic groups encounter difficulty in learning, the teacher seeks alternate approaches to help students be successful.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *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 can cite others in the school and the students' home and diverse communities whom she has contacted for assistance in reaching some students.*

Possible Examples	• *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."*	• *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.*	• *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 students' home and community, cultural experiences.*	• *The teacher stops in mid-stream 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."*

DOMAIN 4: Professional Responsibilities

4a: Reflecting on Teaching

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.

The elements of component 4a are:

- 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.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draws on a repertoire of strategies that embody culturally responsive pedagogy.

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	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.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," • *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	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful; I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try a next time."*	• *The teacher says to her mentor or colleague: "I wasn't pleased with the level of engagement of African-American students and I want feedback on how I might alter my instruction."* • *The teacher's journal indicates several possible lesson improvements.*	• *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 family how her instruction might be more*
				• *effective* • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*

DOMAIN 4: Professional Responsibilities

4b: Maintaining Accurate Records

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.

The elements of component 4b are:

- 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 permissions slips for a field trip or which students have paid for their school pictures.

Indicators include:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Records are examined and tracked by racial, ethnic, and linguistic subgroups. Students contribute information and participate in maintaining the records.
Critical Attributes	• *Absence 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.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *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	• *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 their permission slips.*	• *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: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*	• *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.*	• *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 her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own information to the database.*

DOMAIN 4: Professional Responsibilities

4c: Communicating with Families

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 with families of adolescents 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.

The elements of component 4c are:

- 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.

Indicators include:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Early in the school year, the teacher establishes positive relationships with families by communicating with them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The teacher responds to family concerns, including families that are racially, ethnically, culturally, and linguistically diverse with professionalism and cultural sensitivity. Teacher's efforts to engage families in the instructional programs 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.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent 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.*	• *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.*	In addition to the characteristics of "proficient," • *On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.* • *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	• *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."*	• *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 quizzes are sent home for parent/guardian signature.*	• *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 proficiencies 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.*	• *Students create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students design a project on charting family use of plastics.*

DOMAIN 4: Professional Responsibilities

4d: Participating in a Professional Community

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.

The elements of component 4d are:

- 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.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives

Regular teacher participation in and support of racial, ethnic, cultural, and linguistic community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. The teacher participates in community educational initiatives, including those occurring in racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *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 school district and community projects.*	• *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.*	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	• *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 does not attend PLC meetings.*	• *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*	• *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 MIT courses*	• *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*
	• *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."*	*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.	*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.*	*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 in an African-American and/or Latino church where families are invited to comment on a proposal for a curriculum change.*

DOMAIN 4: Professional Responsibilities

4e: Growing and Developing Professionally

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 ever 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.

The elements of component 4e are:

- 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.

Indicators include:

- 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 systematic effort to conduct action research. Teacher solicits feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession, particularly in the areas related to the achievement of students from different racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *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.*	• *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.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight 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.*	In addition to the characteristics of "proficient," • *The teacher seeks regular opportunities for continued professional development, including initiating 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	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.*	• *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*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
	principal's annual observations in her classroom, knowing that if she waits 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.*	• *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 feel it's worth too much of her time.*	*weekly walk 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.*	• *The teacher is working on a particular instructional strategy related to the achievement gaps 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 devoted to Literacy Education for immigrant students; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

DOMAIN 4: Professional Responsibilities

4f: Showing Professionalism

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.

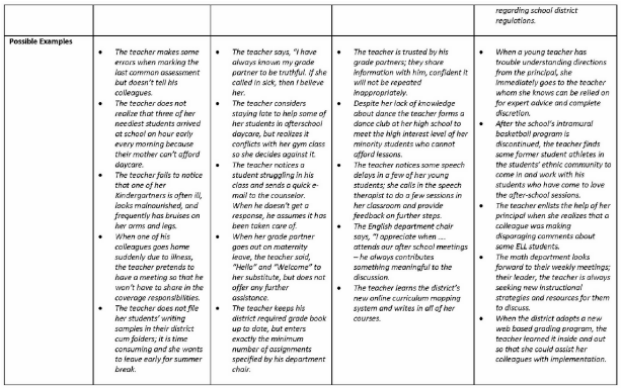
The elements of component 4f are:

- 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 their 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.

Indicators include:

- 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 contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving and advocating for students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, such as Mexican-American and African-Americans, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, but challenges long-held assumptions and practices that impede the academic progress of students, including students from different racial, ethnic, culture), and linguistic backgrounds.
Critical Attributes	• *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.*	• *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.*	• *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 willingly participates in team and departmental decision making.* • *Teacher complies completely with school district regulations.*	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*



				regarding school district regulations.
Possible Examples	• 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 neediest students arrived at school on hour early every morning because their mother can't afford daycare. • The teacher fails to notice that one of her Kindergartners 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.	• 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 afterschool daycare, 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.	• 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.	• 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)

***6** 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.

***7** 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 al 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 a 4–point Likert scale:

***8** 1 = Strongly Disagree

2 = Disagree

3 = Agree

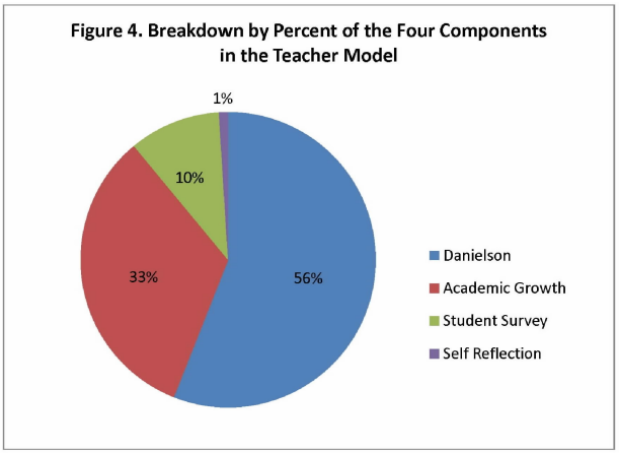
4 = Strongly Agree

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

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

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

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 x .636	**56**
Academic Growth	3	3 x 11	**33**
Student Survey	4	4 x 2.5	**10**
Teacher Self Reflection	1	1 x 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 x .636	**28**
Academic Growth	1.5	1.5 x 11	**16.5**
Student Survey	2	2 x 2.5	**5**
Teacher Self Reflection	1	1 x 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 x .636	**46**
Academic Growth	2	2 x 11	**22**
Student Survey	3.5	3.5 x 2.5	**9**
Teacher Self Reflection	1	1 x 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

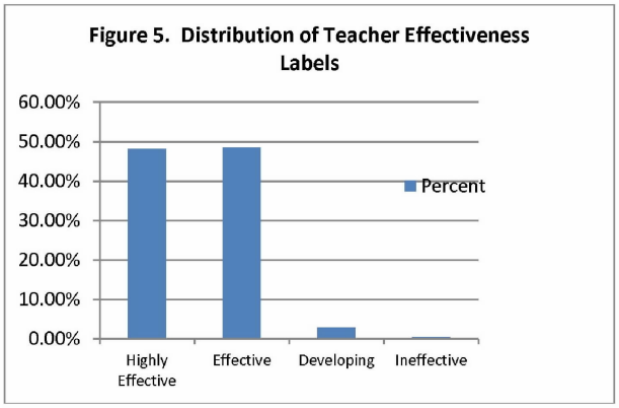
Based on last year's cuts Teacher A above would be considered "Highly Effective", Teacher B would be considered "Developing", and Teacher C would also be considered "Highly Effective".

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 x .636	**20**
Academic Growth	1	1 x 11	**11**
Student Survey	2.75	2.75 x 2.5	**7**
Teacher Self Reflection	1	1 x 1	**1**
Total	36.75 or **37**		**39**

***9** 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.

TUCSON UNIFIED SCHOOL DISTRICT

SITE ADMINSTATOR 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 (8)
	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.

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Publically 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.	*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.
School Behaviors	• 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.		• 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 capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives	

		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.

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership:			
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never identifies targeted growth areas for staff. • Celebrations are inconsistent and limited.	• Represents the shared values of the district through interactions with certain stakeholders. • Sometimes 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/staff. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management systems that represent responsiveness to student culture. • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	• Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Ensures 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.	*In addition to "Effective:"* • Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values –based leadership and professional learning • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. • Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.
School Behaviors	• 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		• 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.	

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership			
CEL 3: Leads to promote professional learning communities for teachers(6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Inconsistently supports the instructional decisions made by Teachers • May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.	• 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 intentionality and connections to school-wide commitments • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.	*In addition to "Effective:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. • Sets up processes and systems for cycles of action research and systemic learning, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	• 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.		• 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 wit the principal and one another what support they need to grow professionally.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.	• 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. • Expects 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, set rigorous 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 technologies and interactive learning experiences in instructionally impactful ways which is regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.	*In addition to "Effective:"* • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. • Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.
School Behaviors	• 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 those 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.		• 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 Danielson 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.	
			• 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.	

DOMAIN: School Leadership	Expectation: Instructional Leadership			
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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 populations.	• 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 compiles 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 budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.	• 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 diverse student populations. • Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers.	*In addition to "Effective:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. • Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.
School Behaviors	• 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.		• 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.	

DOMAIN: School Leadership	Expectation Instructional Leadership:			
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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 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	• Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies 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 is a culturally sensitive manner.	*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.
		utilization of these resources.		
School Behaviors	• 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 response 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.		• 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. • Levels 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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievements 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	*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.
			informed both by student level data and by data collected though the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	
School Behaviors	• 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).		• 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 practice. • 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).	

DOMAIN: School Leadership	Expectation: Human Resource Leadership:			
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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.	*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	• 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		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to	
	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.		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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 gaps 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.	*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 promote a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.
School Behaviors	• 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-accountability in achieving the goals. • Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.		• 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.	

DOMAIN: School Leadership	Expectation: Strategic Leadership:			
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 as teacher leaders through conversation and decision-making in regard to significant issues and decisions. • Leads successfully and effective 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	*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.

			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.	
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, 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. •		• 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.	

DOMAIN: School Leadership	Expectation: Organizational Leadership:			
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. • Fails to ensure that safety and risk-management plans are implemented and practiced effectively.	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district). • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. • Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. • Makes strategic and sound, legal, and budgetary decisions that focus on both short and long-term fiscal management decisions that are grounded in the strategic goals of the CIP. • Ensures that budget planning and implementation represent a focus on equity for all student populations. • Develops external resources that align with the school budget in alignment with the school's CIP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g.,	*In addition to "Effective:"* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds. • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains the confidence of stakeholders during times of significant financial stress.

			lockdown drills, fire drills, evacuation drills).	
School Behaviors	• 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 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.		• Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • There are seldom 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 students • Decision-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.	

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	Distinguished
Principal Behaviors	• 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.	• 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.	• 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).	*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	• 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		• 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	

	because of a desire to be there.		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.	

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.

***10** 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 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.

***11** 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, 4[3] 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.

***12** 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 TEI.” 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.

***13** 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.

***14** 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 1(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.)

***15** 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.

***16** 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.

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

1. Academic Growth Measures

***17** 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.

(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.

***18** 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

***19** 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 noncompliance 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

***20** USP section IV(H)(1)(I)(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)

***21** 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 principles 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

***22** 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 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.

***23** 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 or 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 gudelines 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.

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

***24** 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.

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

***25** 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 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

***26** 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.

TUSD’s Alignment Response to the Special Master’s Draft R&R on the Teacher Evaluation Instrument

On Saturday September 5, 2015, Dr. Hawley submitted draft Reports and Recommendations on the Teacher Evaluation Procedures and Principal Evaluation Procedures. Pursuant to the approved stipulated process and the parties’ 9/9/15 stipulation, the District had ten days—until September 15, 2015–to “align its position with the recommendations of the R&R should it wish to do so.” ECF 1581 at 4; ECF 1843. The District hereby provides its alignment response to the Special Master’s recommendations for the Teacher Evaluation issues.

Collaboration History

In order to understand the progression of this matter, we provide a brief description of the collaborative process in which the District, the Special Master, and the Plaintiffs engaged. This process produced the Teacher Evaluation Instrument that the District’s Governing Board adopted at its July 14, 2015 meeting. It is this document, the revised Teacher Evaluation Instrument (TEI), that is the subject of the Special Master’s Draft R&R to which District provides the following alignment response.

The TEI was the subject of extensive communications over several months among the District, the Plaintiffs and the Special Master. In the wake of the Court’s January 30, 2015 order, District staff on February 19, 2015 circulated a first draft of a revised instrument (***Attachment 1****, TUSD 2.19.15 TEI 1.0 to Parties).* This triggered the 30-day objection and comment period. ECF 1581 at 3. Both the Special Master *(**Attachment 2**, Special Master 2.25.15 Comments to 2.19.15 TEI 1.0)* and the Mendoza Plaintiffs *(**Attachment 3**, Mendoza 3.19.15 Comments to 2.19.15 TEI 1.0)* submitted feedback to the District on that initial draft before completion of the 30-day objection period on March 21.

The Special Master’s comments focused on two primary issues: 1) ensuring that the instrument adequately addressed teacher competence in culturally responsive pedagogy; and 2) ensuring that the instrument adequately weighted student survey scores. The Mendozas’ submission echoed the Special Master’s input in large part and also cited a desire for the instrument to note not just data outcomes but teacher “use” of student achievement data to improve instruction. On March 30, 2015, during the first week of the voluntary resolution period (running from March 22 through April 20), TUSD shared a draft of what would become Version 2.0 of the TEI with the Special Master *(**Attachment 4**, TUSD to Special Master Informal Draft 2.0 TEI).*

***27** On April 3, 2015, District staff distributed TEI Version 2.0, a more detail-intensive draft *(**Attachment 5**,*

TUSD to SMP, 4.3.15 TEI 2.0). The Mendozas responded April 10th and acknowledged an improvement in the infusion of CRP into the instrument but again queried whether the document sufficiently factored in teacher use of "data to improve outcomes, target interventions, and improve self-monitoring." ***(Attachment 6**, Mendoza Comments to 4.3.15 TEI 2.0)* The Department of Justice ("DOJ") submitted comments on April 14th, noting the need to align TEI language with the language of the Principal Evaluation Instrument ("PEI"). ***(Attachment 7**, DOJ Comments to 4.3.15 TEI 2.0).* Under the Agreed Process for Development of USP Action Plans, the resolution period was expiring April 20. Accordingly, the parties agreed to extend the resolution period to allow for a joint conference call regarding teacher evaluation.

On April 22, 2015, the District submitted a written response to the various positions and inquiries of the parties and proposed extending the resolution period until May 4, 2015. ***(Attachment 8**, TUSD Response to Mendoza and DOJ Comments to 4.3.15 TEI 2.0).* On the same date that TUSD responded to those initial comments, the Special Master sent proposed revisions to the TEI, again emphasizing language tied to culturally responsive pedagogy. ***(Attachment 9**, SM and Irvine Additional Comments to 4.3.15 TEI 2.0).*

On April 27, 2015, the Special Master sent a follow-up email regarding the issues he believed remained in dispute and noted his desire to see the weight given to student surveys increased. ***(Attachment 10** SM Additional Comments to 4.3.15 TEI 2.0).* On April 30, 2015, the Mendozas wrote to reiterate their concerns regarding the use of student data ***(Attachment 11** Mendoza Additional Comments to 4.3.15 TEI 2.0)*—a concern the DOJ echoed on May 4, 2015 ***(Attachment 12** DOJ Additional Comments to 4.3.15 TEI 2.0).*

On May 1, 2015, the Special Master wrote to summarize his remaining objections to the instrument. ***(Attachment 13** SM Additional Comments to 4.3.15 TEI 2.0).* On May 5, 2015 the Special Master submitted a memo summarizing additional comments to the instrument regarding student surveys, CRP, and teacher job loss for inadequacy of classroom performance. ***(Attachment 14**, SM Additional Comments to 4.3.15 TEI 2.0).* In none of these submissions did any party or the Special Master voice any concerns regarding the cut scores for teachers, nor the identity of their evaluators.

On May 6, 2015, the Special Master submitted proposed revisions to the TEI that he had developed in consultation with experts. ***(Attachment 15**, Special Master-Arias-Irvine Additional Comments to 4.3.15 TEI 2.0).* The District agreed to the Version 3.0 of the revised document and sent it to the parties on May 29, 2015. ***(Attachment 16** TUSD to SMP 5.29.15 TEI 3.0).* On June 4th, 2015, the Special Master wrote of Version 3.0:

> I have talked with Richard Foster about some small changes, the only substantive ones deal with strengthening two rubrics on grouping to discourage de facto tracking. No doubt the instrument can be improved but it is the most equity-focused teacher evaluation in existence. Bill Hawley ***(Attachment 17**, SM email re equitable 5.29.15 TEI 3.0).*

The parties resolved their disagreement regarding weights to be attributed to the student surveys within the evaluation process. In June 2015, the parties exchanged emails regarding the calculation of student growth points and professional development ***(Attachment 18**, 06.05.15 SM Comments to 5.29.15 TEI 3.0).* On June 9, 2015, the District's Governing Board had planned to review the TEI as a study/action item (meaning the Board could have voted to approve the item, had it been inclined to do so after studying it). However, just minutes before the meeting, more than two months after the close of the objection period on March 21, the Mendozas submitted their belated objection to what they viewed as a deficiency in evaluating teachers based on data use (***Attachment 19**, 06.09.15 Mendoza Comments to 5.29.15 TEI 3.0*). As a result, the Superintendent notified the Board that staff would present the TEI for study only, and that it would be brought back for action at a later date. Again, at no time did the Special Master or any party raise any objection about who would evaluate the teachers, and the District learned for the first time about the Mendoza concern related to cut scores used in classifying teachers. The resolution period ended, and the instrument was scheduled for Governing Board action to approve it on June 23, 2015.

28** In a telephone call with District staff on June 16, 2015, the Special Master raised the evaluator issue for the first time more than two and a half months after the close of the objection period on March 21.[1] (Attachment 20,***

06.19.2015 TUSD summary email to Special Master). ECF 1581. The Superintendent requested that the Governing Board's consideration of the TEI be pulled from its June 23, 2015 agenda in light of this new development. *(**Attachment 21**, Board Actions 06.23.15 BAI 14 Pulled).* The Special Master followed with a memo to the parties. (***Attachment 23***, *SM Additional comments re Evaluators TEI 3.0—"Who is the Best Qualified Evaluator"* and ***Attachment 24**, SM Additional comments and Summary of Research Article re Evaluators TEI 3.0*). The Governing Board approved the TEI at its July 14, 2015 meeting. *(**Attachment 25** Board Actions 07/14/15 BAI 20 Approved).* On July 30, 2015, the Mendozas requested a Report and Recommendation from the Special Master. *(**Attachment 26** Mendoza R&R Request 07.30.15).* On August 19, 2015, the Mendozas submitted additional comments in response to the Special Master's proposals for resolution *(**Attachment 27** Mendoza Responses to SM Resolution Proposals 08.19.15).* At a follow-up conference call on August 26, 2015, the Special Master further shared his thoughts on the issue with District leadership and the President of the Tucson Education Association. *(**Attachment 22**, SM phone call re evaluators TEI 3.0).*

Alignment Response—Teacher Evaluation Instrument

1. Assessing Academic Performance of Students for Purposes of Evaluating Teachers

The Special Master has indicated that there is no need for a recommendation dealing with academic growth measures. ECF 1836 at 3. Accordingly, the District will make no changes to the TEI related to academic growth measures.

2. Evaluators of Teachers

In his Draft R&R, the Special Master recommends that the Court order the District to conduct a pilot study "that will allow comparison of assessments of teaching practice by principals and assistant principals on the one hand and trained evaluators on the other." ECF 1836 at 7. On Sunday, September 6, 2015, the Special Master emailed the parties and withdrew this recommendation, stating: "I believe that by examining existing information relating to teacher evaluation we can get a reasonably good idea of the need for a different system and have evidence to support a proposal, if warranted. Therefore, I will withdraw proposal in the R&R that asks the Court to order the pilot study." *(**Attachment 28**, Hawley Email 9.6.15).* The District will review the information available to determine if a need exists to support any modification to its current method of evaluating its teachers. Accordingly, the District will not revise its current process for utilizing administrators to conduct teacher evaluations.

3. Cut Scores

The Special Master recommends that the District "describe the justification for the cut scores it uses in determining whether teachers are 'ineffective' or 'developing.' " ECF 1836 at 8. The District agrees to provide a description of the justification for the cut scores it uses in determining whether teachers are "ineffective" or "developing" no later than November 1, 2015.

On June 9, 2015, the Mendozas first submitted the underlying "concern" about cut scores—after business hours and just minutes before the Governing Board meeting at which the District's Governing Board had planned on discussing this issue. The Mendozas presumed new cut scores would be included in the next revision of the TEI or, alternatively, requested that the District inform them of "when it intend[ed] to develop a revised 'cut score' scale to determine teacher effectiveness." The June 9, 2015 communication did not, however, include a request for the District to revise the cut scores for SY 2015-16. On July 30, 2015, the Mendoza Plaintiffs wrote: "[w]hile 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." (*See **Attachment 26***, p.3) Thus, as of July 30, 2015, the Mendozas had appeared to abandon this objection. Then, on August 19, 2015, the Mendozas changed course again, agreeing to accept the Special Master's proposal for a pilot study, but only if the District agreed "to revise its cut scores to more accurately identify 'ineffective' teachers...." (*See **Attachment 27***, p.1)

4. Alignment of Instruments for Measuring Teacher Effectiveness

***29** The Special Master recommends that the District develop "a chart showing how important aspects of teaching ... are reflected" in the TEI. ECF 1836 at 9. The District agrees to develop a chart showing how important aspects of teaching are reflected in the Teacher Evaluation Instrument no later than November 1, 2015. The District will share the chart with teachers and principals prior to the start of the second semester of the 2015-16 school year.

5. Linking Evaluations to Improvement

The Special Master recommends that the Court take no action on this issue. ECF 1836 at 9. The District agrees with the Special Master that the monitoring function of "how the District integrates the evaluation and professional development elements of the USP" should remain within the purview of the Implementation Committee. Id.

6. Training Teacher Evaluators

The Special Master recommends that the District share its plans for training teacher evaluators. ECF 1836 at 10. The District agrees to share its plans for training teacher evaluators no later than December 1, 2015.

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

The Special Master recommends that the Court take no action on this issue. ECF 1836 at 11. The District agrees.

ATTACHMENT 1

Brown, Samuel

From: William Brammer <WBrammer@rllaz.com>
Sent: Thursday, February 19, 2015 10:06 AM
To: Willis D. Hawley (wdh@umd.edu); Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Lois Thompson; Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); James.Eichner@usdoj.gov
Cc: Tolleson, Julie; Desegregation; Foster, Richard; TUSD
Subject: Principal and Teacher Evaluation Plans
Attachments: 23T4677-Teacher Evaluation Plan [02 19 15].PDF; 23T4670-Principal Evaluation Plan [02 19 15].PDF

Dr. Hawley and counsel:

Please find attached TUSD's Principal Evaluation Plan and Teacher Evaluation Plan, in compliance with the court's January 30, 2015 order (ECF 1760). Please advise if you have any questions. Thanks!

Bill

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TUSD

OFFICE OF CURRICULUM, INSTRUCTION, PROFESSIONAL DEVELOPMENT AND ASSESSMENT

February 19, 2015

From: Richard Foster,
TUSD Sr. Director Curriculum Deployment

RE: Teacher Evaluation

USP Section IV, Administrators and Certified Staff, subsection H, Evaluation, which provides:

> *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.

(I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy

A thorough analysis has been completed in conjunction with a Danielson Group Consultant, Ann Cummins-Bogan, as to culturally responsive practices being captured and contained within the 2013 Danielson Framework for Teaching (see Appendix A): TUSD Integrating the Framework for Teaching—The analysis provided in-depth look at Danielson components and provided recommendations for additional PD and connections to CRPI. It was found the Danielson Framework for Teaching addresses CRPI within its structure.

(II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students

***30** This aspect does not pertain to the teacher evaluation process

(ii) *teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring*

The use of data by teachers is included in the Danielson Framework for Teaching—Domain 1: Planning and Preparation, Component 1f—Designing Student Assessments. It helps to drive instructional practice. The use of data is a district priority and is at the foundation of evaluation conferences.

(iii) *aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents*

The District Teacher Evaluation Committee (TEC) will review the research as to the impact of student surveys on teacher performance. The TEC will review a TUSD developed student survey that was designed to reflect the TRIPOD survey. The TRIPOD Study utilizes student, teacher and parent surveys to collect data and to generate reports focused on school climate, Classroom conditions and student engagement. The TRIPOD Study has been developed and refined over ten years and is operated by Cambridge Education through a partnership with Ronald Ferguson of Harvard University. In the development phase of the TUSD survey, feedback from TRIPOD Study was gathered and utilized to finalize the survey questions. The committee will make a decision regarding the enhancement of our current survey to include culturally responsive questions or to adopt a replacement survey. A cost projection of the development and administering cost of a student survey will be conducted.

1. Goals for Development

> The goals of the TEC are based on the requirements of state statute ARS 15-203(A)(38) (See Appendix B—ARS 15-203(A)(38)) and the USP IV.H. (see above)

2. Elements of Evaluation as provided in the USP

The teacher evaluation will consist of three major areas: teacher performance and professional practice, student growth (achievement data), and student surveys.

Teacher performance component of the evaluation shall be based upon classroom observations as required by ARS § 15-537. Student growth is measured by state assessment. The elements are combined to obtain a final classification of: “Ineffective,” “Developing,”

"Effective," or "Highly Effective." The student surveys are based on TUSD's School Quality Survey which is given on an annual basis.

3. Process: consultation, review of research, testing/piloting, state constraints/requirements

As noted above, a thorough analysis has been completed in conjunction with a Danielson Consultant The curriculum audit that was conducted during school year 2013-2014 provided strategies and characteristics of culturally responsive learning. These are represented in Appendix J: Characteristics of Cognitively Engaging Instruction (Appendix C) and Appendix K: Characteristics of Culturally Response Teaching (Appendix D).

Arizona Revised Statute § 15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board 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 per cent of the evaluation outcomes."* The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional development and evaluator training. The statute mandates that by school year 2013-14 school districts and charter schools in a public meeting adopt the definitions of the State Board performance classifications, and implement the classifications into their evaluation instruments.

***31** Referring back to the elements of evaluation: teacher performance, student growth, and student surveys, the state has placed a quantitative value on performance and student growth. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the total evaluation outcomes. (*Arizona Framework for Measuring Teacher Effectiveness,* Adopted April 25, 2011 and Amended May 19, 2014). The student growth component is quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes. (§ 15-203(A)(38)),

Tucson Unified School District recommends 33% of the total evaluation be assigned to student growth and 67% of the total evaluation assigned to teacher performance. Our recommendation is to utilize student surveys as a foundation for conversation for improvement in teacher performance.

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

• Highly Effective: A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

• Effective: An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.

• Developing: A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

• Ineffective: An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

4. Implementation

The TEC work is approached collaboratively between Tucson Unified School District (TUSD) and Tucson Education Association (TEA). The committee meets on a regular basis to review and revise, as necessary, the teacher evaluation process.

Appendix K with on-going integration via collaboration with assigned evaluator

• One-on-one training via collaboration with assigned evaluator

• New to the profession teachers receive additional training and support via their assigned Teacher Mentor.

5. Training PD

Training on the teacher evaluation tool/process occurs in several phases of in person and online opportunities.

Evaluators receive a combination of the following:

• 3-day of training on the teacher evaluation process

• Up to 40 hours of online training modules on teacher evaluation process

• Ten-twelve hours of on-going training via Instructional Leadership Academy (ILA)

• Up to six hours of training on Appendix J and Appendix K with on-going integration via ILA content.

Teacher receive a combination of the following:

***32** • Twelve hours of training on the teacher evaluation process

• Up to 40 hours of online training modules on the teacher evaluation process

• Six to eight hours of on-going training via integration of Early Release Wednesday content.

• Up to six hours of training on Appendix J and

6. Evaluation / Possible revision process

In accordance with TEA Consensus Agreement Article 13-2(A), "The District shall ensure that the evaluation system is in accordance with State law. The District shall establish a Teacher Evaluation Review Committee for the purpose of reviewing the teacher evaluation instrument as necessary. The committee shall consist of four (4) members appointed by TEA and four (4) members appointed by TUSD. The committee shall meet and submit, no later than the last Friday of January of each year, its recommendations for modifications to the evaluation instrument. The committee's recommendations, along with the Superintendent's recommendations, shall be submitted to the Governing Board for their consideration."

The TEC meets on a regular basis to review and revise, as necessary, the teacher evaluation process to ensure it is in accordance with state law and Unitary Status Plan. The goal of the TEC is to provide a final draft of a revised teacher evaluation process document by April 2015 for leadership review and provide feedback. The committee will seek Governing Board approval in May 2015.

Attachments

Appendix A: TUSD Integrating Framework for Teaching

Appendix B.:	ARS 15-203(A)(38)
Appendix C:	Appendix J: Characteristics of Cognitively Engaging Instruction
Appendix D.:	Appendix K: Characteristics of Culturally Response Teaching

APPENDIX A

TUSD Integrating the Framework for Teaching with SAIL (Supportive and Inclusive Learning Environments for All Students)

Background: As part of the desegregation case, TUSD has a Unitary Status Plan that must implemented. One of the requirements of the USP is that the evaluation plan for teachers is aligned with Culturally Responsive Pedagogy. In response to this USP, TUSD created an initiative called SAIL (Supportive and Inclusive Learning Environments for Learners) with the following mission:

> *All members of the TUSD community have a responsibility to create equitable learning environments emphasizing students' cultural asset, backgrounds and individuals strengths. All students are respected, included and valued in a culture of high expectations for behavior and learning.*

This initiative has the goal of supporting each student in TUSD and students cultural background is one of the many characteristics of students that must be integrated into the instructional programming in the TUSD classrooms.

On January 29, 30 and 31, I met with a committee comprised of the TUSD Cultural Responsive Pedagogical experts, 3 members from Curriculum Instruction and Professional Development support staff who support teachers and principals, the director of Professional Development, a Language Acquisition Specialist and Exceptional Education Program Coordinator met to begin an analysis of the Framework through the lends of CRP and the larger goals of SAIL. We incorporated the "Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy" in our analysis.

***33** Our process consisted of the following:

- We read the narrative of a selected component in the book, Enhancing Professional Practice: A Framework for Teaching (ASCD 2007).
- We compared the information in the book with the information included in the 2013 Evaluation Instrument to identify any gaps in the information.
- We identified key ideas in the component, information gaps in the 2013 Evaluation Instrument, alignment of the component with SAIL, and additional information/ideas needed.
- We reviewed the "Suggestions from Teaching Tolerance Panel for Enriching the Framework for Teaching with Culturally Responsive Pedagogy" to evaluate how that information aligned with our analysis and to consider ideas that might enhance the evaluation tool.
- We reviewed the TUSD Tenets of CRP and made connections between the FfT and each tenet.

We began the work with an analysis of component **1b: Knowledge of Students.** Knowledge of Students defined by the FfT includes the following:

- Stages of development
- Language proficiency
- Learning styles
- Interests and talents
- Activities outside of school
- Cultural heritage/traditions
- Misunderstandings/misconceptions
- Special needs
- Medical/Physical needs
- Perceived place in school and the world
- Prior experience
- Parents opinions
- Interventions to acquire learning
- Adaptations to demonstrate learning

The 2013 Evaluation Instrument specifically references student interests, knowledge, skills, cultural heritage, approaches to learning, background, and language proficiency. Seeking information from multiple sources including students' families is also emphasized. Finally, incorporating this knowledge into the instructional programming is a central idea.

The committee felt that this was a comprehensive definition of "knowing students" at that looking at the Framework through this lens allowed us to make many connections to CRP and the larger lens of Support and Inclusive Learning Environments for All Students, even when culture is not explicitly stated. The committee discussed the importance of providing professional development to help teachers gain a deeper understanding of this component and to provide tools for accessing this information.

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

The committee felt that the suggestions for the narrative and the critical attributes to explicitly call out cultural backgrounds of students reduce the focus on each student to some students. They also felt the Framework's description of knowing students is comprehensive and inclusive of all students.

The committee felt the examples provided in the 2013 instrument are adequate and additional examples are not necessary. However, one idea for a professional development activity would be the construction of examples by teachers that reflect their individual practice would be meaningful.

Other Domain 1 components:

1a: Knowledge of Content and Pedagogy

Ideas related to SAIL

- Focus on flexibility
- Creating meaningful learning experiences
- Critical questions

***34** • Knowledge of the discipline evolving from diverse cultural and global perspectives

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

Looking at concepts through more than one cultural point of view is an important idea but would be better addressed in the district curricular initiatives and that providing professional development for teachers would be important. They felt the language referring to diverse cultural and global perspectives did not need to be changed.

Professional Development Ideas:

Culturally Relevant Pedagogical Skills

1c: Setting Instructional Outcomes

Ideas related to SAIL

- All students
- Suitability for diverse learners
- Balance: Knowledge, skills, predispositions
- Challenging
- Differentiating

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

Narrative seemed to be changed for semantics rather than meaning. The ideas presented in the third paragraph are already included in 1b, 1a, and 1c.

The examples are aligned with components in Domains 2 and 3 and describe practice in the classroom rather than in the planning process.

1d: Knowledge of Resources

Ideas related to SAIL

- Appropriate levels
- External human resources
- Refers to every student all students

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

Domain 2: Classroom Environment

TUSD has implemented both PBIS and Restorative Practices. As we analyzed the domain 2 components, we considered their alignment with these initiatives, which are incorporated into SAIL.

The committee recognized the interrelatedness of the domain 2 components and how they impact one another, as well as the connection to domain 3 and setting the stage for student engagement. The definition of knowing students 1b was also an important lens as we explored these components.

We also reviewed the theme "Student Assumption of Responsibility" and discussed the importance of student ownership and shared responsibility in a classroom environment characterized by high expectations for all students.

2a Creating an Environment of Respect and Rapport

Ideas related to SAIL

- Positive and supportive relationships
- Knowledge of life outside of school
- Interact with students as individuals
- Students feel valued and safe to take risks
- Dignity
- Respecting a wide variety of backgrounds
- Response to students (verbal and non verbal communication)
- Ground rules for interactions

Not explicit in 2013

- Boundaries-teacher is a special friend
- Humor

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

Adding language about students as members of cultural groups is not needed as this is already defined in 1b.

The committee was unsure about the meaning of "equal status contact".

Asking "why" questions is not a restorative practice principal.

2b: Establishing a Culture for Learning

Ideas related to SAIL

- High expectations for all students
- Culture of hard work
- Shared belief by teachers and students that work is important
- Safe environment for risk taking
- Teacher has high regard for students abilities

***35** • Students believe teacher has confidence in their abilities

- Manifestation of teacher beliefs in students' motivation

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

- The suggested language change on p. 9, second paragraph aligns with 1b: Knowledge of Students

• The committee agreed that clarity is needed about the precise use of language. The inference made is that this would be about the use of academic language and that at times a student may explain his/her ideas more clearly in a less formal dialect or register, or may not have a comprehensive vocabulary. Teachers want to respect this about their students and at the same time capitalize on teachable moments related to vocabulary/fluency.

2c: Managing Classroom Procedures-Not part of the panel's suggestions

Key Ideas:

• Meaningful routines must be established before diving into teaching to enhance student learning.

• Students should function well in the groups and teachers should group students thoughtfully. This aligns with Domain 1.

• Students take ownership of smooth operation of the classroom.

• Students are able to work independently is critical to the learning process.

Not explicit in the 2013 Instrument

• Students need to understand procedures before the learning occurs.

• When students understand the routines they are more likely to take ownership.

• Students working well together in groups.

Professional Development Ideas:

Teachers need to know importance of establishing routines, designing groups, and students taking ownership of the classroom.

Refugee students may need to understand autonomy and ownership of classroom. What are the roadblocks to students taking ownership in the classroom? -Relate to knowing students, 1b.

Ideas Related to SAIL:

Need to know students' social cultural reality

Independent work is an equity piece-all students should have work that allows them to engage with the content autonomously at least some of the time. This links to the other domains.

Cultural values differ and there are soft skills that are a part of American culture getting along with others stating the purpose of collaboration as a skill.

2d Managing Student Behavior

Key ideas:

• Expectations are clear

• Positive behavior is a prerequisite for student engagement

• Student engaged reduces misbehavior

• Respect students /dignity

• Address behavior early

Aligned with SAIL

• Students feel respected

• Students empowered by creating rules about behavior not child

• Teacher seeks to understand

Not explicit in 2013

• Developmental appropriateness

• Teaching students to engage in self-reflection

• Cultural norms of students

Ideas for Professional Development

• Classroom management-behavior basics

• Relationship building

• Creating and maintaining classroom rules

• Developing school-wide norms and expectations

• Teacher as facilitator/Fostering student assumption of responsibility

2e: Organizing Physical Space

Ideas related to SAIL

• Learning must be accessible to all students

Domain 3: Instruction

3b: Using Questioning and Discussion Techniques

Key Ideas:

• Students need time to process

***36** • Equity-all voices all perspectives

• Students prior understanding and experience is implied

• Challenging thinking-align with 2a-proactive circle/classroom expectations

2013 instrument

• Argumentation added/precise use of language

Ideas related to SAIL

Level of questioning needs to meet the needs of the students

Equity-all voices all perspectives

Appropriate wait time

Teacher draws everyone in

Students' responses are valued

Professional Development Ideas

Teaching questioning to teachers so that their students can ask high level questions Blooms Taxonomy-teachers don't understand and don't align level of questioning with level of knowledge

Implications for Domain 1-planning for questioning and discussion

"Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy":

APPENDIX B

ARS § 15-203 (A)(38) 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 per cent and fifty per cent of the evaluation outcomes. On or before December 1, 2012, the framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments. The state board of education shall adopt best practices for professional development and evaluator training. The state board of education may periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level. School districts and charter schools shall use an instrument that meets the data requirements established by the state board of education to annually evaluate individual teachers and principals beginning in school year 2012-2013. By school year 2013-2014, school districts and charter schools shall adopt definitions for the performance classifications adopted by the state board of education in a public meeting and apply the performance classifications to their evaluation instruments in a manner designed to improve principal and teacher performance. For charter holders, the principal evaluation instrument applies to each charter school's instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This paragraph does not apply to an officer, director, member or partner of the charter holder. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers.

APPENDIX C

Appendix J

Characteristics of Cognitively Engaging Instruction
Tucson Unified School District

January 2014

Note: The term, "Cognitively engaging instruction" is intended to describe classrooms where the emphasis is on

meaningful, challenging student learning that makes kids think, involves them in their own academic progress, and creates a climate that encourages risk-taking, thinking outside the box, and real-life scenarios.

***37** Cognitively engaging instruction is focused on the most important role schools play: promoting student learning. It is built on the foundation of rigor. Rigor is not determined by the quantity of work a student completes; rather, rigor refers to the *nature* of the work a student performs in completing an assignment or project; i.e., the amount of thinking that is involved, the nature of that thinking, and how it is manifested in students' work.

The following characteristics are extrapolated from research and have been shown to be effective in improving achievement among all student groups: at-risk students, gifted students, learning disabled students, and ELL students. These characteristics, when coupled with challenging academic content, describe courses that would be considered "advanced" or "enrichment"-type courses.

1. Teaching approaches and student learning activities reflect a constructivist philosophy regarding student learning. Such approaches are typified by the following characteristics:

☐ The focus of all learning activities is to keep them meaningful for the student. The student understands why he/she is doing the activity, the goal or purpose behind it, and how he/she will ultimately benefit from completing it. Activities are student-centered, not teacher-centered.

☐ Learning focuses more on larger, connected or related concepts rather than on discrete, specific facts.

☐ The student can relate their learning to real-life scenarios; the learning is seen as relevant to themselves, personally, or to their social context.

☐ Every student is an active participant in his/her learning. Students are involved in setting learning goals and in monitoring their own progress in mastering objectives and meeting their goals.

☐ Learning activities are intrinsically interesting. They are modified to suit student preferences, learning styles, and academic needs. Students have a certain degree of autonomy, or choice, in their learning activities and the product they are responsible for.

2. Students are divided into smaller groups (or pairs) for various instructional purposes. These groupings are accomplished in the following ways and for the various purposes:

☐ Students are grouped or paired heterogeneously to foster collaboration with others and to encourage communication and positive, productive social interaction. Working in heterogeneous, collaborative groupings involves accountability and respects prevailing rules governing group members' conduct (to ensure accountability for all group members).

☐ Students are grouped homogeneously, typically by need, to allow for instruction at the students' level and in response to diagnosed gaps in learning. These groupings are never static; they change constantly—usually weekly or even daily—to reflect varying rates of student progress in mastering objectives.

☐ Groupings may be cooperative, where students work with each other to accomplish assigned tasks; pairs, where students review and learn from one another; or varied-size groups, pulled together to allow for small group, targeted instruction.

3. **Activities are personally relevant and culturally responsive. Such activities are characterized by the following characteristics:**

☐ Students are led to connect their learning to real-life scenarios or personal experiences, such as things they've seen or done themselves.

☐ Learning scenarios are culturally responsive—learning activities always take into account and build on students' linguistic, ethnic, and socioeconomic diversity.

***38** ☐ Students are encouraged to view new learning through a lens of their personal cultural perspective: what about that learning has significance in their own ethnic/cultural context? What is similar? What is different? What learning is culturally neutral?

4. Students are encouraged to think independently and critically:

☐ The overall focus of learning activities is on

thinking, not acquiring facts or knowledge. Knowledge acquisition is accomplished through projects and assignments.

☐ Students engage in learning scenarios and activities that require them to think independently—in contrast to mainstream thinking or against majority opinion or stance. In such scenarios, students are encouraged to adopt a specific position or formulate an argument, whether it reflects their personal opinion or not, and research and defend that position to those possessing opposing viewpoints.

☐ Students are involved in analytical thinking—breaking down concepts or processes into their various parts and demonstrating an understanding of how the parts relate to one another, or evaluating the advantages and disadvantages of all parts or perspectives.

☐ Students are given tasks that require reviewing large quantities of information and data and summarizing them into brief, meaningful synopses.

☐ Student activities reflect active cognitive processing, as first conceptualized by Bloom in his Taxonomy of Learning.

5. The teacher engages students in metacognitive strategies. These strategies include the following characteristics.

☐ Students are asked to think and reflect on their own thinking. They can explain how they arrived at an answer, describe their thought processes in completing a task or solving a problem, and describe their progress in mastering a specific concept or skill.

6. Language structures and vocabulary are deliberately, consciously taught and integrated into all learning activities across all content areas.

☐ Classroom activities explicitly integrate and teach vocabulary using authentic text and context-embedded approaches.

☐ Learning activities across content areas simultaneously focus on content mastery as well as language skills: language structure, punctuation, vocabulary.

☐ Students are engaged in multiple modes of communication—speaking, reading, writing, listening. Writing (for essays, projects) is implemented across content areas as a means to demonstrate critical, analytical thinking.

7. Instruction is differentiated to meet specific student academic needs and preferences:

☐ Teachers utilize a variety of student groupings and multiple diagnostic tools and instructional resources to determine and teach required content (concepts, skills, knowledge, and vocabulary).

☐ Teachers plan instruction based on data from formative, diagnostic tools, which reveal gaps in student learning and specific weaknesses in student mastery of intended objectives.

APPENDIX D

Appendix K

Characteristics of Culturally Responsive Teaching
Tucson Unified School District

January 2014

1. The teacher consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

***39 2. Actively researches different cultural**

perspectives and examples connected to instructional content and incorporates these into classroom lessons and discussions.

The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

3. Involves students, parents, and the community in contributing to cultural awareness and appreciation.

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

4. Facilitates and encourages students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported.

This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if their English is not yet strong enough, with another student translating. This enables all students to contribute to discussions and activities.

5. Incorporates cross-language, as well as cross-cultural, comparison and development.

The teacher facilitates comparing languages and cultures in a deliberate way. For example, word walls, graphic organizers, and concept maps may be used with bilingual terms and expressions.

6. Respects and values student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.

Students are always encouraged to contribute to classroom activities and discussions, sharing personal experiences that relate to new content. Such approaches also support scaffolding of curriculum content and make learning more personally relevant.

7. Respects students' affective needs with regard to participation and involvement in classroom activities and discussions, particularly during the early stages of English development.

The teacher allows students periods of silence or non-involvement, if a student feels uncomfortable participating or is struggling with communication issues. Such scenarios can be extremely stressful to children and emotionally challenging, and the teacher responds accordingly with sensitivity and tolerance. Every student is unique and should be encouraged but never forced to participate in every activity. Consider alternative forms of involvement if the activity is a type of assessment.

TUSD

OFFICE OF CURRICULUM, INSTRUCTION, PROFESSIONAL DEVELOPMENT AND ASSESSMENT

***40** February 19, 2015

From: Richard Foster,
Sr. Director Curriculum Deployment

RE: Principal Evaluation Plan

USP: Section IV.H.

Administrators and Certified Staff, subsection H, Evaluation, which provides:

> *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.

(I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy

This is an aspect of the teacher evaluation only.

(II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students

The committee will conduct an analysis of 2014 ISLLC Standards. Dr. Vickie Balentine, Implementation Committee member, summarized the USP IV.H. with requirements and examples. (See: Appendix A—Memo from Dr. Vickie Balentine). In addition, the Diversity Responsive Principal Tool (provided by Dr. Willis Hawley, Special Master) identifies culturally responsive practices within the ISLLC standards. (See Appendix B—Diversity Response Principal Tool). The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation tool.

(ii) *teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring*

The committee will conduct an analysis of the 2014 ISLLC Standards for emphasis in use of data to improve instruction and student outcomes by principals. The types of data that included will be but not limited to achievement, attendance, and discipline.

(iii) *aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.*

The committee will review the research as to the impact of surveys on principal performance. The committee will review examples of teacher surveys to determine a comparable survey to TUSD's current School Quality Survey. A decision will be made as to enhance our current survey to include culturally responsive questions or to adopt a replacement survey. The committee will take into account the recommendations from Dr. Hawley to increase the percentage of the evaluation represented by surveys. Currently 7% of the evaluation is allotted to surveys.

1. Goals for Development

> ***41** The goals of the District Principal Evaluation Committee (PEC) are based on the requirements of state statute ARS 15-203(A) (38) (See Appendix C—ARS 15-203(A)(38)) and the USP IV.H. (see above)

2. Elements of Evaluation as provided in the USP

The principal evaluation will consist of three major areas: principal performance, student growth (achievement data), and teacher surveys.

The principal performance component of the evaluation shall be based upon school achievement, climate and culture. Student growth is measured by state assessment. The elements are combined to obtain a final classification of: "Ineffective," "Developing," "Effective," or "Highly Effective." The teacher surveys are based on TUSD's School Quality Survey and Standards Assessment Index (SAI) which are given on an annual basis.

3. Process: consultation, review of research, testing/piloting, state constraints/requirements

The PEC will conduct an analysis of 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards, the summary of Dr. Vickie Balentine, and the Diversity Responsive Principal Tool to identify culturally responsive practices within the ISLLC standards. The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation process. Appendix K: Characteristics of Culturally Responsive Teaching from the TUSD Curriculum Audit of 2013-14, will also be included in the analysis. (See Appendix D—TUSD Curriculum Audit Appendix K)

When evaluating principal performance, student level data and survey results, the four performance classifications described below will be used. The following descriptors were adopted by the Arizona State Board of Education in January, 2013, and cannot be modified.

Highly Effective

The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and LEA. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that performance is excellent.

Effective

The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that

performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial principal conference with the evaluator.

Developing

The principal sometimes demonstrates the listed functions reflective of the leadership standards and meets some of the goals and targets established for student performance and survey data. A *Developing* classification indicates that the employee performs well at times but requires more consistent performance overall. The principal demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective

***42** The principal rarely demonstrates the listed functions reflective of the Leadership Standards and meets few goals and targets for student performance and survey data. The demonstrated performance of this principal requires supervisory intervention. A rating *of ineffective* indicates that performance is unsatisfactory and the principal requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Ineffective.

4. Implementation

The PEC work is approached collaboratively as a partnership between Education Leaders Inc. (ELI) and Tucson Unified School District (TUSD). The PEC meets on a regular basis to revise the principal evaluation process using the analysis as explained above.

5. Professional Development/Training

Training on the principal evaluation process includes, but is not limited to, the following components:

- Up to 12 hours introduction to the new ISLLC standards (Spring 2015)
- Up to 12 hours on the new process (Summer 2015)
- Up to six hours of training on Appendix J and Appendix K
- On-going integration with 15-16 ILA content

6. Evaluation / Possible revision process

The PEC meets on a regular basis to revise the principal evaluation process to ensure it is in accordance with state law and Unitary Status Plan. The goal of the committee is to provide a final draft of a revised principal evaluation process document by April 2015 for leadership review and provide feedback. The committee will seek Governing Board approval in May 2015.

Appendices:

Appendix A:	Dr. Vickie Balentine Summary
Appendix B:	Diversity Response Principal Tool
Appendix C:	ARS 15-203(A)(38)

Appendix D: Appendix K: Characteristic of Culturally Responsive Teaching

APPENDIX A

January 4, 2015

Memo To: Richard Foster, Director of Professional Development, TUSD

From: Vicki Balentine, Ph.D., USP Implementation Committee Member

Re: USP Components Necessary for inclusion in the revised Principal Evaluation Process and Instrument

Per our phone discussion with Dr. Hawley and Mr. Brown in December and as we discussed, I have reviewed the USP to identify specific issues for inclusion in the revised Principal Evaluation Process and Instrument. The areas below, while not exhaustive, stand out as critical for inclusion and assessment within the revised Principal Evaluation Process and Instrument.

The principal's performance in

✓ assessing teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy,

✓ creating school conditions, processes, and practices that support learning for racially, ethnically, culturally, and linguistically diverse students,

✓ using classroom and school–level data to improve student outcomes, target interventions, and perform self–monitoring,

✓ completing, implementing, and monitoring the school level implementation of District professional development (examples include those noted below)

• classroom and non–classroom expectations,

• changes to professional evaluations,

• engaging students utilizing culturally responsive pedagogy,

• proactive approaches to student access to ALEs,

• the District's behavioral and discipline systems (including Restorative Practices, Positive Behavior Interventions and Supports, and amendments to the Guidelines for Student Rights and Responsibilities),

• recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress (including specific training on the inputting, accessing, and otherwise using the District's existing and amended data system)

***43** • working with students with diverse needs (including ELL students), and

• providing clear, concrete, and accessible strategies for supporting thoughtful decision–making.

✓ building and fostering professional learning communities ("PLCs") among teachers, examples include

• building regular structured time into teachers' schedules to co–plan and collaborate and observe classrooms and teaching methods to provide constructive feedback so that best practices for student success can be increased and shared,

• developing within- and across school networks to encourage expert teachers to both mentor their peers and share best practices in using culturally responsive pedagogy,

• engaging in collaborative problem solving based on analyses of student performance, and

• encouraging and providing space, resources, and

support for constructive student–teacher, teacher–teacher, and teacher–family interactions.

In addition to observational and other relevant, reliable and valid student and school level data sources used in providing documentation within the revised Principal Evaluation Process and Instrument, the aggregated responses from student and teacher surveys developed by the District to protect the anonymity of survey respondents shall be included.

xc: Willis D. Hawley, Ph.D., Special Master

APPENDIX B

The Diversity Responsive Principal Tool

Introduction

There are dozens of different evaluation instruments being used to assess the performance of school principals. It appears that most of these performance assessments largely overlook the principal's responsibility to develop and implement policies and practices that enhance the academic success of students of diverse racial, ethnic, cultural and linguistic backgrounds. Of course, all students are likely to benefit from the work of effective school leaders. But researchers have identified school-level policies and practices that principals can influence that are particularly important to the academic success of diverse students.

The Diversity Responsive Principal Tool (DRPT) does not address dispositions of principals: it focuses on whether principals have taken actions to create and sustain opportunities to learn at high levels for all students. While these policies and practices are especially important for the academic success of diverse students, they will benefit all students. There is no necessary tradeoff between equity and excellence in schools with highly effective leaders.

Principals who promote equity and excellence are effective in promoting the following: the nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for rigorous academic content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, a multicultural curriculum, open and productive discussions of issues related to race and ethnicity, an inclusive school climate, and efforts to recruit and retain a diverse staff.

Of course, race and ethnicity are not the only dimensions of diversity. However, they are correlated in many cases with other influences on learning, including socioeconomic status, community and family cultures, and English language facility. Moreover, everyone is diverse in some way that is relevant to his/her own learning. Thus, by focusing on what principals should do to foster school conditions that are particularly important to the success of students from racially, ethnically, culturally and linguistically diverse backgrounds, we can learn about leadership behaviors that improve the learning opportunities and outcomes of all students.

***44** The DRPT is intended to encourage attention to actions principals can take to improve the learning opportunities of all students. The DRPT is not, in isolation, intended to support summative judgments of principal performance. Given this formative purpose, the identified leadership behaviors are accompanied by: (1) an overview of research on the efficacy of these policies and practices for which principals are to be held accountable, and (2) resources relating to implementing these policies and practices that can be used to guide professional development or support discussions of the behaviors highlighted in the DRPT.

The Diversity Responsive Principal Tool

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always

a. Data on student academic performance are disaggregated by race, ethnicity, disability and language facility.				
b. Possible racial and ethnic differences in student achievement are continuously monitored.				
c. Differences in student performance within racial and ethnic groups are examined.				
d. Data are used to monitor possible racial and ethnic differences in disciplinary actions.				
e. Possible racial and ethnic differences in access to honors, advanced, or AP courses are monitored.				
f. Rigid grouping structures within classrooms ("ability" grouping) are avoided, and the racial, ethnic, and linguistic compositions of instructional groups within classrooms are continually considered.				
g. The number of referrals to special education of students of different racial, ethnic, and linguistic backgrounds is monitored regularly.				

teaching of academic content and helps teachers establish productive relationships with students.

2. Teachers' professional development opportunities include diversity-rich content that is integral to the

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. Professional development includes diversity-rich content that focuses on instruction in a particular subject area.				
b. Professional development helps teachers understand potential cultural mismatches between them and their students.				
c. Professional development helps teachers investigate and understand how students' race, ethnicity, social class and				

language might be related to their learning and behavior.				
d. Teachers are helped to understand how the overgeneralization of students' cultures can result in stereotyping and other unproductive teaching behaviors.				
e. Professional development helps teachers develop strategies to effectively teach students from different racial and ethnic groups.				
f. Professional development helps members of the school staff examine how their own beliefs and dispositions might affect their relationships with diverse students.				
g. Teachers are helped to understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.				
h. Professional development facilitates open conversations about race.				

the support they need to benefit from that access.

3. Students have access to rigorous academic content and

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. All students have access to honors, advanced, and AP courses.				
b. Students at all levels of prior performance are challenged with rigorous curriculum.				
c. English language learners are engaged in challenging and mainstream curricula.				
d. Flexible grouping structures (as opposed to "ability" grouping) are used in classrooms.	***45**			

e. "Ability" grouping based on prior achievement is used sparingly and for a specific purpose.				
f. Struggling students are taught by experienced and qualified teachers.				
g. Programmatic resources are distributed equitably to meet the needs of struggling students.				
h. The school leader asserts and regularly reinforces the importance of ensuring that all students achieve at high levels.				

interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

4. There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. Fair and transparent processes exist for dealing with perceived inequalities and interpersonal conflict.				
b. Disciplinary policies remove students from the classroom to the least extent possible.				
c. The school has well publicized explicit and coherent policies that seek to ensure that all students and school staff do not experience discrimination based on ethnicity, race, language or social class.				

culturally and linguistically diverse families.

5. Family and community engagement strategies are well developed and give particular attention to engaging

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**

a. Staff collaborates and builds relationships with community groups to improve school offerings.				
b. The school has a well-defined plan for engaging and communicating with non-English speaking families.				
c. Teachers collaborate with families to learn with and from them about how best to meet the academic needs of students.				
d. School leaders respect all members of the school community with respect and make a special effort to engage those who may feel less comfortable or more vulnerable in the school.				
e. Teachers are provided adequate time and resources to establish family and community connections.				

opportunities to learn about different cultures and to interact with students of different races and ethnicities.

6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. The curriculum helps all students understand the unique historical and contemporary experiences of different racial and ethnic groups.				
b. Teachers use culturally relevant learning resources.				
c. The prescribed curriculum engages students in learning through interactions with students of different races and ethnicities.				
d. The school honors and makes use of home languages of students who speak a language other than English.				
e. Multicultural curricula avoid racial and cultural stereotyping.				

that may concern discrimination, ineffective practice or interpersonal conflict.

7. The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
a. Staff regularly discuss how racial attitudes and beliefs affect student performance, family engagement, and collaboration.	***46**			
b. There is a school procedure in place to appropriately address and deal with racial tensions.				
c. Staff engage in problem solving to address problems related to racial and ethnic discrimination and inequities.				

strengths of diverse racial and ethnic groups.

8. School polices and practices reflect a commitment to inclusiveness as well as respect for the values and

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
a. The participation of students from diverse racial, ethnic, and linguistic backgrounds in extracurricular activities is representative of the larger student body.				
b. The participation of students from diverse racial, ethnic, and linguistic backgrounds in leadership positions is representative of the larger student body.				
c. The historic experiences, values, and on-going contributions of diverse groups are evident throughout the school.				
d. Parents, students, and staff exhibit respect for people of different racial, ethnic, or cultural backgrounds.				

e. Staff and students are encouraged and trained to be inter-culturally competent with each other.				
f. The staff has developed a shared commitment to issues of diversity.				

ethnically diverse school staff.

9. Efforts are made to recruit and retain a racially and **Actions of Diversity Responsive Schools**	**Never**	**Rarely**	**Often**	**Always**
a. The racial and ethnic composition of the faculty reflects the diversity of the student body.				
b. Attempts are made to recruit staff of color.				
c. Attempts are made to retain staff of color.				

The Diversity Responsive Principal Tool: Examples of Supporting Research and Relevant Resources

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Collecting and analyzing data on student test scores and dropout rates is commonplace. However, disaggregating outcomes by race and ethnicity needs to be more detailed than is required by state and federal policy because there are often big differences in student performance within broad ethnic categories such as Hispanic (Latino) or Asian. Research has shown that schools that use data to inform instruction and hold teachers accountable for student outcomes narrow the achievement gap (Guerrero, 2011). Data on student access to rigorous academic content are also needed. Differences in students' opportunities to learn exist due to grouping within classrooms for instruction, curricular differences, tracking, attendance issues, and disciplinary measures that remove students from class (Archibald & Keleher, 2008). If such data are to lead to school-wide improvement, collaborative decision-making and the willingness to discuss issues related to race and ethnicity are critical, though often difficult.

Students of racially, ethnically, and culturally diverse backgrounds are disproportionally referred to special education and retained. Historically, Black and Latino students have been over-identified as needing special education services (Office of Special Education and Rehabilitative Services, 2006). Reasons for disproportionate referrals include: 1) inadequate classroom instruction prior to referral; 2) inconsistent, vague or arbitrary special education assessment and

placement policies; and 3) the lack of effective schooling options (Harry & Klingner, 2006). Minority and low-income students are also more likely to be suspended and retained than their White and more affluent peers (Drakeford, 2006; Texas Education Agency, 1996). Research has consistently shown that retention, as commonly implemented, has a negative impact on achievement and socio-emotional adjustment and that it does not help most students "catch up" (Jimerson, 2001). There is also a relationship between retention and dropping out: students who are retained in elementary grades have a higher probability of dropping out of high school (Ou & Reynolds, 2010). Thus, potential disproportionalities in special education and retention data need to be monitored.

Relevant Resources

***47** *On using data:*

a. This guide to using data in school improvement efforts is a compilation of knowledge from data retreats and data use at Learning Point Associates.

http://curry.virginia.edu/fipselibrary/guide-using-data-school-improvement-efforts

b. This article provides recommendations for educators and school leaders to effectively use data to monitor students' academic progress and to evaluate instructional practices.

http://curry.virginia.edu/fipselibrary/using-student-achievement-data

c. This equity audit is a practical tool that school leaders can employ to develop a more equitable school.

http://curry.virginia.edu/fipselibrary/equity-audit

On disporportionality in special education:

d. This brief explains how to measure and understand the problem of disproportionate representation of minority students in special education.

http://curry.virginia.edu/fipselibrary/how-measure-disproportionate-representation-special-education

e. This legal brief discusses the overrepresentation of diverse students in special education programs.

http://curry.virginia.edu/fipselibrary/overrepresentation-culturally-and-linguistically-diverse-students-special-education

f. The article explains the relationship between race, disability, and overrepresentation in special education programs.

http://curry.virginia.edu/fipselibrary/race-disability-and-overrepresentation

On disporportionality in disciplinary actions:

g. This brief discusses racial disproportionality in school disciplinary practice.

http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices

2. Teachers' professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.

The quality of teaching students experience is the single most important school-based influence on student learning (Lewis, 2009; Rice, 2003). Sometimes, diversity-related professional development assumes that a focus on teacher awareness and dispositions is adequate to improve instruction and student learning. However, teachers need to master diversity-related pedagogical skills, including those that are content specific, if they are to enhance the learning of racially and ethnically diverse students. Moreover, teachers need to know how to build productive interpersonal relationships across student subgroups. The difficulty of developing such relationships, which are essential to student motivation, is often underestimated. And the importance of these caring relationships to student success appears to be greater among many students of color than they are for White and Asian students (Ferguson, 2002).

Aspects of what might be called diversity-rich content of professional development include, but are not limited to, learning activities that help teachers:

- investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior.

■ understand how the overgeneralization of characteristics of students' cultures can result in stereotyping and other unproductive teaching behaviors.

***48** ■ examine how their own beliefs and dispositions might affect their relationships with diverse students.

■ understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.

■ know how to mediate the effects of stereotype threat experienced by students.

■ develop the knowledge and skills to adapt instruction to the needs and experiences of students from different racial and ethnic backgrounds.

Relevant Resources

On teacher perceptions of culture:

a. This is the facilitator's guide for the Teaching Diverse Students Initiative's Common Beliefs Survey, which addresses racial assumptions and misconceptions of teachers and helps teachers develop racial awareness.

http://curry.virginia.edu/fipselibrary/common-beliefs-survey-facilitators-guide

b. This activity helps teachers assess their own perceptions about their students' abilities.

http://curry.virginia.edu/fipselibrary/educator-check-abilities

c. This activity helps teachers assess their own understandings of culture.

http://curry.virginia.edu/fipselibrary/educator-check-culture

d. This activity helps teachers gauge their perceptions about their students' effort and motivation.

http://curry.virginia.edu/fipselibrary/educator-check-effort

e. This activity helps teachers assess their own cultures as well as the different cultures of their students.

http://curry.virginia.edu/fipselibrary/features-culture

f. This activity explores how cultural values of individualism and collectivism manifest in the classroom.

http://curry.virginia.edu/fipselibrary/mismatches-cultural-expectations

g. This video discusses why teachers should share their own racial experiences with older students.

http://curry.virginia.edu/fipselibrary/teacher-led-discussions-race

h. This article explores the relationship between cultural identity and teaching.

http://curry.virginia.edu/fipselibrary/cultural-identity-and-teaching

i. This video provides advice to teachers who want to address their own biases and prejudices.

http://curry.virginia.edu/fipselibrary/addressing-personal-biases-and-prejudices

j. This video encourages teachers to examine their reactions to their students, cautioning them to identify biases that may impact their assumptions about those children.

http://curry.virginia.edu/fipselibrary/teacher-bias-and-perceptions-student-behavior

On instructional strategies:

k. This video discusses that teachers must show that they care for their students, particularly while teachers hold high expectations of their students' academic achievement.

http://curry.virginia.edu/fipselibrary/showing-caring-while-having-high-expectations

l. This article outlines five standards of effective pedagogy for teachers.

http://curry.virginia.edu/fipselibrary/five-standards-effective-teaching-pedagogy

m. This resource provides an introduction to differentiated

instruction as well as references to other resources.

http://curry.virginia.edu/fipselibrary/differentiated-instruction

n. This video explains why teachers should not think of learning styles to categorize all members of a cultural group.

***49**
http://curry.virginia.edu/fipselibrary/cautionary-issues-learning-styles

o. This video makes a case that assessment for racially, culturally and ethnically diverse students needs to involve multiple measures of robust forms of learning.

http://curry.virginia.edu/fipselibrary/involving-multiple-measures-assessment

p. It is important to recognize the individual characteristics of each child, rather than thinking of the child only in terms of his/her racial or cultural identity.

http://curry.virginia.edu/fipselibrary/getting-know-students-individuals

3. Students have access to rigorous academic content and the support they need to benefit from that access.

Students from low-income families are more likely to get a larger proportion of their learning opportunities from school than students from higher-income homes (Raudenbush, 2008). And, of course, English language learners are heavily dependent on schools for their academic learning opportunities. However, for a host of reasons—some the consequence of well-meaning instructional practices that effectively dumb-down the curriculum, some related to biases and misconceptions, and some because students are sometimes reluctant to seek rigorous curricula—students of color are often less likely than white students and many Asian-descent students to be engaged in more rigorous coursework.

Among the issues here include how students are selected for gifted and talented programs, honors courses, and AP courses and whether students of color have access to and support to succeed in advanced courses (Barton & Coley, 2009, p.10). Decisions that receive less attention than tracking, however, are how students are grouped for instruction within classrooms. One of the more common ways that students experience different levels of academic rigor is that they are grouped by "ability" within classrooms; (students are invariably grouped by prior achievement, not ability). Grouping is a common and often necessary practice. Grouping can be effective when it is targeted to specific goals with progress assessed continuously and when all students are held to high standards of performance. Research is clear that tracking (formal or informal) and inflexible ability grouping disadvantages most students (Hawley, 2007). On the other hand, there is evidence that very high achieving students can benefit from learning in academically homogeneous groups. The resolution of this conundrum resides in flexibility and teacher expertise in managing the instruction of diverse students. One might expect diversity responsive schools to facilitate learning in diverse classrooms through strategies such as cooperative learning (Cooper & Slavin, 2004); peer-mediated instruction (Fuchs & Fuchs, 2009); and differentiated instruction (Tomlinson, 2003).

Relevant Resources

On grouping for instruction and tracking:

a. This video describes the characteristics of productive cooperative learning, including the goal that every member of the group achieves success.

http://curry.virginia.edu/fipselibrary/basics-cooperative-learning

***50** b. Flexible grouping is a way to allow children to learn from each other and to move among groups based on their learning needs.

http://curry.virginia.edu/fipselibrary/benefits-flexible-grouping

c. This video explains the importance of allowing students to participate in a variety of groups, especially heterogeneous groups based on student interests.

http://curry.virginia.edu/fipselibrary/benefits-heterogenous-grouping

d. This paper outlines some of the consequences of tracking and "ability" grouping in racially and ethnically diverse schools.

http://curry.virginia.edu/fipselibrary/consequences-tracking-and-ability-grouping

e. Excessive grouping has persisted despite evidence that it can be and often is counter-productive.

http://curry.virginia.edu/fipselibrary/excessive-grouping-can-be-counter-productive

f. Cooperative learning enables teachers to effectively teach a broad range of children.

http://curry.virginia.edu/fipselibrary/expanded-reach-cooperative-learning

g. This article provides guidance and suggestions on how to group students in detracked classrooms, where student ability is mixed.

http://curry.virginia.edu/fipselibrary/grouping-detracked-classrooms

h. This research brief explains why grouping practices are prevalent in high schools and outlines some of the consequences of tracking.

http://curry.virginia.edu/fipselibrary/grouping-practices-high-school

i. There is little evidence to support the fundamental theories underlying ability grouping that is not limited and tightly focused on specific learning needs.

http://curry.virginia.edu/fipselibrary/lack-research-efficacy-ability-grouping

j. Six teachers at an urban public high school that historically disavowed tracking met monthly to discuss deeply rooted notions of ability and intelligence for detracking reform. This research brief summarizes case studies of three of the six teacher participants, whose conceptions of tracking provide insight into some of the complex notions of tracking operating at the practitioner level in schools.

http://curry.virginia.edu/fipselibrary/teacher-perspectives-grouping-practices

On teacher expectations:

k. This video encourages teachers to challenge traditional forms of remediation by adding more rigor and support for students.

http://curry.virginia.edu/fipselibrary/challenging-traditional-forms-remediation

l. Too often, educators have a deficit view of the experiences students bring with them to school.

http://curry.virginia.edu/fipselibrary/debunking-deficit-views

m. This activity helps teachers assess their own perceptions about their students' abilities.

http://curry.virginia.edu/fipselibrary/educator-check-abilities

n. High expectations for student learning need to be matched by high levels of support to achieve high academic goals.

http://curry.virginia.edu/fipselibrary/high-expectations-need-high-levels-support

o. Teachers' negative stereotypes of Black students predispose them to believe that those students cannot achieve at high academic levels.

http://curry.virginia.edu/fipselibrary/stereotype-threat

On English language learners:

p. This framework provides practical suggestions for how to effectively teach English language learners.

***51**
http://curry.virginia.edu/fipselibrary/cultural-linguistic-and-ecological-framework-response-intervention-english-language-learners

q. This article provides an overview of the current research on instructional practices of English language learners and outlines some best practices.

http://curry.virginia.edu/fipselibrary/practices-english-language-learners

r. The distinction between basic interpersonal communication skills and cognitive academic language proficiency may no longer be useful in dealing with young English Language Learners. Some things that teachers can do to help students learn English are suggested.

http://curry.virginia.edu/fipselibrary/second-language-acquisition-and-proficiency-standards

s. This informative article explains the needs of English language learners and provides teachers with practical strategies for helping students achieve English language acquisition.

http://curry.virginia.edu/fipselibrary/understanding-english-language-learners-needs-and-language-acquisition-process

t. This video explains why teachers should assess their ELL students in both of their languages and in a variety of performance metrics.

http://curry.virginia.edu/fipselibrary/tips-assessing-ell-students

4. There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

Many teachers struggle with classroom management and how to deal with what they view as disorderly and disruptive behavior. How teachers meet these challenges affect student motivation and opportunities to learn.

Students of color are much more likely than their White peers to be disciplined (Gay, 2006). Students of color may also be more distrustful of authority and respond defensively to criticism and disciplinary action (Cohen, 2008; Noguera, 2008; Carter, 2008). Many disciplinary practices effectively reduce student learning time and this is especially true of suspension (Losen & Skiba, 2010). Thus, rules governing student behavior need to be clear and openly discussed and disciplinary action processes should be characterized by fairness and transparency. The best way to deal with the potential of disruptive behavior is to prevent it through strategies such as positive behavioral supports.

Relevant Resources

a. This brief discusses racial disproportionality in school disciplinary practice.

http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices

b. This book chapter discusses what discipline is for and how to connect students to the benefits of learning.

http://curry.virginia.edu/fipselibrary/purpose-discipline

5. Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.

An effective family engagement program reaches out to engage families in direct support of their children's learning (Boufford, et al., 2009). It is not surprising that some family members who have limited education or who have experienced discrimination may be distrustful and even confrontational. This conflict can cause teachers to back away from their students' families. Nonetheless, to develop the trust of family members and to deeply understand students, it is helpful for teachers to get to know and to engage their students' families outside the school. This is a tall order for teachers, and it requires school level commitment and time for such engagement—more than parent-teacher conferences once a quarter—as well as help with communicating with families with limited English.

Relevant Resources

***52** *On school-family connections:*

a. This form can be used to assess the school climate for developing family and community partnerships.

http://curry.virginia.edu/fipselibrary/assessing-school-partnerships

b. This video discusses ways to include all parents in the school community, rather than judging parents who stay away from the school.

http://curry.virginia.edu/fipselibrary/including-all-parents-school-community

c. This policy brief analyzes factors related to the implementation of effective parental involvement with English Language Learners (ELLs).

http://curry.virginia.edu/fipselibrary/promoting-ell-parental-involvement-challenges-contested-times

d. This paper discusses diversity in the context of school, family, and community connections.

http://curry.virginia.edu/fipselibrary/school-family-community-connections

e. This video explains the principal's role in encouraging family involvement.

http://curry.virginia.edu/fipselibrary/principals-role-encouraging-family-involvement

On teacher-family connections:

f. This video explains why teachers need to develop the capabilities to engage in cross-cultural interactions with families.

http://curry.virginia.edu/fipselibrary/enhancing-teachers-cross-cultural-communication-skills

g. This video discusses why teachers need to enlist the involvement of their students' parents, rather than assume that parents do not care about their children's education.

http://curry.virginia.edu/fipselibrary/enlisting-parents-help

h. This video discusses families' funds of knowledge, which refer to the bodies of knowledge, skills, competencies, and trades that exist in households.

http://curry.virginia.edu/fipselibrary/funds-knowledge

i. This video explains that teachers need to go into communities, visit families, and respectfully learn the literacy practices of their students.

http://curry.virginia.edu/fipselibrary/how-teachers-can-learn-communities-and-parents

j. This document helps teachers have more productive parent interviews.

http://curry.virginia.edu/fipselibrary/parent-interviews

6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.

An effective multicultural curriculum not only provides students opportunities to learn about different cultures but uses learning resources that are "culturally familiar" to diverse students (Goldenberg, Rueda & August, 2006, p.293). A multicultural curriculum is important to being a well-educated person but, in itself, does not transform students' preconceived beliefs about different races and ethnic groups. To have such an effect, a curriculum—and the related instructional practices—need to engage students in inter-group relationships and learning (Stephan, Renfro & Stephan, 2004).

One of the challenges facing educators who develop and use multicultural curricula is to avoid over-generalizing about the culture of students typically categorized by common racial and ethnic identities. How a multicultural curriculum is taught may be more important than the curriculum itself.

Relevant Resources

***53** a. This brief argues that culturally relevant teaching is simply good teaching for all students.

http://curry.virginia.edu/fipselibrary/case-culturally-relevant-pedagogy

b. This article shows how one culturally responsive teacher developed students' higher order thinking skills by drawing on student interests and prior knowledge.

http://curry.virginia.edu/fipselibrary/example-culturally-responsive-teaching

c. This research brief provides seven strategies to support a culturally responsive pedagogy.

http://curry.virginia.edu/fipselibrary/culturally-responsive-instructional-strategies

d. This is facilitator's guide for Teaching Diverse Students Initiative's Culturally Relevant Pedagogy Primer, which provides an introduction to culturally relevant pedagogy.

http://curry.virginia.edu/fipselibrary/culturally-releva

nt-pedagogy-primer-facilitators-guide

e. This research brief discusses how students' social discourse is a bridge to literacy.

http://curry.virginia.edu/fipselibrary/culturally-relevant-and-sensitive-pedagogy

f. This brief outlines specific activities for becoming a culturally responsive teacher and for culturally responsive instruction.

http://curry.virginia.edu/fipselibrary/addressing-diversity-schools-culturally-responsive-pedagogy

g. This article discusses the consequences of spotlighting and ignoring racially and ethnically diverse students in the classroom.

http://curry.virginia.edu/fipselibrary/spotlighting-and-ignoring-racially-and-ethnically-diverse-students

7. The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.

We live in a society in which issues of race are pervasive for a host of economic, social and political reasons. Not surprisingly, there will be intergroup tensions in many schools. Concern about such tensions, and uncertainty about inter-cultural competence, can lead to educators' denial about the relevance of race or unwillingness to discuss perceptions that may be interpreted as racist. For these reasons, school communities need to discuss how racial attitudes and beliefs, even those that are well meaning, might be affecting student performance, professional collaboration and family engagement. Some issues that appear to be racial will turn out not to be, but a trusting and respectful learning community is critical in creating open discussions around race that lead to problem solving.

Relevant Resources

a. Teachers and administrators should be clear and explicit about the need to discuss race.

http://curry.virginia.edu/fipselibrary/leaders-role-discussing-race

b. This video explains the importance of promoting trust in group discussions of race and social class.

http://curry.virginia.edu/fipselibrary/promoting-trust-race-dialogue

c. This video explains how discussing race depends on honesty and the will to engage in these conversations.

http://curry.virginia.edu/fipselibrary/how-talk-about-race

d. Talking openly and respectfully about racial issues in schools is essential but not everything that seems related to race may be.

***54**
http://curry.virginia.edu/fipselibrary/exploring-what-related-race-and-what-isnt

e. This guide outlines essential principles for reducing racial and ethnic prejudice in any program.

http://curry.virginia.edu/fipselibrary/strategies-reducing-racial-and-ethnic-prejudice

8. School polices and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.

Extracurricular activities should be responsive to the interests of all student groups, and, at the same time, efforts should be made to encourage students of all races and ethnicities to participate in a broad range of activities. Student connectedness to school and a positive school climate have been identified as factors that support academic performance, attendance and behavior (Weiss, Cunningham, Lewis, & Clark, 2005; Center for Disease Control and Prevention, Division of Adolescent and School Health, 2009). Schools that provide opportunities for student leadership and recognize student contributions enhance that connectedness. School policies or traditions may inadvertently impose requirements that limit the number of students who can compete for elected positions or serve in leadership positions. This can result in decreased levels of student connectedness and negatively impact school climate (McNeely, Nonnemaker & Blum,

2002). In racially and ethnically diverse schools, extracurricular activities may be opportunities for interracial contact in positive settings of shared interest (Brawarsky, 1996;Denson, 2009; Slavin, 1995; Cohen, 2004). Such activities can also be opportunities for curricular enrichment and the development of leadership and social skills that ultimately contribute to student academic success.

In diversity-responsive schools, the historic experiences, values, and on-going contributions of diverse ethnic, racial, linguistic groups are evident throughout the school, including public displays, classroom environments and the library. For example, the diversity of the student body is represented in the trophy cases, student work, poster boards and other public places and classrooms. And, in depicting the heritage of different groups, stereotyping that uses "traditional" characterizations is avoided and contemporary experiences and achievements are encompassed.

Relevant Resources

a. This article discusses how to create a school environment in which every child can succeed.

http://curry.virginia.edu/fipselibrary/belonging-necessary-learning-0

b. This research brief explains how school leaders can achieve racial and ethnic harmony within their schools.

http://curry.virginia.edu/fipselibrary/how-school-leaders-achieve-racial-and-ethnic-harmony

c. This article discusses the school leader's role in creating an inclusive school environment.

http://curry.virginia.edu/fipselibrary/school-leadership-inclusion

9. Efforts are made to recruit and retain a racially and ethnically diverse school staff.

More than 75 percent of teachers and school administrators are White. This reality means that it is often not possible to have a racially and ethnically diverse school staff, especially one that represents the racial and ethnic diversity of a given school. Do students learn more from teachers of their own race? While research is thin, the research indicates that the racial and ethnic fit between students and teachers is correlated with student performance (Rivkin, Hanushek & Kain, 2006). But other factors may matter more. There is evidence that teachers of color are less likely to overreact to student behaviors and thus are less likely to take disciplinary action that removes students from the classroom (Gay, 2006). Moreover, staff diversity may provide students of color with positive role models and allow students to witness positive interracial interactions.

Relevant Resources

***55** a. This guide provides information on the different ways to recruit minority teachers.

http://curry.virginia.edu/fipselibrary/recruiting-minority-teachers

b. This article discusses the unintended consequences of the Brown v. Board of Education decision on the employment status of Black educators.

http://curry.virginia.edu/fipselibrary/impact-brown-v-board-education-decisionemployment-status-black-educators

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APPENDIX C

ARS § 15-203 (A)(38) 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 per cent and fifty per cent of the evaluation outcomes. On or before December 1, 2012, the framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments. The state board of education shall adopt best practices for professional development and evaluator training. The state board of education may periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level. School districts and charter schools shall use an instrument that meets the data requirements established by the state board of education to annually evaluate individual teachers and principals beginning in school year 2012-2013. By school year 2013-2014, school districts and charter schools shall adopt definitions for the performance classifications adopted by the state board of education in a public meeting and apply the performance classifications to their evaluation instruments in a manner designed to improve principal and teacher performance. For charter holders, the principal evaluation instrument applies to each charter school's instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This paragraph does not apply to an officer, director, member or partner of the charter holder. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers.

APPENDIX D

Appendix K

Characteristics of Culturally Responsive Teaching
Tucson Unified School District

January 2014

***58 1. The teacher consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.**

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

2. Actively researches different cultural perspectives and examples connected to instructional content and incorporates these into classroom lessons and discussions.

The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

3. Involves students, parents, and the community in contributing to cultural awareness and appreciation.

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

4. Facilitates and encourages students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key

curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported.

This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if their English is not yet strong enough, with another student translating. This enables all students to contribute to discussions and activities.

5. Incorporates cross-language, as well as cross-cultural, comparison and development.

The teacher facilitates comparing languages and cultures in a deliberate way. For example, word walls, graphic organizers, and concept maps may be used with bilingual terms and expressions.

6. Respects and values student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.

Students are always encouraged to contribute to classroom activities and discussions, sharing personal experiences that relate to new content. Such approaches also support scaffolding of curriculum content and make learning more personally relevant.

***59 7. Respects students' affective needs with regard to participation and involvement in classroom activities and discussions, particularly during the early stages of English development.**

The teacher allows students periods of silence or non-involvement, if a student feels uncomfortable participating or is struggling with communication issues. Such scenarios can be extremely stressful to children and emotionally challenging, and the teacher responds accordingly with sensitivity and tolerance. Every student is unique and should be encouraged but never forced to participate in every activity. Consider alternative forms of involvement if the activity is a type of assessment.

ATTACHMENT 2

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Wednesday, February 25, 2015 2:20 PM
To: Rubin Salter, Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); James.Eichner@usdoj.gov; TUSD; Brown, Samuel; Tolleson, Julie; Taylor, Martha; Holmes, Steven; Foster, Richard
Cc: Becky
Subject: Comments on TUSD Teacher Evaluation Plan
Attachments: Irvine-Hawley Evaluation and CRP 3-3-12 (3) for TUSD.doc; USP TEP BH Comments (2).docx

Attached are my comments on the District's Teacher Evaluation submitted recently. I have also attached a paper that I think is relevant. If you have time, see especially the comparisons to the instrument being used in TUSD to one that might be enriched by a focus on culturally responsive teaching starting on p.13. (There will be no quiz on the paper).

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

DRAFT

The Teaching Evaluation Gap: Why Current Evaluations of Teacher Effectiveness May Limit Efforts to Eliminate the Student Achievement Gap

A Report of the Teaching Diverse Students Initiative*

Overview

Teacher evaluation, until recently, has been a symbolic act, largely without meaning or consequence. No longer. Federal requirements for Race to the Top funding call for performance-based pay and status for teachers, and extensive research funded by the Gates Foundation, among other developments, is resulting in highly specified systems of teacher evaluation that define effective teaching. However, it appears that most of the protocols for measuring teacher performance pay little attention to or are unclear about teaching practices generally referred to as "culturally responsive pedagogy" (CRP). Because teaching practices that are central to CRP are particularly important to the academic success of students from diverse racial, ethnic, cultural and linguistic backgrounds, the implementation of high-stakes teacher evaluation is likely-unintentionally and ironically—to limit the learning opportunities of many students who need highly effective teaching most.

The task of specifying how the many instruments for assessing teaching, which often involve dozens of behaviors, should be changed to incorporate CRP is beyond the scope of this report. Rather, the goal of the

report is to put CRP on the table for consideration when instruments for measuring teacher performance are being developed, amended and implemented. To that end, the report identifies essential characteristics of CRP, summarizes research showing that CRP enhances student achievement and provides examples of culturally responsive practices. To clarify how CRP builds on, but is different from teaching that is good for all students regardless of their backgrounds, the report compares definitions of distinguished teaching from a well-respected and widely used teacher evaluation protocol with a description of that same teaching strategy that embeds research on important characteristics of CRP.

The Importance of How Teaching is Measured

***60** Contemporary discussions of teacher evaluation have focused on whether the instruments being used will fairly distinguish between levels of teacher performance. The most discussed—and contentious—aspect of teacher performance assessment involves the use of student test scores, or value-added measurements (VAM). But, in itself, VAM will have little effect on improving teacher performance because it does not measure teaching practices. Thus, the evaluation instruments used to observe and assess teacher behavior become very important not just for teachers but also for their students.

There is evidence that well executed teacher evaluation *based on observations of teacher behavior* increases teacher effectiveness because teachers seek to improve on the behaviors being assessed. These effects are magnified when teachers receive opportunities to learn how to perform the specific practices identified in the evaluation instruments (Taylor & Tyler, 2011). A sensible professional development program will, therefore, focus on the behaviors identified in the evaluation instruments. At the same time, these evaluation and professional development processes will enhance only those skills they identify and support. One might reasonably conclude that the effects of these processes on teacher practices will be increased significantly when salaries, tenure and leadership roles are linked to the measures of teacher effectiveness.

Surely, teachers who are highly rated on good observational measures of teachers are likely to positively influence the achievement of all students. However, if teaching practices that benefit students—such as CRP—are NOT adequately assessed by the evaluation instruments, the achievement of students for whom those practices are important will not reach their full potential. Thus, it is important that measures of teacher evaluation include measures of CRP.

What is Culturally Responsive Pedagogy?

Descriptions of and related research about CRP have appeared for decades in the fields of anthropology and education. However, many educators erroneously believe that CRP is simply a motivator and self-esteem builder for students of color in high-need schools with little relevance or value in the evaluation of teacher effectiveness. These beliefs are primarily based on misperceptions that culturally relevant pedagogy does not have a body of empirical research that shows its effects on student learning.

Culturally responsive teachers understand that all students, regardless of race or ethnicity, bring their culturally influenced cognition, behavior, and dispositions with them to school. The salience of these cultural variables for effective teaching is typically greatest for most students of color. For example, there may be differences in ethnically diverse students' mastery of English, pronunciation, vocabulary, and phonology (rhythm, tempo, or pitch). Assumptions may differ regarding what is spoken and left unspoken, whether one interrupts, defers to others, or asks direct or indirect questions. Culturally responsive teachers understand how semantics, accents, dialect, and discussion modes affect teacher-student and student-student interactions. Similarly, nonverbal communications can raise questions about the cultural meanings of interpersonal space, eye contact, body language, touching, and gestures (Samovar, Porter, & McDaniel, 2008).

Culturally responsive teachers not only understand student differences related to race, ethnicity, culture and language, they treat them as assets upon which to build in enhancing the leaning opportunities of all of their students. Boykin (2009) identifies achievement-relevant student assets as:

> ***61** students' interests and preferences; motivational inclinations; passions and

> commitments; prior experiences and knowledge; existent and emergent understandings; existent and emerging skills, personal, family and cultural values; family traditions and practices; attitudes beliefs, and opinions; and self-perceptions and personal or collective ideologies (p.247)

Culturally responsive teachers know how to adapt and employ multiple representations of knowledge using students' everyday lived experiences to motivate and assist them in connecting new learning to home and community settings (Ladson-Billings, 1994, 1995; Milner, 2010; Nieto, 1996; Gay, 2010; Villegas & Lucas, 2002; Sleeter & Cornbleth, 2011; Hollins & Oliver, 1999; Irvine & Armento, 2001). Multiple representations of subject matter knowledge involve finding pertinent examples, comparing and contrasting, bridging the gap between the known (students' personal cultural knowledge) and the unknown (materials and concepts to be mastered).

Likewise, these culturally responsive teaching practices inform teachers' assessment practices, using a variety of formative and summative assessment tools including their own tests and observations, as well as standardized tests. Culturally responsive teachers interact in caring and supportive ways while holding high expectations. They make connections between school and community knowledge in ways that inform their teaching and that involve students' families in helping their children succeed.

Effective culturally responsive teachers are knowledgeable and reflective about the complex issues of culture. As William Julius Wilson observes, to understand the effects of culture on behavior, one must consider cultural repertoires (habits, styles and skills) and micro-level processes of meaning-making and decision-making—that is, the ways that individual in particular groups, communities, and societies develop an understanding of how the world works and make decisions based on that understanding.[1] Although it is clear that culture influences teacher-student relationships and student learning, students of color are not mere products of their culture. Consequently, culture affects individuals in different ways and not all members of the same cultural group behave in identical ways or identify with their culture to the same degree.

The difficulty of understanding and responding to cultural differences, plus beliefs that race is irrelevant today or that paying attention to race is a form of discrimination, cause many educators to discount the effects of race and ethnicity on student learning and their own behavior and to see the challenges many underachieving students face as rooted in poverty and the social conditions that low achieving students often experience. The socioeconomically-related experiences of students are unquestionably important but a student's race and ethnicity—in addition to their culture and language—are powerful influences on students, independent of students' family income.

Research on the Effectiveness of CRP and Examples of Effective Practice

Much of the empirical research on CRP focuses on African American and Latino students, though some path breaking studies look at the effects on Hawaiian and Native American students. There is limited research on how variations in teaching affect the learning opportunities of students of Asian descent.

***62** There is a large body of research on CRP (cf. Gay, 2010) much of which provides rich contextualized descriptions of practices that are particularly important for student learning, broadly defined. This brief review of research focuses on studies that (1) meet relatively rigorous methodological standards and (2) include measured student outcomes that report performance on standardized state or national assessments, evidence of student learning on teacher-administered tests, student engagement (defined in behavioral terms), student attendance, student retention, and graduation. Quantitative works in the review used appropriate comparison or control groups and pretest and posttest measures as well as appropriate statistical analysis. Qualitative works in the review were selected if they adhered to the tenets outlined by research methodologists such as Miles and Huberman (1994), Rubin and Rubin (2005), and Corbin and Strauss (2007). Particular attention was given to issues of reliability and validity of qualitative studies-such as member checks, coding descriptions, pilot testing, multiple data sources, and triangulation of data.

The research reviewed provide examples of relevant studies that deal with six important inter-related

pedagogical influences on student learning:

- Developing caring relationships with students while maintaining high expectations
- Engaging and motivating students
- Assessing student performance
- Grouping students for instruction
- Selecting and effectively using learning resources
- Promoting and learning from family and community engagement

For each of these fundamental aspects of teaching, examples of culturally responsive practice are provided. It is important to keep in mind that the positive effects of individual teachers use of CRP is enhanced by the extent to which other teachers in the same school effectively use aspects of CRP (Thomas, 2011).

Developing Caring Relationships with Students while Maintaining High Standards

Research

A common finding of recent research on student learning is importance of positive teacher-student relationships (Allen, et al., 2011; Boykin, 2009). But this is not a matter of teacher dispositions in themselves. As Robert Marzano (2011) concludes, it is what teachers do that dictates how student perceive relationships. In other words, building relationships with academic consequence is a pedagogical skill.

The research literature on culturally responsive African American teachers and care (Roberts & Levine, 2008) emphasizes that caring is related to high expectations and the structured discipline these teachers impose in their classrooms. The literature also suggests that some students of color, especially African American and Latino students, tend to be more dependent on teachers than their other-race peers, and tend to perform poorly in school when they do not like their teachers or feel that their teachers do not care for them (Johnson & Prom-Jackson;1986; Sizemore, 1981; Vasquez,1988; Valenzuela, 1999; Flores-Gonzalez, 2002; RolónDow, 2005; Slaughter-Defoe & Carlson, 1996; Wilder, 2000; and Ferguson, 2002). For example, Ronald Ferguson's investigations in 95 ethnically diverse schools in 15 school districts concluded that teachers' affective behaviors are a source of motivation and influence the achievement of African American and Hispanic students. However, holding high expectations for students without providing needed instructional support can have negative consequences.

The Social Justice Education Project (Cammarota & Romero, 2009) is a four-semester high school social studies curriculum in a majority Chicano/a school where 40 percent of the students dropped out before graduating and 55 percent qualified for free lunch. The academically rigorous curriculum model was aligned with state standards and one of the components was authentic caring and compassion. Cammarota and Romero found that Chicano students in the program outscored Anglo students in the same school on the state's examinations in reading, writing, and math exam. Additionally, the graduation rate of the Chicano students in the program exceeded those of white students.

Other Examples of Effective Practice

***63** Culturally responsive caring relationships with students are described in numerous works (Foster, 1997; Lipman, 1995; Lynn, 2006; Ware, 2006; Walker, 1993). The teachers in Gloria Ladson-Billings' *Dreamkeepers* (1994) considered themselves part of their students' extended families. These teachers engaged their students in out-of-school activities like camping trips and lunches at restaurants. One teacher sent each of her students a birthday card. Sonia Nieto (2011) writes about teachers who learned the language spoken by the majority of their ELL students, visited the homes of their students, and attended community festivals and religious services. A teacher in H. Richard Milner's (2010) study stayed after school to play one-on-one basketball with a student who was not engaging in the classroom. This action of the teacher was a catalyst for building the kind of relationship with the student needed for the student's success.

Descriptions of Latino educators (Center for Research on Education, Diversity and Excellence, 2000) document another type of caring called *cariño.* Examples of *cariño* included instances where teachers referred to their Latino

students with kinship terms like mijo/mija (son/daughter) or *mi amor* (my love). The Latino teachers thought it was important to establish and foster a sense of *confianza*, which included sharing cultural experiences with their students, listening to them, and relating to them as culturally connected relatives. In his work with Latino high school students, Irizarry (2011) found that *cariño* was most evident in a deep belief in students' ability, respect for their identities, and high expectations.

Engaging and Motivating Students

Research

Geoffrey Cohen and his colleagues (Cohen, et al., 2009) looked at the effects of student engagement by using culturally centered instruction. In a randomized field experiment[2] to decrease psychological threat related to negative stereotypes in school, Cohen found that a series of structured writing assignments focusing on a self-affirming values improved African American students' achievement. In the writing exercises, students wrote about their own values and experiences, such as relationships with friends, family, or musical interests. Over two years, the grade point average of African American students improved, particularly among low-achieving African American students. In addition to their improved GPAs, the students' rates of remediation or grade repetition also decreased. At the same time, white students' performance was not negatively affected. Compared to other students who did not receive the self-affirming writing exercise, the downward trend in performance commonly found in middle school was less steep for the treatment group of African American students than for African Americans in the control group. This trend held up, not just for one term but also across two years. The researcher concluded that the self-affirming intervention interrupted a recursive cycle of poor performance and prevented the achievement gap from widening over time.

Boykin and his colleagues have conducted several experimental studies that support his contention that *communalism*, a form of African American group orientation, is an important cultural consideration in the instruction of African American students. One study (Hurley, Allen, & Boykin, 2009), investigated the interaction between student ethnicity and the reward structure on math estimation task. African-American and white elementary students were studied in one of three group learning contexts: intergroup competitive, interpersonally competitive, and communal-no reward. The researchers found that the African American and white students performed best in different learning contexts. Black participants scored significantly higher than whites in the communal context and whites scored higher at posttest in the interpersonal competitive context. The reward structure of the study session made a difference in the performance of both African-American and white students. Moreover, Boykin (Boykin & Ellison, 2008) developed the Talent Quest Model that emphasizes "integrity-based educational interventions," such as building on students' cultural, family, and community assets. Low-achieving African American students enrolled in the program were compared to a matched sample of non-participating students. Talent Quest Model students' performance improved in reading and math. Other studies that provide evidence about student intellectual engagement and use of culturally relevant resources include Lee (2010) in science and Copenhaver (2001), and Hill (2009) in language arts.

***64** Student engagement has also been considered in the research on cooperative and group learning. Well-planned and carefully constructed cooperative/team learning strategies and flexible ability grouping are particularly effective in classes containing diverse learners (Stephan, 1999; Slavin, 1990).

Other Examples of Effective Practice

Fisher (2005) describes how urban African American, Dominican, and Puerto Rican high school students and their teachers used spoken word poetry to rewrite their life stories to create the world they wanted for themselves, their families, and their peers. The instructional examples emphasize the multiple contexts in which teaching and learning takes place, including blackowned and operated bookstores, spoken word poetry "open mic" events, and extended day and after school literacy programs. Other examples of CRP that engages students in academic work include the use of hip-hop culture to increase skills of students of color in reading, writing, speaking, literary criticism, and debate (Morell & Dunacan-Andrade, 2002) and giving optional assignments for diverse learners that

allow them to select books written in their first language (Powell, 1997).

Assessment of Student Learning

Research

Much of the research on culturally responsive assessments by classroom teachers (as opposed to school-wide, state, or national assessments) focus on English language learners, the overrepresentation of students of color in special education (Spinelli, 2008), and the under representation of these students in gifted education (Ford, 2010). These inappropriate uses of assessments limit the learning opportunities of very large numbers of students from diverse racial, ethnic, cultural and linguistic backgrounds (Klingner, et al., 2005).

Claude Steele (1997) and his associates have shown that stereotype threat, the internalization of social stereotypes when faced with apparently difficult tasks, can negatively influence school success and is a critical factor in the assessment of African American students' test performance. In an experimental study, the researchers designed a stereotype-threat condition in which college students were told that a test of verbal ability diagnosed intellectual ability. In the no-stereotype-threat condition, the students were told the test was unrelated to intellectual ability. In the stereotyped condition, African American students performed significantly less well than their white peers even though they were statistically matched by ability level. In the no stereotype-threat condition, there was no racial differences in performance. In another study, Steele (1997) found that when African American students simply indicated their race and were not told the test did not reflect their ability; they still performed worse than whites.

Carol Lee's Cultural Modeling Project (2006, 2010) is designed to improve the literacy skills underachieving urban high schools students by building on African American Vernacular English (AAVE) and popular culture to master complex problems in language and literacy. Cultural modeling includes the use of rap lyrics, videos, and film. Lee describes how the use of these "data sets" helped students transfer competencies developed in reasoning related to everyday text to reasoning required in analyzing canonical texts. Lee's experimental studies of the model were conducted in low-achieving African American urban high schools. Two English classes were taught using Cultural Modeling and two were taught the traditional English curriculum. The experimental students' gain from pretest to posttest was over twice that of the control group students. She documented increased student performance in metacognitive instructional discourse; that is, their comprehension as well as the ability to describe their own thinking and nuanced reasoning about symbolism increased as a result of this intervention.

Other Examples of Effective Practice

***65** Culturally responsive assessment strategies often include open-ended rather than multiple-choice questions that allow for student choice in determining when and how they will be assessed (Estrin & Nelson-Barber, 1995) and use forms of assessment that do not always rely on verbal language or mastery of Standard English (Villegas & Lucas, 2002). Examples of authentic and alternative assessment strategies that enable diverse students to demonstrate their competence include oral presentations, audio or video taped presentations, role-playing, artwork, performance, journals, and projects. The Teaching Diverse Students Initiative sponsored by the Southern Poverty Law Center (http://www.tolerance.org/tdsi/tools) also lists resources for alternative assessments.

Grouping Students for Instruction

Research

Early reviews (Johnson & Johnson, 1989; Slavin, 1980, 1983) of research on cooperative learning revealed positive effects for all students on such variables as student achievement, peer relationships, classroom climate. Research also revealed that cooperative learning can be a particularly effective instructional strategy for students of color (Lucker, Rosenfeld, Sikes, & Aronson, 1976; Garibaldi, 1979; Slavin, 1983).

The research of Elizabeth Cohen and Wade Boykin supports the effectiveness of cooperative learning but notes the importance of instructional conditions like the

nature of the interaction within the groups, the nature of the task, reward and task interdependence, status factors, and the role of the teacher. Elizabeth Cohen (1994) and her associates noted that although cooperative learning can potentially benefit diverse classrooms, cooperative learning could create situations in which low achieving students and social isolates are excluded from group activities. Cohen designed a cooperative learning instructional strategy, Complex Instruction (CI), in which teachers pay particular attention to issues of status and unequal participation. In a series of experiments in middle grades social studies classrooms, Cohen found that students in CI classes performed significantly better, especially on higher-order thinking skills, than CI students on the control group.

Some cooperative/team learning activities utilize "equal opportunity scoring" with each member contributing to the overall team's score. This decreases the chances that underachieving, students who are not comfortable participating in teams or that English language learners will be devalued by their peers.

Other researchers have explored student engagement and improved learning outcomes by focusing on flexible ability groupings with a high standards curriculum. In order to determine the effects of an accelerated middle school mathematics curriculum, researchers (Burris, Heubert & Levin, 2006) designed a longitudinal study in a diverse school district using a quasi-experimental cohort design that evaluated students' subsequent completion of advanced high school math courses as well as their academic achievement. The interrupted time series design examined subgroup performance for students of color, students of low SES, and students of varying achievement levels. Student data were collected from ITBS scores, the state's Regents exam, AP calculus exams, and the number of math courses passed. The findings showed that all groups of students significantly improved their completion of advanced math courses, including students of color and low-SES students. The number of students of color who passed the Regents math test tripled, and higher percentages of African American, Latino, and low-SES students passed the exam in eighth-grade de-tracked classes than in tracked eighth- and ninth-grade classes. Finally, although a gap remained between white/Asian students and African American/Latino students in advanced mathematics, it narrowed.

Other Examples of Culturally Responsive Practice

***66** There are examples of culturally responsive grouping related to the design of curriculum (Nieto & Bode, 2012) and in lesson plans for cooperative learning in the work of Grant and Sleeter (1997), Cohen's 1994 textbook, *Designing Groupwork: Strategies for Heterogeneous Classrooms*, and lesson plans on the Teaching Tolerance Magazine website (www.http://www.tolerance.org/magazine/archives).

Selecting and Effectively Using Learning Resources

Research

Studies that provide evidence about student academic engagement and use of cultural resources include: Lee (2010) in science; Copenhaver (2001) and language arts and Hill (2009) and Bell & Clark (1998) in reading. In an extensive review of the research on the academic impact of ethnic studies curricula on student outcomes, Sleeter (2011, p. 3) concluded "well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students." Among many examples, Sleeter describes the Webster Groves Writing Project, a middle and high school action research project designed to improve writing achievement of African American students by using literary works by African American authors and a process writing approach. The program evaluation results showed that participating students made greater gains in writing that non-participating students on the local writing assessment and the state writing test.

Boykin and his colleagues developed the Talent Quest Model (Boykin & Ellison, 2008) which emphasizes "integrity-based educational interventions," such as building on students' cultural, family, and community assets. Low-achieving African American students enrolled in the program were compared to a matched sample of non-participating students. Talent Quest Model students' performance improved in reading and math.

Other Examples of Effective Practice

Several studies show that when students of color who use learning resources that involve the study of people from

their own race or ethnicity or study events and experiences with which they can identify, they are typically more engaged and improve their academic performance (cf. Sleeter, 2011). This is true whether the topic being studied involves reading, writing, math, social studies or science. Lee (2006) shows that curricula and learning resources that link students' everyday lived experiences to academic content is particularly productive for racial and ethnic minority groups. The website Teaching Tolerance.org has many examples of how teachers can adapt learning resources and create learning opportunities that are culturally relevant.

Promoting and Learning from Family and Community Engagement

Research

Among the most often-cited research on the efficacy of culture-based learning comes from the Kamehameha Early Education Program (KEEP) in Hawaii (Au & Mason, 1981). KEEP was a K-3 language arts program that incorporated the discourse skills, values, beliefs, and activities in Hawaiian homes and families into the school's instructional program. The families of all children who participated in the study were enrolled in a public assistance program and were randomly assigned to experimental and control groups. The researchers investigated the effectiveness of the KEEP culture-based education model compared to the forms of instruction typically used in public schools. KEEP students performed significantly better than the students not engaged in the program.

***67** Several other studies of ethnically homogeneous schools and communities attest to the efficacy of adapting curricula and teaching to student cultures (Au & Mason, 1981; Lomawaima & McCarty, 2006, Matthews & Smith, 1994; Lipka & Adams, 2004); (Tharp, 1982; Thomas, 2011). While many schools and classrooms in the United States are much more diverse than these homogeneous settings, these studies provide significant evidence of the efficacy of CRP.

Other Examples of Culturally Responsive Practice

An essential principle of CRP involves building on students' prior knowledge, interests, and linguistic resources by valuing and incorporating the experiences and skills that they bring to school from their home cultures. Culturally responsive teachers develop positive relationships with families and probe the school, community, and home environments, searching for insights into diverse students' abilities, preferences, and motivations.

The work of Luis Moll and his colleagues on "funds of knowledge" supports the view that teacher communication with families and observation of students in community and home settings can enhance diverse students' learning. Moll suggests that teachers talk to parents about their household and parenting practices, skills, and interests, and incorporate these "funds of knowledge" into the curriculum and their teaching practices (Gonzales, Moll & Amanti, 2005). For example, teachers found that Mexican students and their families had knowledge of agriculture, farming, mining, economics, and science. One teacher used this knowledge to develop a unit on literacy and numeracy. The students and their families constructed model buildings, wrote essays about their projects in English or Spanish, and invited parents who worked in construction to visit the classroom and explain how they used tools to measure distance and weight.

In one language arts class, a culturally responsive teacher taught her elementary students how to write, revise, and edit a narrative as well as deliver an oral presentation. Students gathered ideas for their stories from family and community members. For example, immigrant students were encouraged to interview parents and grandparents about their migration to the US. Other students could invite the family storyteller to talk to the class (Irvine & Amanti, 2005).

In *Immigration Myths*, Teaching Tolerance magazine (2011) presents reading, language arts, social studies, and English language lessons that assist middle and high school students in deconstructing common myths about immigrants and the process of immigration in 21st century America. In these standards-based lessons, the students share their knowledge with the greater community by identifying three people in their homes and communities who might benefit from learning about immigration myths.

Clarifying Differences between Good Teaching for All and CRP

Arguably, variations of CRP described in the previous sections of this paper could apply to all students. And indeed they do. All students bring their race, ethnicity, culture and language facility with them to their schools and classrooms. But race, ethnicity, subgroup culture and language are not equally relevant to the learning opportunities of all students or to educators' dispositions about, and understandings of, student behavior and readiness to learn. Among the reasons for this are that the experiences of most students of color are often different from those of most white students because of their family histories, the racially isolated character of their communities, and the likelihood that their skin color and that of their families has resulted in subtle or overt discrimination and its consequences. CRP may be thought of as falling into four categories:

***68** ■ Practices/behaviors that may benefit all students but are particularly (more likely to be) important to students of color.

■ Practices that are specific to students who are racially, ethnically and linguistically diverse students.

■ Practices that have a differential affect on students of different racial and ethnic backgrounds.

■ Practices that, if not experienced, are more likely to impede the learning of students of diverse racial and ethnic backgrounds.

Bringing CRP to Teacher Evaluation

There are hundreds of different observation protocols for evaluating teacher performance. While they differ in emphasis and vocabulary, most reflect a research-based consensus that school-based learning is a social and cognitive endeavor influenced in no small way by the beliefs and prior experiences that students bring to any particular opportunity to learn. CRP is similarly rooted in such research. When instruments for assessing effective teaching are grounded in social cognition, one sees concerns for taking students culture and language into account; notably in elements of highly effective teaching described by Charlotte Danielson's Framework for Teaching (FFT) and the standards of the Interstate Teacher Assessment Consortium (InTASC). But even these well-regarded guidelines may be too broad and ambiguous to capture CRP practices and it seems reasonable that a teacher could be rated highly on relevant rubrics without differentiating instruction within his or her classroom in response to student diversity. To illustrate how otherwise excellent measures of highly effective teaching might be enriched by incorporating aspects of CRP either in the rubrics themselves or in instructions for their use, examples of rubrics from FFT are compared to similar CRP, enhanced rubrics or practices within the six types of teaching strategies discussed above (Danielson, et al., 2009). Six rubrics from Danielson's FFT that map on the six teaching behaviors discussed above were selected. For each, we (1) present the FFT rubric, (2) suggest "CRP enriched" alternative, and (3) provide a brief explanation of the CRP enriched version. Many of Danielson's rubrics touch on the six behaviors discussed above. We have tried to pick the rubrics that seem to come closest to dealing with aspects of CRP.

<u>Promoting and Learning from Family and Community Engagement</u>

Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great	Teacher interacts frequently with families with professional and cultural sensitivity to inform them about their student's progress, help them support their student's learning, and learn from

professional and cultural sensitivity.	families about the lived experiences of their student so that they can use this information in selecting learning resources and adapting instruction.

While all good teachers seek to keep families informed and encourage their involvement in school events, culturally responsive teachers seek to (1) help families to support their children's learning and (2) learn *from* families in several ways, including visits to homes and communities. In addition, culturally responsive teachers incorporate what they learn about students and families and differentiate their instruction accordingly, when appropriate. In other words, culturally responsive teachers build two way bridges to families and in so doing respect	cultural differences that might affect the forms of communication and collaboration. Developing Caring Relationships with Students
***69** Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Teachers hold high expectations for all students and provide them with needed support. Interactions with students take into account students' racial, ethnic and cultural identities while avoiding stereotypes.
Of course, all students want to be treated in a caring way but it appears that this is especially important for the success of students of color. This may because students of color are more likely than their white peers to have had negative experiences in school or to know family members or friends who are dissatisfied with, if not alienated by, with their school years. Developing caring relationships does not involve lowering demands in order to build self-esteem; but high expectations must be accompanied by support for high achievement and fostering confidence in students' ability to succeed.	Students of color often respond positively to teachers who show interest in and respect for their racial and ethnic identity. Engaging and Motivating Students

Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Learning activities are suitable to diverse learners and support instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	Learning activities build on the lived experiences of diverse learners and support instructional outcomes. They engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners acknowledging issues of culture, semantics, accents, dialects and language facility. Differences in student responsiveness to different types of rewards for high achievement are considered.

Many students of color are more likely than white and some Asian-descent students to have been, or who have friends and family members who have been, relatively unsuccessful in school. In such cases, students of color may lack confidence in their ability to productively undertake challenging tasks. This uncertainty can be addressed by linking assignments to familiar personal experiences, by ensuring students of needed support, and providing examples of past success by them or by people with whom they identify. Motivating performance among diverse students can require diverse rewards, even in the context of the same task. Excellent teachers try to learn from families how students respond to different types of incentives.

Assessing Student Performance

Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	***70** Assessment of student outcomes is based on a variety of measures of student learning that take into account differences in students' cultural experiences and language facility. Attention is paid to the possibility that students' performance will be based on their confidence about doing well rather than their actual knowledge of the content being assessed.

Culturally responsive teachers use a variety of measures to assess student performance. This can be difficult in an era of high-stakes standardized testing. But building mastery in core academic subjects around differentiated assessment will usually translate to high performance on standardized tests. Differentiation of assessment should not lead to lower expectations or to the perception by students—or their peers—that they are being held to different standards. Good assessment requires readying students for the task ahead. For culturally responsive teachers, this does not mean conventional "test prep", but

anticipating and addressing the consequences of stereotype threat.

Grouping Students for Instruction

Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Instructional Groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take initiative to influence the formation or adjustment of instructional groups.	Various grouping strategies are flexibly used. Groups that are based on prior achievement are used sparingly and for specific purposes and racially and ethnically homogeneous groups are avoided when possible. Student differences in readiness to contribute to group learning is taken into account.

Instructional grouping in diverse classrooms poses more challenges than in homogeneous classrooms. For example, FFT encourages teachers to allow students to choose their learning partners but research shows that students tend to select partners from their own ethnic groups and struggling students may choose to learn with students who are not high achievers. Further, students from some cultural backgrounds or with limited English may be reticent to participate in group activities and defer

to more assertive and academically confident peers.

Selecting and Effectively Using Learning Resources

Danielson FFT "Distinguished" Rubric	CRP Enriched Rubric
Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Learning resources used engage all students in higher-order intellectual challenges. Teacher links learning objectives to a variety of materials that reflect the cultural diversity of the school, the community, the nation and the world.

Simply infusing representations of racially and ethnically diverse people or traditions in a lesson has little effect on student engagement or achievement. Using diverse learning resources to deeply explore content and using these resources to enhance racial and ethnic identity is what is needed. Culturally responsive teachers want all students to learn about the lives and heritage of students of diverse backgrounds. At the same time, students need opportunities to learn from materials with which they can identify and this means that the same lesson might use diverse resources ensuring that the level of rigor is high for all students.

Conclusion

***71** It is likely that a teacher who is highly competent in culturally responsive pedagogy would be identified as a "distinguished" teacher because CRP is rooted in the same basic research on teaching and learning that inform the Danielson rubrics and other good teacher evaluation systems. But it is also likely that teachers will be judged excellent without implementing any of the CRP practices identified in the pages above (which are a small sample of effective CRP related practices). This reality has two important consequences. First, rubrics in teacher evaluation instruments will be seen as definitions of effective teaching. When CRP is not explicitly noted throughout instruments and is only vaguely discussed when it is—e.g., "take into account student diversity"—it is unlikely that teachers will work to improve their capabilities in meeting the needs of students from racially, ethnically, culturally and linguistically diverse backgrounds. Second, teachers judged as highly effective are likely to be seen by other teachers as role models and to be selected as coaches or otherwise recognized. If exceptional effectiveness can be achieved without expertise in CRP, teachers seeking to improve will not be motivated or get the support they need to develop culturally responsive expertise.

It can be argued that rubrics for evaluating teachers need to be somewhat ambiguous so that they can apply to many different situations, subjects and grade levels and that CRP can be dealt with in guidelines to evaluators for administering the instruments. Indeed, Danielson and her colleagues give more attention to cultural diversity—though race and ethnicity are never discussed—in their guidance about how to be highly ranked on the FFT rubrics (Danielson, 2009). But it is the rubrics that will be taken as definitions of teacher effectiveness. And, if teachers who can demonstrate high levels of expertise in CRP are likely to be highly effective with all students, why not make aspects of CRP more integral to evaluation protocols?

Students who underachieve in school, who are disproportionately students of color, most need the opportunity to learn from highly effective teachers. This means that they need teachers who have the capacity for CRP in their repertoire of professional expertise. It follows that the ability to engage in CRP should be recognized, rewarded and further developed. How teacher performance is evaluated will determine whether teachers have this capability.

Notes

[1] This succinct conception of culture draws on and is developed more fully in Wilson (2009). Wilson shows that the cultural characteristics of many students of color are importantly shaped by intra-group interaction under conditions influenced by racial and ethnic discrimination and segregation.

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February 25, 2015

To: Parties

From: Bill Hawley

Re: TUSD's Plan for Teacher Evaluation

Overview

My comments deal with three aspects of the teacher evaluation plan (TEP): the elements of the evaluation, the training involved for teachers and others, and the instrument itself. I also comment on the process of evaluation something not discussed in the TEP, and a possible problem with language. Let me acknowledge that the development of a teacher evaluation program with a focus on culturally responsive pedagogy is not easy. In one way or another, I worked on this issue for the last five years on a project that engaged more than 40 of the leading scholars in the country as well as several school Districts. This also means I have relatively strong views on the matter though I like to think they are based on research, or at least, the consensus of acknowledged experts.

Elements

Teacher evaluation in Arizona is based on three types of measures: progress on student achievement typically measured by standardized tests, surveys and observational assessments of teacher practices. This is reflected in the USP.

The District has chosen to put student surveys on hold, a clear violation of the USP and a decision that I believe is unacceptable. I will return to this issue below.

***76** Arizona state policy requires that teacher evaluation be based on evidence of student academic progress and that such evidence should count between 33 1/3 and 50% of the teachers total score. The District has wisely chosen to minimize the measure of academic performance not because academic performance is unimportant but because the fair and accurate measurement of that is problematic. There is a huge literature on this question and most scholars who have seriously studied the matter, including the National Research Council of the National Academy of Sciences conclude that student test scores are only approximate measures of teacher effectiveness subject to major error. This reality is not a problem the District can solve though it can mitigate some of the problems by the algorithm that it uses to account for factors other than teacher practices (such as previous performance and socioeconomic background). The plan presented to the parties does not discuss this aspect of this issue and I believe that it needs to do so.

The critique of so–called value–added measures of teacher effectiveness apply to the best of situations; that is, where the student performance measures are directly related to the subjects a teacher is teaching. A very large proportion of teachers, however, are not teaching subjects assessed by standardized tests. In these cases, teachers are assigned the scores of students taught by themselves and other teachers. This is patently unfair and is being

litigated elsewhere. There are alternatives identified in the literature and the District should pursue the feasibility of using such alternatives—such as examples of student work and other indicators of student academic performance, a step I am virtually certain would be welcomed by the Tucson Education Association (TEA) which had a strong role to play in the development of the TEP.

As noted, the District poses to punt on student surveys despite evidence that such surveys can provide solid information about teacher behavior relevant especially to racially diverse schools and classrooms. Indeed, the District proposes to use a validated instrument called TRIPOD (which it says it will modify). It seems reasonable to believe, based on conversations I had with the District and the TEA, that the reason the District proposes to ignore the mandate of the USP is because teachers are worried about being evaluated by their students (as a teacher being evaluated by student, I understand this concern).

But there is no scientific reason not to use student surveys as one of the measures of teacher effectiveness. Such surveys are in use in several Districts throughout the country. (The District's fallback position will probably be to minimize the use of student surveys and have them count for perhaps seven or eight percent of the total teacher effectiveness score rather than the 16–17 that would be allowed).

While there is debate about the grade level at which student surveys are most reliably used, (say fifth grade on), they should count for at least 15% of the 17% that could be allowed for surveys under Arizona law. It may be appropriate not to count student surveys in the first year that they had are administered. It is almost certainly true that a good student survey is a better measure of teacher effectiveness than the scores of students throughout the school or grade in which a teacher teaches. This is especially true for teachers who teach in where there are inexperienced teachers and low achieving students even when the measure focuses as it does here one student progress. One can do the math on this pretty easily.

Teacher effectiveness is difficult to measure. All of the proposed measures have their problems. That is all the more reason to use multiple measures and students clearly bring a perspective to teacher behavior that cannot be assessed any other way.

Training

The essentials for training teachers to perform effectively with respect to the behaviors being measured in a teacher evaluation process are rather straightforward. Teachers should be trained to know about and be able to perform the tasks being assessed. To do otherwise is both unfair and an effective way to bring about the practices desire.

***77** Perhaps part of the problem with the teacher evaluation plan's provisions related to training is the language. There is no need to provide teachers with extensive training on the teacher evaluation process itself, as proposed. The training, or professional development if you will, should focus on the practices to be performed in the classroom and with families. The TEP indicates that teachers will be trained on practices not specifically identified in the evaluation plan (see Appendices J & K) which suggests that either the training will be wasted because teachers will want to learn things about which they are held accountable or the evaluation. Instrument is inadequate (more on that later).

Not only does the training plan seem to have little relationship to the practices to be evaluated, but the training procedures themselves are problematic. They do not align very well with the District's own guidelines for professional development. Much of the training is to be online. Having taught a number of online courses and examined the relevant research, there are real limits to online learning if the goal is to change behavior. We are told that teachers are to receive one–on–one training via collaboration with the assigned evaluator. This would be an effective practice but serving more than 3000 teachers in this way seems unlikely. In short, training related to the TEP, should be integral to the overall strategy for professional development (for example, embedded in professional development to teach subject content), should reflect the.principles that the District says it uses to design and implement professional development, and involve opportunities to practice, be evaluated and relearn.

The TEP also describes the training that would take place for those to be the evaluators. Here the District calls for training on topics not to be evaluated, an excessive amount of time in online training, and no process for assuring reliability (reliability in this case means that different evaluators assessing the same behaviors come up with the same conclusions).

The Instrument for Assessing Teacher Practices
The District has decided to use the instrument that maps on the Danielson framework for teaching (FfT). And to do so without modifying the instrument The FfT is a good instrument that has been validated against evidence of student learning. The problem is that the FfT is not particularly strong with respect to culturally responsive pedagogy. How do I know this? The author of the instrument acknowledges this is so and I and several of my colleagues have been in discussions with Charlotte Danielson about this limitation. One part of this discussion has involved engaging six of the most prominent scholars in the country to assess whether the FfT captures practices that would differentiate good teachers from those who master culturally responsive pedagogy. Some of this work was shared with the District and its committee decided that these experts were wrong—that the Danielson instrument in fact covers the issue the experts say said it does not. The District and its committee appear to believe that teachers will understand the implications of statements in the FfT correlated with culturally responsive pedagogy even when they are unclear even to experts. This is highly unlikely. Research on effective teacher evaluation suggests that teachers treat evaluation instruments literally. That is, they parse the descriptions of practice and try to perform such practices*

***78** TUSD is unique among the school Districts involved in desegregation court orders in so far as the priority given to culturally responsive pedagogy is involved. The TEP, unfortunately, falls short of meeting this opportunity and challenge.

Process

The TEP tells us very little about the process by which the evaluation of teachers will take place and what the results of the evaluation will trigger. How often will be teachers will be evaluated and by whom? How will the validity of assessments be evaluated assessed (other than that a committee will meet to consider this)? How will the results of the evaluation synch with provisions of the USP related to peer assistance and support?

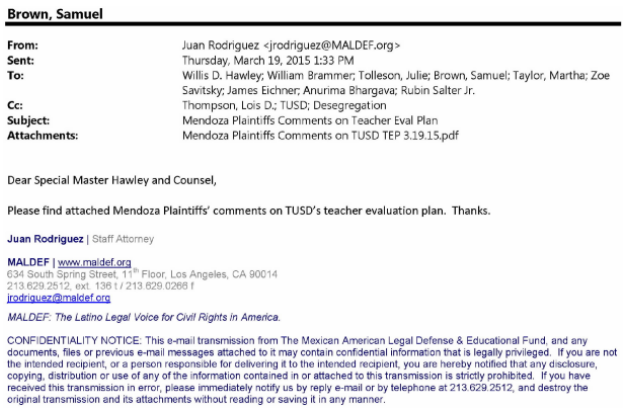
Language

Of central importance to school improvement is shared understanding of key values and practices. For such shared understanding to occur, messages have to be consistent and the connotation of meanings clear With respect to culturally responsive pedagogy, the District appears to use several different terms or to equate terms that have different meaning. In the TEP, CRP is sometimes CRPI and sometimes CRT. In other documents culturally responsive pedagogy and culturally relevant are used interchangeably (the USP make this distinction for a reason) sometimes the term cultural competence is conflated with culturally responsive.

It is not enough to say, oh well, these things mean kind of the same because when teachers look closely they will see that they do not. This will have a negative effect on both morale and effectiveness.

Sometimes people use different terms too casually but often we use different terms because they have different meanings and they will have different meanings for the people who hear them. That is particularly important when what is to be learned is new because our instinct is to try to fit new ideas into old understandings. That is one reason why, I think, the teacher evaluation committee in TUSD wants to believe that the FfT embodies CRP.

ATTACHMENT 3



Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Thursday, March 19, 2015 1:33 PM
To: Willis D. Hawley; William Brammer; Tolleson, Julie; Brown, Samuel; Taylor, Martha; Zoe Savitsky; James Eichner; Anurima Bhargava; Rubin Salter Jr.
Cc: Thompson, Lois D.; TUSD; Desegregation
Subject: Mendoza Plaintiffs Comments on Teacher Eval Plan
Attachments: Mendoza Plaintiffs Comments on TUSD TEP 3.19.15.pdf

Dear Special Master Hawley and Counsel,

Please find attached Mendoza Plaintiffs' comments on TUSD's teacher evaluation plan. Thanks.

Juan Rodriguez | Staff Attorney

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Mendoza Plaintiffs' Comments and Objections to
TUSD's Teacher Evaluation Plan

March 19, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Teacher Evaluation Plan ("TEP") under the Court's January 30, 2015 Order [Doc. 1760]. On February 25, 2015, Special Master Hawley provided his comments to the TEP, along with a report that provided examples of ways the Danielson Framework for Teaching ("FfT") evaluation rubrics' ambiguous language can be improved to better incorporate aspects of culturally responsive pedagogy ("CRP"). While Mendoza Plaintiffs appreciate the District's preparation of the TEP, they have serious concerns that the plan does not comply with the relevant USP provisions, as discussed more fully below.

As an initial matter, Mendoza Plaintiffs agree with the Special Master's observation that the TEP describes little about the process by which evaluation of teachers will take place, including with regard to information on evaluators, frequency of evaluations and how the results of teacher evaluations may be used to identify and provide underperforming teachers with professional support as required under USP Section IV.I, and other USP provisions. Mendoza Plaintiffs believe that an adequate and effective plan must show careful consideration and provide greater detail of such issues.

***79** USP Section IV, H, 1, (i), (I) mandates that the teacher evaluation instruments be amended to give adequate weight to "teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy[.]" Mendoza Plaintiffs have in the past questioned whether the FfT onto which the District's evaluation instrument maps adequately supports the CRP mandates of the USP, including in their RFIs to TUSD's 2013-14 SY Annual Report in which they asked for the Special Master's and Implementation Committee's thoughts on the matter. The report attached to the Special Master's February 25 comments reveal that the FfT does not adequately support the USP's CRP mandates. Mendoza Plaintiffs agree with the Special Master that the instrument's vague language can be improved in the manner illustrated in the report to better capture CRP practices, which will provide teachers with a better understanding of what they will be evaluated on. In that regard, Mendoza Plaintiffs are puzzled with the explanation in Attachment A that TUSD's committee felt that calling out cultural backgrounds reduces the focus to only some students, when the very purpose of CRP is to provide effective teaching in a culturally-supported, learner-centered context to promote the academic achievement of all students. Mendoza Plaintiffs therefore object to the District's intended use of the teacher evaluation instrument that maps onto the FfT, and request that the District revise the plan to include a revision of its current evaluation instrument in the manner prescribed in the Special Master's comments and accompanying report.

USP Section IV, H, 1, (ii) requires that the teacher evaluation instrument give adequate weight to "use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring." While the Mendoza Plaintiffs appreciate the District's explanation of State requirements to include quantitative data on student academic progress as part of teacher evaluations, inclusion of that data does not involve an assessment of the teacher's *use of that data*, as required under the USP. Under the USP, data is specifically to be used to improve outcomes, target interventions and to perform self-monitoring. Mendoza Plaintiffs therefore object to the TEP's omission of this requirement and request that the District make the revisions necessary to comply with this provision. Mendoza Plaintiffs agree that use of student test data in evaluating teacher effectiveness is subject to error and defer to the Special Master regarding the use of an algorithm or alternatives in literature to address that error.

Mendoza Plaintiffs object to the TEP's omission of student survey data from teacher evaluation instruments, and agree with the Special Master that such an omission is a "clear violation of the USP." Mendoza Plaintiffs request that the TEP be revised to detail the inclusion of student surveys in teacher evaluation instruments, as is required under USP Section IV, H, 1, (ii). They also understand that the District's committee is considering either enhancing their survey to include "culturally responsive questions" or to "adopt a replacement survey." Mendoza Plaintiffs understood this to mean that the District may adopt a replacement survey that includes questions to assess teachers' use of CRP practices. If they are mistaken in this regard, they request that the District immediately alert them.

With regard to professional development, Mendoza Plaintiffs agree with the Special Master that training should focus on providing teachers with the tools they need to perform the tasks on which they will be evaluated. Most of the District's descriptions of professional development to be provided are unclear on what it is that will be covered. For example, it is unclear what will be covered in training on the "teacher evaluation process," which presumably does not train teachers to practice the skills on which they will be evaluated. Other professional

development such as the training teachers are to receive in collaboration with assigned evaluators and teacher mentors are unclear about the kind of training that will be delivered and the extent of such training. Mendoza Plaintiffs therefore request that the District expand the professional development section of the TEP so that the plaintiffs and Special Master can better understand what is being proposed.

ATTACHMENT 4

Leonard, Maggie

From: Taylor, Martha
Sent: Monday, March 30, 2015 12:59 PM
To: 'Willis D. Hawley'
Cc: Desegregation; Foster, Richard
Subject: RE: CRP
Attachments: 2013 TUSD_Danielson Framework 3.29.15.docx

Attached is Richard's latest changes to the TEP using the Danielson framework. His additions are in red font and red highlighted phrases show culturally responsiveness. He will later have an addendum with CRPI examples for the components

Thanks.

-----Original Message-----
From: Willis D. Hawley [mailto:wdh@umd.edu]
Sent: Sunday, March 29, 2015 8:25 AM
To: Taylor, Martha
Subject: CRP

Really enjoyed dinner with you and your husband. Based on examples that Richard Foster gave about the changes being made in the teacher evaluation I am a bit concerned about whether they get it and particular how language is used. One of the things we should strive for is a common vocabulary. Could you send me the latest version of the teacher evaluation instrument. I don't want to be changing everything or all three in the instrument but I do want to have a chance to look at it early in the game or at least the stage of the game. Thanks

Sent from my iPhone

DOMAIN 1: Planning and Preparation

	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 stud	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 relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student and cultural misconceptions.
Critical Attributes	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *The teacher's understanding of the discipline is rudimentary.* • *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides*	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*
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like 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 forge 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 spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, 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...*	*In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. And others...*

	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 of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	• *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' medical or learning*	• *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 their contributions or differentiates materials to accommodate those*	• *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 in lesson*	In addition to the characteristics of "proficient," • *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher seeks out information about their cultural heritage from all students and displays this knowledge for individual students* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*
Possible Examples	• *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 religions represented amongst his students.*	• *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.*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines 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*	• *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 attended the local Mexican heritage day, meeting several of his students' extended*

		disabilities.	*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.*	*planning.* • *The teacher is aware of the special needs represented by students in the class.*	
				not all of his students are Christian, so he plans to read a Hanukah 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.*	*family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*

	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 of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs and cultural diversity of individual students.
Critical Attributes	• 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.*	• *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.*	• *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*	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*
			groups of students in the class, differentiated where necessary.	*assessment of student learning*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class are factual knowledge.* • *The topic of the social studies unit involves the concept of "revolutions" 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.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *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.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit 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.*	• *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.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *Students connect current learning to his/her life experiences*

	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 or district and external to the school and on the Internet.	Teacher's knowledge of educational, community, and cultural resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	• *The teacher only uses district-provided materials, even when more variety would assist learning.* • *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.*	• *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.*	• *Texts are at 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 outside the class for students to draw on.* • *Teacher displays awareness of resources*	In addition to the characteristics of "proficient," • *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*

				to enhance culturally responsive pedagogy through the school or district.	*resource to extend learning opportunities*
Possible Examples	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *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."*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.* • *The teacher took an online course on Literature to expand her knowledge of great American writers.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so 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.*	

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent 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 students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or*	• *Learning activities are moderately 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*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking and designed to engage all students in meaningful learning* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student*	In addition to the characteristics of "proficient," • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging and cultural resources that are differentiated for students in the class.* • *Lesson plans*
	sequenced and are unrealistic in their expectations.	*of time expectations.*	*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.*	*differentiate for individual student learning and cultural needs.*
Possible Examples	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.* • *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase 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 indicated.*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.* • *While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson*

	written on sticky notes in his grade book; they indicate lecture, activity, or test.			*outcomes to those they previously learned.*
	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, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to uses assessment results to plan future instruction for individual students with minimal evidence of an achievement gap
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • Assessment criteria are vague.	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.*	In addition to the characteristics of "proficient," • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.*
	been designed. • *Assessment results do not affect future plans.*	• *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.*	• *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	• *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *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 Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he*	• *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 at the top. The plan indicates that the teacher will pause to*	• *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. 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*	• *To teach persuasive writing, Ms. 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*
	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 I give 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."*	*"check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	*responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

DOMAIN 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but yet impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and cultural sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• *Teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *Students use*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes*	In addition to the characteristics of "proficient," • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one*
	disrespectful talk towards one another with no response from the teacher. • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	*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 unusual.*	*superficial connections with individual students.*	*another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's dignity and cultural background*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the 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*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not 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 that way to your classmates," but*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling 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*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says "That's an interesting idea, Josh, but you're 'forgetting….'"*
	their names.	*student shrugs his/her shoulders*	*each other.* • *Teacher and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes 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.*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *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*	• *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.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "Proficient," • *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, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.*

		looking for an "easy path."		• *Students take initiative in improving the quality of their work.* • *Students have internalized high expectations of hard work and success*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is 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."*	• *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 classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *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 all 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.*	• *The teacher says "It's really fun to find the patterns for factoring polynomials."* • *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 re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

	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 effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *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.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Where applicable, paraprofessionals are productively and independently engaged during the entire class.*	In addition to the characteristics of "proficient," • *Students take the initiative with their classmates 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.* • *Where applicable, paraprofessionals make substantive contributions to the classroom environment.*
Possible Examples	• *When moving into small groups, students are*	• *Some students not working with the teacher are not*	• *Students get started on an activity while the teacher takes attendance.*	• *Students redirect classmates in small groups not working directly with the*

	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 bump into one another lining up or sharpening pencils.* • *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 clues from others.*	*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 some clarifying questions about procedures • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *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.* • *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 g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	*teacher to be more efficient in their work.* • *A student reminds classmates of the roles 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.* • *Students independently check themselves into class on the attendance board.*

	Unsatisfactory	Basic	Proficient	Distinguished
2d: 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 diversity of the students and response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. 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. Teacher's response to student misbehavior is culturally sensitive to individual student needs and respects students
Critical Attributes	• *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.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *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.* • *Teacher's response to student misbehavior is effective and culturally appropriate.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence*	• *Classroom rules are posted, but neither teacher nor students refers to them.*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that*

	them. • *An object flies through the air without apparent teacher notice.* • *Students are running around the room, resulting in a chaotic environment.* • *Phones and other electronics distract students/ teacher doesn't do anything*	• *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 don't have a late pass? Come in and take your seat; you've missed enough already."*	*section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	*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 misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

	Unsatisfactory	Basic	Proficient	Distinguished
2e: 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 moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *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.*	• *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.*	• *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.*	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	• *There are electrical cords running around the classroom.* • *There is a pole in the*	• *The teacher ensures that dangerous chemicals are stored safely.*	• *There are established guidelines concerning where backpacks are left during class to keep the*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.*

	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.*	• *The classroom desks remain in two semicircles, 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.*	*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.*	• *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

DOMAIN 3: Instruction

	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 experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	• *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 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*	• *The teacher states clearly, at some point during the lesson, what the students 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*	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.* • *All students seem to*

	• *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	• *it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *they are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	• *understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* • *Students suggest other strategies they might use in approaching a challenge or analysis.*
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 quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or*	• *The teacher mis-pronounces "…"* • *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*	• *"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 says: "Here's a spot where some students have difficulty:…be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *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.*
	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 "ain't."*	*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.*		• *The teacher says: "Who would like to explain this idea to us?"* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also mean the same thing.*

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	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. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts 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 actually 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 uses student responses to questions effectively.* • *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.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.* • *Virtually all students are engaged in the discussion.* • *Students engage respectfully in academic dialogue.*
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, then share with a partner before inviting a few to offer their ideas 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…?"

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions leading to the exploration of important content and future learning. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	• *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*	• *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*	• *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.*	In addition to the characteristics of "proficient," • *Virtually all students are highly engaged in the lesson.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how they complete tasks.* • *Students suggest*
	variety would better serve the instructional purpose. • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	*different instructional groupings; these are partially successful in achieving the lesson objectives.* • *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.*	• *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.*	*modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed. Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *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.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.*

	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 are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	• *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.*	• *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 of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future*	• *Students indicate that they clearly understand the characteristics of high-quality work.* • *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*	In addition to the characteristics of "proficient," • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.*

		improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher attempts to adjust the lesson are partially successful.	teacher makes adjustments to the lesson to enhance understanding by groups of students.	• 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	• A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone."	• Teacher asks: "Does anyone have a question? • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.	• 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.	• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

	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 a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches including culturally responsive strategies for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	• Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students.	• 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.	• 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.	In addition to the characteristics of "proficient," • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students 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 can cite others in the school and beyond who she has contacted for assistance in reaching some students.

Possible Examples	• 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."	• 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.	• 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.	• The teacher stops in mid-stream 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 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."

DOMAIN 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	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.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient," • 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.
Possible Examples	• Despite evidence to the contrary, the teachers says, "My students did great on that lesson!" • The teacher says: "That was awful; I wish I knew what to do!"	• At the end of the lesson the teacher says, "I guess that went okay." • The teacher says: "I guess I'll try x next time."	• The teacher says: "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements.	• The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• Absence 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.	• 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.	• 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, but not all, or it may contain some errors. • Progress of student attainment is based on mastery.	In addition to the characteristics of "proficient," • 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	• 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 their permission slips.	• 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: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.	• 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.	• 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 her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate, information is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Lack of family engagement activities. • Culturally inappropriate communication.	• School or district-created materials about the instructional program are sent home. • Infrequent 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.	• 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.	In addition to the characteristics of "proficient," • On a regular basis, students develop materials to inform their families about the instructional program. • 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	• 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."	• 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 quizzes are sent home for parent/guardian signature.	• The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. • The teacher created monthly progress report sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.	• Students create materials for "Back to School" night that outline the approach for learning science. • Student daily reflection log describes learning and go home each week for a response from a parent or guardian. • Students design a project on charting family use of plastics.

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *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 school district and community projects.*	• *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.*	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	• *The teacher doesn't share test taking strategies with his colleagues. He*	• *The teacher is polite, but never shares any instructional materials with his grade*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers*

	Unsatisfactory	Basic	Proficient	Distinguished
	figures that if his students do well, it will make him look good. • *The teacher does not attend PLC meetings.* • *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."*	*partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I 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.	*been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses 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.*	*during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that 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.*

	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, ~~and~~ 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 and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	• *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.*	• *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.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight 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.*	In addition to the characteristics of "proficient," • *The teacher seeks regular opportunities for continued professional development, including initiating 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 model of culturally responsive pedagogy and instruction.*
Possible Examples	• *The teacher never takes continuing education courses, even though the*	• *The teacher politely attends district workshops and professional*	• *The teacher eagerly attends the school district optional summer workshops finding them to*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated*

	credits would increase his salary. • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits 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.*	*development days, but doesn't make much use of the materials received.* • *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 feel it's worth too much of her time.*	*be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk 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.*	*an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

	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 contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those historically underserved, such as Mexican-American and African-Americans, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• *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.*	• *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*	• *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 willingly participates in team and departmental decision making.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and*

		professionally, but on a limited basis. • *Teacher complies with school district regulations.*	• *Teacher complies completely with school district regulations.*	*departmental decision making.* • *Teacher takes a leadership role regarding school district regulations.*
Possible Examples	• *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 neediest 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 Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one 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*	• *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 afterschool daycare, 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*	• *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.*	• *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 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 disadvantaged 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*

	file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.	*book up to date, but enters exactly the minimum number of assignments specified by his department chair.*		*learned it inside and out so that she could assist her colleagues with implementation.*

ATTACHMENT 5

Brown, Samuel

From: Taylor, Martha
Sent: Friday, April 3, 2015 2:08 PM
To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky
Cc: Desegregation; Tolleson, Julie; RLL; Foster, Richard
Subject: Revised Teacher and Principal Evaluation Plans
Attachments: FINAL_Teacher Evaluation 04.01.15.pdf; FINAL Principal Eval Document.pdf

Dr. Hawley and counsel: Please find attached the revised Teacher Evaluation Plan and Principal Evaluation Plan.

Thank you.

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TEACHER EVALUATION PROCESS

Tucson Unified School District Model for Measuring Teacher Effectiveness

Adapted from Arizona Department of Education Model for Measuring Educator Effectiveness

APRIL 2013

Revised June 2014

Revised April 2015

TUSD

ACKNOWLEDGEMENTS

***80** Tucson Unified School District (TUSD) Model for Measuring Educator Effectiveness was adapted from Arizona Department of Education Model for Measuring Educator Effectiveness.

The definitions stated below are to clearly delineate between *The Arizona Framework for Measuring Educator Effectiveness* and *The Arizona Model for Measuring Educator Effectiveness.*

• *The Arizona Framework for Measuring Educator Effectiveness*

A framework for the Arizona teacher evaluation process developed by the state of Arizona in response to Arizona Revised Statute § 15–203 (A) (38). This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument." The Arizona Framework for Measuring Educator Effectiveness can be found here: http://www.azed.gov/teacherprincipal–evaluation/az–framework/

• *An Arizona Model for Measuring Educator Effectiveness*

A teacher evaluation process created to assist local education agencies (LEAs) and schools in providing an example to measure teacher effectiveness, per ARS 15-203 (A) (38). This model aligns with Arizona State Board of Education's adopted Framework for Measuring Educator Effectiveness referenced above.

The Tucson Unified School District's Model would not be possible without the efforts and dedication of the following stakeholders:

• Nina Aldecoa, Teacher

• Norma Armendariz, Teacher

• Frances Banales, President Tucson Education Association

• Heather Bates, Teacher

• Kathryn Bolasky, Teacher

• Rose Cota, Teacher Mentor

• Richard Foster, Director Professional Development

• Sara Gamez, Sr. Analyst Human Resources

• Paula Godfrey, Principal Representative Educational Leaders Inc.

• Cruz, Herrera, Language Acquisition Coach

• Dan Ireland, Teacher, Special Education

• Steve Jackon, Teacher, Special Education

• Frank Larby, Coordinator School Improvement

• Nicole Lowery, Sr. Program Coordinator Human Resources

• Marcos Quijada, Director Elementary Leadership

• Lupita Perez, Teacher

• Tanya Schrantz, Teacher Mentor

• David Scott, Director Accountability & Research

• Elizabeth Slaine, Teacher

• Julie Torres, Teacher Mentor

• Helen Voysey, Teacher

• Nancy Woll, Legal

The revised Tucson Unified School District's Model for 2015–2016 would not be possible without the efforts and dedication of the following stakeholders:

• Frank Armenta, Principal

• Frances Banales, President Tucson Education Association

• Gregg Cannon, Ph.D., Research Project Manager

• Stacie Emert, President Educational Leaders Inc.

• Kristy Esquerra, Teacher Mentor

• Maria Federico–Brummer, Program Coordinator

• Richard Foster, Sr. Director Curriculum Deployment

• Jason Freed, President Elect, Tucson Education Association

• Halley Freitas, Ph.D., Sr. Director Assessment and Evaluation

• Kara Hahn, Teacher

• Dan Ireland, Teacher

• Lorenzo Lopez, Director, Culturally Responsive Pedagogy and Instruction

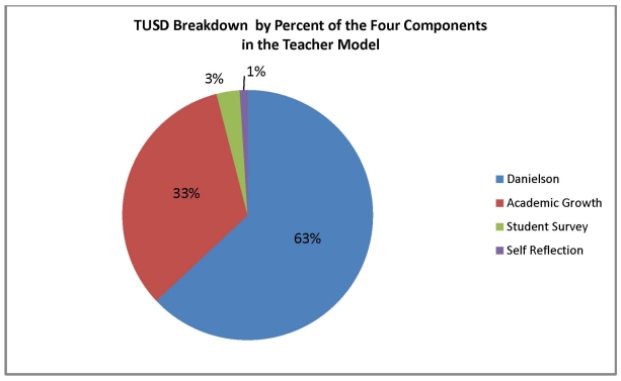
• Cristina Lugo, Principal

• Anna Maiden, Chief Human Resources Officer

• Elizabeth Slaine, Teacher

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:

***81** A. Teacher Performance Component	63%
B. Student Academic Progress Component	33%
C. Teacher Self–Review Component	1%
D. Survey Component	3%



A. Teacher Performance Component

The teaching performance component aligns to the Arizona Professional Teaching Standards and accounts for a minimum of 63% of the evaluation outcome. Appendix C provides the description of each InTASC standard and its associated functions.

The TUSD Model for Measuring Teacher Effectiveness utilizes the four domains in the 2013 Charlotte Danielson Framework for Teaching:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

TUSD has modified the 2013 Danielson Framework for Teaching (Appendix A–1) 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

The total of school–level data accounts for 33% of the evaluation outcome. Arizona's state assessment (AIMS and new for 2014–2015 AzMerit) is the data element for this component.

C. Teacher Self–Review Component

> The self–evaluation component accounts for 1% of the evaluation outcome. The self–reflection process encourages review of strengths and areas of focus. The self–review form is to be completed at the beginning of the academic year an reviewed at observation conferences as appropriate.

Self–Review Administration Logistics:

> Teacher self–review is completed early in the school year and is addressed during one of the teacher/principal conferences during the year. The teacher reflects on the four domains in the Danielson Framework, their prior year student academic progress data, and survey data. The teacher includes one piece of evidence per domain yet scores all components within the teacher evaluation management system. Once completed, one point will be included in the final summative calculation.

D. Survey Component

Survey data elements account for 3% of the evaluation outcome. They will be comprised of the results of surveys conducted with students.

***82** Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they engaged in classroom practices.

The surveys may be found in Appendix B
Student Survey Administration Logistics:

The student survey focuses on the student's perception of their teacher's teaching method's, and each teacher is at least evaluated by one of his or her classes. The results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation

1. All teachers of students in grades K–12 regardless of their teaching assignment must have student survey results.

2. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.

3. Student surveys may be administered by a designated person other than the teacher. Surveys may be administered online.

TEACHER EVALUATION OBSERVATION PROCESS GUIDELINES

The guidelines followed in the teacher evaluation process are defined as follows:

Orientation—The evaluator of the teacher(s) will conduct an orientation and provide materials outlining the evaluation process. This will be done by the principal or supervisor in a group setting Prior to the first teaching day of each school year. The difference between evaluation and observation will be discussed during this time.

Conference—Beginning of the Year—By the end of the first quarter, the teacher and the evaluator will meet to discuss the evaluation process. Discussion must be about the teacher's goals and objectives for the classroom/school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of student survey data; and previous evaluation results.

It is important to consider the context in which the evaluation occurs. The experience level of the teacher should be taken into consideration. The performance of a novice teacher (A teacher new to the profession with less than three years of experience) is likely to be different from that of a more experienced teacher (A teacher with three or more years of experience) or reassigned teacher

(A teacher who has been newly assigned to a grade, a content area or a school). Discussion of context should occur in the first conference.

The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference.

During this initial conference, the evaluator and the teacher will review the teaching practices identified in the Danielson Domains. It is suggested that the components associated with each Danielson Domain be reviewed and discussed as well a the examples of cultural responsive pedagogy and instruction (Addendum A–1). The evaluator and teacher should be clear as to the expectations in each domain.

Throughout the year the teacher will work on established goals and collect evidence of success for future discussion with the evaluator. The Beginning of the Year Conference may be combined with Pre–Observation Conference #1.

Teacher Self-Review by end of November—This process is completed by the teacher in preparation for the evaluation process. The teacher reflects on his/her professional skills and knowledge as they relate to the Arizona Teaching Performance Standards.

***83 Pre—Observation Conference #1—**A conference should precede this formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans may be shared, activities described, materials identified etc. This individual conference will be completed face to face. The Pre–Observation Conference #1 may be combined with Beginning of the Year Conference. Lesson Plans will be submitted to the evaluator at least 48 hours prior to the scheduled observation.

Formal Observation #1—Observation of a complete and uninterrupted lesson is conducted by a qualified evaluator. Observations cannot be conducted within 2 instructional days of any scheduled school breaks of at least one week. The scheduled observation is a priority for the evaluator. Scheduled observations may only be cancelled due to emergencies.

Post Observation Conference #1—The purpose of this meeting is to identify areas of strengths and opportunities for improvement based upon documentation provided to the teacher. Plans, activities and/or strategies to help improve student academic performance and non–academic performance should be the outcomes of this conference. The evaluator and the teacher will complete the teacher review conference form. Adjustments to the Professional Growth Plan may also be made at this time. Forms for this conference can be located in Appendix B.

The teacher should continue to work on established goals and if appropriate, collect evidence or artifacts for future documentation. Announced observations/conferences may also occur during this time.

Pre–Observation Conference #2—(If a second observation is conducted) An optional conference, may precede the second formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans may be shared, activities described, materials identified, teacher self–review discussed, etc.

- If a teacher scores less than 30 points on Domains 2 & 3
- Per teacher request

Formal Observation #2—Observation of a complete and uninterrupted lesson is conducted by a qualified evaluator. This is an announced observation in which the teacher has been given a date range of no more that two weeks.

Post–Observation Conference #2—This is the teacher evaluation conference may complete the evaluation cycle.**—If this is the final Post Observation Conference, the summative evaluation document will be prepared and presented to the teacher at least one day before conference. This may be done electronically.** A review of data and other evidence of the teacher's performance is done at this time. The identification of future actions for teacher improvement/growth will also be determined. The teacher evaluation and performance classification are forwarded to the Superintendent (or designee).

It is acceptable that the AIMS (or state assessment) data being used in the evaluation process lags one year and represents prior year data.

NOTE: EVALUATION vs. OBSERVATION

State Statutes distinguish between evaluation and observation of teachers. All teachers will be observed at least twice per year. To be clear, **observations** may be formal or informal. A formal observation is a scheduled, announced event, and the evaluator will "observe" the teacher during a complete and uninterrupted lesson.

Please refer to House Bill 2823 for specific language regarding teacher observations. Student academic progress and survey data will be reviewed by the evaluator.

Observations, whether formal or informal, are considered to be formative information; the results of which may be shared with the teacher to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process. The discussion or conference after the 1st observation might entail a review of documents or artifacts reflecting the work products of the teacher. These documents could include benchmark data of student progress data or survey input from parents and/or students.

***84** The **comprehensive, summative evaluation** occurs annually and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with TUSD goals and comprehensive evaluation outcomes.

COMBINING TEACHER PERFORMANCE, STUDENT ACADEMIC PROGRESS, & SURVEY DATA FOR A PERFORMANCE CLASSIFICATION

In making decisions about the overall effectiveness of a teacher, the evaluator will refer to the evidence, information and/or data collected that is related to the three components: **Teaching Performance, Survey Data,** and associated actions or artifacts; and **Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the summative evaluation conference the evaluator should review the **Teacher's Self Review**, any previous conference notes, and/or **other documents** reflecting on the teacher's performance.

As previously described, the performance of the teacher in relation to **Teaching Performance** will account for 63% of the evaluation outcome Using the TUSD modified Danielson Framework rubric, there are four domains that account for 63% or 63 points used in this model. The points possible for each domain are set forth in Appendix F. The degree to which the teacher meets the domains is determined by the evaluator, evidence, and information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **Student Academic Progress** will account for a minimum of 33% or 33 points of the evaluation outcome.

Survey data (collected from students), will account for 3% or 3 points of the evaluation outcome.

The outcome of the annual evaluation of the teacher will be a "performance classification." The classification levels were adopted in State Statutes as: Highly Effective, Effective, Developing, and Ineffective.

The following tables show the range of points for each component of the model and the overall rating for the evaluation. Refer to Appendix F for the calculation form.

Ineffective	Developing	Effective	Highly Effective
39 points or less	40-55 points	56-73 points	74-100 points

PERFORMANCE CLASSIFICATION RUBRIC

In judging or evaluating the teaching performance, student level data and survey results, the evaluator will use a formula to determine the four performance classifications identified below. The descriptors are not specific to a skill or behavior, but are general statements

of effectiveness and are applicable to a variety of behaviors or actions.

As prescribed in A.R.S. § 15–203, beginning in school year 2013–2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

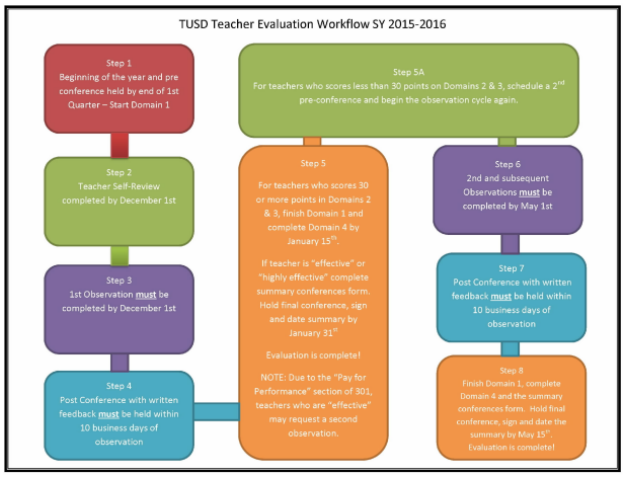
Highly Effective: A *highly effective* teacher consistently demonstrates the listed functions and other actions reflective of the teaching standards that are above and beyond stated expectations. Teacher's who perform at this level exceed goals and targets established for student performance, survey data indicates high levels of satisfaction, and is culturally responsive to individual student needs. A highly effective classification means that performance is excellent.

***85 Effective:** An *effective* teacher demonstrates the listed functions reflective of the teaching standards most of the time and meets goals and any targets established for student performance, survey data, and is culturally responsive to the needs of a group or groups of students. Performance is this area is satisfactory and similar to that of others regared as good performers. An Effective classification is indicative of a valued teacher.

Developing: A *developing* teacher demonstrates the listed functions reflective of the teaching standards and meets some of the goals and targets established for student performance and survey. A Developing classification indicates that the teacher has potential, but must focus on opportunities for improvement to elevate the required change in performance. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly–reassigned teachers for more than two consecutive years.

Ineffective: An *ineffective* teacher rarely demonstrates the listed functions and meets few golas and targets for student performance and survey data. The demonstrated performance of this teacher requires intervention. A classification of ineffective requires significant improvement.

The teacher and principal should discuss the evidence, artifacts or data expected for the Effective level at the Beginning of the year Conference or Pre–Observation Conference #1 meeting.



APPENDIX A-1

TUSD MODIFIED

DANIELSON RUBRIC

DOMAIN 1: Planning and Preparation

	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 stud	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 relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student and cultural misconceptions.
Critical Attributes	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *The teacher's understanding of the discipline is rudimentary.* • *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides*	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*

		plans use limited instructional strategies, and some are not suitable to the content.	*feedback that furthers their learning.* • *Instructional strategies in unit and lesson plans are entirely suitable to the content.*	*reflect recent developments in content-related pedagogy.*
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like 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 forge 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 spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, 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...*	*In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. And others...*

	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 of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	• *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' medical or learning*	• *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 their contributions or differentiates materials to accommodate those*	• *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 in lesson*	In addition to the characteristics of "proficient," • *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher seeks out information about their cultural heritage from all students and displays this knowledge for individual students* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*

	disabilities.	*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.*	*planning.* • *The teacher is aware of the special needs represented by students in the class.*	
Possible Examples	• *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 religions represented amongst his students.*	• *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.*	• *The teacher creates an assessment of students' levels of cognitive development.* • The teacher examines 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*	• *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 attended the local Mexican heritage day, meeting several of his students' extended*

			not all of his students are Christian, so he plans to read a Hanukah 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.*	*family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*

	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 of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs and cultural diversity of individual students.
Critical Attributes	• 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.*	• *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.*	• *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*	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*

			groups of students in the class, differentiated where necessary.	*assessment of student learning*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class are factual knowledge.* • *The topic of the social studies unit involves the concept of "revolutions" 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.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *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.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit 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.*	• *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.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *Students connect current learning to his/her life experiences*

	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 or district and external to the school and on the Internet.	Teacher's knowledge of educational, community, and cultural resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	• *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.*	• *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.*	• *Texts are at 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 outside the class for students to draw on.* • *Teacher displays awareness of resources*	In addition to the characteristics of "proficient," • *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*

			to enhance culturally responsive pedagogy through the school or district.	resource to extend learning opportunities
Possible Examples	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *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."*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.* • *The teacher took an online course on Literature to expand her knowledge of great American writers.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so 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.*

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent 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 students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or*	• *Learning activities are moderately 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*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking and designed to engage all students in meaningful learning* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student*	In addition to the characteristics of "proficient," • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging and cultural resources that are differentiated for students in the class.* • *Lesson plans*
	sequenced and are unrealistic in their expectations.	*of time expectations.*	*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.*	*differentiate for individual student learning and cultural needs.*
Possible Examples	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.* • *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase 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 indicated.*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.* • *While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson*

	written on sticky notes in his grade book; they indicate lecture, activity, or test.			*outcomes to those they previously learned.*
	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, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to uses assessment results to plan future instruction for individual students with minimal evidence of an achievement gap
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • Assessment criteria are vague.	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.*	In addition to the characteristics of "proficient," • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.*
	been designed. • *Assessment results do not affect future plans.*	• *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.*	• *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	• *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *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 Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he*	• *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 at the top. The plan indicates that the teacher will pause to*	• *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. 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*	• *To teach persuasive writing, Ms. 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*
	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 I give 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."*	*"check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	*responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

DOMAIN 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, ~~but~~ yet impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and cultural sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• *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.*	• *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 unusual.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes superficial connections with individual students.*	In addition to the characteristics of "proficient." • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's dignity and cultural background*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the 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.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not 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 that way to your classmates," but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling 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 and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says: "That's an interesting idea, Josh, but you're forgetting…."*

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes 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*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *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."*	• *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.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "Proficient," • *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, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is 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."*	• *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 classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *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 all 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.*	• *The teacher says "It's really fun to find the patterns for factoring polynomials."* • *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 re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

	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 effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *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.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.*	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.*
Possible Examples	• *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 bump into one another lining up or sharpening pencils.* • *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 clues from others.*	• *Some students not working with the teacher are not 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 some clarifying questions about procedures* • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *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.* • *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 g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *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 roles 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.* • *Students independently check themselves into class on the attendance board.*

	Unsatisfactory	Basic	Proficient	Distinguished
2d: 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' misbehaving of them is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher takes into account the cultural background of the students and response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. 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. Teacher's response to student misbehavior is culturally sensitive to individual student needs and respects students
Critical Attributes	• *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.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *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.* • *Teacher's response to student misbehavior is effective and culturally appropriate.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence*	• *Classroom rules are posted, but neither teacher nor students refers to them.*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that*

	them. • *An object flies through the air without apparent teacher notice.* • *Students are running around the room, resulting in a chaotic environment.* • *Phones and other electronics distract students' teacher doesn't do anything*	• *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 don't have a late pass? Come in and take your seat; you've missed enough already."*	*section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	*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 misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

	Unsatisfactory	Basic	Proficient	Distinguished
2e: 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 moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *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.*	• *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.*	• *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.*	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	• *There are electrical cords running around the classroom.* • *There is a pole in the*	• *The teacher ensures that dangerous chemicals are stored safely.*	• *There are established guidelines concerning where backpacks are left during class to keep the*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.*

	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.*	• *The classroom desks remain in two semicircles, 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.*	*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.*	• *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

DOMAIN 3: Instruction

	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 experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	• *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 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*	• *The teacher states clearly, at some point during the lesson, what the students 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*	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.* • *All students seem to*

	• *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • Teacher's communications include errors of vocabulary or usage. • *Vocabulary is inappropriate to the age or culture of the students.*	*it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	*they are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	*understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* • *Students suggest other strategies they might use in approaching a challenge or analysis.*
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 quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or*	• *The teacher mis-pronounces "…".* • *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*	• *"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 says: "Here's a spot where some students have difficulty…be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *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.*

	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 "ain't."*	*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.*		• *The teacher says: "Who would like to explain this idea to us?"* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also mean the same thing.*

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	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. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts 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 actually 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 uses student responses to questions effectively.* • *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.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.* • *Virtually all students are engaged in the discussion.* • *Students engage respectfully in academic dialogue.*
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, then share with a partner before inviting a few to offer their ideas 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…?"

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions leading to the exploration of important content and future learning. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	• *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 used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	• *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.* • *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.*	• *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 students the time needed to be intellectually engaged.*	In addition to the characteristics of "proficient," • *Virtually all students are highly engaged in the lesson.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how they complete tasks.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed. Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *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.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.*

	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 are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	• *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.*	• *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 of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *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.*	• *Students indicate that they clearly understand the characteristics of high-quality work.* • *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 groups of students.*	In addition to the characteristics of "proficient," • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *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	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.* • *The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *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.*	• *The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

	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 a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches including culturally responsive strategies for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *Teacher successfully executes a major lesson readjustment when needed.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that she 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 can cite others in the school and beyond who she has contacted for assistance in reaching some students.*
Possible Examples	• *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."*	• *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.*	• *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.*	• *The teacher stops in mid-stream 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 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."*

DOMAIN 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	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.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," • *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.*
Possible Examples	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful. I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try x next time."*	• *The teacher says: "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.*	• *The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers different group strategies for improving a lesson.*

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• *Absence 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.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *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	• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*	• *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*	• *The teacher creates a link on the class website which students can access to check on any missing*	• *A student from each team maintains the database of current and missing assignments for the team.*
	• *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 their permission slips.*	*are!"* • *The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*	*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.*	• *When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own information to the database.*
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and/or are inappropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information is culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent 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.*	• *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.*	In addition to the characteristics of "proficient," • *On a regular basis, students develop materials to inform their families about the instructional program.* • *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	• *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."*	• *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 quizzes are sent home for parent/guardian signature.*	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* • *The teacher created monthly progress report sent home for each student.* • *The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.*	• *Students create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students design a project on charting family use of plastics.*

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *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 school district and community projects.*	• *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.*	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	• *The teacher doesn't share test taking strategies with his colleagues. He*	• *The teacher is polite, but never shares any instructional materials with his grade*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers*
	figures that if his students do well, it will make him look good. • *The teacher does not attend PLC meetings.* • *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."*	*partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I 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.	*been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses 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.*	*during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that 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.*

	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, and 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 and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussion of performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *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.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight 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.*	In addition to the characteristics of "proficient," • *The teacher seeks regular opportunities for continued professional development, including initiating 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	• *The teacher never takes continuing education courses, even though the*	• *The teacher politely attends district workshops and professional*	• *The teacher eagerly attends the school district optional summer workshops finding them to*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated*
	credits would increase his salary. • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits 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.*	*development days, but doesn't make much use of the materials received.* • *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 feel it's worth too much of her time.*	*be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk 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.*	*an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

	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 contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, such as Mexican-American and African-Americans, are treated 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, taking a leadership role with colleagues.
Critical Attributes	• *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.*	• *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*	• *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 willingly participates in team and departmental decision making.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and*
		professionally, but on a limited basis. • *Teacher complies with school district regulations.*	• *Teacher complies completely with school district regulations.*	*departmental decision making.* • *Teacher takes a leadership role regarding school district regulations.*
Possible Examples	• *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 neediest 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 Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one 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*	• *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 afterschool daycare, 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*	• *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.*	• *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 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 disadvantaged 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*
	file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.	*book up to date, but enters exactly the minimum number of assignments specified by his department chair.*		*learned it inside and out so that she could assist her colleagues with implementation.*

ADDENDUM A-1

EXAMPLES:

CULTURALLY RESPONSIVE PEDAGOGY & INSTRUCTION

Suggestions from Teaching Tolerance Panel for Enriching the Framework for Teaching with Culturally Responsive Pedagogy

Domain 1—Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

CRP Examples

1. A history unit about the Thirteen Colonies contrasts European and Euro-American perspectives and experiences of colonization with those of several Indigenous tribes who were being colonized.

2. The teacher plans a botany unit in a way that includes both Western science and Indigenous understandings of plants indicating that many modern medicines are derived from discoveries of indigenous people.

3. A teacher in a school that serves mainly African American students plans the literature curriculum so that it not only includes works by African American authors, but also oral as well as written literary forms in African and African American traditions from the past to the present (such as hip hop).

4. In an ESL unit on Columbus, the teacher uses recent and critical knowledge, curricula, and other resources related to concepts of "discovery," "hero," and "New World."

5. In a lesson on 19th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.

Component: 1b Demonstrating knowledge of students

CRP Examples

1. When planning a geometry unit, the teacher considers uses of geometrical shapes and principles in buildings and spaces in the local community where students in the class spend time on weekends.

2. 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.

3. When planning lessons, the teacher identifies

vocabulary her English language learners may not know yet, and plans visuals, hands-on activities, demonstrations, and manipulatives to use during the lesson that will make academic concepts accessible.

***86** 4. Using various means such as drawings, informal conversation, or dramatization, the teacher explores English language learners' background knowledge related to academic content that may not be evident during classroom lessons that depend heavily on English language proficiency.

5. The teacher plans scaffolding techniques, such as think-alouds, diagrams, and models, that will assist English language learners in understanding content and acquiring academic skills.

6. When planning to group students for discussion, the teacher considers groupings that will enable English language learners to talk through content, whether in English or in their dominant language.

7. When planning lessons, the teacher builds in considerable time for students to use oral language in relationship to academic content.

8. The teacher contrasts specific patterns in standard academic English with dialects spoken by his students, then provide students opportunities to practice switching back and forth between dialects.

9. Based on awareness that many African American students deny any connection with Africa because of negative perceptions about it, the teacher incorporates into the curriculum content about rich cultural achievements of Africa, and if possible invites guests from Africa to the classroom.

10. In an informal strategy to get to know them, the teacher has a weekly "hanging out time" with her/his students.

11. In a unit on "Community Helpers" in a second-grade classroom, the teacher invites the parents/family members of one student a week to visit the classroom to talk about what they do (not just a job or profession, but also avocations or contributions to the community). This information then becomes part of the curriculum.

12. In a unit on American history (e.g., on immigration), students are invited to share their experiences or those of a current or distant relative (e.g., on coming from Europe or South America or Africa).

13. On a writing assignment, students are asked to interview their grand parents or other relatives contrasting how the student and the relatives experienced the same phenomenon in different time periods.

A high school history assigns students to interview their parents or grandparents about a historical event.

Teachers get to know students first by being open with students. Teachers discuss personal issues and concepts of self openly and frequently with students.

An elementary school teacher sends questions home to parents concerning themes in a book that the class is reading. The teacher then reads parent responses to the whole class.

A high school teacher gets to know students better by inquiring about their family histories and creating an assignment regarding students' family histories.

An elementary school teacher gets to know her students better by conducting home visits at the beginning of the year and throughout the year as needed.

Teachers get to know students by creating "edgy" assignments that address difficult questions and classroom environments where students feel safe to share their ideas and work though difficult questions together.

A high school history teacher desires that her students view history as a complicated subject with multiple, competing perspectives.

Component: 1c Setting instructional outcomes

CRP Examples

***87** 1. In helping student set high goals, teacher assures students that she will provide all the help the student needs.

2. Teacher shows students how the goals being set are related to outcomes students value for themselves, their families and their communities.

3. The teacher encourages students to work both individually and collaboratively to demonstrate their learning.

4. The teacher facilitates collaborative work that include

student from diverse racial, ethnic and linguistic backgrounds for at least some of the assignments.

Teachers continually assess students on their progress in the content matter and in their language proficiency and adjust student groups according ensuring that the most struggling students are grouped with students who can help them succeed.

Teachers advocate against a deficit view of bilingualism and encourage other teachers to value students' home languages.

Component 1d Demonstrating Knowledge of Resources

CRP examples

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, i.e. National Association of Multicultural Education.

As part of a unit on the civil rights movement, the teacher invites a community leader member to discuss her experiences as a participant in the 1963 March on Washington or another demonstration relevant to the background of the students or issues confronting the community.

When course content relates to students' cultures, teachers view students as being experts and incorporate student knowledge when possible.

Domain 2—The Classroom Environment

Component 2a Creating an Environment of Respect and Rapport

CRP examples

The teacher designs cooperative learning groups that takes into account diversity in gender, ethnicity, and access to English language.

The teacher attends a significant cultural event in the school's community, for example Martin Luther King Observance Day or opening of new center in the Muslim community, and discusses what he learned and felt.

The teacher publically praises a student who demonstrates tolerance and acceptance of a new immigrant student.

The teacher shares his experiences with the students about his first visit to a country different from his own.

When student is struggling, the teacher tells him, "Other students are having trouble with this too but I know you can get the answer. Don't be afraid to ask me for help".

When student is misbehaving, the teacher says, "Tell me why you are _____", and listens carefully to the student's answer."

The teacher provides students opportunities to explain and expound on their remarks by scaffolding their learning. The teacher says, "That's an interesting idea Josh, would you explain your thought process as to how you came to that idea ..."

Teachers advocate against a deficit view of bilingualism and encourage other teachers to value students' home languages.

Teachers incorporate knowledge about other cultures not represented in their classrooms in lessons and course materials.

Teachers stop teaching when students voice prejudices or biases and immediately addresses them with the class.

***88** Teachers work to create "intellectually safe" communities where students have the freedom to express their thoughts while being respectful of others.

A high school teacher asks students to list some stereotypes of their racial and ethnic group, and these stereotypes are addressed as a class.

Teachers are honest and open with students about their own experiences and weaknesses.

Component 2b Establishing a Culture of Learning

CRP examples

Edit second bullet: A student says, "Why is it better to solve the problem that way". (The current wording implies that the way the other student solved the problem is wrong).

The teacher asks students to generate alternative explanations that come from their home and community experiences.

The teacher asks a bi-lingual student to translate a students' response whose first language is not English.

The teacher asks the student to write a paragraph or draw a picture about how they like to learn.

The teacher draws on her knowledge of students' interests and communities to provide examples of how what is being learned is useful to the students.

A bilingual elementary school teacher reinforces students' home languages by speaking in both languages while teaching. The teacher strengthens students' vocabulary in both languages by writing key words on the board and referring to them throughout the lesson.

When course content relates to students' cultures, teachers view students as being experts and incorporate student knowledge when possible.

Teachers incorporate knowledge about other cultures not represented in their classrooms in lessons and course materials.

Teachers ask students from one cultural group to teach cultural concepts unknown to students of a different cultural group. For example, a teacher may ask Latino students to share about soccer and professional soccer teams.

Components 2c: Managing Classroom Procedures

CRP Example:

Teachers use a variety of culturally sensitive rituals, routines, and signals for gaining the attention and engagement of students from different ethnic, cultural, and linguistic backgrounds.

Teachers work to create "intellectually safe" communities where students have the freedom to express their thoughts while being respectful of others.

Teachers dedicate time to develop a classroom community.

Teachers take into consideration students' cultures when determining classroom procedures. For example, teachers may not want to make all students present or speak to the entire class, if some students are uncomfortable doing so.

Component 2d: Managing Student Behavior

CRP Examples

Teachers use cues from different cultural traditions as signals for students to transition from one activity to another, such as counting in Spanish, and proverbs from various cultures (African, Chinese, Native American, etc.) as motivational and inspirational prompts for task efforts

Culturally diverse students assume different leadership roles and responsibilities in classroom teaching and learning, such as peer teaching, leading class discussions, presenting simulations and socio-dramas, and conducting team-based research and inquiry projects

Teachers stop teaching when students voice prejudices or biases and immediately addresses them with the class.

***89** Teachers engage in and lead difficult discussions of race/ethnicity and prejudice and share their own experiences.

Domain 3—Instruction

Component 3a: Communicating with Students

CRP Examples

The teacher asks students to analyze textbooks and other instructional materials for ethnic, racial, cultural gender, and author bias.

The teacher has students convey their intellectual and emotional reactions to academic content in a variety of

communicative styles, such as dramatic performance, visual representation, metaphorical symbolism, poetry, and verbal discourse

Many different types of materials (films, literary texts, music, personal stories, documentaries, visual arts, etc.) about a wide variety of ethnic groups, cultures, and contributions and authored by a variety of ethnic individuals and agencies are available in the classroom as complementary resources to conventional textbooks

Teachers provide students with ways to tell their own stories. For example, the teacher may ask students to journal about various topics and respond to the journal entries with comments.

Component 3b:Using Questioning & Discussion Techniques

CRP Examples

1. A student asks, "How does this compare with what happens in our/your community?"

2. A student asks, "How many people have participated in a [culture specific celebration] that is different from the examples we see in the text?"

3. A student asks "What if" questions that involve his/her culture, community, language, or ethnicity.

4. Teacher is careful to notice which students have not participated and solicits a cultural or community-based example from them.

Teachers value immigrant students' backgrounds and inquire about the student's life in another country.

Teachers relate historical events with students' lives by asking students to respond with what they would have done in a situation or how concepts relate to their lives today.

Teachers assign "edgy" assignments that address difficult questions after creating classroom environments where students feel safe to share their ideas and work though difficult questions together.

A teacher sends questions home to parents concerning course content. The teacher then reads parent responses to the whole class.

Component 3c: Engaging Students in Learning

CRP Examples

1. Students are asked to write an essay in the style of an essayist reflective of their culture or community (e.g. Langston Hughes, Ana Castillo, Sherman Alexie) and to describe which aspects of the author's style they have incorporated

2. Students determine which of several art forms, e.g. spoken word, cuentos, corridos, graffiti wall, would be most suitable for completing a project

3. A student asks if they can begin the task in small groups with speakers of their first language before transitioning to Standard English in an independent activity

4. Students come up with their own cultural learning tasks to meet the lesson objectives

5. If asked to select members of a learning group, students chose peers who are racially, ethnically and linguistically diverse.

6. Teacher asks student to imagine how students from another country might view the lesson or answer a question differently than students from this (or another) country.

***90** Students discuss their own racial/ethnic/cultural identities in a way that highlights the complexity and multifaceted nature of race and culture.

APPENDIX B

SURVEYS

TEACHER SURVEY BY STUDENTS K-2

TEACHER SURVEY BY STUDENTS 3-5

TEACHER SURVEY BY STUDENT 6-12

Teacher Survey by Students K-2		
Number	Type	Question
1	Care	My teacher cares about me
2	Care	My teacher treats students with respect
3	Challenge	In this class, we learn a lot almost every day
4	Challenge	My teacher makes sure I try to do my best
5	Challenge	*In our class, it is okay to stop trying
6	Control	My classmates behave the way my teacher wants them to
7	Clarify	In this class, we learn to fix our mistakes
8	Captivate	I like the things we are learning in this class
9	Confer	My teacher gives me a chance to ask questions
10	Consolidate	My teacher takes time to help us remember what we learn

Teacher Survey by Students Grades 3-5		
Number	Type	Question
1	Care	The teacher in this class encourages me to do my best
2	Care	My teacher treats all students with respect
3	Care	*My teacher does not gives us time to explain our ideas
4	Control	Our class stays busy and does not waste time
5	Control	Students in my class are respectful to our teacher.
6	Control	All of the kids in my class know what they are supposed to be doing and learning.
7	Clarify	I understand what I am supposed to be learning in this class
8	Clarify	This class is neat-everything has a place and things are easy to find
9	Clarify	If you don't understand something, my teacher explains it another way
10	Challenge	When the work is too hard, my teacher helps me keep trying.
11	Challenge	*My teacher will not make me try new things if they are hard for me
12	Challenge	My teacher doesn't let me give up when the work gets hard
13	Captivate	My teacher gives us different kinds of activities to make class more interesting
14	Captivate	My teachers shows me how I can use what I learn at home and in the community
15	Captivate	The people we learn and read about in this class are like me.
16	Captivate	My teacher teaches us to respect people's differences.
17	Confer	My teacher asks questions to be sure we are following along when s/he is teaching
18	Confer	Students feel comfortable sharing their ideas in this class.
19	Consolidate	My teacher takes the time to summarize what we learn each day
20	Consolidate	When my teacher marks my work, s/he writes on my papers to help me understand

Teacher Survey by Students Grade 6-12		
Number	Type	Question
1	Care	This teacher seems to believe in my ability
2	Care	This teacher believes that I can do well in this class
3	Care	Students in this class respect each other's differences.
4	Care	*In this class, I do not feel like I fit in.
5	Control	*Student behavior in this class makes the teachers angry
6	Control	This teacher starts and ends class when the bell rings
7	Control	We are learning or working during the entire class period
8	Control	I understand the rules for behavior in this class
9	Control	This teacher gives us guidelines for assignments (rubrics, charts, grading rules, etc.) so we know how we will be graded
10	Clarify	This teacher walks around the room to check on students when we are doing individual work in class
11	Clarify	This teacher tells us about the learning goals/objectives of the day
12	Clarify	This teacher communicates clear expectations for assignments and tests
13	Clarify	This teacher helps me understand why the things we're learning in class are important to know in life
14	Challenge	This teachers asks students to explain more about the answers they give
15	Challenge	This teacher wants me to explain my answers-why I think what I think
16	Challenge	*School work in this class is too easy
17	Challenge	This teacher asks questions in class that make me really think about the information we are learning
18	Captivate	This teacher is enthusiastic about the subject
19	Captivate	This teacher uses different methods/media during instruction
20	Captivate	This teacher respects my cultural background.
21	Confer	This teacher hands back assignments promptly
22	Confer	*This teacher does not encourage questions and comments from all students
23	Consolidate	This teacher takes the time to summarize what we learn each day
24	Consolidate	We get helpful comments to let us know what we did wrong on assignments
25	Consolidate	*The comments that I get on my work in this class do not help me understand how to improve

APPENDIX C

OBSERVATION TOOLS

Protocol for Pre-Observation Conference

The teacher will complete this form and submit it to the appropriate evaluator prior to the pre-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the pre-observation conference.

Name of Teacher:

School:

Grade Level/Subject(s):

Name of Observer:

Date of Pre-Observation Conference:

Date of Scheduled/Announced Classroom Observation:

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

Questions for discussion:

1. In general, how do you approach planning instruction using TUSD Curriculum? What assessments will you use to determine whether the students have learning what you intend? (1c, 1e, 1f)

2. How does this learning fit in the sequence of learning for this class? (1b, 1e, 1a)

3. What are your learning outcomes for this lesson? (1c, 1f)

4. How will you engage the students in the learning? Provide any resources or other materials the student will use. (1d, 1e, 1a)

5. Briefly describe your students for this class and how will you differentiate instruction for different individuals or groups of students in the class? (1b, 1d, 1c)

6. Is there anything that you would like me to specifically observe during the lesson?

Protocol for Post-Observation Conference

The teacher will complete this form and submit it to the appropriate evaluator prior to the post-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the post-observation conference.

Name of Teacher:

School:

Grade Level/Subject(s):

Name of Observer:

Date of Pre-Observation Conference:

Date of Scheduled/Announced Classroom Observation:

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

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

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

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

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

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

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

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

Teacher Self-Review

Name of Teacher _____School _____ Date _____

Teaching Domains/Functions	Evidence
Domain 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction1f: Designing Student Assessments	
Domain 2: Classroom Environment 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	
Domain 3: Instruction 3a: Communicating With Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
Domain 4: Professional Responsibilities 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating With Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	
Classroom Level Student Academic Progress Comments	
Survey Data Comments	

APPENDIX D

InTASC STANDARDS

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self–directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross–disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

***92 Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers

understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self–renewal by regularly examining practice through ongoing study, self–reflection, and collaboration. A cycle of continuous self–improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

***93 Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

APPENDIX E

OPERATIONAL DEFINITIONS &

These operational definitions define key concepts referenced in this document.

Business Days—Business day is equivalent to a teacher work day.

Calendar Days—Equivalent to one day on the calendar.

Component—The Arizona Framework for Measuring Educator Effectiveness consists of three main parts or components:

- Teacher Performance Component
- Student Academic Progress Component
- Survey Component

Comprehensive Summative Evaluation—The annual conference and associated documentation that identifies the performance of the teacher in each component that results in one of four performance classifications. It

includes the professional development recommendations.

Continuing Teacher—A certificated teacher who has been and is currently employed by the school district for the major portion of three consecutive school years and who has not been designated in the lowers performance classification for the precious school year or who has not regained continuing status after being designated as a probationary teacher.

Element—Each component has many possible parts or elements. For example, in this document Teaching Performance is made up of the four domains in Charlotte Danielson's Framework for Teaching. Classroom/School–level Student Academic Progress Data are AIMS and other testing results. System/Program Data are Survey Data which includes parent and student input.

Evaluation Outcome—The summative score that represents one of four performance classifications derived from the accumulated Student Academic Progress Data, Teaching Performance practices, and System/Program Data, and the associated recommendations for professional growth.

Group A teachers—Teachers with available classroom–level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Group B teachers—Teachers with limited or no available classroom–level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Observation—Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

94** • ***Announced Observation—*Documented notice of a date range, not to exceed 2 weeks, during which the formal observation will be conducted (Example: On March 7th the evaluator emails the teacher the an observation will be conducted between April 15 & April 30).*

• ***Formal Observation***—*Observation that encompasses an uninterrupted lesson*

• ***Informal Observation***—*Short observation that does not encompass a complete lesson. The results of which may be shared to facilitate professional growth and/or be collected as pieces of evidence to be considered during the summative evaluation.*

• ***Scheduled Observation***—*Formal observation is calendared with a specific date and time agreed upon by teacher and administrator*

• ***Walk-Through***—*Short observations of class(es) to gather generalized impression of the whole school. It is not to be used for evaluative purposes of specific teachers. Data gathered may prompt additional observation.*

Performance Classification—The outcome of the evaluation process is one of four designations of performance: "Ineffective", "Developing", "Effective" and "Highly Effective".

Probationary Teacher—A certificated teacher who has not been employed by a school district for the major portion of three consecutive school years or a continuing teacher who had been designated in the lowers performance classification and has not regained continuing status

Teacher—An individual who provides instruction to Pre–kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.

GLOSSARY OF TERMS

Term Definition

Academic Progress:

The change in students' achievement between two or more points in time. A measurement of student academic performance. These measurements can be: 1) the amount of academic growth students experience between two or more points in time, and/or 2) measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Aggregate: In statistics, data combined from several

measurements.

Bias: One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.

Domain: The four areas of teacher responsibility as defined in the Danielson Framework for Teaching.

Component: Distinct aspects of the four domains as defined in the Danielson Framework for Teaching.

Component: Descriptive statements that define Component subsets as defined in the Danielson Framework for Teaching.

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments.

Goal (academic): Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

Growth Score: Growth scores provide an equal interval scale from which one can quantify improvements in taught skills

***95 Multiple Measures of Data:** Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value–added or growth measures, curriculum–based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.

Multiple Sources of Data: Data that is derived from more than one source of data/information. See Assessment System, Data–Based Decision Making, and Triangulation.

Non-tested Grades and Subjects: Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Norm-Referenced Test (NRT): An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."

Objective: Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

Pedagogy: Generally refers to strategies of instruction, or a style of instruction.

Professional Development/Learning: A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Professional Improvement Plan: A prescriptive plan designed to assist teachers whose performance is unsatisfactory or below the minimum standard.

Professional Learning Community: Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.

Results Driven Instruction: Instruction informed by student achievement data and focused on results.

Rubric: An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Scientific-Based Research: Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific

principles of reasoning.

Stakeholder: An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.

***96 Student Growth:** The change in student achievement for an individual student between two or more points in time.

Student Survey: Questionnaires that typically ask students to rate teachers on an extent–scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

APPENDIX F

SUMMATIVE FORMS

Table 1. Grades K-2 Distribution of Points

Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	63	.716
Academic Growth	3	33	11
Student Survey**	40	3	.075
Teacher Self Reflection	1	1	1
Total	132	100	

** Scaling Factors are derived by dividing the Desired Points by the Maximum Points.*
***The maximum raw points are different from each grade band: K-2=40, 3-5=80, 6-12=100*

Table 2. Grades 3-5 Distribution of Points

Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	63	.716
Academic Growth	3	33	11
Student Survey**	80	3	.038
Teacher Self Reflection	1	1	1
Total	172	100	

** Scaling Factors are derived by dividing the Desired Points by the Maximum Points.*
***The maximum raw points are different from each grade band: K-2=40, 3-5=80, 6-12=100*

Table 3. Grades 6-12 Distribution of Points

Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	63	.716
Academic Growth	3	33	11
Student Survey**	100	3	.030
Teacher Self Reflection	1	1	1
Total	192	100	

** Scaling Factors are derived by dividing the Desired Points by the Maximum Points.*
***The maximum raw points are different from each grade band: K-2=40, 3-5=80, 6-12=100*

Ineffective	Developing	Effective	Highly Effective
39 points or less	40-55 points	56-73 points	74-100 points

This teacher received _____ points and is classified as _____.

Teacher (signature)	Date	Evaluator (signature)	Date

The signature may not constitute agreement; only acknowledgment of the discussion and receipt of the evaluation

Areas of Recognition of Effort/Commendation (required for Highly Effective Rating):

Professional Development of Self Improvement:

Deficiencies to Correct (required for Ineffective/Developing rating):

APPENDIX G

TEACHER SUPPORT PLAN

TUSD

Tucson Unified School District

Teacher Support Plan

I. USP LANGUAGE

IV. ADMINISTRATORS AND CERTIFICATED STAFF
I. Professional Support

> *2. [The] District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (e.g., from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs.*

II. OVERVIEW

The Teacher Support Plan outlines a program for all teachers within the school district regardless of their length of service who may be underperforming or struggling. Teachers may be referred to the program either for having been identified as having inadequate classroom performance (underperforming), or as being identified as needing support (struggling).

Underperforming Teachers referred for inadequate classroom performance will be placed on a 45-instructional day plan for improvement, in accordance with Governing Board policy GCO. (See Appendix A). Struggling Teachers needing support (but not identified as having inadequate classroom performance) will receive targeted professional development, and other research-based supports identified by the supervising administrator as appropriate. Support will be based on the 2013 Danielson Framework for Teaching.

The dates outlined in this plan are set out as guidelines to facilitate efforts to meet desegregation obligations under the Unitary Status Plan. These dates are not binding regarding the District's obligations under state statute, District policy, or employee agreements.

III. DEFINITIONS

Underperforming Teacher

- Teachers referred for inadequate classroom performance (as defined by Governing Board policy GCO)

Struggling Teacher

- Teachers needing support (but not identified as having inadequate classroom performance)

• A teacher who has been identified by a site or central administrator as needing support in one or more areas based on evidence (e.g., from student surveys, administrator observations, discipline referrals, etc.).

• A teacher who has self-identified and, as resources allow, may receive support in one or more areas.

Danielson Framework for Teaching—A research-based set of components of instruction grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities.

***97 Danielson Levels of Performance**—There are four levels of performance within the Danielson framework (see Appendix A, Plan for Improvement), referred to as "UBPD": Unsatisfactory; Basic; Proficient; and Distinguished. The levels are used in the evaluation process to measure teacher performance under each component of the framework.

IV. REFERRAL PROCESS

Teachers shall be referred to the support program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and/or mentor support.

Underperforming Teachers

Administrator Observations and/or Annual Evaluations

If a principal identifies a teacher as "Underperforming," the principal (evaluator) will begin the Plan for Improvement process outlined in Appendix A by initiating the request for a coach to be assigned to the teacher for the duration of the improvement plan.

Struggling Teachers

Observations, Evaluations, or Data Identifies an Area, or Areas, in need of Support

Once evidence reveals that a teacher is struggling[1], the Principal will conference with the teacher and identify targeted professional development.

V. SUPPORT PROCESS

Support is aligned with the Danielson framework to ensure consistency between teacher training, teacher and principal expectations, and best practice. Principals and Teachers are expected to work collaboratively, and in a manner consistent with Governing Board Policies and Bargaining Unit Agreements, in providing and receiving the support outlined below.

A. 45-Instructional Day Improvement Plan—Teachers Identified as Having Inadequate Classroom Performance (in accordance with Governing Board policy GCO)

The Principal and the Teacher will:

• Identify the components to be targeted during the support plan period.

• Identify any supports to be provided in addition to the support provided by the coach.

The Coach and Teacher will:

• Collaboratively design a 45-instructional day schedule to include a minimum of three face-to-face contacts between the coach and the teacher, including one observation with feedback.

• Revise and/or amend the teacher's Individual Learning Plan-ILP (Teachscape Learn) that reflects the targeted components, and

• Utilize the online professional development aligned to the targeted components (Teachscape Learn)

B. Targeted Professional Development—Teachers Identified as Needing Support (But not Identified as Having Inadequate Classroom Performance)

The length of support is relevant to the extent of the support needed. The Principal (in conjunction with other staff, as appropriate) will initiate any—or any combination—of the following*:

- Assign appropriate professional development
- Review data and mentor the teacher for alternate strategies
- Assign a coach
- Observe best practices
- Attend district sponsored professional development
- Review professional literature aligned to the targeted components

***98** • Visit exemplar classroom evidenced in the targeted components

- Co-plan, co-teach, and/or model

*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.

VI. SUPPORT PROVIDERS

Support Providers (aka coaches/mentors) will be selected from, but will not be limited to, those who received professional development on the Danielson Framework for Teaching. Coaches/Mentors include, but are not limited to:

- Teachers/Coaches
- Teacher Mentors
- Language Acquisition Coaches
- Professional Development Academic Trainers
- Program Coordinators
- Directors

VII. CASELOAD

- Teacher/Coach: no more than 10 referrals at any given time (site specific)
- Teacher Mentors: will manage their caseload as assigned via the New Teacher Induction Program, and may not coach any of their mentees.
- Other as assigned

VIII. MONITORING

TUSD's Academic Leadership will review and monitor information provided by Principals regarding the identification of, and support provided to, both struggling and underperforming teachers. (See Appendices A and B).

- The Office of Professional Development will run monthly observation reports from Teachscape (if report is available).
- The monthly report run the last week of the month and will be cross-referenced with the referrals received from sites.
- The Office of Professional Development will notify principals and their supervisor of any disparities between the report and the referrals within the first week of the subsequent month.
- The principal's supervisor will take appropriate action in accordance with Governing Board Policies and Regulations.

APPENDIX A

Teacher Plan for Improvement

1. Teacher demonstrates inadequacy of classroom performance.

2. Principal requests that Professional Development assigns a Coach to the teacher.

3. Once Coach is assigned, the Plan for Improvement is developed by the Principal with input from the teacher.

4. Written Preliminary Notice of Inadequacy of Classroom Performance by Assistant Superintendent is delivered with the following attachments.

5. Evaluation.

6. Plan for Improvement (45 instructional days).

7. Copy of Preliminary Notice of Inadequacy of Classroom Performance sent to Governing Board within ten days.

8. Plan starts.

9. Coach and Principal Supports' are implemented and documented.

10. Plan ends.

11. After plan conclusion, formal observation and evaluation completed.

12. Within 10 days Post Observation Conference and Classification given to Teacher.

PLAN FOR IMPROVEMENT

Name of Teacher: ☐ Probationary ☐ Continuing Grade/Subject/Dept.: School: Evaluator: Assistant Superintendent:	Documents to attach (from current school year): ☐ Most recent signed, dated Evaluation ☐ Domain 1-4 observation summaries dated: _____ _____ ☐ Written Preliminary Notice of Inadequacy of Classroom Performance, signed and dated, from Assistant Superintendent.	Observation Date: PD Use ONLY: Date referral received: Legal Use ONLY Plan Start date: Plan End date: Current Classification ☐ Ineffective ☐ Developing

Plan Goal: Effective Classification

Current Assessment

U=Unsatisfactory | B=Basic | P=Proficient | D=Distinguished

		Current Rating				Post Rating			
Domain 1: Planning and Preparation		U	B	P	D	U	B	P	D
1a:	Demonstrating Knowledge of Content and Pedagogy	☐	☐	☐	☐	☐	☐	☐	☐
1b:	Demonstrating Knowledge of Student	☐	☐	☐	☐	☐	☐	☐	☐
1c:	Setting Instructional Outcomes	☐	☐	☐	☐	☐	☐	☐	☐
1d:	Demonstrating Knowledge of Resources	☐	☐	☐	☐	☐	☐	☐	☐
1e:	Designing Coherent Instruction	☐	☐	☐	☐	☐	☐	☐	☐
1f:	Designing Student Assessments	☐	☐	☐	☐	☐	☐	☐	☐
Domain 2: The Classroom Environment									
2a:	Creating an Environment of Respect and Rapport	☐	☐	☐	☐	☐	☐	☐	☐
2b:	Establishing a Culture for Learning	☐	☐	☐	☐	☐	☐	☐	☐
2c:	Managing Classroom Procedures	☐	☐	☐	☐	☐	☐	☐	☐
2d:	Managing Student Behavior	☐	☐	☐	☐	☐	☐	☐	☐
2e:	Organizing Physical Space	☐	☐	☐	☐	☐	☐	☐	☐
Domain 3: Instruction									
3a:	Communicating with Students	☐	☐	☐	☐	☐	☐	☐	☐
3b:	Using Questioning and Discussion Techniques	☐	☐	☐	☐	☐	☐	☐	☐
3c:	Engaging Students in Learning	☐	☐	☐	☐	☐	☐	☐	☐
3d:	Using Assessment in Instruction	☐	☐	☐	☐	☐	☐	☐	☐
3e:	Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	☐	☐	☐	☐
Domain 4: Professional Responsibilities									
4a:	Reflecting on Teaching	☐	☐	☐	☐	☐	☐	☐	☐
4b:	Maintaining Accurate Records	☐	☐	☐	☐	☐	☐	☐	☐
4c:	Communicating with Families	☐	☐	☐	☐	☐	☐	☐	☐
4d:	Participating in a Professional Community	☐	☐	☐	☐	☐	☐	☐	☐
4e:	Growing and Developing Professionally	☐	☐	☐	☐	☐	☐	☐	☐
4f:	Showing Professionalism	☐	☐	☐	☐	☐	☐	☐	☐

PLAN FOR IMPROVEMENT		
[Teacher Name]	PLAN START DATE:	PLAN END DATE:
Teacher identified as Ineffective and referred to (insert name of coach assigned), for supports on [date].		
Minimum Supports:	Dates/Comments:	
Coach meets with teacher to identify the components to be targeted during the support plan period.		
Teacher and Coach revise and/or amend the teacher's Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted components.		
Teacher is assigned the following online professional development aligned to the targeted components (Teachscape Learn):		
Coach meets with teacher		
Coach observes teacher		
Coach meets with teacher to go over observation.		
Additional Supports, as prescribed:		
Teacher to attend district sponsored professional development Title: Title: Title:		
Review Professional Literature aligned to the targeted components: Title: Title: Title:		
Visit exemplar classroom evidenced in the targeted components: Teacher/School: Teacher/School:		
Co-Plan and co-teach a lesson with [Name], focusing on [area for growth]:		
Signature/Date:	Signature:	
Teacher Name [Typed here]:	Coach [Typed here]:	
Signature:		Date:
Evaluator Name [Typed here]:		

TEACHER SUPPORT LOG		
Teacher Name:	Start Date:	End Date:
Teacher is identified as needing support in one or more of the following areas (but is not identified as having inadequate classroom performance): ☐ Teaching Performance ☐ Classroom Management*		
Supports:	Dates/Comments:	
Principal or other staff (may include an assigned mentor) meets with teacher to identify the component(s)/area to be targeted during the support plan period.		
Principal or other staff, and Teacher, revise and/or amend the teacher's Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted component(s)/area.		
The Principal (in conjunction with other staff) will initiate any – or any combination – of the following supports:		
Teacher is assigned the following professional development aligned to the targeted component(s)/area.		
Principal or other staff meets with teacher to review data and mentor the teacher for alternate strategies.		
Principal or other staff observes teacher.		
Review Professional Literature aligned to the targeted component(s): Title: Title:		
Visit exemplar classroom evidenced in the targeted component(s): Teacher/School: Teacher/School:		
Co-Plan and co-teach a lesson with [name] focusing on [area for growth]:		
*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data m Data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.		
Signature/Date:	Signature/Date:	
Teacher Name [Type]:	Coach Name[Type]:	
Signature:	Date:	
Evaluator Name [Type]:		

APPENDIX B

APPENDIX H

TEACHER EVALUATION CLASSIFICATION APPEAL PROCESS

Recommendations from TUSD/TEA Joint Evaluation Committee

The appeal window will be open from January through May of each year.

1.) Receive Final Classification:

Upon completion of the evaluation cycle a final classification will be determined by point values:

***99** • Ineffective: 39 points or less

- Developing: 40–55 points
- Effective: 56–73 points
- Highly Effective: 74–100 points

2.) File Appeal

- An appeal must be filed within 10 days of signing the evaluation
- Supplemental evidence must be provided to the hearing officer/panel within 10 days of filing the appeal

3.) Review of Evaluation Data

- Three member panel: Two TUSD and One TEA
  - o Chief Human Resources Officer
  - o Sr. Director Curriculum Deployment
  - o Member selected from TEA

Reviewers Timeline

Appeal is Filed and Supplemental Evidence provided	Review of Evaluation Data	Communication of Decision
January	February	March
February	March	April
March	April	May
April	May	June
May	June	July

4.) Final Decision Communicated to all parties

It is the responsibility of the teacher to prove that the evaluator either lacked sufficient evidence or did not consider all the evidence to support a particular rating

TUSD

Evaluation Classification Appeal Form

Date:

Name: Employee ID: Site/Department:

Date evaluation was signed: Name of Evaluator:

Final Classification: ☐Ineffective ☐Developing ☐Effective ☐Highly Effective

Please check the component(s) you wish to appeal:

Domain 1: Planning and Preparation		
1a:	Demonstrating Knowledge of Content and Pedagogy	☐
1b:	Demonstrating Knowledge of Student	☐
1c:	Setting Instructional Outcomes	☐
1d:	Demonstrating Knowledge of Resources	☐
1e:	Designing Coherent Instruction	☐
1f:	Designing Student Assessments	☐
Domain 2: The Classroom Environment		
2a:	Creating an Environment of Respect and Rapport	☐
2b:	Establishing a Culture for Learning	☐
2c:	Managing Classroom Procedures	☐
2d:	Managing Student Behavior	☐
2e:	Organizing Physical Space	☐
Domain 3: Instruction		
3a:	Communicating with Students	☐
3b:	Using Questioning and Discussion Techniques	☐
3c:	Engaging Students in Learning	☐
3d:	Using Assessment in Instruction	☐
3e:	Demonstrating Flexibility and Responsiveness	☐
Domain 4: Professional Responsibilities		
4a:	Reflecting on Teaching	☐
4b:	Maintaining Accurate Records	☐
4c:	Communicating with Families	☐
4d:	Participating in a Professional Community	☐
4e:	Growing and Developing Professionally	☐
4f:	Showing Professionalism	☐

Provide a brief rationale for why you are appealing the identified components.

PRINCIPAL EVALUATION PROCESS

A Tucson Unified School District Model for Measuring Educator Effectiveness

Adapted from Arizona Department of Education Model for Measuring Educator Effectiveness

APRIL 2013

Revised April 2015

TUSD

ACKNOWLEDGEMENTS

Tucson Unified School district Model for Measuring Educator Effectiveness: Principal Evaluation Process was adapted from Arizona Department of Education Model for Measuring Educator Effectiveness.

The Tucson Unified School District's Model would not be possible without the efforts and dedication of the following stakeholders:

- Dr. Deborah Anders, Principal
- Frank Armenta, Principal
- Eugene Butler Jr., Director Secondary Leadership–Middle Schools
- Victoria Callison, Director Magnet Schools Program
- Hortensia "Meg" Cota, Principal
- Richard Foster, Director Professional Development
- Ana Gallegos, Assistant Principal
- Michael Konrad, Principal
- Nicole Lowery, Senior Program Coordinator Human Resources
- David Scott, Director Accountability and Research
- Nancy Woll, Legal

The revision of the Tucson Unified School District's Model would not be possibly with the efforts and dedication of the following stakeholders:

- Gregg Cannon, PH.D., Research project Manager
- Anne Dudley, Principal Teenage Parent Program
- Thad Dugan, Asst. Principal Pistor Middle School
- Stacie Emert, President Education Leaders Inc.
- Richard Foster, Sr. Director Curriculum Deployment
- Halley Freitas, PH.D., Sr. Director Assessment and Evaluation
- Michael Konrad, Director Secondary Leadership
- Anna Maiden, Chief Human Resources Officer

• Melissa Molina–Garcia, Asst. Principapl Doolen Middle School

• Matthew Munger, Principal Sabino High School

• Kathleen Scheppe, Director Elementary Leadership

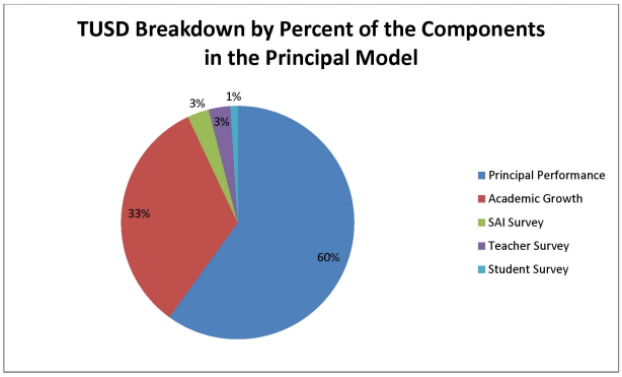
• Anna Schwartz–Warmbrand, Principal Vesey Elementary School

• Lisa South, Principal Whitmore Elementary School

• Sandra Thiffault, Principal McCorkle K8 School

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:

***100** A. Principal Performance Component	63%
B. Student Academic Progress Component	33%
C. Teacher Self–Review Component	1%
D. Survey Component	3%



A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 60% 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 ISSLC 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

The total of school–level data accounts for 33% of the evaluation outcome. Arizona's state assessment (AIMS and new for 2014–2015 AzMerit) is the data element for this component.

C. Survey Component

Survey data elements accounts for 7% of the evaluation outcome. They will be comprised of the results of three surveys conducted with teachers and students.

Teachers surveys provide an opportunity for teachers to rate principals on various aspects of principal practice and culture and climate of the school. Standards Assessment Inventory will measure aspects of principal practice the School Quality Survey will measure aspects of a school's culture and climate.

Teacher Survey Administration Logistics:

The 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. Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they engaged in classroom practices.

***101** The surveys may be found in Appendix C

Student Survey Administration Logistics:

The student survey focuses on the student's perception of their teacher's teaching method's, and each teacher is at least evaluated by one of his or her classes. The results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation

1. All teachers of students in grades K–12 regardless of their teaching assignment must have student survey results.

2. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.

3. Student surveys may be administered by a designated person other than the teacher. Surveys may be administered online.

PRINCIPAL EVALUATION PROCESS GUIDELINES

Orientation—The evaluator of the principal(s) will conduct an orientation and provide materials outlining the evaluation process. It is suggested that this be done by the superintendent, charter representative or designee in a group setting at the beginning of the school year.

Conference—Beginning of the Year—By the end of the first quarter, the principal and the evaluator will meet to discuss the evaluation process. Discussion must be about the principal's goals for the school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of parent and staff survey data; and previous evaluation results. It may be helpful to refer to the School Fast Fact Sheet when discussing school capacity, current achievement and teacher/student demographic information.

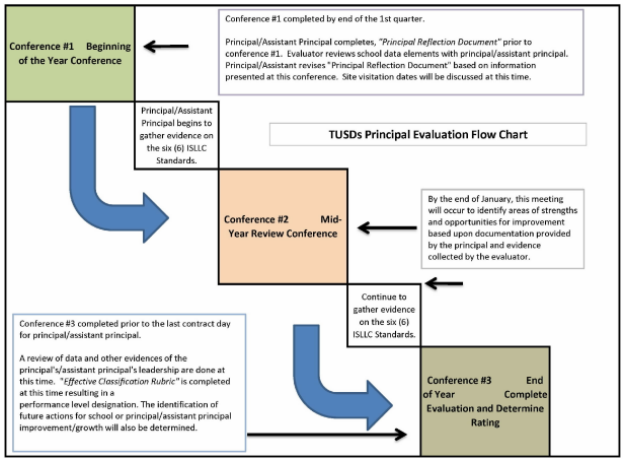
It is important to consider the context in which the evaluation occurs. This is an opportunity for the principal and the evaluator to discuss the full context of the school and any relevant information that would affect performance. The experience level of the principal should be taken into consideration. The performance of a novice principal is likely to be different from that of a more experienced principal. The school experience of the faculty, involvement of parents, etc. are other areas of consideration. Discussion of context should occur in the first conference. The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference.

Throughout the year the principal will work on established goals and collect evidence of success for future discussion with the evaluator. Planned and/or announced observations and/or conferences may also occur during this time.

Conference 2—Mid-Year: By the end of January, this meeting will occur to identify areas of strengths and opportunities for improvement based upon documentation provided by the principal. Plans, activities and/or strategies to help improve student academic performance and leadership performance should be the outcomes for this conference. Mid–year adjustments to the Goal Setting Worksheet may be made at this time along with any relevant information that might impact progress towards meeting goals.

***102** The principal should continue to work on the established goals and if appropriate, collect related evidence or artifacts for future documentation. Announced observations/conferences may also occur during this time.

Conference 3—End of year: This is the principal evaluation conference that completes the evaluation cycle. A review of data and other evidences of the principal's leadership are done at this time. Information is recorded and points determined resulting in a performance level designation. The identification of future actions for school or principal improvement/growth will also be determined. The Principal Performance Based Evaluation Summary Form is forwarded to the Superintendent/Charter Representative.



COMBINING PRINCIPAL PERFORMANCE, STUDENT PROGRESS, & SURVEY DATA FOR A PERFORMANCE CLASSIFICATION

In making decisions about the overall effectiveness of a principal, the evaluator will refer to the evidence, information and/or data collected that is related to the three components: **Principal Performance, Survey Data,** and associated actions or artifacts; and **Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the summative evaluation conference the evaluator should review the **Principal's Reflection Document**, any previous conference notes, and/or **other documents**

reflecting on the teacher's performance.

As previously described, the performance of the teacher in relation to **Principal Performance** will account for 60% of the evaluation outcome Using the TUSD Model, there are six leadership areas that account for 60% or 60 points used in this model. The points possible for each leadership area are set forth in Appendix D. The degree to which the principal meets the indicator is determined by the evaluator, evidence, and information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **Student Academic Progress** will account for a minimum of 33% or 33 points of the evaluation outcome.

Survey data collected from the teachers, students, will account for 7%, or 7 points of the evaluation outcome.

The outcome of the annual evaluation of the principal will be a "performance classification." The classification levels were adopted in State Statutes as: Highly Effective, Effective, Developing, and Ineffective.

The following tables show the range of points for the overall rating for the evaluation. Refer to Appendix F for the calculation form.

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

PERFORMANCE CLASSIFICATION RUBRIC

In judging or evaluating the principal's instructional leadership practice, school-level data and survey results, the evaluator will use a rubric aligned to the four performance classifications identified below.

Highly Effective: The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and district. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that performance is excellent.

***103 Effective:** The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial principal conference with the evaluator.

Developing: The principal sometimes demonstrates the listed functions reflective of the leadership standards and meets some of the goals and targets established for student performance and survey data. A *Developing* classification indicates that the employee performs well at times but requires more consistent performance overall. The principal demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective: The principal rarely demonstrates the listed functions reflective of the Leadership Standards and meets few goals and targets for student performance and survey data. The demonstrated performance of this principal requires supervisory intervention. A rating *of ineffective* indicates that performance is unsatisfactory

and the principal requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Ineffective.

The principal and evaluator should discuss the evidence, artifacts or data expected for the Effective level at the Beginning of the year Conference.

Setting Goals

INSTRUCTIONAL LEADERSHIP

During the initial conference, the principal and the evaluator will review the six leadership areas. The evaluator and principal should be clear as to the expectations in each leadership area.

Instructional Leadership accounts for 60% (60 points) of the evaluation outcome.

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 3	Leads to promote professional learning communities for teachers(6)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
Instructional Leadership	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
	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)
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	**Vision and Mission** 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	**Operations and Management** 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)

SURVEY INFORMATION

1. 80% teacher response rate is required for principal to receive Standards Assessment Inventory rating. Specifically the categories of Leadership and Outcomes **(SAI)**

2. 80% teacher response rate is required for principal to receive School Quality Survey rating **(SQS)**

3. Student Surveys will be the aggregated responses of the student surveys for teachers

Surveys account for 7% (7 points) of the evaluation outcome.

Weighted Survey Data

Percentage of Survey Data	Example of Survey Data to be used for this portion of the Principal Evaluation	Point Value

	Standards Assessment Inventory (SAI)	**3**
7%	**TUSD: School Quality Survey**	**3**
	Student Survey	**1**

Form Descriptions (forms may be found in APPENDIX D)

DESCRIPTION OF FORMS-EVALUATING PRINCIPAL EFFECTIVENESS

The following provides narrative descriptions of the forms used in the principal evaluation process.

Principal Reflection/Goal-Setting Document: This form is used as a self-assessment and goal setting form. The form is completed by the principal citing evidence, documents, or other artifacts reflecting leadership standards. Also cited is student progress data, survey data, areas of strengths and areas for improvement reflecting the impact of the principal's leadership on those most closely affiliated with the school. This form provides the principal an outline in preparation for the evaluation conferences.

Mid-year Review Conference: The principal and evaluator will meet at least once during the school year prior to the summary evaluation conference. During the mid-year conference information and work products will be reviewed, student benchmark or quarterly data will be discussed. The evaluator will indicate whether satisfactory progress is being demonstrated or not. Suggestions for future action will be recorded. A review of the Principal Reflection Document may be reviewed and updated during this conference.

***104 Principal Performance Based Evaluation Summary:** This two page form is used during the summative or year-end evaluation conference between the principal and the evaluator. The first page constitutes the accumulation of data representing the leadership actions of the principal, the perceptions of those persons impacted by this leadership and the progress of the students served at the school. Ideally, the first page is completed by the evaluator; however it is likely much of the information is available from the principal. During this conference the Principal Reflection/Goal-Setting Document and Mid-year Review forms should be available and referenced as needed. The second page, the Principal Performance Based Evaluation Summary, aligns with the legislative mandate and is the minimum requirement for documentation of the principal's effectiveness.

APPENDIX A

ISLLC STANDARDS

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Standard 1: Vision and Mission

An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community. ***Functions:***

A. Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning

B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Creates and implements plans to achieve goals

D. Promotes continuous and sustainable improvement

E. Monitors and evaluates progress and revises plans

F. Acts in ways that consistently reflect the school's/district's vision, mission, and values

Standard 2: Instructional Capacity

An educational leader promotes the success and well-being of every student by enhancing instructional capacity. ***Functions:***

A. Recruits and hires effective teachers and other professional staff

B. Develops individual and collective capacity of staff

C. Ensures on–going and differentiated professional learning

D. Supports staff with human, financial, and technological resources

E. Employs research–anchored and valid systems of performance management

F. Buffers learning and teaching from disruptive forces

G. Provides emotional support to staff teachers and other professional staff

Standard 3: Instruction

An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning. ***Functions:***

A. Maintains a culture of high expectations and challenge

B. Ensures a focus on authenticity and relevance in instruction

C. Ensures that instruction is anchored on best understandings of child development

D. Ensures strengths–based approaches to learning and teaching

E. Ensures the use of effective pedagogy to close learning gaps

F. Provides ongoing, salient, informative, and actionable feedback to teachers and other professional staff

G. Ensures the use of pedagogy that treats students as individuals and promotes self–esteem

H. Ensures the presence of culturally congruent pedagogy and assessment

I. Monitors instruction and instructional time

J. Employs technology in the service of teaching and learning

Standard 4: Curriculum and Assessment

An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs. ***Functions:***

A. Ensures program rigor

B. Ensures culturally relevant curricula and assessments

C. Maximizes opportunity to learn

D. Ensures authentic learning and assessment experiences

E. Emphasizes assessment systems congruent with understandings of child development and standards of measurement

F. Ensures the use of learning experiences that enhance the enjoyment of learning

Standard 5: Community of Care for Students

An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care. ***Functions:***

***105** A. Ensures the formation of a culture defined by trust

B. Ensures that each student is known, valued, and respected

C. Ensures that students are enmeshed in a safe, secure,

emotionally protective, and healthy environment

D. Ensures that each student has an abundance of academic and social support

E. Ensures that each student is an active member of the school

Standard 6: Professional Culture for Teachers and Staff

An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff. ***Functions:***

A. Develops productive relationships and trust

B. Nurtures a commitment to shared goals

C. Provides for collaborative work

D. Facilitates shared ownership

E. Develops collaborative leadership skills

F. Promotes a climate of collective efficacy

G. Fosters and supports the growth of trust

H. Nurtures a culture of shared accountability

Standard 7: Communities of Engagement for Families

An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders. ***Functions:***

A. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

B. Nurtures a sense of approachability and sustains positive relationships with families and caregivers

C. Builds and sustains productive relationships with community partners in the government, non–profit, and private sectors

D. Advocates for policies and resources for the community

E. Understands and engages with community needs, priorities, and resources

F. Communicates regularly and openly with families and stakeholders in the wider community

Standard 8: Operations and Management

An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning. ***Functions:***

A. Develops and demonstrates well–honed interpersonal skills

B. Manages student behavior with a focus on learning

C. Ensures effective leadership throughout the school or district

D. Crafts and connects management operations, policies, and resources to the vision and values of the school

E. Monitors and evaluates all aspects of school or district operations for effect and impact

F. Ensures the implementation of data systems that provide actionable information

G. Uses technology at the school or district to improve operations

H. Manages organizational politics with an eye on school or district values and mission

I. Enables others to understand and support relevant laws and policies

J. Acts as a steward of public funds

K. Develops and manages relationships with the district office or the school board

Standard 9: Ethical Principles and Professional Norms

An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms. ***Functions:***

A. Nurtures the development of schools that place children at the heart of education

B. Acts in an open and transparent manner

***106** C. Maintains a sense of self–awareness and attends to his or her own learning

D. Works to create productive relationships with students, staff, parents, and members of the extended school community

E. Maintains a sense of visibility and is approachable to all stakeholders

F. Acts as a moral compass for the school or district

G. Safeguards the values of democracy, equity, justice, community, and diversity

Standard 10: Equity and Cultural Responsiveness

An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school. ***Functions:***

A. Ensures equity of access to social capital and institutional support

B. Fosters schools as affirming and inclusive places

C. Advocates for children, families, and caregivers

D. Attacks issues of student marginalization; deficit–based schooling; and limiting assumptions about gender, race, class, and special status

E. Promotes the ability of students to participate in multiple cultural environments

F. Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources

Standard 11: Continuous School Improvement

An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement. ***Functions:***

A. Assesses, analyzes, and anticipates emerging trends to shape school or district decision making

B. Initiates and manages system–wide change

C. Enables others to engage productively with change experiences

D. Navigates change in the midst of ambiguity and competing demands and interests

E. Promotes a culture of data–based inquiry and continuous learning

F. Maintains a systems perspective and promotes coherence across all dimensions of the school or district

G. Promotes a culture of collective direction, shared engagement, and mutual accountability

APPENDIX B

TUSD SIX LEADERSHIP AREA RUBRIC

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 (8)
	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.

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Publically discusses the value of education communicating the belief that all students can and will achieve at high levels. • Holds staff accountable to these same attitudes and beliefs. • Publically draws attention to all equity gaps that exist for diverse* student populations. • Makes innovative and courageous plans to address the • 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.*	*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.
	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. •	college-bound culture does not apply to all groups of students in the school. • Has zero tolerance for discriminatory behavior.	• Ensures that the learning environment is free from discriminatory behavior and practices.	
School Behavior	• 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.		• 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 capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students and have specific efforts in • Teachers work together and know how to implement strategic initiatives that focus on closing 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.	

DOMAIN: School Leadership	Expectation: **Culture and Equity Leadership**:
CEL 2: Leads for continuous improvement and celebration (10 & 11)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never	• Represents the shared values of the district through interactions with certain stakeholders. • Sometimes 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/staff. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management	• Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection by admitting to mistakes and acknowledging areas of strength and personal growth. • Creates a safe environment where teachers reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Is aware of, speaks openly	• Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values –based leadership and professional learning • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence

	identifies targeted growth areas for staff. • Celebrations are inconsistent and limited.	systems that represent responsiveness to student culture. • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	about, and celebrates differences and diversity* among students, families, staff, and the community. • Ensures intentional and regular celebrations to mark success and school achievements.	across all dimensions of the school or district
School Behaviors	• 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		• 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.	

DOMAIN: School Leadership	Expectation: **Culture and Equity Leadership**
CEL 3: Leads to promote professional learning communities for teachers(6)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Inconsistently supports the instructional decisions made by Teachers • May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. •	• 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 intentionality and connections to school-wide commitments • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. • Teachers regularly discuss their practice with one another.	*In addition to "Effective:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. • Sets up processes and systems for action research and systemic learning. • Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	• Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-		• Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their	

	wide commitments. • Teachers do not regularly engage in reflection about their practice and the needs of their students. •	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 wit the principal and one another what support they need to grow professionally.

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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 are 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	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand	• Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom. • 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. • Expects 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	*In addition to "Effective:"* • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. independently engage conversations that include using district online data sources and teacher developed formative assessments.

	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.	student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher	understand trends in student needs, set rigorous student achievement targets, and celebrate success. • Ensures that teachers understand and deliver instruction that leads to student success with a culturally 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 technologies and interactive learning experiences in instructionally impactful	
		portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.	ways. regularly accessed, discussed, and used both by leader and differentiate student instruction.	
School Behaviors	• 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 those 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. •		• 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 2014 Danielson Framework for Teaching. well as their individual area of focus. progress. • TUSD curricular standars 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.	
			• 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.	

DOMAIN: School Leadership	Expectation: Instructional Leadership
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• 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.	*In addition to "Effective:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. • Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.
	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 populations.	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 budgetary resources that are aligned to diverse* 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; 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 • Provides resources for the instruction of diverse* regularly by teachers.	
		and may miss opportunities to align these resources to student need.		
School Behaviors	• 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 School Improvement Plan (SIP) does not reflect strategies to support all students with high levels of academic achievement.		• 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 School Improvement Plan (SIP) reflects strategies to support all students with high levels of academic achievement.	

DOMAIN: School Leadership	Expectation Instructional Leadership:
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Engages staff as a leader of culturally responsive pedagogy and instruction who understands the curricula and pedagogical best practices that should be present in classrooms that support all students • Is knowledgeable about and supports teachers in the implementation culturally responsive strategies across all content areas. • 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. • Ensures teachers implement culturally responsive strategies and assessments • Is committed to communicate with	*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 to close the achievement gap • Ensures the use of culturally responsive pedagogy that treats students as individuals
	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.	support culturally 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 utilization of these resources.	family and community is a culturally sensitive manner.	
School Behaviors	• 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		• 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.	
	understand culturally response 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. •		• All staff knows the student's home languages, backgrounds, interests, and cultural heritage. • Levels 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.	

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, 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. • Initiates and manages system-wide change • Ensures that all teachers	*In addition to "Effective:"* • Assesses, analyzes, and anticipates emerging trends to shape school or district decision making • Promotes a culture of collective direction, shared engagement, and mutual accountability • 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.
			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.	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 informed both by student level data and by data collected though the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	
School Behaviors	• Teacher leaders are either not identified or, if			• Teachers who are struggling with instruction receive timely
	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 School Improvement Plan (SIP).			support and clearly know the next steps required to improve their practice. • Teachers regularly support one another in moving forward with quality instructional practice. • 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 School Improvement Plan (SIP).

DOMAIN: School Leadership	Expectation: Human Resource Leadership:
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)	

	Unsatisfactory	Basic	Proficient	Distinguished
	• 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.	• 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	• Anticipates open positions and actively recruits and hires a high quality, diverse* staff matched to the needs of the school and the School 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 individuals	*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.

		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.	for strong performance and professional growth. • Uses multiple channels to identify the most effective teachers 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.	
	• 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 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.		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to 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. • High-performing teachers are committed to and remain at the school over time.	

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)

	Unsatisfactory	Basic	Proficient	Distinguished
	• 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 SIP and the vision, values, and goals of the school. • Rarely articulates shared values and goals. • Understands the statutory	• 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 school 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 SIP, but does	• 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 gaps for all student groups are represented). • Engages broad stakeholder input into the development and implementation of the School Improvement Plan (SIP). • Ensures that the school's SIP is the driving force behind initiatives that help students acquire 21st century skills. • Leads the development of the SIP in a manner	*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 a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals.
	requirements of the SIP but may develop a plan in isolation or with little stakeholder involvement.	not overtly support implementation of the SIP. • 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.	that represents data analysis, root cause analysis, goals, • Ensures that the professional development plan is aligned with shared values, vision, mission and the SIP. • Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success..	
	• 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		• 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 SIP goals. • Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of	
	direction. • The SIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals. • Work to measure, revisit, and update the UIP document may only occur when required by the district or state expectations.		achievement and other indicators of success. • Stakeholders understand the SIP 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 SIP.	

DOMAIN: School Leadership | Expectation: Strategic Leadership:

SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Models the leadership behavior he or she expects to see in others. • Provides feedback to develop the leadership capacity of staff members. • Empowers teachers to engage as teacher-leaders. • Establishes structures in the school that enable effective teacher leadership. • Engages teacher leaders in conversation and decision-making in regard to signficant issues and decisions. • Leads successfully in an environment where change is the norm and ambiguity is often present. • Consistently engages strategies that effectively manage change processes. • Remains calm, constructive, and optimistic despite resistance, setbacks,	*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 SIP. • Creates a responsive and flexible culture that encourages and gains value from innovation.
	not used to encourage collaboratio n. • Change management strategies are not evident.	collaborative decision-making. • Understands change management concepts and occasionally applies change management strategy.	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 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.	
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, 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		• 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.	
	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. •		• 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.	

DOMAIN: School Leadership | Expectation: Organizational Leadership:

OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. • Fails to ensure that safety and	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time- management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. • Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. • Makes strategic and sound, legal, and budgetary decisions. • Focuses on both short and long-term fiscal management decisions that are grounded in the strategic goals of the UIP. • Ensures that budget planning and implementation	*In addition to "Effective:"* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds. • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains the confidence of stakeholders during times of significant financial stress.

	risk-management plans are implemented and practiced effectively.	district). • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	represent a focus on equity for all student populations. • Develops external resources that align with the school budget in alignment with the school's LRP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, tornado drills).	
School Behaviors	• 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 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.		• Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • There are seldom 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 students • Decision-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.	

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	Distinguished
Principal Behaviors	• 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.	• 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	• Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement. • Ensures that 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	*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.

		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.	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).	
School Behaviors	• 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 because of a desire to be there.		• 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 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.	

APPENDIX C

SURVEYS

TEACHER SURVEY BY STUDENTS K-2

TEACHER SURVEY BY STUDENTS 3-5

TEACHER SURVEY BY STUDENT 6-12

SCHOOL QUALITY SURVEY (TEACHER)

STANDARDS ASSESSMENT INVENTORY (TEACHER)

Teacher Survey by Students K-2		
Number	Type	Question
1	Care	My teacher cares about me
2	Care	My teacher treats students with respect
3	Challenge	In this class, we learn a lot almost every day
4	Challenge	My teacher makes sure I try to do my best
5	Challenge	*In our class, it is okay to stop trying
6	Control	My classmates behave the way my teacher wants them to
7	Clarify	In this class, we learn to fix our mistakes
8	Captivate	I like the things we are learning in this class
9	Confer	My teacher gives me a chance to ask questions
10	Consolidate	My teacher takes time to help us remember what we learn

Teacher Survey by Students Grades 3-5		
Number	Type	Question
1	Care	The teacher in this class encourages me to do my best
2	Care	My teacher treats all students with respect
3	Care	*My teacher does not gives us time to explain our ideas
4	Control	Our class stays busy and does not waste time
5	Control	Students in my class are respectful to our teacher.
6	Control	All of the kids in my class know what they are supposed to be doing and learning.
7	Clarify	I understand what I am supposed to be learning in this class
8	Clarify	This class is neat-everything has a place and things are easy to find
9	Clarify	If you don't understand something, my teacher explains it another way
10	Challenge	When the work is too hard, my teacher helps me keep trying.
11	Challenge	*My teacher will not make me try new things if they are hard for me
12	Challenge	My teacher doesn't let me give up when the work gets hard
13	Captivate	My teacher gives us different kinds of activities to make class more interesting
14	Captivate	My teachers shows me how I can use what I learn at home and in the community
15	Captivate	The people we learn and read about in this class are like me.
16	Captivate	My teacher teaches us to respect people's differences.
17	Confer	My teacher asks questions to be sure we are following along when s/he is teaching
18	Confer	Students feel comfortable sharing their ideas in this class.
19	Consolidate	My teacher takes the time to summarize what we learn each day
20	Consolidate	When my teacher marks my work, s/he writes on my papers to help me understand

Teacher Survey by Students Grade 6-12		
Number	Type	Question
1	Care	This teacher seems to believe in my ability
2	Care	This teacher believes that I can do well in this class
3	Care	Students in this class respect each other's differences.
4	Care	*In this class, I do not feel like I fit in.
5	Control	*Student behavior in this class makes the teachers angry
6	Control	This teacher starts and ends class when the bell rings
7	Control	We are learning or working during the entire class period
8	Control	I understand the rules for behavior in this class
9	Control	This teacher gives us guidelines for assignments (rubrics, charts, grading rules, etc.) so we know how we will be graded
10	Clarify	This teacher walks around the room to check on students when we are doing individual work in class
11	Clarify	This teacher tells us about the learning goals/objectives of the day
12	Clarify	This teacher communicates clear expectations for assignments and tests
13	Clarify	This teacher helps me understand why the things we're learning in class are important to know in life
14	Challenge	This teachers asks students to explain more about the answers they give
15	Challenge	This teacher wants me to explain my answers-why I think what I think
16	Challenge	*School work in this class is too easy
17	Challenge	This teacher asks questions in class that make me really think about the information we are learning
18	Captivate	This teacher is enthusiastic about the subject
19	Captivate	This teacher uses different methods/media during instruction
20	Captivate	This teacher respects my cultural background.
21	Confer	This teacher hands back assignments promptly
22	Confer	*This teacher does not encourage questions and comments from all students
23	Consolidate	This teacher takes the time to summarize what we learn each day
24	Consolidate	We get helpful comments to let us know what we did wrong on assignments
25	Consolidate	*The comments that I get on my work in this class do not help me understand how to improve

School Quality Survey–Staff with Culturally Relevant Questions included

Text in Red represents Culturally Responsive Questions

Text in italics represents new questions to the survey

4–02–15 Draft

Instruction

1. The common grade level assessments (Galileo/ATI, other school selected) used at this school have led to improved instruction for all students. (revised from SQS)

2. Wednesday professional development helps to improve instruction at this school. (SQS)

3. Operating as a professional learning community helps to improve instruction at this school. (SQS)

***107** 4. Data–driven student level interventions help to improve student achievement at the school. (SQS)

5. Students at all levels of academic performance are challenged with rigorous curriculum at this school. (new-Hawley&Wolf)

6. Struggling students are taught by experienced and qualified teachers at this school. (new-Hawley&Wolf)

Environment

7. The school is clean and well kept. (SQS)

8. Students behave during class. (SQS)

9. The school is a safe place for students. (SQS)

10. This school year I have rarely observed or had reported to me students engaging in bullying or harassing behavior. (SQS)

11. Students have a safe way of reporting conflict. (revised from SQS)

Intercultural Proficiency

12. The historic experiences, values, and on-going contributions of diverse groups are visually evident throughout this school. (new-Hawley&Wolf)

13. Student participation in school programs and activities represents the diversity of the larger student body. (SQS)

14. Student participation in leadership positions represents the diversity of the larger student body. (new-Hawley&Wolf)

15. Academic results are the same for students of different racial and ethnic backgrounds. (SQS)

16. I rarely hear students say negative things about the racial or ethnic backgrounds of others. (SQS)

17. I rarely hear students say negative things about the special needs of others. (SQS)

18. Students of different racial and ethnic backgrounds get along at this school. (SQS)

19. Students treat teachers with respect. (SQS)

20. School staff consistently integrates cultural resources that are familiar to students into daily lessons at this school. (new-Hawley&Wolf)

21. School staff intervenes, in accordance to Governing Board policy, with behaviors that appear culturally insensitive or reflect prejudice. (revised from SQS)

22. The general climate at my school is welcoming to diversity (racial, ethnic, cultural, linguistic, social class, etc.). (revised from SQS)

Leadership

23. The site administrator(s) regularly discuss instructional issues with faculty. (SQS)

24. My principal gives me the opportunity to provide input on school matters that affect me. (new from review team)

25. My principal delegates responsibilities so other school staff members have opportunities to share in leadership duties. (new-Georgia)

26. My principal promotes the belief that all students can achieve at high levels (new-Hawley&Wolf)

27. My principal is fair and consistent when evaluating staff at this school. (new-Georgia)

28. My principal is a visible presence in our building to both staff and students. (new-Georiga)

29. My principal provides effective leadership at this school. (SQS)

Professional Development

30. Professional development provides school staff with sufficient skills to identify specific learning gaps in quarterly student data results. (new-Hawley&Wolf—modified from original)

31. Professional development helps school staff understand how diversity (racial, ethnic, cultural, linguistic, social class, etc.) may be related to student learning and behavior. (new-Hawley&Wolf)

Site Based Organizational Development

32. My professional growth is valued, supported and encouraged as part of my job. (SQS)

***108** 33. I feel that my efforts in my job are adequately recognized and valued. (SQS)

34. The school staff continually uses relevant student data to evaluate and improve instruction. (SQS)

Computer Technology

35. Students have adequate access to computers at this school. (SQS)

36. Teachers and staff have adequate access to computers at this school. (SQS)

37. Teachers at this school regularly integrate technology into their daily lesson plans. (revised from SQS)

Academic Partnership

38. Teachers work with school staff and parents to develop and implement a school plan to improve student achievement. (SQS)

39. The school regularly discusses and monitors school plan implementation. (SQS)

40. School staff and parents work together to meet individual needs of struggling students (new-Hawley&Wolf)

41. Teachers meet with parents to share strategies to improve student learning. (revised from SQS)

42. Parents have multiple opportunities to be actively involved at this school. (new from review team)

Overall Satisfaction

43. Overall, I am very satisfied with my school.(SQS)

Job Satisfaction

44. I am very satisfied with my current position at TUSD. (SQS)

45. I want to continue employment with the District. (SQS)

SAI Teacher Survey

Demographic Questions

1. Role

2. Experience Level as a Teacher

3. Years at Current School

4. School Setting

5. School Governance

Questions

Learning Communities

1. My school system has policies and procedures that support the vision for learning communities in schools.

2. Learning communities in my school meet several times per week to collaborate on how to improve student learning.

3. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.

4. In my school, some of the learning community members include non–staff members, such as students,

5. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection,

and evaluation).

6. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.

7. All members of the learning communities in my school hold each other accountable to achieve the school's goals.

Leadership

8. My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.

9. My school's leaders are active participants with other staff members in the school's professional learning.

10. My school's leaders advocate for resources to fully support professional learning.

11. My school's leaders regard professional learning as a top priority for all staff.

12. My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.

13. My school's leaders speak about the important relationship between improved student achievement and professional learning.

***109 14.** My school's leaders consider all staff members capable of being professional learning leaders.

Resources

15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.

16. Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.

17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.

18. In my school, time is available for teachers during the school day for professional learning.

19. Teachers in my school are involved with the decision–making about how professional learning resources are allocated.

20. Professional learning is available to me at various times, such as job embedded experiences, before or after–school hours, and summer experiences.

21. Teachers in my school have access to various technology resources for professional learning.

Data

22. Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.

23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.

24. In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.

25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.

26. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.

27. My school uses a variety of data to monitor the effectiveness of professional learning.

28. A variety of data are used to assess the effectiveness of my school's professional learning.

29. In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.

Learning Designs

30. In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.

31. The use of technology is evident in my school's professional learning.

32. Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning. 42

33. Professional learning in my school includes various forms of support to apply new practices.

34. In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.

35. In my school, teachers have opportunities to observe each other as one type of job–embedded professional learning.

36. Teachers' input is taken into consideration when planning school–wide professional learning.

Implementation

37. A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.

38. Teachers in my school receive on–going support in various ways to improve teaching.

39. My school has a consistent professional learning plan in place for three to five years.

***110 40.** My school's professional learning plan is aligned to school goals.

41. In my school, teachers individually reflect about teaching practices and strategies.

42. Professional learning experiences planned at my school are based on research about effective school change.

43. In my school, teachers give frequent feedback from colleagues to refine the implementation of instructional strategies.

Outcomes

44. Professional learning at my school focuses on the curriculum and how students learn.

45. Professional learning in my school contributes to increased student achievement.

46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.).

47. All professional staff members in my school are held to high standards to increase student learning.

48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.

49. Student learning outcomes are used to determine my school's professional learning plan.

50. My professional learning this school year is connected to previous professional learning.

APPENDIX D

PRINCIPAL PERFORMANCE EVALAUTION FORMS

Principal Reflection Document

Name of Teacher _____School _____ Date _____

Leadership Standards	Evidence
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 to promote professional learning communities for teachers(6) CEL 3: Leads for continuous improvement and celebration (10 & 11)	
Instructional Leadership IL 1: Leads for culturally responsive instruction that maximizes student learning (3) IL 2: 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 3: Leads for the academic and social-emotional success of a diverse student population (8)	
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)	
Classroom Level Student Academic Progress Comments	
Survey Data Comments	
Areas of Strengths:	
Continuing Activities	
Areas for Improvement (if needed)	

Midyear Review Conference

_____ _____ _____

Name of Principal School Date

Principal Mid-Year Review (The evaluator determines whether the principal is making acceptable progress toward goal attainment. This area is marked S for satisfactory progress or NP for not progressing)

Discussion of Leadership Practices:
1.Cultuer and Equity ____ 4.Strategic ____ 2.Instructional ____ 5.Organizational ____ 3.Human Resources ____ 6.Community ____
Areas of Strengths:
Continuing Activities:
Areas for Improvement (if needed):

DATA REVIEW
Student Progress:
Survey Information:

_____ _____

Principal *(signature)* Evaluator *(signature)*

Principal Performance Based Evaluation

Grades K-2

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	40	1	0.025
Total	377	100	

Grades K-2 = 10 questions for 40 possible points on a 4-point Likert scale. Principals with more than one grade band will average student survey scores across bands

Grades 3-5

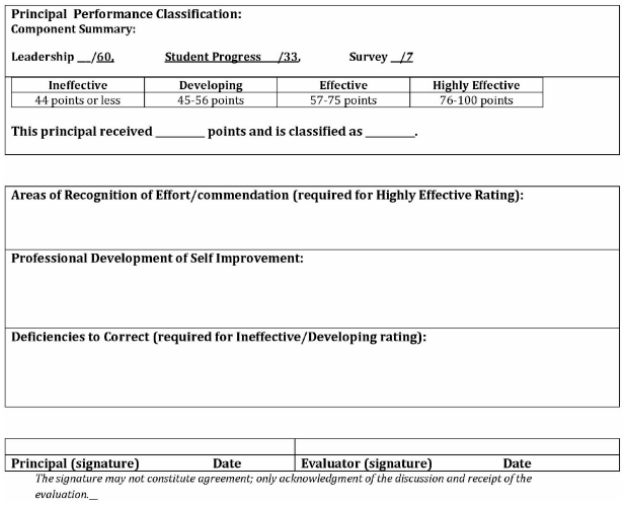
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	80	1	0.013
Total	417	100	

Grades 3-5 = 20 questions for 80 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands

Grades 6-12

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	100	1	0.010
Total	437	100	

Grades 6-12 = 25 questions for 100 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands



Principal Performance Classification:
Component Summary:

Leadership __/60, **Student Progress** __/33, **Survey** __/7

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

This principal received _____ points and is classified as _____.

Areas of Recognition of Effort/commendation (required for Highly Effective Rating):

Professional Development of Self Improvement:

Deficiencies to Correct (required for Ineffective/Developing rating):

Principal (signature) Date	**Evaluator (signature) Date**

*The signature may not constitute agreement; only acknowledgment of the discussion and receipt of the evaluation._

Evaluation Outcome—One of four performance classifications derived from the accumulated Student Academic Progress Data, Instructional Leadership practices, and Survey Data, and the associated recommendations for professional growth.

Performance Classification—The outcome of the evaluation process is one of four designations of performance: "Ineffective", "Developing", "Effective" and "Highly Effective".

SMART Goals—**S**pecific: Who? What? Where? **M**easurable: How will the goals be measured? **A**ttainable: Is the goal realistic, yet challenging? **R**esults-oriented: Is the goal consistent with other goals established and fits with immediate and long range plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?

APPENDIX E

GLOSSARY OF TERMS

OPERATIONAL DEFINITIONS

While a Glossary of Terms may be found in Appendix D, these operational definitions will assist the reader to be familiar with key concepts appearing frequently in this document.

Business Days—Business day is equivalent to a teacher work day.

Calendar Days—Equivalent to one day on the calendar.

Component—The Framework for Measuring Educator Effectiveness consists of three main parts or components: Instructional Leadership, School-level Student Academic Progress and Survey Data.

Element—Each component has many possible parts or elements. For example, in this document Instructional Leadership is made up of six leadership areas derived from the ISLLC Standards. Student Academic Progress, and Survey Data which includes teacher and student input.

Term Definition

Academic Progress: A measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.

***111 Aggregate:** In statistics, data combined from several measurements.

Bias: One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.

Data: Factual information, especially information organized for analysis or used to reason or make decisions.

Data Analysis: Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.

Data-Based Decision Making: Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions). The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.

Data-Driven Culture: When the atmosphere and culture within a building or district is driven and supported by data.

Evaluation: Evaluation occurs once a year and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Goal (academic): Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

Growth Score: Growth scores provide an equal interval scale from which one can quantify improvements in taught skills

Indicator: Descriptive statements that define Domain subsets.

Instructional Leadership: School leaders create and sustain a context for learning that puts students' learning first.

Mission: A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Multiple Measures of Data: Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.

Multiple Sources of Data: Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.

Non-tested Grades and Subjects: Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

***112 Norm-Referenced Test (NRT):** An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."

Objective: Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

Parent Surveys: Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.

Pedagogy: Generally refers to strategies of instruction, or a style of instruction.

Professional Development/Learning: A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Professional Improvement Plan: A prescriptive plan designed to assist teachers whose performance is unsatisfactory or below the minimum standard.

Professional Learning Community: Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.

Results Driven Instruction: Instruction informed by student achievement data and focused on results.

Rubric: An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality

using a set of criteria with associated levels of performance.

School Culture & Climate: School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.

School Improvement Plan: A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Scientific-Based Research: Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.

Stakeholder: An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.

***113 Student Growth:** The change in student achievement for an individual student between two or more points in time.

Student Survey: Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Vision: A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

ATTACHMENT 6

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Friday, April 10, 2015 7:24 PM
To: Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Zoe.Savitsky@usdoj.gov; james.eichner@usdoj.gov; Anurima.Bhargava@usdoj.gov; TUSD@rllaz.com; Desegregation
Subject: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans
Attachments: Mendoza Plaintiffs Comments on revised TUSD TEP 4.10.15.pdf; Mendoza Plaintiffs Comments on Revised TUSD PEP 4 10 15.pdf

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

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MALDEF: The Latino Legal Voice for Civil Rights in America.

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Mendoza Plaintiffs' Comments and Objections to TUSD's Revised Teacher Evaluation Plan

April 10, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Teacher Evaluation Plan ("TEP") under the Court's January 30, 2015 Order [Doc. 1760]. Mendoza Plaintiffs provided their TEP comments to the District on March 19, 2015. On April 3, 2015, the District provided the Plaintiffs and Special Master with a revised TEP. Mendoza Plaintiffs appreciate the work that went into revising the TEP, but remain concerned that the plan still does not comply with the relevant USP provisions, as discussed fully below.

Mendoza Plaintiffs did find that the revised TEP provides a much clearer picture of the process by which teachers will be evaluated. However, all discussion of evaluator training, and the professional development teachers will receive to understand and perform the tasks on which they will be evaluated, has dropped out of the plan. As a result, Mendoza Plaintiffs are now even less clear about whether teachers and evaluators will receive training, and about what such training would look like. Mendoza Plaintiffs therefore request that the District revise the TEP to detail this information. In addition, page 7 of the revised TEP implies that the "principal or supervisor" at each school will serve as its teacher evaluator. However, the plan is unclear about who the "supervisor[s]" are and how the

District and/or school will determine whether the principal or supervisor (or both) will conduct teacher evaluations. Presumably, teachers also will want clarity in this regard.

While the modified Danielson rubric is a step in the right direction, Mendoza Plaintiffs believe that the rubric still falls far short of capturing Culturally Responsive Pedagogy ("CRP") practices, as is required by USP Section IV, H. Most of the redlined revisions are not aimed at infusing the rubric with an assessment of teacher's use of CRP; rather, they consist of the mere addition of words and phrases like "and culture," "cultural," and "and cultural background." Noticeably absent from revisions to the Danielson rubric is any reference to race or ethnicity, notwithstanding that the USP expressly requires that the evaluation instrument give weight to "teacher efforts to include, engage, and support students from diverse **racial, ethnic**, cultural, and linguistic backgrounds using" CRP. USP Section IV, H, (i), (I) (emphasis added).

Further, for every domain for which the above-cited revisions were made, the revisions were made to the description of teacher performance for only one or two of the four performance classifications. For example, for domain "2d: Managing Student Behavior," references to "cultural background" and "culturally sensitive" practices were added in the descriptions of proficient and distinguished teacher practices. However, there are no related descriptions for unsatisfactory and basic teacher practices. Teachers are therefore unlikely to understand the type of CRP implementation that would correspond to the two weakest performance classifications. (The same is not true for other aspects of Danielson rubric domains. For example, for the same 2d domain, there are descriptions of the type of behavior monitoring that would correspond to each performance classification, which better informs teachers of how they are evaluated.) The incompleteness of this information is compounded by the fact that the District did not add any CRP-specific examples to "Possible Examples" sections for any performance classification for any domain of the modified rubric. Mendoza Plaintiffs note that the "Suggestions from Teaching Tolerance Panel for Enriching the Framework for Teaching Culturally Responsive Pedagogy," attached as Addendum A-1, are unlikely to adequately inform teachers of the CRP aspects of their evaluations as those examples appear to illustrate best practices, but say nothing about the type of practices that correspond to the unsatisfactory, basic, and proficient performance classifications.

***114** Finally, there have been no revisions to include CRP assessments for domains for which we would expect to see such revisions. For example, even though the USP expressly contemplates CRP infusion in an assessment of "teacher efforts to [ ]engage" students, domain "3c: Engaging Students in Learning" contains no aspects of CRP. Mendoza Plaintiffs therefore request that the District revise the Danielson rubric further, and in doing so, to specifically consider making revisions that will allow teachers to meaningfully understand all the CRP aspects of teacher evaluations.

Mendoza Plaintiffs object to the 3% weight that will be given to student surveys in teacher evaluations. They do not believe that a mere 3% weight is sufficient to bring consideration of student surveys within what was contemplated by USP Section IV, H, 1, (iii). Mendoza Plaintiffs therefore request that the District revise the weight it will give to student surveys in evaluating teachers.

Mendoza Plaintiffs also do not think that the District's revised TEP gives weight to teachers' use of data "to improve student outcomes, target interventions, and perform self-monitoring," as required by USP Section IV, H, (ii). While the Danielson rubric contains some related assessments, like an assessment of teachers' efforts to collect data, they do not involve the use of data to specifically target interventions and perform self-monitoring. Mendoza Plaintiffs also note that the self-assessment teachers would perform under the revised TEP does not involve an assessment of the use of data to target interventions and perform self-monitoring.

Mendoza Plaintiffs appreciate that the District has attached its Teacher Support Plan to the revised TEP, which provides Mendoza Plaintiffs with a better understanding of how underperforming teachers will be provided with professional development to improve their performance and implementation of CRP practices in the classroom. However, they remain unclear about the type of evaluation outcomes that would result in a referral for additional professional development and support. Mendoza Plaintiffs request that the District revise the TEP to include this information.

Mendoza Plaintiffs' Comments and Objections to
TUSD's Principal Evaluation Plan

April 10, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Principal Evaluation Plan ("PEP") under the Court's January 30, 2015 Order [Doc. 1760]. Mendoza Plaintiffs provided the District their comments on the PEP on March 20, 2015. On April 3, 2015, the District provided the Plaintiffs and Special Master with its revised PEP.

While Mendoza Plaintiffs find that the revised PEP is a substantial improvement over the February 19 PEP, they do have a few remaining concerns. On page 6 of the revised PEP, the District implies that "the superintendent, charter representative or designee" who will deliver the principal orientation will also be the principal evaluator. It is unclear to Mendoza Plaintiffs who will be the principal evaluator, whether there will be multiple evaluators, and the extent to which the evaluator(s) will receive training. Mendoza Plaintiffs request that the PEP be revised to better describe who will conduct principal evaluations, and what type of training they will receive.

The revised PEP indicates that principals will receive an orientation on "the evaluation process." While Mendoza Plaintiffs understand the importance of principals' understanding of the process by which they will be evaluated, they ask what kind of training principals will receive to understand and perform the tasks on which they will be evaluated? Mendoza Plaintiffs remain unclear as to how evaluation results will be used to identify underperforming principals, and about the kind of professional development and support underperforming principals will receive. They request that the PEP be revised to clarify these aspects of the evaluation process.

***115** Mendoza Plaintiffs note that they did find the "TUSD Six Leadership Area Rubric," attached to the revised PEP as Appendix B, to incorporate assessments of the use of CRP practices much better than the rubric for the teacher evaluation plan. They also believe that the descriptions of principal practices corresponding to each performance classification are likely to provide principals with a good understanding of how their use and promotion of CRP will affect their evaluation. However, the rubric for evaluating principal performance makes no reference to race, ethnicity, or to linguistic minorities, and instead relies entirely on references to "culture" and "diversity" in its incorporation of CRP assessments. Mendoza Plaintiffs do not feel that this approach adequately captures responsive pedagogy to address racial, ethnic, and linguistic differences, as required by the USP. They therefore request that the District revise the rubric to expressly include such references.

Mendoza Plaintiffs also note that the weight the District indicates it will give to the various evaluation components in the chart on page 3 does not match up to the information on the evaluation breakdown immediately above the chart. Mendoza Plaintiffs find that the various surveys the District intends to use for principal evaluations, attached as Appendix C, are likely to adequately capture principals' performance and use and promotion of CRP practices. They defer to Special Master Hawley on whether the total weight given to the surveys (7%) is adequate.

ATTACHMENT 7

Brown, Samuel

From: Savitsky, Zoe (CRT) <Zoe.Savitsky@usdoj.gov>
Sent: Tuesday, April 14, 2015 8:36 AM
To: Juan Rodriguez; Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; Desegregation
Subject: RE: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

The DOJ believes that the Principal Evaluation Plan and Instrument (PEP/PEI) comply with the USP. We, like the Mendoza Plaintiffs, suggest that the District import (edited as appropriate) some of the PEI's clear language regarding CRP, data, and expectation-setting into the Teacher Evaluation Instrument. Doing so will help the District meet its obligations under the USP to give adequate weight to teacher efforts to include and engage students of all backgrounds using CRP, and to teachers' use of data in their teaching practice.

Thanks very much.

-----Original Message-----
From: Juan Rodriguez [mailto:jrodriguez@MALDEF.org]
Sent: Friday, April 10, 2015 10:24 PM
To: Julie.Tolleson@tusd1.org; WBrammer@rllaz.com; Samuel.Brown@tusd1.org; martha.taylor@tusd1.org
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Savitsky, Zoe (CRT); Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; deseg@tusd1.org
Subject: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

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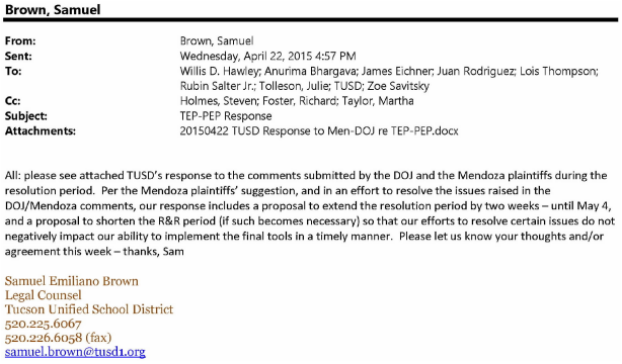
ATTACHMENT 8



Brown, Samuel

From: Brown, Samuel
Sent: Wednesday, April 22, 2015 4:57 PM
To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: TEP-PEP Response
Attachments: 20150422 TUSD Response to Men-DOJ re TEP-PEP.docx

All: please see attached TUSD's response to the comments submitted by the DOJ and the Mendoza plaintiffs during the resolution period. Per the Mendoza plaintiffs' suggestion, and in an effort to resolve the issues raised in the DOJ/Mendoza comments, our response includes a proposal to extend the resolution period by two weeks – until May 4, and a proposal to shorten the R&R period (if such becomes necessary) so that our efforts to resolve certain issues do not negatively impact our ability to implement the final tools in a timely manner. Please let us know your thoughts and/or agreement this week – thanks, Sam

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TUSD's April 22, 2015 Proposals and Response to DOJ and Mendozas Comments on the Teacher and Principal Evaluation Instruments/Plans ("TEI/PEI" or "TEP/PEP")

1. Proposed Extension

Section 3(D) of the Stipulated Process states: "[i]f the parties agree, and the Special Master does not object, the period for resolution of differences may be extended. Such agreement shall be confirmed in writing." (ECF #1350 at 3) On April 10, 2015 the Mendoza Plaintiffs submitted comments/objections, followed by the DOJ on April 14, 2015. On April 17, 2014, counsel for the Mendoza Plaintiffs suggested an extension of the resolution period. TUSD, DOJ, and Mendoza counsel have agreed to the extension; TUSD proposes two weeks from April 20, 2015 until May 4, 2015, to resolve the remaining DOJ and Mendoza concerns. The Fisher Plaintiffs did not "respond in writing regarding remaining concerns with the proposed Plan's compliance with the USP" as required by section 3(B) of the Stipulated Process.

2. Proposed Modification to the Stipulated Process Timeline

TUSD will strive to resolve differences and avoid an R&R, still, TUSD requests all parties stipulate to the following briefing schedule so the extension of the resolution period does not negatively impact TUSD's ability to timely implement the revised evaluation instruments:

3(C) Days 53-74 (ending May 4): the parties use whatever means appropriate—calls, redlined drafts, etc.—to attempt to resolve any remaining issues.

4. Day 75 (May 5): Plaintiffs will indicate via email their intention to submit, and basis for, any R&R request. The Governing Board will study the proposed plan and the basis for any R&R request(s) on May 19. The District will deliver the plan as presented to the Governing Board (or as revised per Governing Board recommendation) to the Special Master and Plaintiffs on May 20. Within seven days of receipt (on or before May 27), Plaintiffs may request an R&R and must explain their objection(s) and identify the record relevant to the objection(s) in the form directed by the Court.

5. The Special Master will prepare the draft R&R within eight days of receipt of the request (on or before June 4), explaining the disagreement and providing his recommendation for resolution (per Order, Doc. No. 1510, filed 12/2/2013, at 8:11-12). During the first five days of this period (ending June 1), the District shall have an opportunity to respond to the objections of the plaintiffs that served as the basis for their request. The draft R&R will include as attachments all Action Plan Documents set forth in the Order (Doc. No. 1510 at 8:13-22). The Special Master's draft R&R shall be shared with the parties on or before June 4 to allow TUSD to align its position with the recommendations. The Governing Board will vote to adopt the final proposed Plan on June 9. If the Governing Board does not align the final proposed plan with the recommendations of the draft R&R, the Special Master will file the R&R no later than June 12, including a request for an expedited ruling within 30 days.

***116** 6. Per the court's December 20, 2013 order (ECF #1529), the parties may object to the R&R within seven days of its filing (by June 17); there are no replies unless the court so orders.

3. General Overview

State Law Considerations

Under Arizona law, the evaluation instruments must be valid and reliable. In 2013-14, TUSD rolled out the 2013

Danielson framework for teaching, a valid and reliable instrument. TUSD's 2013-14 and 2014-15 USP-based revisions (for 2014-15 and 2015-16) were specifically designed in a manner that would not likely impact the validity and reliability of the instrument. A wholesale change in the structure of the instruments, in other words a complete rewrite, would likely cause the current instruments to lose their demonstrated validity and reliability and thus would not likely meet state requirements.

Employee Agreement Considerations
TUSD's employee agreement with teachers requires TUSD to convene a committee made up of TUSD and TEA members to submit recommendations for modifications to the evaluation instrument. Given the concerns raised by the parties, the committee was reconvened and charged with further embedding additional culturally responsive practices into the TEP/PEP, and to expand the plans through more explicit language related to culturally responsive practices. The committee met over six weeks from January through April to make substantive changes to the instrument, including meetings with the CRPI Director. Those changes are reflected in the revised plans.

Capacity and Training: Fundamental Expectations
Given the above realities, TUSD must consider that revisions to the current document have to be vetted through the TEA/TUSD committee, that a structural change to the TEP and/or PEP would likely impact the validity and reliability of the instrument(s), and that a key component to ensuring that the evaluation tools are impactful for students is to develop a deep, collective, institutional understanding of culturally responsive practices/pedagogy. The current plans have some great embedded practices but the ultimate goal, which TUSD shares with the Special Master and Plaintiffs, is to reach the place where CRP is part of everyday teaching in TUSD. Reaching that goal will require time, capacity-building, buy-in, and sustained and consistent professional development.

4. Specific Commitments Related to Resolution of the Comments/Objections Submitted by the DOJ and by the Mendoza Plaintiffs

As several of the comments/objections/questions were embedded within the text of the Mendoza documents, TUSD staff paraphrased the language below in order to develop a clear response. If the comment/question was misinterpreted, please clarify as soon as possible.

DOJ TEP Comment 1: DOJ suggests the District import (edited as appropriate) some of the PEI clear language regarding CRP, data, and expectation-setting into the TEI.

Response: The District will import some of the PEI language into the TEI but welcome specific examples of language the DOJ feels should be imported.

Mendoza TEP Comment 1: Mendoza Plaintiffs request "discussion of evaluator training, and the professional development teachers will receive to understand and perform the tasks on which they will be evaluated" be included in the "plan."

***117 Response:** These are not required components of the evaluation instruments, but they exist in the professional development plan that has already been sent to the parties.

Mendoza TEP Comment 2: TEP is unclear about who the "supervisor[s]" are and how the District and/or school will determine whether the principal or supervisor (or both) will conduct teacher evaluations.

Response: A qualified evaluator evaluates the teacher—it could be the principal or another qualified evaluator (for example, an Assistant Principal).

Mendoza TEP Comment 3: Most of the redlined revisions are not aimed at infusing the rubric with an assessment of teachers' use of CRP ... rather, they consist of the mere addition of words and phrases like "and culture," "cultural," and "and cultural background." Noticeably absent from revisions to the Danielson rubric is any reference to race or ethnicity, notwithstanding that the USP expressly requires that the evaluation instrument give weight to "teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using" CRP. USP Section IV, H, (i), (I).

Response: TUSD will modify the rubric to include a clear reference that diversity as used in the instrument refers to racial, ethnic, cultural, and linguistic diversity.

Mendoza TEP Comment 4: There are no related descriptions for unsatisfactory and basic teacher practices.

Response: TUSD made the decision to include CRP as a positive attribute at the higher levels, rather than note its absence at the lower levels. Teachers who have not engrained CRP into their practice cannot be deemed proficient or distinguished—the top two categories.

Mendoza TEP Comment 5: Mendoza Plaintiffs request that the District revise to allow teachers to meaningfully understand all the CRP aspects of teacher evaluations.

Response: Throughout the document, CRP concepts are embedded even if certain buzz words are not present. In 3(c), for example, contains aspects of CRP even if the buzz words are not included. 3(c) refers to intellectual engagement which teachers are expected to achieve using the tools of CRP (see Domain 1(e), teachers are expected to plan to use CRP in their lessons to ensure intellectual engagement).

Mendoza TEP Comment 6: Mendoza Plaintiffs request that the District revise the weight it will give to student surveys in evaluating teachers (more than 3%)

Response: The District is willing to bring this suggestion back to the joint TUSD/TEA committee for discussion and possible modification.

Mendoza TEP Comment 7: Mendoza Plaintiffs also do not think that the District's revised TEP gives weight to teachers' use of data "to improve student outcomes, target interventions, and perform self-monitoring," as required by USP Section IV, H, (ii).

Response: See TEP section 1(f).

Mendoza TEP Comment 8: Mendoza Plaintiffs request that the District revise the TEP to include information about the type of evaluation outcomes that would result in a referral for additional professional development and support.

Response: The Teacher Support Plan includes this information.

ATTACHMENT 9

From: Willis D. Hawley <wdh@umd.edu>

Sent: ***118** Wednesday, April 22, 2015 2:21 PM

To: Rubin Salter, Jr.; Juan Rodriguez; Thompson, Lois; Anurima.Bhargava@usdoj.gov; Savitsky, Zoe (CRT); Desegregation; TUSD; Foster, Richard

Cc: Becky; Willis D. Hawley; Irvine, Jacqueline

Subject: teacher evaluation

Attachments: T Evaluation instrument edited JI 4-19.docx

While the District as improved the instrument to be used for teacher evaluation, there is more to be done.

Apparently, teachers working on the instrument did not feel a need to be very specific about culturally responsive pedagogy (CRP) but research on the effects of teacher evaluation on teacher behavior make clear that specificity matters. Otherwise, as learning theory tells us, teachers apply meanings to terms that make sense to them (as do we all) and feel comfortable (yea, I do that).

With help from prominent researchers, I am sharing the some of the introduction pages of the Danielson instrument that serves as *the* foundation for the TUSD instrument. The pages here are not the actual rubrics but they are important. They introduce teachers to the core concepts underlying the rubrics.

As you will see from the few examples given (we did not work on all of the components), the Danielson framework is good but lacks a good understanding of CRP (something Danielson has acknowledged in my conversations with her).

I send this now to suggest that important work is yet to be done. The TUSD instrument makes a start at these concepts and we will shortly provide specifics for changing the definitions of "distinguished" teaching that is now in the TUSD instrument so that teacher who are capable of CRPwill be judged as distinguished.

See attached.

Framework for Teaching Evaluation Instrument, 2013 Edition

Domain 1: Planning and Preparation

Component 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 ~~and cultural diversity~~. 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

Component 1b:	Demonstrating Knowledge of Students
	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. The elements of component 1b are: • Knowledge of child and adolescent development *Children are different at different stages of their lives.* • Knowledge of the learning process *Learning requires active intellectual engagement.* • Knowledge of students' skills, knowledge, English 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. *Children's backgrounds influence their learning.* • Knowledge of students' special needs *Children do not all develop in a typical fashion.* Indicators include: • 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 ~~heritage~~ perspectives about the curriculum • Database of students with special needs

Component 1c:	Setting Instructional Outcomes
	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. Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. 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. The elements of component 1c are: • 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 to consideration that students learn differently and their learning is influenced by their experiences and cultural background.* Indicators include: • 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

Component 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 noninstructional 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: • Resources for classroom use *Materials must align with learning outcomes.* • Resources to extend content knowledge and pedagogy *Materials that further teachers' professional knowledge must be available.* • Resources for students *Materials must be appropriately challenging and culturally relevant.* Indicators include: • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Materials suggested by community and students' families • Ongoing participation by teacher in professional education courses or professional groups • Guest speakers

Component 1e:	Designing Coherent Instruction
	Designing coherent 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. 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 students 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 cognitively engaging learning activities, 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: • Learning activities *Instruction is designed to engage students and advance them through the content.* • Instructional materials and resources *Aids to instruction are appropriate to the learning needs of the students.* • Instructional groups *Teachers intentionally organize instructional groups to support student learning.* • Lesson and unit structure *Teachers produce clear and sequenced lesson and unit structures to advance student learning.* Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

Component 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: • Congruence with instructional outcomes *Assessments must match learning expectations.* • Criteria and standards *Expectations must be clearly defined.* • Design of formative assessments *Assessments for learning must be planned as part of the instructional process.* • Use for planning *Results of assessment guide future planning.* Indicators include: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Component 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 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 are the hallmark of 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: • 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: • Respectful talk, active listening, and turn-taking • Acknowledgement of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

Component 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 value 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. ~~insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business- like place where important work is being undertaken.~~ The classroom atmosphere may be vibrant, even joyful, but it is not frivolous. NOTE: I have problems with this paragraph that assumes precision in language is a reflection on quality of thinking. The elements of component 2b are: • 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. ~~A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.~~* • Student 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: • 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

Component 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, noninstructional 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: • 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 in 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 *Not every teacher has the benefit of assistance from volunteers and paraprofessionals, 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: • 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

Component 2d:	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 2d 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 backs of their heads; they are attuned to what's happening in the classroom and can move subtly 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?) 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, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior

Component 2e:	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 2e 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

Domain 3: Instruction

Component 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 activities. When teachers present concepts and information, they make these 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 and prior knowledge. 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 two, with modeling by the teacher, if it is appropriate.* • Explanations of content *Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests 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

Component 3b:	Using Questioning and Discussion Techniques
	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 nonformulaic, 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 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 x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; an 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 enlists the assistance of students to ensure this outcome.* Indicators include: • 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

Component 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 and challenging 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 depth over breadth and encourage students to explain their thinking.* • Grouping of students *How students are grouped for instruction (whole class, small groups, pairs, 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.* • Structure and pacing *No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.*

	Indicators include: • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Component 3d:	Using Assessment in Instruction
	Assessment of student learning plays an important new 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. 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 activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations. 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. 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 to enrich an explanation. The elements of component 3d are: • 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 oral presentation).* • 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 culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do 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.* Indicators include: • The teacher paying close attention to evidence of student understanding • The teacher posing specifically created questions 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

Component 3e:	Demonstrating Flexibility and Responsiveness
	"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. They 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. The elements of component 3e are: • 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.* Indicators include: • Incorporation of students' interests and daily events into a lesson • Visible adjustment in the face of student lack of understanding • The teacher seizing on a teachable moment

Domain 4: Professional Responsibilities

Component 4a:	Reflecting on Teaching
	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. The elements of component 4a are: • 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.* Indicators include • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies

Component 4b:	Maintaining Accurate Records
	An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional 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. The elements of component 4b are: • 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.* • Noninstructional records *Noninstructional 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 permissions slips for a field trip or which students have paid for their school pictures.* Indicators include: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate noninstructional records

Component 4c:	Communicating with Families
	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 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 with families of adolescents 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. The elements of component 4c are: • 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.* Indicators include: • 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

Component 4d:	Participating in the Professional Community
	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. The elements of component 4d are: • 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.* Indicators include: • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives

Component 4e:	Growing and Developing Professionally
	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 ever 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, 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. The elements of component 4e are: • 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.* Indicators include: • 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

Component 4f:	Showing Professionalism
	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 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. The elements of component 4f are: • 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 their 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.* Indicators include: • 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 • The teacher consistently fulfilling district mandates regarding policies and procedures

ATTACHMENT 10

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Monday, April 27, 2015 4:41 PM
To:	Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); Eichner, James (CRT)
Cc:	Desegregation; TUSD
Subject:	Update on my discussion about T&P evaluation
Attachments:	Demystifying culturally responsive pedagogy (5).docx

As you know, we are is the problem or difference resolution phase of the teacher and principal evaluation plans. I want to update you on my discussions with District.

I am focusing most on the teacher evaluation process. With respect to the instrument, I have been working with the district for some time and I believe that important progress have been made. More recently, I have enlisted the help of nationally prominent experts on culturally responsive pedagogy and am in the process of recommending relatively modest changes to the instrument that will not affect its validity. This expertise will be offered at no expense to the district. I am told that our initial work on this has been received favorably by the superintendent and the leader of the teacher association. I believe that it is critically important that the teacher evaluation instrument be approved by the parties as soon as possible because the content of the instrument, as I have indicated in other information to you, has a significant effect on the content of professional development which needs to be planned now so that much of it can be delivered at least two trainers during the summer.

***119** As you know, Arizona has changed its state test and has given districts the opportunity to use alternative measures to the state test for evaluating teachers. I think the evidence on the validity of using standardized tests to measure teacher effectiveness through so–called value–added methods is sufficiently problematic to dismiss the use of these tests entirely (says the National Research Council and others). Moreover, less than half of the teachers actually have test scores for the students they teach so that state scores for the entire school were used for individual teachers. This is patently unfair and most likely illegal. The District is proposing to use the best of one of two types of measures of student achievement—state tests or benchmark assessments employed by the district. I believe this is sensible.

I believe that the weight to be given for teacher for student surveys should be the maximum allowed by state law—17%. Teachers want 3%. 3% is, of course, meaningless. So I feel strongly that the weight given to student surveys—which have been validated elsewhere—should be at least 15% to signal the importance of teacher responsiveness to student needs and the importance of building caring and productive relationships with students. However, I believe that the

results of the three different types of measures used can be examined at the end of the school year and should the evidence warrant it, weight of this survey could be reduced.

I welcome your comments on these discussions. The principal instrument is not as well developed as a teacher instrument and continues to need further work.

I think that the discussions on culturally responsive pedagogy may have created more anxiety than is necessary. So, I wrote a brief commentary on CRP which I attach your for your amusement.

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

Demystifying Culturally Responsive Pedagogy

For no small number of people, "culturally responsive pedagogy" (CRP) is seen as an exotic instructional method that is meant to enhance the learning of students of color—one more difficult to use tool in the teachers bag of tricks to be added to dozens of other techniques to be employed with certain students for particular purposes.

Not surprisingly, CRP is seen as daunting to many and to some as just one more thing for teachers to master for reasons that are unclear. It is time to demystify CRP

In the typology of organizational strategies, teaching falls into a set of technologies that are characterized as "intensive". By comparison, "long linked technologies" (such as automobile assembly lines) that are applied when goals are relatively simple, inputs are predictable, and techniques for production yield certain outcomes, intensive technology require the adaptation of the modes of production because inputs vary in unpredictable ways, there are multiple and sometimes competing goals, and techniques have uncertain consequences. Heart surgery and psychiatry—as well as teaching—are examples of intensive technology.

Much of the interactions we have with others involve the use of intensive technology, especially when we want someone to understand and act on the communications involved. If we are good at communication with and motivating others, we seek answers to questions such as:

– Where is she coming from?

– What is the picture he has in his head about what I am talking about?

– What does she care about?

– Does he know enough about what I'm talking about to make sense out of what I'm saying?

– If I suspect that he does not know enough about what I'm talking about, what do I need to do to increase my understanding of his experiences?

These types of questions are at the heart of CRP. To be highly effective, teachers need to know answers to these questions as they apply to each of their students (not only students of color). This requires that they know about the lived experiences of their students and their students' families and communities. It also requires that teachers use this knowledge to shape instruction and create relationships. In search of these answers and in interpreting their implications for practice, some understanding of common experiences of people in different racial, ethnic, cultural and linguistic backgrounds is useful. At the same time, teachers need to avoid stereotyping and otherwise simplifying. All of us are affected by numerous influences which include race, ethnicity, culture and language and these can carry different weights in different context at different times. Excellent teachers are excellent problem solvers and culturally responsive pedagogy is problem solving at a high level.

***120** Most teachers would agree that distinguished teaching is **responsive** to the experiences, interests and prior knowledge of their students. And, if we were to say that how and what people learn is influenced by their **cultural** experiences and beliefs, few would disagree. But, when we link the words culture and responsive together—as in culturally responsive pedagogy—resistance and/or apprehension can surface.

Further steps to a common sense understanding of CRP are suggested by the following:

A teacher educator asked pre–service teachers how they would prepare for a study abroad trip or an extended visit in, let's say, Mexico. Without hesitation, they responded:

• Go to the library and read some books about the history and culture of the country

• Try to learn at least some of the language by taking courses, buying tapes, seeking out Spanish speakers on campus

• Rent foreign films by and about Mexicans

• Call Mexican American social clubs, societies, community organizations to see if there are activities to attend

• Volunteer for social service agencies that have Mexican clients (e.g., teach English to Mexican children)

• Go to the departments on campus and seek out professors who teach Spanish or do research in Mexico.

Finally, the students remarked that when arriving in Mexico one has to be open–minded, excited, observant, curious, aware that cultural faux pas will happen and be willing to laugh at yourself, ask for help, understand that there is no such as a stupid question when you really want to learn.

These students actually knew the resources and strategies to become culturally competent when the goal was to study abroad or visit Mexico for an extended period. However, they seem perplexed and hesitant to use these same ideas when preparing to teach in a mostly Mexican–American school.

ATTACHMENT 11

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Thursday, April 30, 2015 9:56 AM
To: Brown, Samuel; Willis D. Hawley; Anurima Bhargava; James Eichner; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: RE: TEP-PEP Response
Attachments: Mendoza Plaintiffs' Comments on TUSD's Response re TEP 4.30.15.pdf

Please see the attached comments. Thanks.

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From: Brown, Samuel [mailto:Samuel.Brown@tusd1.org]
Sent: Wednesday, April 22, 2015 4:57 PM
To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: TEP-PEP Response

All: please see attached TUSD's response to the comments submitted by the DOJ and the Mendoza plaintiffs during the resolution period. Per the Mendoza plaintiffs' suggestion, and in an effort to resolve the issues raised in the DOJ/Mendoza comments, our response includes a proposal to extend the resolution period by two weeks – until May 4, and a proposal to shorten the R&R period (if such becomes necessary) so that our efforts to resolve certain issues do not negatively impact our ability to implement the final tools in a timely manner. Please let us know your thoughts and/or agreement this week – thanks, Sam

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Mendoza Plaintiffs' Comments to TUSD's April 22, 2015 Response to DOJ's and Mendoza Plaintiffs' Comments on Teacher Evaluation Plan

April 30, 2015

On April 10, 2015, Mendoza Plaintiffs provided the District with their comments and objections to TUSD's revised Teacher Evaluation Plan ("TEP") and Principal Evaluation Plan ("PEP"). The DOJ provided their comments on April 14, 2015. Mendoza Plaintiffs, the DOJ, and the District have agreed to extend the conclusion of the resolution period under the stipulated process from April 20 to May 4, 2015. On April 22, 2015, TUSD provided its responses to the Mendoza Plaintiffs' and the DOJ's comments on the TEP. Mendoza Plaintiffs note that, notwithstanding the title given to the District's April 22 responses, the sections of its response that address the Mendoza Plaintiffs' and DOJ's substantive comments regard only the TEP. On April 27, 2015, Special Master Hawley provided the parties with an email re: Update on my discussion about the T&P evaluation, in which he described that he is in the process of providing the District recommended changes to the teacher evaluation instrument ("TEI"). While Mendoza Plaintiffs have not yet received a revised TEP or PEP, revised

evaluation instruments or responses regarding their comments on the PEP, Mendoza Plaintiffs provide the following comments now in an effort to resolve open disputes within the resolution period.

Mendoza Plaintiffs appreciate the District's preparation of its responses and its explanation of non-USP considerations involved in its revision of the TEI. With regard to professional development, Mendoza Plaintiffs understood TUSD's reference to the "professional development plan" on page 3 to refer to the "District's Revised Professional Development Cost Assessment" provided to the parties and Special Master on March 13, 2015, which includes within it short descriptions of professional development relating to the various USP provisions. That document does not describe any professional development that evaluators would receive to prepare them to evaluate teachers. Does the District plan to provide such professional development? What will that professional development look like and how much of it will be provided to evaluators? Has the District determined how much funding any such professional development would require?

***121** With regard to the identity of the evaluators, Mendoza Plaintiffs understood the District's response on page 3 to mean that either a school's principal or a supervisor "(for example, an Assistant Principal)" will evaluate all teachers at that school. If they are mistaken, they request that the District immediately correct them. If they are not, they request that this information be included in the Teacher Evaluation Plan to provide teachers clarity in this regard.

Mendoza Plaintiffs 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)[.]" Has the District come to a determination of the type of evaluation outcomes that would warrant such a referral?

Domain 1f of the TEI, to which Mendoza Plaintiffs understood the District's reference to "TEP section 1(f)" on page 4 to refer, arguably contains implicit assessments of teacher's use of classroom data to improve student outcomes and target interventions. What is clear, however, is that assessment and all others in the TEI do not involve teacher's use of data to perform self-monitoring, as required under USP Section IV, H, 1, (ii). In this regard, and in light of the disproportion in the administration of discipline as revealed in the District's mid-year discipline review, Mendoza Plaintiffs suggest that, as part of the District's revisions to comply with this USP section, domain "2d: Managing Student Behavior" expressly include an assessment of a teacher's attempts to monitor whether and to what extent their own implicit bias plays a role in determining which students they refer for disciplinary action.

By providing the suggested revision above, Mendoza Plaintiffs do not indicate that such a revision would make the TEI compliant with USP Section IV, H, 1, (ii). Rather, they preserve their right to maintain this objection, as well as their other objections that specifically regard the TEI (as opposed to the TEP) until they receive further information about the Special Master's recommended revisions to the TEI, and a revised TEI.

ATTACHMENT 12

Brown, Samuel

From: Savitsky, Zoe (CRT) <Zoe.Savitsky@usdoj.gov>
Sent: Monday, May 4, 2015 11:04 AM
To: Juan Rodriguez; Brown, Samuel; Willis D. Hawley; Bhargava, Anurima (CRT); Eichner, James (CRT); Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: RE: TEP-PEP Response

All,

As discussed, we had some limited comments on the TEI. Specifically, we do not believe it adequately incorporates the USP (IV)(H)(1)(ii) requirement to assess "teacher . . . use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring." The PEI contains several instances in which principals are assessed on the basis of their varying uses of data, including on pp. 26-29, 30-32,36-38, and 42-44. These evaluation items are of course specific to principals, and so cannot be directly integrated into the TEI, but we suggest using those PEI assessment metrics as the basis for one or more data-related assessment metrics in the TEI.

Thanks so much.

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From: Juan Rodriguez [mailto:jrodriguez@MALDEF.org]
Sent: Thursday, April 30, 2015 12:56 PM
To: Brown, Samuel; Willis D. Hawley; Bhargava, Anurima (CRT); Eichner, James (CRT); Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Savitsky, Zoe (CRT)
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: RE: TEP-PEP Response

Please see the attached comments. Thanks.

Juan Rodriguez | Staff Attorney

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MALDEF: The Latino Legal Voice for Civil Rights in America.

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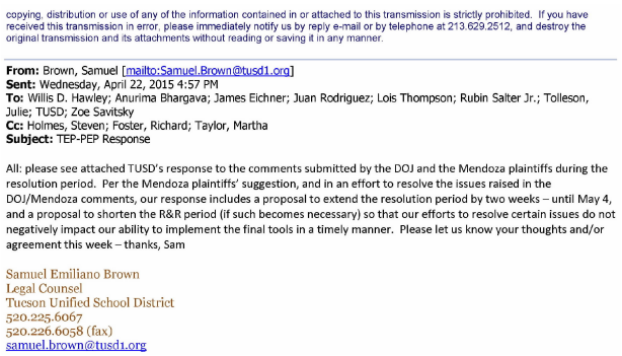

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From: Brown, Samuel [mailto:Samuel.Brown@tusd1.org]
Sent: Wednesday, April 22, 2015 4:57 PM
To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: TEP-PEP Response

All: please see attached TUSD's response to the comments submitted by the DOJ and the Mendoza plaintiffs during the resolution period. Per the Mendoza plaintiffs' suggestion, and in an effort to resolve the issues raised in the DOJ/Mendoza comments, our response includes a proposal to extend the resolution period by two weeks – until May 4, and a proposal to shorten the R&R period (if such becomes necessary) so that our efforts to resolve certain issues do not negatively impact our ability to implement the final tools in a timely manner. Please let us know your thoughts and/or agreement this week – thanks, Sam

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ATTACHMENT 13

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Friday, May 01, 2015 2:31 PM
To:	Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); Eichner, James (CRT); Desegregation; RLL
Cc:	wdh1938@gmail.com
Subject:	T&P Evaluation
Attachments:	T & P Eval Plan Comments 5-1-15 (2).docx; JI revision 1a1b1c 4-25-15.docx

Please my comments on the T&P Evaluation processes. In this summary, I refer to examples of changes in the TEI. These are attached also. On April 22, I forward the amended intro to several of the components of the TEI. I share these to give you a feel for the kinds of modest changes being proposed now that relate specifically to culturally responsive pedagogy.

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

May 1, 2015

To: Parties

From: Bill Hawley

Re: T&P Evaluation

Overview

The purpose of this memo is to summarize my objections to the Teacher and Principal Evaluation Plans.

It is critically important that decisions be made as soon as possible about the content and processes involved in teacher and principal evaluation so that appropriate training can go forward and the process will be seen as fair and will result in the enhancement of professional proficiency. That said, it is essential that the instruments and processes move the District forward in improving the leaning opportunities of all students. What teachers and principals do are the most important determinants of what student will know and be able to do. The evaluation instruments, and how they are used to shape professional development, are the most effective way to affect teacher and principal effectiveness.

***122** With respect to each of these evaluations, there are four main issues. First, there is the description of the behaviors to the assessed. Second, there is the matter of how those who will do the evaluation can be appropriately trained. Third, the consequences of weak assessment of performance to include, but not be limited to, the provision of effective professional development. Fourth, the weights to be given to surveys. With respect to the last of these, I am firmly committed to pushing for the maximum number of points—namely, 17—to be assigned to the surveys.

I believe that these evaluation instruments and processes are fundamental to the success of the USP and, if carried out effectively, could eventually serve as a model for the nation.

Teacher Evaluation

The Observation Protocol

The District has made progress in integrating elements of cultural responsive pedagogy into the Danielson instrument that the District has used as its framework for the design of the observation protocol. But there is work to be done so that teachers will more clearly understand what is being asked of them and the design of professional development can be guided thereby.

I am prepared to work with colleagues (the District will not need to compensate these individuals) to propose revisions of the rubrics describing distinguished teaching. Within a week, we will submit revisions of each component using the Danielson framework and the District's work thus far as we complete it. The committee of District personnel can then consider whether to incorporate these suggestions in the instrument. We will also revise the introductions to each component, or at least each domain, so that the evaluators, trainers and teachers will have a conceptual understanding of relevant aspects of CRP.

My understanding is that our initial work on the components, which I will include with this set of comments, has been well received by the District. You will note that the changes are not extensive but they are substantive. There are no issues of validity here and it should be noted that the District has made changes in the Danielson framework that go beyond those related to culturally responsive pedagogy.

This revised instrument would be considered a draft to be used in the evaluation for formative purposes which would, in turn, lead to revisions throughout the year.

Training of Evaluators

Evaluators/coaches should be trained on the issues identified in the revision. While principals and or assistant principals should be involved, evaluation should be the primary responsibility of teacher leaders/coaches. I think

almost all experts on evaluation would agree that principals will not have a deep understanding of how culturally responsive pedagogy can be applied in particular subject areas and many will not have had recent teaching experience.

Consequences of Evaluation

No teacher should be fired next year based solely on performance on the evaluation instruments. Those who score poorly could be referred to the peer assistance and review program provided for in the USP.

Arizona has changed its state test and has given Districts the opportunity to use alternative measures to the state test for evaluating teachers. I think the evidence on the validity of using standardized tests to measure teacher effectiveness through so–called value–added methods is sufficiently problematic to dismiss the use of these tests entirely (says the National Research Council and others). Moreover, less than half of the teachers actually have test scores for the students they teach so that state scores for the entire school were used for individual teachers. This is patently unfair and most likely illegal. The District is proposing to use the best of one of two types of measures of student achievement—state tests or benchmark assessments employed by the District. I believe this is sensible.

Weighting Student Surveys

***123** I believe that the weight to be given for teacher for student surveys should be the maximum allowed by state law—17%. Teachers want 3%. 3% is, of course, meaningless. I feel strongly that the weight given to the student survey—which has been validated elsewhere—should signal the importance of teacher responsiveness to student needs and the importance of building caring and productive relationships with students. I recently asked one of the nation's leading experts on teacher evaluation what percent of points he would recommend for student surveys. He said 40 percent and supplied a study showing which items on the student survey are most highly correlated with teacher effectiveness measured by student performance.

However, I believe that the results of the three different types of measures used can be examined at the end of the school year and, should the evidence warrant it, weight of this survey could be reduced.

Principal Evaluation

The Observational Protocol

The principal evaluation instrument is less well–developed than that to be used for teachers. The current instrument involves substantial redundancy and represents a list of competencies that are too numerous and do not describe a coherent theory of action.

No later than the end of May, I propose to provide a revision of the principal evaluation instrument and the District can decide whether to incorporate these proposals in the instrument. In the revision, I would eliminate the "school behaviors" and incorporate them as outcomes we expect principals to facilitate. Many of these school behaviors can only be accessed through teacher and/or student surveys.

As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional.

Training of Evaluators

Training for those who evaluate principals should be extensive to ensure the reliability of the assessment and inspire confidence among principals that they are being assessed fairly. Principal evaluation plans should specify who will actually conduct these evaluations, how often principals will be observed, and what data will be used to validate observations. Many of the behaviors to be evaluated can be compared to actually outcomes in the schools such as student attendance, retention in grade, how discipline is handled and other matters identified in the USP as the responsibility principals.

Consequences of the Evaluation

The PEP should specify what the consequences of evaluation. As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional development. Rewards or at least recognition for exceptional effectiveness should also be considered.

Scoring the Protocol and Weighting Elements of the Evaluation

The weight of teacher and student surveys should total 17% and should be divided equally. The PEP also needs to clarify how components of the observational protocol will be scored. As noted, there is considerable redundancy in the instrument which could lead to unintentionally emphasizing some behaviors over others. Indeed, a fundamental problem with both instruments, is that they assume that all of the behaviors are equally important to determining effectiveness. This is demonstrably not true.

Plans for Revision

***124** The PEP and the TEP should include plans for revision.

The evaluation processes should be primarily formative in the next year—that is, they should inform staff about what is expected, provide support, and be seen as works in progress. Revision should reduce the number of items and by the end of the year the teacher and principal behavior instruments and the teacher and student surveys should be aligned so that teachers and principals can be evaluated consistently and fairly.

As noted, I believe that it is critically important that the teacher evaluation instruments, especially the TEI, be approved by the parties as soon as possible because the content of the instrument has a significant effect on the content of professional development which needs to be planned now so that much of it can be delivered, at least to trainers, during the summer. I suggest that the District set an early date for its final draft of both of the TEI and that a phone conference be scheduled to allow reaction by the plaintiffs and the special master to this instrument if they feel a need to do so. A similar process could be used with the PEI. I note that designing evaluation instruments is (as we have seen in this case) not easy, and while general content can and should be discussed, the design of the actual instruments requires concern about issues that could be described as technical and are unlikely to be effectively carried out by committee.

Revision of Danielson's Distinguished Category for 1a, 1b, and 1c

Jacqueline Jordan Irvine

with

Teaching Tolerance Panel

4-25-15

Note: The blue highlights were done by TUSD and red ones by Irvine

	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 student learning of the content.	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 important concepts in the discipline, how these concepts relate both to one another and to other disciplines, and knowledge that every discipline has 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 practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline, particularly for students from racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *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 be suitable to the content.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit and*	• *The teacher cites intra- and interdisciplinary content relationships.* • *The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.* • *The teacher's plans reflect recent developments in content-related pedagogy.*

			lesson plans are entirely suitable to the content.	
Possible Examples	• The teacher says, "The official language of Brazil is Spanish, just like 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. • And others…	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge 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 spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others…	• 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 measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others…	• In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • In a lesson on 11th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The 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.	The teacher understands the active nature of student learning and acquires information about students' levels of development and their social, ethnic, cultural, and linguistic backgrounds. Students have lives beyond the classroom, and teachers include students' families and community members in instructional planning. They also systematically acquire knowledge of students' English language proficiency and home dialects.
Critical Attributes	• *The teacher does not understand child development characteristics and has unrealistic expectations for students.* • *The teacher does not try to ascertain varied ability levels among students in the class.* • *The teacher is not aware of students' interests or cultural heritages.* • *The teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *The teacher cites developmental theory but does not seek to integrate it into lesson planning.* • *The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."* • *The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their 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.*	• *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 heritages and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	• *The teacher uses ongoing and appropriate methods to assess students' skill levels and designs 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	• 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 religions represented among his students. • And others…	• 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 that she hasn't read them yet. • And others…	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative 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 using his knowledge of students' 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, and 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 on South America. • And others…	• 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, each student will select the project that best meets his or her 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 attends the local Mexican heritage day, meeting several of his students' extended family members.~~ • 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.

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for 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 effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment, *including alternatives like performance assessment.* Outcomes *must be appropriate for all students in the class and take in consideration that for some students from racial, ethnic, cultural, and linguistic backgrounds, learning is influenced by their unique experiences.* Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	• *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.*	• *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.*	• *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 types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.* • *Outcomes, differentiated where necessary, are suitable to groups of students in the class.*	• *The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *The 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	• A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions,	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.	• One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit 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 encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on.

	but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others…	• Most of the English Language Arts outcomes are based on narrative. • And others…	• The learning outcomes include students defending their interpretation of the story with citations from the text. • And others…	• Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. •

Component 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 noninstructional 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 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 resources to bring their subjects to life and to assist students who need help in both their academic and noncademic lives. The elements of component 1d are: • Resources for classroom use *Materials must align with learning outcomes.* • Resources to extend content knowledge and pedagogy *Materials that further teachers' professional knowledge must be available.* • Resources for students *Materials must be appropriately challenging.* Indicators include: • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by teacher in professional education courses or professional groups • Guest speakers

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	• *The teacher uses only district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand her own skill.* • *Although the teacher is aware of some student needs, she does not inquire about possible resources.*	• *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.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *The teacher facilitates the use of Internet resources.* • *Resources are multidisciplinary.* • *The teacher expands her knowledge through professional learning groups and organizations.* • *The teacher pursues options offered by universities.* • *The teacher provides lists of resources outside the classroom for students to draw on.*	• *Texts are matched to student skill level.* • *The teacher has ongoing relationships 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.*
Possible Examples	• For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher 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." • In the literacy classroom, the teacher has provided only narrative works. • And others…	• For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misses base 10 blocks in showing students how to represent numbers. • And others…	• The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. • And others…	• The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that 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. • And others…

Component 1e:	**Designing Coherent Instruction**
	Designing coherent instruction in 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. 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 students 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 cognitively engaging learning activities, 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: • Learning activities *Instruction is designed to engage students and advance them through the content.* • Instructional materials and resources *Aids to instruction are appropriate to the learning needs of the students.* • Instructional groups *Teachers intentionally organize instructional groups to support student learning.* • Lesson and unit structure *Teachers produce clear and sequenced lesson and unit structures to advance student learning.* Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random, or they only partially support objectives.* • *Lesson structure is uneven or may be unrealistic about time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *The teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	• *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*
Possible Examples	• After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they	• After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	• The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase 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 a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured,	• The teacher's unit on ocean items lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons,

	indicate lecture, activity, or test, along with page numbers in the text. • And others…	• The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others…	with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others…	the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core Standards in tenth grade into a coherent curriculum. • And others…

Component 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: • Congruence with instructional outcomes *Assessments must match learning expectations.* • Criteria and standards *Expectations must be clearly defined.* • Design of formative assessments *Assessments for learning must be planned as part of the instructional process.* • Use for planning *Results of assessment guide future planning.* Indicators include: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing students' work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments lack criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *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.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments when they are necessary for some students.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	• *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic, with real-world application as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, "What's the difference between formative assessment and the test I give 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." • And others…	• The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. • A student asks, "If half the class passed the test, why are we all reviewing the material again?" • And others…	• The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others…	• To teach persuasive writing, the teacher 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. • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson the teacher plans to ask 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. • The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. • And others…

Domain 2: The Classroom Environment

Component 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 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 are the hallmark of 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: • 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: • Respectful talk, active listening, and turn-taking • Acknowledgement of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like; though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• *The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.* • *Student body language indicates feelings of hurt, discomfort, or insecurity.* • *The teacher displays no familiarity with, or caring about, individual students.* • *The teacher disregards disrespectful interactions among students.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.* • *The teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.*	• *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 their ideas in front of classmates.* • *The teacher makes general connections with individual students.* • *Students exhibit respect for the teacher.*	• *The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.* • *There is no disrespectful behavior among students.* • *When necessary, students respectfully correct one another.* • *Students participate without fear of put-downs or ridicule from either the teacher or other students.* • *The teacher respects and encourages students' efforts.*
Possible Examples	• A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the 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. • The teacher does not call students by their names.	• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others…	• The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, 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. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others…	• The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting …." • A student questions a classmate, "Didn't you mean …?" and classmate reflects and responds, "Oh, may be you are right!" • And others…

Component 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 value 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. 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 insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous. The elements of component 2b are: • 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. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.* • Student pride in work *Where 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: • 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

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work, and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	• *The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.* • *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.* • *Students use language incorrectly; the teacher does not correct them.*	• *The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.* • *The teacher conveys high expectations for only some students.* • *Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."* • *The teacher's primary concern appears to be to complete the task at hand.* • *The teacher urges, but does not insist, that students use precise language.*	• *The teacher communicates the importance of the content and high expectations for learning.* • *The teacher demonstrates a high regard for students' abilities.* • *The teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.* • *The teacher insists on precise use of language by students.*	• *The teacher communicates passion for the subject.* • *The teacher conveys the satisfaction that accompanies a deep understanding of complex content.* • *Students indicate through their questions and comments a desire to understand the content.* • *Students assist their classmates in understanding the content.* • *Students take initiative in improving the quality of their work.* • *Students correct one another in their use of language.*
Possible Examples	• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others…	• The teacher says, "Let's get through this." • The 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 one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others…	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The 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 to work right away when an assignment is given or after entering the room. • And others…	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others…

Component 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, noninstructional 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: • 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 lesson 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 *Not every teacher has the benefit of assistance from volunteers and paraprofessionals, 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: • 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

	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's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• *Students not working with teacher are not productively engaged.* • *Transitions are disorganized, with much loss of instructional time.* • *There do not appear to be any established procedures for distributing and collecting materials.* • *A considerable amount of time is spent off task because of unclear procedures.* • *Volunteers and paraprofessionals have no defined role and or are idle much of the time.*	• *Students not working directly with the teacher are only partially engaged.* • *Procedures for transitions seem to have been established, but their operation is not smooth.* • *There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.* • *Classroom routines function unevenly.* • *Volunteers and paraprofessionals require frequent supervision.*	• *Students are productively engaged during small-group or independent work.* • *Transitions between large- and small-group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Volunteers and paraprofessionals work with minimal supervision.*	• *With minimal prompting by teacher, students ensure that their time is used productively.* • *Students take initiative in distributing and collecting materials efficiently.* • *Students themselves ensure that transitions and other routines are accomplished smoothly.* • Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	• When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. • And others…	• Some students not working with the teacher are off task. • Transitions between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. • And others…	• In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should	• 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 redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board. • And others…

			be stored. • Cleanup at the end of a lesson is fast and efficient. • And others…	

Component 2d: 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 2d 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 backs of their heads; they are attuned to what's happening in the classroom and can move subtly 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?) 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, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• *The classroom environment is chaotic, with no standards of conduct evident.* • *The teacher does not monitor student behavior.* • *Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.*	• *The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.* • *The teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.*	• *Standards of conduct appear to have been established and implemented successfully.* • *Overall, student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *The teacher's response to student misbehavior is effective.*	• *Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.* • *The teacher silently and subtly monitors student behavior.* • *Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.*
Possible Examples	• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others…	• Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others…	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others…	• A student suggests a revision to 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 speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others…

Component 2e: 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 2e 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
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. 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 makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety.* • *Many students can't see or hear the teacher or board.* • *Available technology is not being used even if it is available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear the teacher or board.* • *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.*	• *The classroom is safe, and all students are able to see and hear the teacher or board.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	• *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the learning activities and the physical environment.* • *Students take the initiative to adjust the physical environment.* • *The teacher and students make extensive and imaginative use of available technology.*
Possible Examples	• There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others…	• The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others…	• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others…	• 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 a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others…

Domain 3: Instruction

Component 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 activities. 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 and prior knowledge. 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 two, with modeling by the teacher, if it is appropriate.
- Explanations of content
  Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests 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. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	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 and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	• *At no time during the lesson does the teacher convey to students what they will be learning.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through their questions that they are confused about the learning task.* • *The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.* • *The teacher's vocabulary is inappropriate to the age or culture of the students.*	• *The teacher provides little elaboration or explanation about what the students will be learning.* • *The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.* • *The teacher makes no serious content errors but may make minor ones.* • *The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.* • *The teacher must clarify the learning task so students can complete it.* • *The teacher's vocabulary and usage are correct but unimaginative.* • *When the teacher attempts to explain academic vocabulary, it is only partially successful.* • *The teacher's vocabulary is too advanced, or too juvenile, for students.*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *The teacher's explanation of content is clear and invites student participation and thinking.* • *The teacher makes no content errors.* • *The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *If appropriate, the teacher models the process to be followed in the task.* • *The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.* • *The teacher's vocabulary is appropriate to students' ages and levels of development.*	• *If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.* • *The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *The teacher points out possible areas for misunderstanding.* • *The teacher invites students to explain the content to their classmates.* • *Students suggest other strategies they might use in approaching a challenge or analysis.* • *The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.* • *Students use academic language correctly.*
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 quizzical 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 without explaining their meanings. • The teacher says "ain't." • And others…	• 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. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to _____," asking students 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. • Students' use of academic vocabulary is imprecise. • And others…	• The teacher says, "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 students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • 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 about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others…	• The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks: "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix *in-* as in *inequality* means "not" and that the prefix *un-* also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the *hypotenuse*." • And others…

Component 3b: Using Questioning and Discussion Techniques

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 nonformulaic, 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 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 x," when what they mean is "I said x." That is, some teachers confuse 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 enlists the assistance of students to ensure this outcome. Indicators include: • 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			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard 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 the teacher and students; students are not invited to speak directly to one another.* • *The teacher does not ask students to explain their thinking.* • *Only a few students dominate the discussion.*	• *The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *The teacher calls on many students, but only a small number actually participate in the discussion.* • *The teacher asks students to explain their reasoning, but only some students attempt to do so.*	• *The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.* • *The teacher makes effective use of wait time.* • *Discussions enable students to talk to one another without ongoing mediation by teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.* • *The teacher asks students to justify their reasoning, and most attempt to do so.*	• *Students initiate higher-order questions.* • *The teacher builds on and uses student responses to questions in order to deepen student understanding.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion and challenge one another's thinking.* • *Virtually all students are engaged 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	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are	• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?	• A student asks, "How many ways are there to get this answer?"

	the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up. • And others…	there?" • The teacher asks, "Who has an idea about Bill?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others…	• The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor. • And others…	• 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 how we might figure this out?" • A student asks, "What if…?" • And others…

Component 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 and challenging 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 depth over breadth and encourage students to explain their thinking.* • Grouping of students *How students are grouped for instruction (whole class, small groups, pairs, 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.* • Structure and pacing *No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.* Indicators include:

	• Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3c: Engaging Students in Learning	The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and 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 content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks/activities and materials require only recall or have a single correct response or method.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags or is rushed.* • *Only one type of instructional group is used (whole group, small group) when variety would promote more student engagement*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks/activities are a mix of those requiring thinking and those requiring only recall.* • *Student engagement with the content is largely passive; the learning consisting primarily of facts or procedures.* • *The materials and resources are partially aligned to the lesson objectives; few of them require student thinking or ask students to explain their thinking.* • *The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.* • *The instructional groupings used are partially appropriate to the*	• *Most students are intellectually engaged in the lesson.* • *Most learning tasks/activities have multiple correct responses or approaches and/or encourage higher-order thinking.* • *Students are invited to explain their thinking as part of completing tasks.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.* • *Teacher uses groupings that are suitable to the lesson activities.*	• *Virtually all students are intellectually engaged in the lesson.* • *Lesson activities require high-level student thinking and explanations of their thinking.* • *Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*

	activities.			
Possible Examples	• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment, the teacher moves on in the lesson. • And others…	• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others…	• Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others…

Component 3d:	**Using Assessment in Instruction**
	Assessment of student learning plays an important new 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. 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 activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations. 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. 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 to enrich an explanation. The elements of component 3d are: • 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 class oral presentation).* • 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 culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do 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.* Indicators include: • The teacher paying close attention to evidence of student understanding • The teacher posing specifically created questions 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

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• *The teacher gives no indication of what high-quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Students receive no feedback, or feedback is global or directed to only one student.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.* • *Feedback to students is vague and not oriented toward future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer assessment.*	• *The teacher makes the standards of high-quality work clear to students.* • *The teacher elicits evidence of student understanding.* • *Students are invited to assess their own work and make improvements; most of them do so.* • *Feedback includes specific and timely guidance, at least for groups of students.*	• *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.* • *The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*
Possible Examples	• A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know	• The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests	• The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others…	• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the

	what grade to give." • And others…	back; each one is simply marked with a letter grade at the top. • And others…		teacher about how it could be improved. • And others…

Component 3e:	**Demonstrating Flexibility and Responsiveness**
	"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. They 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. The elements of component 3e are: • 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.* Indicators include: • Incorporation of students' interests and daily events into a lesson • Visible adjustment in the face of student lack of understanding • The teacher seizing on a teachable moment

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	• *The teacher ignores indications of student boredom or lack of understanding.* • *The teacher brushes aside students' questions.* • *The teacher conveys to students that when they have difficulty learning it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* • *The teacher makes no attempt to adjust the lesson in response to student confusion.*	• *The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.* • *The teacher's attempts to adjust the lesson are partially successful.*	• *The teacher incorporates students' interests 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.* • *When improvising becomes necessary, the teacher makes adjustments to the lesson.*	• *The teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.* • *The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.*
Possible Examples	• The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others…	• The teacher says, "I'll try to think of another way to some 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 rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others…	• 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, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. • And others…	• The teacher stops a lesson midstream 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 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." • And others…

Domain 4: Professional Responsibilities

Component 4a:	**Reflecting on Teaching**
	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. The elements of component 4a are: • 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.* Indicators include: • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	• *The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.* • *The teacher's suggestions for improvement draw on an extensive repertoire.*
Possible Examples	• 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!" • And others…	• At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." • And others…	• The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others…	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others…

Component 4b:	**Maintaining Accurate Records**
	An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional 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. The elements of component 4b are: • 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.* • Noninstructional records *Noninstructional 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 permissions slips for a field trip or which students have paid for their school pictures.* Indicators include: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate noninstructional records

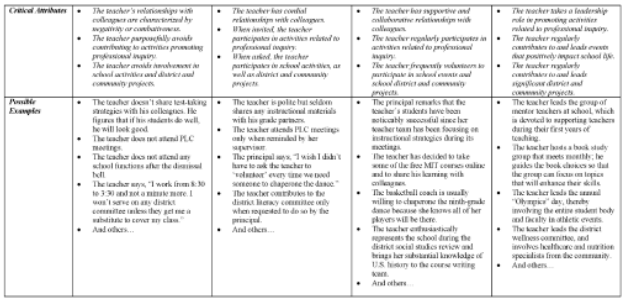
	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• *There is no system for either instructional or noninstructional records.* • *Record-keeping systems are in disarray and provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.*	• *The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.* • *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 noninstructional information is both efficient and effective.*	• *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 noninstructional records for the class.*
Possible Examples	• 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 have never turned in their permission slips. • And others…	• 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, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others…	• On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others…	• A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others…

Component 4c:	**Communicating with Families**
	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 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 with families of adolescents 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. The elements of component 4c are: • 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.* Indicators include: • 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

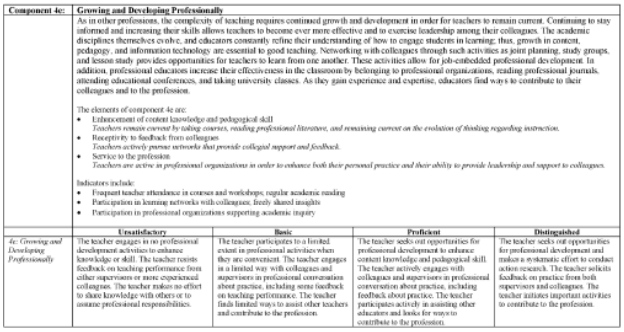
	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• *Little or no information regarding the instructional program is available to parents.* • *Families are unaware of their children's progress.* • *Family engagement activities are lacking.* • *There is some culturally inappropriate communication.*	• *School- or district-created materials about the instructional program are sent home.* • *The teacher sends home infrequent or incomplete information about the instructional program.* • *The teacher maintains a school-required gradebook, but does little else to inform families about student progress.* • *Some of the teacher's communications are inappropriate to families' cultural norms.*	• *The teacher regularly makes information about the instructional program available.* • *The teacher regularly sends home information about student progress.* • *The teacher develops activities designed to engage families successfully and appropriately in their children's learning.* • *Most of the teacher's communications are appropriate to families' cultural norms.*	• *Students regularly develop materials to inform their families about the instructional program.* • *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 of the teacher's communications are highly sensitive to families' cultural norms.*
Possible Examples	• A parent says, "I'd like to know what my kid is working on at school!" • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others…	• 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." • The teacher sends home weekly quizzes for parent or guardian signature. • And others…	• The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others…	• Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • And others…

Component 4d:	**Participating in the Professional Community**
	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. The elements of component 4d are: • 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.* Indicators include: • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives

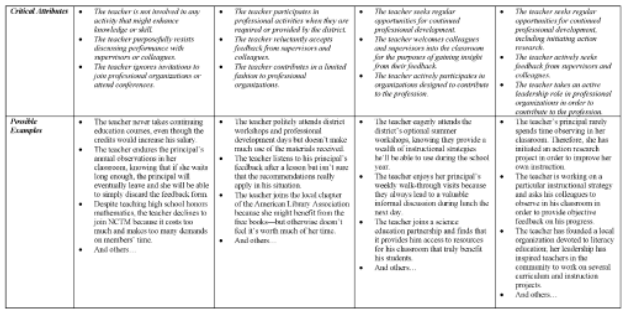
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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.



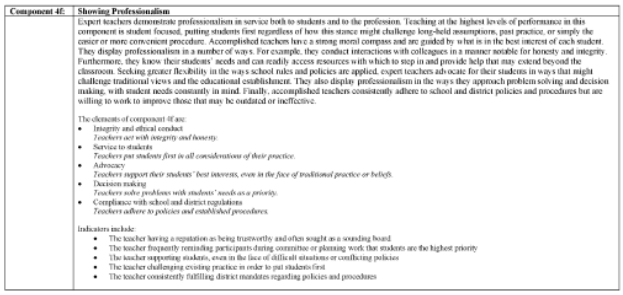
Critical Attributes	• *The teacher's relationships with colleagues are characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and district and community projects.*	• *The teacher has combat relationships with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, as well as district and community projects.*	• *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.*	• *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 district and community projects.*
Possible Examples	• The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions 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." • And others…	• The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others…	• The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some of the free MET courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-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. • And others…	• The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • And others…



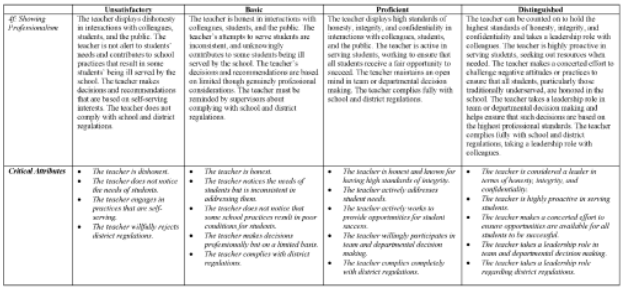
Component 4c:	**Growing and Developing Professionally**			
	As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and 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, 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. The elements of component 4c are: • 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.* Indicators include: • 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**
4c Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.



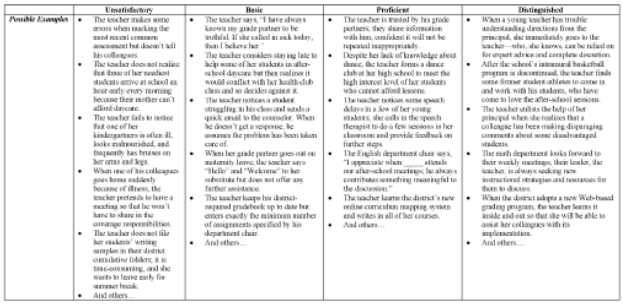
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attend conferences.*	• *The teacher participates in professional activities when they are required or provided by the district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in organizations designed to contribute to the profession.*	• *The teacher seeks regular opportunities for continued professional development, including initiating 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 profession.*
Possible Examples	• The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to 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. • And others…	• The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • 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 feel it's worth much of her time. • And others…	• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others…	• The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others…



Component 4f:	**Showing Professionalism**
	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 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. The elements of component 4f are: • 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 their 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.* Indicators include: • 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 • The teacher consistently fulfilling district mandates regarding policies and procedures



	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• *The teacher is dishonest.* • *The teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects district regulations.*	• *The teacher is honest.* • *The teacher notices the needs of students but is inconsistent in addressing them.* • *The teacher does not notice that some school practices result in poor conditions for students.* • *The teacher makes decisions professionally but on a limited basis.* • *The teacher complies with district regulations.*	• *The teacher is honest and known for having high standards of integrity.* • *The teacher actively addresses student needs.* • *The teacher actively works to provide opportunities for student success.* • *The teacher willingly participates in team and departmental decision making.* • *The teacher complies completely with district regulations.*	• *The teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *The teacher is highly proactive in serving students.* • *The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *The teacher takes a leadership role in team and departmental decision making.* • *The teacher takes a leadership role regarding district regulations.*



	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Possible Examples	• The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her students' students arrive at school an hour early every morning because their aunt either can't afford daycare. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of his colleagues goes home suddenly because of 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 cumulative folders; it is time-consuming, and she wants to leave early for summer break. • And others…	• The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health-club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to her substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others…	• 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 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. • And others…	• When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher—who, 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 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 has been making disparaging comments about some disadvantaged 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 learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others…

ATTACHMENT 14

From: Willis D. Hawley <wdh@umd.edu>

Sent: Tuesday, May 05, 2015 2:09 PM

To: Rubin Salter Jr.; Juan Rodriguez; Thompson, Lois D.; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); Desegregation; RLL

Cc: Frances.Banales@arizonaea.org

Subject: Use of Student Surveys in Teacher Evaluation

Attachments: USP T Eval Student Survey memo.docx

Please see attached.

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

May 5, 2015

To: Parties

From: Bill Hawley

Re: The Use of Student Surveys in Teacher Evaluation

Perhaps the most contentious issue confronting the teacher education evaluation process in TUSD is what weight should be given to the student survey. The Tucson Education Association would like the weight to be zero; the joint T USD- DEA committee has agreed to a weight of 3%.

Today, I had a useful (for me) discussion with Frances Banales, the Executive Director of the TEA about this issue. I want to share what I took away from that conversation.

Why should student surveys be used at all? There is a considerable body of literature indicating what common sense tells us—teachers affect student learning not only by how well they know their subject and their effective use of a repertoire of instructional strategies but by how well they know their students, care for them, motivate them, and provide suppor—both cognitive and emotional. This reality is matched by growing evidence from research on how people learn about the interrelationship between cognitive development and social and emotional capacities to learn. For example, when students of color experience stereotype threat and underperform, relatively simple actions by *trusted* teachers who provide encouragement and boost students' academic self–confidence can mitigate this impediment to achievement.

***125** So how can we measure what some people call the "affective" dimensions of teaching? As with most measures of human behavior, multiple measures are desirable. But, let us compare the observation of teacher behavior and evidence from a student survey. Among the teacher behaviors that almost all studies of effective teaching identify are:

1. Teachers have high expectations for students.

2. Teachers provide focused support for struggling students.

Observational instruments typically describe these behaviors as I have stated them above. In the Districts teacher evaluation plan, these behaviors of teachers in a middle school would be measured by a school principal (or assistant principal) who visits the classrooms of each of 20–30 teachers a few times a year for perhaps an hour in which she is to rate these teachers on many dozens of teacher behaviors. During these evaluation sessions, the principal has no idea which students need extra support and the lessons being taught deal with a range of topics. The principal will have had significantly less training on effective instruction than the teachers themselves and is likely to have taught subjects different from those being taught in the classroom during the observation.

The student survey addresses the two teacher behaviors of interest by asking the student to rate the teacher with respect to statements such as these:

1. My teacher pushes me to achieve at high levels.

2. My teacher provides me the support I need when I am having difficulty with a problem I'm being asked to solve.

It seems reasonable to include that the students assessment of whether teachers hold high expectations and provide them support to achieve at high levels will be the more accurate measure of this critically important set of teacher behaviors. The TUSD–DEA committee wants principals' evaluation to count 20 times more than the assessment by students.

There little research on what the right weight should be among the different elements of the teacher evaluation process. Experts I have talked vary with the highest estimate being 40 percent. I have said that I believe that the weight for student survey should be 17%. The TEA says that it has information that no district weighs student surveys more than 10% of the total.

So, I am prepared to propose that we start with the 10% number and that at the end of the year we can examine how the student survey data compares to other sources of information including, those not now used in the evaluation process, such as student absenteeism. We can also examine the coherence of student response and whether this varies significantly by the characteristics of schools.

The TEA is apparently willing to undertake such an analysis of student survey results but wants the initial weight to be set at no more than 3% and preferably zero. Why not set the initial weight at 3%? First, once 3% is set it will be difficult to move it upward. Second, this sends a disturbing message about whether the experiences of TUSD students should be taken seriously. Third, student surveys are the best ways to assess some kinds of teacher behaviors.

Let me note that culturally responsive pedagogy is a central component of the USP. Among its fundamental premises is that effective teaching requires that teachers use their knowledge of students' prior learning and lived experiences to shape their instruction and their other interactions with students. Students are in the best position to know whether teachers are practicing culturally responsive pedagogy. For example, who is in a better position to know whether teachers are responsive to and respectful of students' race, ethnicity, culture and language facility?

***126** Finally, because the entire evaluation process is new and professional development has not been tied directly to the teacher evaluation instrument, I believe that, if possible, the purposes of evaluation should be formative. This would mean that teachers would not lose their jobs because of low ratings on any of the measures used in the coming year. Teachers who appear to be performing below acceptable levels would be referred to the processes established by the USP for struggling teachers.

ATTACHMENT 15

From: Willis D. Hawley <wdh@umd.edu>

Sent: Wednesday, May 06, 2015 5:29 PM

To: Rubin Salter, Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); James Eichner; Desegregation; TUSD

Cc: Irvine, Jacqueline; Foster, Richard

Subject: TEI

Attachments: USP T Eval TUSD-Danielson 5-4-15 (Final) (3).docx; Beatriz Arias—Teacher Evaluation Instrument 5 4 15 BH (3).docx

Attached find two documents. One is a comprehensive revision of the TEI. The primary author is Jacqueline Jordan Irvine, an internationally prominent expert on culturally responsive pedagogy (she is not being paid by the District for this work). We have limited the revisions to behaviors that are closely related to the requirement of the USP and stayed with the framework being used by TUSD in order to facilitate changes. Of course, we expect the District's committee to consider these proposals but the response to the initial revisions were positive. A second attachment is a revised version of suggestions made by the Mendoza plaintiffs consultant.

The Mendoza plaintiffs and the DOJ believe, as do I, that the instrument needs somewhat more emphasis on data use. I will send these suggestions in the next ewo days and seek to align them, as proposed, with related behaviors in the PEI.

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

Revision of Danielson's Teacher Evaluation Instrument

Jacqueline Jordan Irvine

with

Willis Hawley and the Teaching Tolerance Panel

5-4-15

Note: The blue highlights are some revisions made by TUSD and red ones by Irvine et.al.

	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 student learning of the content.	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 important concepts in the discipline, how these concepts relate both to one another and to other disciplines, and how each discipline has 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 practices 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	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *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 be suitable to the content.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit and lesson plans are entirely suitable to the content.*	• *The teacher cites intra- and interdisciplinary content relationships.* • *The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.* • *The teacher's plans reflect recent developments to content-related pedagogy.*
Possible Examples	• The teacher says, "The official language of Brazil is Spanish, just like 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. • And others…	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge 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 spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others…	• The teacher's plan for area and perimeter involves 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 measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others…	• ~~In a unit on 19th century literature, the teacher incorporates information about the history of the same period.~~ • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • In a lesson on 19th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.

	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The 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.	The teacher understands the active nature of student learning 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	• *The teacher does not understand child development characteristics and has unrealistic expectations for students.* • *The teacher does not try to ascertain varied ability levels among students in the class.* • *The teacher is not aware of students' interests or cultural heritages.* • *The teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *The teacher cites developmental theory but does not seek to integrate it into lesson planning.* • *The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."* • *The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their 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.*	• *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 heritages and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	• *The teacher uses ongoing and appropriate methods to assess students' skill levels and designs 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	• 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 religions represented among his students. • And others…	• 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 that she hasn't read them yet. • And others…	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative 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 using his knowledge of students' 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, and 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 on South America. • And others…	• 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; each student will select the project that best meets his or her 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 attends the local Mexican heritage day, meeting several of his students' extended family members.~~ • 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.

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for 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 effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, written in the form of student learning, and permit viable methods of assessment, *including alternatives like performance assessment. Outcomes are appropriate for all students in the class and take in 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 both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	• *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.*	• *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.*	• *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 types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.* • *Outcomes, differentiated where necessary, are suitable to groups of students in the class.*	• *The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *The 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	• A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions.	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.	• One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit 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 encourages his students to set their own goals; he provides them a taxonomy of challenging verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on.

	but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others…	• Most of the English Language Arts outcomes are based on narrative. • And others…	• The learning outcomes include students defending their interpretation of the story with citations from the text. • And others…	• Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. •

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	Teacher displays awareness of educational, community, and cultural resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school the district, the students' home and community, professional organizations, universities, and 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	• *The teacher uses only district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand her own skill.* • *Although the teacher is aware of some student needs, she does not inquire about possible resources.*	• *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.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *The teacher facilitates the use of Internet resources.* • *Resources are multidisciplinary.* • *The teacher expands her knowledge through professional learning groups and organizations.* • *The teacher pursues options offered by universities.* • *The teacher provides lists of resources outside the classroom for students to draw on.*	• *Texts are matched to student skill level.* • *The teacher has ongoing relationships with colleges and universities that support student learning.* • *The teacher maintains a log of resources for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.*
Possible Examples	• For their unit on China, the students	• For a unit on ocean life, the teacher	• The teacher provides her fifth graders a	• The teacher is not happy with the out-

	find all of their information in the district-supplied textbook. • The teacher 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." • In the literacy classroom, the teacher has provided only narrative works. • And others…	really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. • And others…	range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • ~~The teacher hires an online course on libraries to expand her knowledge of good American writers.~~ • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth 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.	of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that 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. • And others…

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	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 *her* use 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 activities are differentiated for individual learners with particular attention to students from different racial, ethnic, cultural, and linguistic backgrounds. The teacher plans engaging instruction that takes 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	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random, or they only partially support objectives.* • *Lesson structure is uneven or may be unrealistic about time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *The 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 students' strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	• *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *The 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	• After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students	• After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose	• The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase 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	• The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources, including culturally relevant ones, that the teacher has coded by reading level so that students can

		alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others…	whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others…	complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others…	make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in 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 indicates where plans reflect attention to students from different racial, ethnic, cultural, and linguistic backgrounds. • The teacher has contributed to a curriculum map that organizes the ELA Common Core Standards in tenth grade into a coherent curriculum. • And others…

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	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 instructional outcomes with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to uses assessment results to modify or adapt instruction as needed to ensure student understanding. Teacher plans future instruction and assessments that address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments lack criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *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.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments when they are necessary for some students.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	• *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic, with real-world application.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave	• The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. • A student asks, "If half the class passed	• The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.	• To teach persuasive writing, the teacher 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. • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of

	me this entire curriculum to teach, so I just have to keep moving." • And others…	the test, why are we all reviewing the material again?" • And others…	• The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others…	their own. • After the lesson the teacher plans to ask 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. • The teacher has developed a routine for her class; students know that if there are struggling with a math concept, they sit in a small group with her during workshop time. • And others…

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and affirming. ~~impersonal.~~	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and 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 is an environment where all students feel valued, safe, and are comfortable taking intellectual risks.
Critical Attributes	• *The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.* • *Student body language indicates feelings of hurt, discomfort, or insecurity.* • *The teacher displays no familiarity with, or caring about, individual students.* • *The teacher disregards disrespectful interactions among students.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.* • *The teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.*	• *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 their ideas in front of classmates.* • *The teacher makes general connections with individual students.* • *Students exhibit respect for the teacher.*	• *The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.* • *There is no disrespectful behavior among students.* • ~~*When necessary*~~*, students respectfully correct one another.* • *Students participate without fear of put-downs or ridicule from either the teacher or other students.* • *The teacher respects and encourages students' efforts.* • *The teacher responds to all students' incorrect answers with respect and patience.*
Possible Examples	• A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the 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. • The teacher does not call students by their names. • And others…	• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others…	• The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, 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. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others…	• The 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. • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • ~~Students clap enthusiastically for one another's presentations for a job well done.~~ The teacher publically praises a student who demonstrates tolerance and acceptance of a new immigrant student. • The teacher says, "That's an interesting idea, Josh, but you're forgetting . . . " • A student questions a classmate, "Didn't you mean ___?" and classmate reflects and responds, "Oh, maybe you are right!" The teacher designs cooperative learning groups that takes into account diversity in gender, ethnicity, and access to English language.

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. ~~The teacher conveys that with hard work students can be successful;~~ Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	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 for all students. Teachers understand that students have different learning preferences and racial, ethnic, and cultural experiences are recognized and accepted in the classroom. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. Teachers are aware that ELL students may require more assistance in learning outcomes related to language use.
Critical Attributes	• *The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.* • *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.* • *Students use language incorrectly; the teacher does not correct them.*	• *The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.* • *The teacher conveys high expectations for only some students.* • *Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."* • *The teacher's primary concern appears to be to complete the task at hand.* • *The teacher urges, but does not insist, that students use precise language.*	• *The teacher communicates the importance of the content and high expectations for learning* • *The teacher demonstrates a high regard for students' abilities.* • *The teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.* • *The teacher* ~~*insists*~~ *encourages precise use of language by students.*	• *The teacher communicates passion for the subject.* • *The teacher conveys the satisfaction that accompanies a deep understanding of complex and varying cultural perspectives of content.* • *Students indicate through their questions and comment a desire to understand the content.* • *Students assist their classmates in understanding the content.* • *Students take initiative in improving the quality of their work.* • ~~*Students correct one another in their use of language.*~~ • ~~*Students have internalized high expectations of hard work and success*~~
Possible Examples	• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others…	• The teacher says, "Let's get through this." • The 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 one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others…	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you are a good student and will be able to do it well." • The teacher hands a paper back to a student and says, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others…	• ~~The teacher says, "It's really fun to find the patterns for factoring polynomials."~~ • 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." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.

	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's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *Students not working with teacher are not productively engaged.* • *Transitions are disorganized, with much loss of instructional time.* • *There do not appear to be any established procedures for distributing and collecting materials.* • *A considerable amount of time is spent off task because of unclear procedures.* • *Volunteers and paraprofessionals have no defined role and/or are idle much of the time.*	• *Students not working directly with the teacher are only partially engaged.* • *Procedures for transitions seem to have been established, but their operation is not smooth.* • *There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.* • *Classroom routines function unevenly.* • *Volunteers and paraprofessionals require frequent supervision.*	• *Students are productively engaged during small-group or independent work.* • *Transitions between large- and small-group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Volunteers and paraprofessionals work with minimal supervision*	• *With minimal prompting by teacher, students ensure that their time is used productively.* • *Students themselves ensure that transitions and other routines are accomplished smoothly.* • Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	• When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. • And others…	• Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. • And others…	• In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • Cleanup at the end of a lesson is fast and efficient. • And others…	• 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 roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • 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 ethnic, cultural, and linguistic backgrounds

	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher takes into account the cultural background of the students and response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. When misbehavior occurs, the teacher investigates the causes to determine if it is related to content, cultural, or linguistic misunderstandings. Even when their behavior is being corrected, students feel respected and their dignity is not undermined Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive.
Critical Attributes	• *The classroom environment is chaotic, with no standards of conduct evident.* • *The teacher does not monitor student behavior.* • *Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.*	• *The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.* • *The teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.*	• *Standards of conduct appear to have been established and implemented successfully.* • *Overall, student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *The teacher's response to student misbehavior is effective.*	• *Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.* • *The teacher silently and subtly monitors student behavior.* • *Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.*
Possible Examples	• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others…	• Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others…	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others…	• A student suggests a revision to 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 speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. 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 makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety.* • *Many students can't see or hear the teacher or board.* • *Available technology is not being used even if it is available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear the teacher or board.* • *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.*	• *The classroom is safe, and all students are able to see and hear the teacher or board.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	• *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the learning activities and the physical environment.* • *Students take the initiative to adjust the physical environment.* • *The teacher and students make extensive and imaginative use of available technology.*
Possible Examples	• There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others…	• The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others…	• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others…	• 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 a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others…

	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. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	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 and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge, background and cultural experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with all students' interests including those from different racial, ethnic, cultural, and linguistic backgrounds. *Students from diverse racial ethnic, cultural, and linguistic are encouraged to use their home and community knowledge* to extend the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. ELL students simultaneously engage with academic content while learning English, drawing on knowledge and language skills they already have in their dominant language.
Critical Attributes	• *At no time during the lesson does the teacher convey to students what they will be learning.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through their questions that they are confused about the learning task.* • *The teacher's communications*	• *The teacher provides little elaboration or explanation about what the students will be learning.* • *The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.* • *The teacher makes no serious content errors but may make minor ones.* • *The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.* • *The teacher must clarify the learning task so students can complete it.* • *The teacher's vocabulary and usage are correct but unimaginative.* • *When the teacher attempts to explain*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *The teacher's explanation of content is clear and invites student participation and thinking.* • *The teacher makes no content errors.* • *The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *If appropriate, the teacher models the process to be followed in the task.* • *The teacher's vocabulary and usage*	• *The 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, ethnic, cultural, and linguistic experiences.* • *The teacher points out possible areas for misunderstanding.* • *Students suggest other strategies they might use in approaching a challenge or analysis.*

	include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	
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 quizzical 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 without explaining their meanings. • The teacher says "ain't." • And others…	• 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. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to ____," asking students 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. • Students' use of academic vocabulary is imprecise. • And others…	• The teacher says, "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 students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • 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 about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others…	• The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks: "Is this another way we could think about analogies?" • 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 explanation of the civil rights movement to ~~remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing~~ explain the difference between equity and equality using their city and/or community as an example. • A student says to a classmate, "I think that side of the triangle is called the *hypotenuse*." • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The 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 metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. 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. 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 the teacher and students; students are not invited to speak directly to one another.* • *The teacher does not ask students to explain their thinking.* • *Only a few students dominate the discussion.*	• *The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *The teacher calls on many students, but only a small number actually participate in the discussion.* • *The teacher asks students to explain their reasoning, but only some students attempt to do so.*	• *The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.* • *The teacher makes effective use of wait time.* • *Discussions enable students to talk to one another without ongoing mediation by teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.* • *The teacher asks students to justify their reasoning and most attempt to do so.*	• *Teacher initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences* • *The teacher builds on and uses student responses, including the experiences of students from different racial, ethnic, cultural, and linguistic perspectives, in order to deepen student understanding.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion and challenge one another's thinking.* • *Virtually all students are engaged 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 calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up. • And others…	• 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?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others…	• 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, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did ____?" to find the reason in the text and to explain their thinking to a neighbor. • And others…	• 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 how we might figure this out?" • A student asks "what if" questions that are related to his/her home and community? • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and 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. The teacher provides suitable scaffolding and challenges students to explain their thinking. Students from different racial, ethnic, cultural, and linguistic backgrounds are encourage to explore their home and community experiences as learning resources. There is evidence of student initiation of inquiry and student contributions to the exploration of important content; students may serve as cultural resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks/activities and materials require only recall or have a single correct response or method.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags or is rushed.* • *Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks/activities are a mix of those requiring thinking and those requiring only recall.* • *Student engagement with the content is largely passive; the learning consisting primarily of facts or procedures.* • *The materials and resources are partially aligned to the lesson objectives; few of them require student thinking or ask students to explain their thinking.* • *The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.* • *The instructional groupings used are partially appropriate to the activities.*	• *Most students are intellectually engaged in the lesson.* • *Most learning tasks/activities have multiple correct responses or approaches and/or encourage higher-order thinking.* • *Students are invited to explain their thinking as part of completing tasks.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.* • *Teacher uses groupings that are suitable to the lesson activities.*	*Students from all backgrounds, racial, ethnic, cultural, and linguistic, are intellectually engaged in the lesson.* *Lesson activities require high-level student thinking and explanations of their thinking. Students from all backgrounds, racial, ethnic, cultural, and linguistic, take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their everyday lived experiences and needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.* *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.* *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
Possible Examples	• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. • And others…	• Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. • And others…	• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others…	• Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated. Students are asked to write an essay in the style of an essayist reflective of their culture or community and to describe which aspects of the author's style they have incorporated • Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. Students from different racial, ethnic, cultural, and linguistic backgrounds are encourage to use their home and community experiences as a learning resource. • Students summarize their learning from the lesson. •

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	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, 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, cultural ethnic, 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. Questions/prompts/ assessments that include racial, ethnic, and linguistic referents are used to diagnose evidence of learning. A variety of forms of feedback, from both teacher and peers, is accurate, specific, culturally relevant, and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. Assessment strategies for ELL are evident.
Critical Attributes	• *The teacher gives no indication of what high-quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Students receive no feedback, or feedback is global or directed to only one student.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.* • *Feedback to students is vague and not oriented toward future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer assessment.*	• ~~*Students indicate that they clearly understand the characteristics of high- quality work.*~~ • *The teacher makes the standards of high-quality work clear to students.* • *The teacher elicits evidence of student understanding.* • *Students are invited to assess their own work and make improvements; most of them do so.* • *Feedback includes specific and timely guidance, at least for groups of students.*	• ~~*Students indicate that they clearly understand the characteristics of high-quality work.*~~ *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.* • *The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *High-quality feedback comes from many sources, including students and their families; it is specific and focused on improvement.*
Possible Examples	• A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give." • And others…	• The teacher asks, "Does anyone have a question? • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others…	• The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others…	• The teacher reminds students of the characteristics of high-quality work. Students from all racial, cultural ethnic, and linguistic groups were involved in the defining the characteristics. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning by building on spontaneous events that include the experiences and interests of students from different racial, cultural ethnic, and linguistic groups. The teacher adjusts and differentiates instruction to address individual student misunderstandings and cultural experiences, using an extensive repertoire of instructional strategies and soliciting additional resources from the school, home, and community. When students from all racial, ethnic, cultural, and linguistic groups encounter difficulty in learning, the teacher seeks alternate approaches to help the students be successful.
Critical Attributes	• *The teacher ignores indications of student boredom or lack of understanding.* • *The teacher brushes aside students' questions.* • *The teacher conveys to students that when they have difficulty learning it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* • *The teacher makes no attempt to adjust the lesson in response to student confusion.*	• *The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.* • *The teacher's attempts to adjust the lesson are partially successful.*	• *The teacher incorporates students' culture, interests 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.* • *When improvising becomes necessary, the teacher makes adjustments to the lesson.*	• *The teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and the students' home and diverse communities whom he has contacted for assistance in reaching some students.* • *The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students and cultural/ethnic groups.*
Possible Examples	• The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others…	• 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 rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others…	• 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, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach that reflects the student's home and community cultural experiences. • And others…	• The teacher stops a lesson midstream 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 referents 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." • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	• *The 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. • *The teacher's suggestions for improvement draw on an extensive repertoire, including culturally responsive pedagogy.*
Possible Examples	• 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!" • And others…	• At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." • And others…	• The teacher says to her mentor or colleague, "I wasn't pleased with the level of engagement of African American students and want feedback on how I might alter my instruction." • The teacher's journal indicates several possible lesson improvements. • And others…	• 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 asks the students and their family how her instruction might be more effective. • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Records are examined and tracked by racial, ethnic, cultural, and linguistic subgroups. Students contribute information and participate in maintaining the records.
Critical Attributes	• *There is no system for either instructional or noninstructional records.* • *Record-keeping systems are in disarray and provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.*	• *The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.* • *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 noninstructional information is both efficient and effective.*	• *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 noninstructional records for the class.*
Possible Examples	• 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 have never turned in their permission slips. • And others…	• 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, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others…	• On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others…	• A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The 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. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program as appropriate. Information to families is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Early in the school year, the teacher establishes positive relationships with families by communicating with them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The teacher responds to family concerns, including families that are racially, ethnically, culturally, and linguistically diverse, with professionalism and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. She learns from families ways best to meet the need of their children and uses this knowledge to shape her teaching.

	Unsatisfactory	Basic	Proficient	Distinguished
Critical Attributes	• *Little or no information regarding the instructional program is available to families.* • *Families are unaware of their children's progress.* • *Family engagement activities are lacking.* • *There is some culturally inappropriate communication.*	• *School- or district-created materials about the instructional program are sent home.* • *The teacher sends home infrequent or incomplete information about the instructional program.* • *The teacher maintains a school-required gradebook but does little else to inform families about student progress.* • *Some of the teacher's communications are inappropriate to families' cultural norms.*	• *The teacher regularly makes information about the instructional program available.* • *The teacher regularly sends home information about student progress.* • *The teacher develops activities designed to engage families successfully and appropriately in their children's learning.* • *Most of the teacher's communications are appropriate to families' cultural norms.*	• *Students regularly develop materials to inform their families about the instructional program. The teacher encourages students from different racially, ethnically, culturally, and linguistically 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 of the teacher's communications are highly sensitive to families' cultural norms.*

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• A parent says, "I'd like to know what my kid is working on at school!" • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others…	• 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." • The teacher sends home weekly quizzes for parent or guardian signature. • And others…	• The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others…	• Students create materials for Back-to-School Night that outline the approach for learning science. • The teacher's communication to families recognizes the different levels of English language proficiency in the home. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • Teacher assigns a project that requires students to interview a new immigrant about why they came to America. • And others…

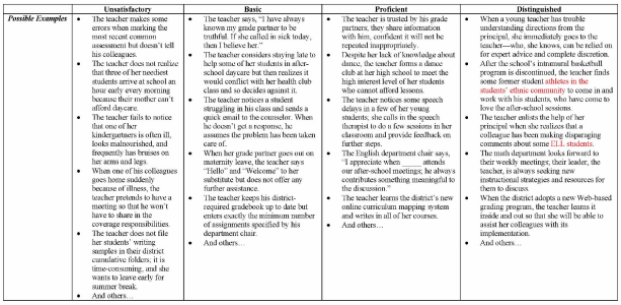
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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	• *The teacher's relationships with colleagues are characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and district and community projects.*	• *The teacher has cordial relationships with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, as well as district and community projects.*	• *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.*	• *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 district and community projects.*

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions 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." • And others…	• The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others…	• The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some of the free MET courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-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. • And others…	• The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • The teacher organizes an instructional event in an African American and Latino church where families are invited to comment on a proposal for a curriculum change.

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge, and culturally responsive pedagogy and instruction. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development sponsored by the school district, professional educational organizations, and culturally and ethnically diverse community organizations and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession, particularly in areas related to the achievement of students from different racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attend conferences.*	• *The teacher participates in professional activities when they are required or provided by the district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in organizations designed to contribute to the profession.* • *Teacher seeks opportunity to become more culturally responsive in her practice*	• *The teacher seeks regular opportunities for continued professional development, including initiating 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 profession.* • *The teacher is a role model for culturally responsive pedagogy and instruction.*

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to 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. • And others…	• The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • 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 feel it's worth much of her time. • And others…	• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefits his students. • And others…	• The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy related to the achievement gap of 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 has founded a local organization devoted to literacy education for immigrant students. Her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others…

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving and advocating for students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The 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 groups.
Critical Attributes	• *The teacher is dishonest.* • *The teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects district regulations.*	• *The teacher is honest.* • *The teacher notices the needs of students but is inconsistent in addressing them.* • *The teacher does not notice that some school practices result in poor conditions for students.* • *The teacher makes decisions professionally but on a limited basis.* • *The teacher complies with district regulations.*	• *The teacher is honest and known for having high standards of integrity.* • *The teacher actively addresses student needs.* • *The teacher actively works to provide opportunities for student success.* • *The teacher willingly participates in team and departmental decision making.* • *The teacher complies completely with district regulations.*	• *The teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *The teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups.* • *The teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups from all racial, ethnic, and linguistic groups.* • *The teacher takes a leadership role in team and departmental decision making.* • *The teacher takes a leadership role regarding district regulations.*



	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford daycare. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of his colleagues goes home suddenly because of 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 cumulative folders; it is time-consuming, and she wants to leave early for summer break. • And others…	• The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to her substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others…	• The teacher is trusted by his grade partners; they share information with him, confident it will not be reposted 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 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. • And others…	• When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher—who, 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 has been 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 learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others…

Suggestions for TEI by Beatriz Arias and the Mendoza Plaintiffs

Dr. Beatriz Arias, the Mendoza consultant is an expert on teaching ELLs, prepared some suggestions about teacher behaviors that should be in the TUSD TEI. I revised some of the entries that Beatriz suggested so they align more with the formats of the Danielson instrument. She provided suggestions for all of the components. Where a cell is empty, either the suggestion is dealt with in the version we prepared or I felt the implications for behaviors required by the USP were uncertain. One of the more time-consuming aspects of revision is the development of the rubrics and I don't have time for that now. So, I am asking the district to take some of this material and make changes. Alternatively, the District could include the issues raised by Dr. Arias could be embedded in Danielson rubrics.

Danielson Rubric:

I Planning and Preparation

Demonstrating Knowledge of Content and Pedagogy	In Revision
Demonstrating Knowledge of Students	Teacher knows about their student's family make-up, immigration history, favorite activities, concerns and strengths and use this knowledge I their teaching.
Setting Instructional Objectives	
Demonstrating Knowledge Of Resources	Teachers display affirming views of diversity and sociocultural consciousness.
Designing Coherent Instruction	Teacher is able to scaffold learning for ELLs, they have familiarity with their academic and linguistic backgrounds, they understand the language demands inherent in the learning tasks and they have appropriate scaffolding techniques.

***127** Designing Student Assessment	In revision

II The Classroom Environment

Creating an environment of respect and rapport	Teacher creates a safe welcoming classroom environment with minimal anxiety about performance.
Establishing a culture for Learning	In revision
Managing classroom procedures	
Managing Student Behavior	Teacher engages students in purposeful activities with opportunities for interaction with peers that includes opportunities for inter-cultural interaction.

III Instruction

Communicating with students	Teacher can access student's native language or dialectal variation when necessary.
Using questioning / prompts and discussion	Teacher demonstrates awareness that academic language poses special challenges for learners, e.g., teachers know how to scaffold.

Engaging students in learning	In revision
Using Assessment in Instruction	
Demonstrating flexibility and responsiveness	Teacher accepts alternative versions of student work, depending upon their language proficiency.

IV Professional Responsibilities

Reflecting on Teaching	
Maintaining Accurate Records	
Communicating with Families	*Teacher welcomes parental inquiries, sends positive messages home, visits homes when necessary.* *Teachers use community resources to meet the needs of students and their families.*
Participating in a Professional Community	
Growing and Developing Professionally	Teachers participate in a community of educators working to make schools more equitable.

Showing Professionalism

Arias suggests this addition: "Teacher demonstrate an awareness of the powerful connections between social and educational inequities." I know that this is one of the original premises of CRP but I have worried about this putting teachers in an overtly political role. And I don't know where it fits in the Danielson framework.

References

Morrison, K, Robbins, H, Rose, D (2008) "Operationalizing Culturally Relevant Pedagogy: A synthesis of Classroom–Based Research". Equity and Excellence in Eudation 41 (4) 433–452.

Lucas, T, Villegas A. M, Freedson–Gonzalez, M. (2008) "Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners". Journal of Teacher Education Vol. 59 Number (4) 361–373.

Villegas, A. M. & Lucas, T. (2007) "The Culturally Responsive Teacher" Educational Leadership, 28–33.

ATTACHMENT 16

From:	Brown, Samuel
Sent:	Friday, May 29, 2015 1:52 PM
To:	Willis D. Hawley; Anurima Bhargava; Brown, Samuel; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc:	Taylor, Martha; TUSD; Desegregation; Vega, Adrian
Subject:	Revised Teacher Evaluation Instrument
Attachments:	2013 TUSD_Modified Danielson Framework_Final 05.28.15.docx; Teacher Evaluation Scaling 2015 Model 1_h_new_growth_model.docx

Counsel/Dr. Hawley: Please find attached the final revisions to the Teacher Evaluation Instrument, incorporating feedback from Dr. Hawley, the plaintiffs, and Dr. Irvine et al. Also attached is the growth point model.

If any party has any remaining concerns or objections to the TEI revisions, please share them with us no later than June 3 for our review in advance of the Board meeting. We will share the revised Principal Evaluation Instrument early next week. The TEI and PEI will be presented to the Governing Board on June 9, 2015 for vote and we look forward to having your final input prior to the vote.

***128** Samuel Emiliano Brown

Tucson Unified School District

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TUCSON UNIFIED SCHOOL DISTRICT

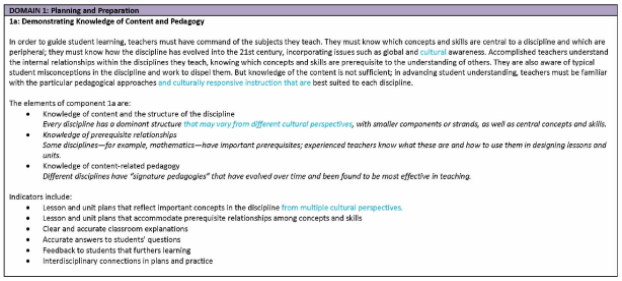
MODIFIED 2013 DANIELSON FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

May 2015

NOTE: The blue fonts are the recommendations from Dr. Irvine et al.

The red fonts are revisions made by TUSD.



DOMAIN 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

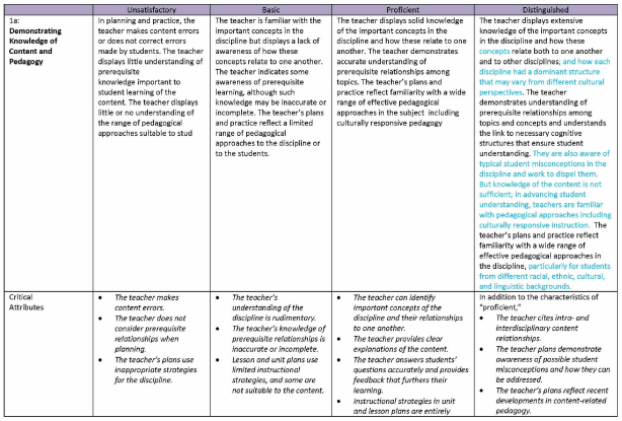
In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global and cultural 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:

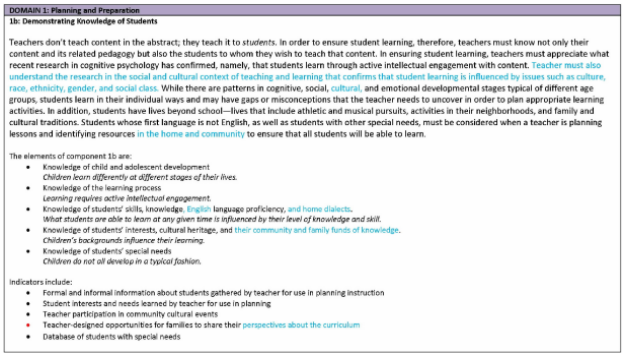
- Knowledge of content and the structure of the discipline
  Every discipline has a dominant structure that may vary from different cultural perspectives, with smaller components or strands, as well as central concepts and skills.
- *Knowledge of prerequisite relationships*
  Some disciplines—for example, 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



	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 stud	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	• *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *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.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit and lesson plans are entirely*	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.*
			suitable to the content.	
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like 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 forge 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 spelling: pretest 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 hotter in the summer than in the winter.* *In a lesson on 19th century literature in a high school American Literature class, the teacher incorporates slave narratives, early feminist literature, and Native American oral histories.*



DOMAIN 1: Planning and Preparation

1b: Demonstrating Knowledge of Students

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.

The elements of component 1b are:

- 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 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.
  Children's backgrounds influence their learning.
- Knowledge of students' special needs
  Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned by teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their perspectives about the curriculum
- Database of students with special needs

	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	• *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' medical or learning disabilities.*	• *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 their 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.*	• *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 in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	In addition to the characteristics of "proficient," • *The teacher uses ongoing and appropriate methods to assess students' skill levels and designs 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	• *The lesson plan includes a teacher presentation for an entire 30 minute period*	• *The teacher's lesson plan has the same assignment for the entire class, in spite*	• *The teacher creates an assessment of students' levels of cognitive development.*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the*
	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 religions represented amongst his students.*	*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.*	• The teacher examines 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 Hanukah 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.*	*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

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.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. 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.

The elements of component 1c are:
- 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 in consideration that students learn differently and their learning is influenced by their experiences and cultural background.

Indicators include:
- 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

	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 of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs and cultural diversity of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment, including alternatives like performance assessments. Outcomes are appropriate for all students in the class and take in 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	• 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.*	• *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.*	• *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.*	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	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The outcomes are written*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit include some factual information,*	• *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.* • *Students will develop a concept*
	are factual knowledge. • *The topic of the social studies unit involves the concept of "revolutions" 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.*	*with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.*	*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.*	*map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *Students connect current learning to his/her life experiences*

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 noninstructional 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:
- Resources for classroom use
  Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy
  Materials that further teachers' professional knowledge must be available.
- Resources for students
  Materials must be appropriately challenging and culturally relevant.

Indicators include:
- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Materials suggested by community and students' families
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers

	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 or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, the students' home and community, professional organizations and universities, and on the Internet. Teachers recognize the importance of selecting resources that align with the learning outcomes and are appropriate and challenging for all students including students from different racial, ethnic, cultural, and linguistic backgrounds.
Critical Attributes	• *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.*	• *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.*	• *Texts are at 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 outside the class for students to draw on.* • *Teacher displays awareness of resources to enhance culturally responsive pedagogy through the school or district.*	In addition to the characteristics of "proficient," • *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	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *Mr. J is not sure how to*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more*
	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."*	*should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	*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.*	*about current research so 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.*

DOMAIN 1: Planning and Preparation
1e: Designing Coherent Instruction

Designing coherent 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 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 students, racial, ethnic, cultural, and linguistic background, 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 cognitively 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:
- Learning activities
  Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
  Aids to instruction are appropriate to the learning needs of the students' racial, ethnic, cultural, and linguistic backgrounds.
- Instructional groups
  Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
  Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:
- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied cultural relevant resources
- Thoughtfully planned learning groups
- Structured lesson plans

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent 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	• *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.*	• *Learning activities are moderately 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.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity 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.*	In addition to the characteristics of "proficient," • *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	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.*

	• *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	• *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they believe better when they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	• *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 indicated.*	• *While completing their projects, the teacher's students will have access to a wide variety of resources, including culturally relevant ones that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson, students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in 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 indicates where plans reflect attention to students from different racial, ethnic, cultural, and linguistic backgrounds.*

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:

- Congruence with instructional outcomes
  Assessments must match learning expectations.
- Criteria and standards
  Expectations must be clearly defined.
- Design of formative assessments
  Assessments for learning must be planned as part of the instructional process.
- Use for planning
  Results of assessment guide future planning and address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds.
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	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, with clear criteria and standards that show evidence of a full range of student learning. Assessment methodologies have been adapted for individual students, and attention is given to alternative assessments that address the learning outcomes for students from different racial, ethnic, cultural, and linguistic backgrounds. The assessment is well designed and includes student as well as teacher use of the assessment information. Teacher uses assessment results to modify or adapt instruction as needed to ensure student understanding. Teacher plans future instruction and assessments that address achievement gap issues, particularly for students from diverse racial, ethnic, and ELL groups.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *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.*	• *All the learning outcomes have a "proficient" 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.*	In addition to the characteristics of "proficient," • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *The teacher marks papers*	• *The district goal for the*	• *Mr. K knows that his students will*	• *To teach persuasive writing, Ms.*

	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 Globalization, the teacher tells them their letter 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 I give 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."*	*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 at 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, "If half the class passed the test, why are we all reviewing the material again?"*	*write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. 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, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*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. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

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 are the hallmark of 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:

- 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:

- Respectful talk, active listening, and turn-taking
- Acknowledgement of students' cultural, ethnic 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

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultural, and developmental levels of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher takes into account the cultural and ethnic and linguistic diversity of the students and responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but and affirming.	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	• *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.*	• *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 unusual.*	• *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 theory 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," • *Teacher demonstrates knowledge and caring about individual students' lives 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 respects and patience.*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working*	• *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.*

	• *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.*	*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 that way to your classmates," but student shrugs his/her shoulders*	*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 and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *The teacher publically praises a student who demonstrates tolerance and acceptance of new immigrant student.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."* • *A student questions a classmate, "Didn'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 English language.*

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 value 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:

- 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.
- Student 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:

- 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

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students; Teachers understand that students have different learning preferences and racial, ethnic, and cultural experiences are recognized and accepted in the classroom. Students assume responsibility for high quality work by initiating improvements, making revision addling 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	• *The teacher conveys that the reasons for the work are external or trivializes 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*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *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."*	• *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.* • *Teacher conveys 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," • *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 the content.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really*	• *The teacher asks students to generate alternative explanations that come from their home and community experiences.*
	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."*	*this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	*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.*	• *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 re-do a piece of work since s/he now sees 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, noninstructional 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:

- 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 in 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
  Not every teacher has the benefit of assistance from volunteers and paraprofessionals, 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:

- 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

	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 effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *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.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.* • *Volunteers and paraprofessionals work with minimal supervision.*	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	• *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 bump into one another lining up or sharpening pencils.*	• *Some students not working with the teacher are not 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 some	• *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.*	• *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 roles 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.*
	• *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 clues from others.*	clarifying questions about procedures • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *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 views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *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 ethnic, cultural, and linguistic backgrounds.*

DOMAIN 2: The Classroom Environment
2d: 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 2d 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 backs of their heads; they are attuned to what's happening in the classroom and can move subtly 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, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

	Unsatisfactory	Basic	Proficient	Distinguished
2d: 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 response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. When misbehavior occurs, the teacher investigates the causes to determine if it is related to content, cultural, or linguistic misunderstandings. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive.
Critical Attributes	• *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.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *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.* • *Teacher's response to student misbehavior is effective and culturally appropriate.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *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,*	• *Classroom rules are posted, but neither teacher nor students refers 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*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *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*
	resulting in a chaotic environment. • *Phones and other electronics distract students/ teacher doesn't do anything*	*don't have a late pass? Come in and take your seat; you've missed enough already."*		*misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

DOMAIN 2: The Classroom Environment

2e: 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 2e 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
2e: 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 moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *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.*	• *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.*	• *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.*	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	• *There are electrical cords running around 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.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, 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.*	• *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.*	• *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 a blind 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 activities. 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 two, with modeling by the teacher, if it is appropriate.
- Explanations 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 scaffold, clear and accurate, and connects with students' knowledge, background, and cultural experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests,including those from different racial, ethnic, cultural, and linguistic backgrounds. Students from diverse racial, ethnic, cultural, and linguistic are encouraged to use their home and community knowledge to extend the content, by explaining concepts to their classmates,and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. ELL students simultaneously engage with academic content while learning English, drawing on knowledge and language skills they already have in their dominant language
Critical Attributes	• *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 serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • Teacher's communications include errors of vocabulary or usage. • *Vocabulary is inappropriate to the age or culture of the students.*	• *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 serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *The teacher states clearly, at some point during the lesson, what the students 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.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	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, ethnic, cultural, and linguistic background* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* • *Students suggest other strategies they might use in approaching a challenge or analysis.*
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 quizzical 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 "ain't."*	• *The teacher mis-pronounces: "…"* • *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 says: "Here's a spot where some students have difficulty…be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *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 explanation of the civil rights movement to explain the difference between equity and equality using their city and/or community as an example.*

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 nonformulaic, 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 x," when what they mean is "I said x." That is, some teachers confuse 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 enlists the assistance of students to ensure this outcome.

Indicators include:
- 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

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	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 actually 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 uses student responses, including the experiences of students from different racial, ethnic, cultural, and linguistic perspectives. to questions effectively.* • *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 invite comments from their classmates 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	• *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 share with a partner before inviting a few to offer their ideas 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 his/her home and community.

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 depth over breadth and encourage students 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 relevancy.

Structure and pacing
No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	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.
Critical Attributes	• *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 used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	• *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.* • *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.*	• *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 students the time needed to be intellectually engaged.*	*In addition to the characteristics of "proficient,"* • *Students from all backgrounds, racial, ethnic, cultural, and linguistic 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 lived experiences and needs.* • *(2)Students suggest modifications to the grouping patterns used.* • *(3)Students suggest modifications or additions to the materials being used.* • *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	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed. Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *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.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *Students are asked to write an essay in the style of an essayist reflective of their culture or community and to describe which aspects of the author's style the have incorporated* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials. Students from different racial, ethnic, cultural, and linguistic backgrounds are encourage to use their home and community experience as a learning resource* • *Students summarize their learning from the lesson.*

DOMAIN 3: Instruction

3d: Using Assessment in Instruction

Assessment of student learning plays an important new 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.

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 activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

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.

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.

The elements of component 3d are:
- 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 oral presentation).
- 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 culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do 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.

Indicators include:
- 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

	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' misunderstanding. Assessment strategies for ELL are evident.
Critical Attributes	• *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.*	• *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 of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *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.*	• *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 groups of students.*	In addition to the characteristics of "proficient," • *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 student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.* • *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	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.* • *The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *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.*	• *The teacher reminds students of the characteristics of high-quality work. Students from all racial, ethnic, cultural, and linguistic groups were involved in defining the characteristics.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

DOMAIN 3: Instruction

3a: Demonstrating flexibility and responsiveness

"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. They 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.

The elements of component 3e are:

- 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.

Indicators include:

- 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

	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 racial, ethnic, cultural, and linguistic groups. The teacher adjusts and differentiates instruction to address individual student misunderstandings, and cultural experiences using an extensive repertoire of instructional strategies and soliciting additional resources from the school, home or community. When students from all racial, ethnic, cultural, and linguistic groups encounter difficulty in learning, the teacher seeks alternate approaches to help students be successful.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *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 can cite others in the school and the students' home and diverse communities whom she has contacted for assistance in reaching some students.*
Possible Examples				

	• *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."*	• *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.*	• *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 students' home and community, cultural experiences.*	• *The teacher stops in mid-stream 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 referents 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."*

DOMAIN 4: Professional Responsibilities

4a: Reflecting on Teaching

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.

The elements of component 4a are:

- 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.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draws on a repertoire of strategies including culturally responsive pedagogy.

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	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.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," • *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, including culturally responsive pedagogy.*
Possible Examples	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful; I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try x next time."*	• • *The teacher says to her mentor or colleague: "I wasn't pleased with the level of engagement of African-American students and I want feedback on how I might alter my instruction."* • *The teacher's journal indicates several possible lesson improvements.*	• *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 family how her instruction might be more*

				effective • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*

DOMAIN 4: Professional Responsibilities

4b: Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional 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.

The elements of component 4b are:

- 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.
- Noninstructional records
  Noninstructional 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 permissions slips for a field trip or which students have paid for their school pictures.

Indicators include:

- 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 noninstructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Records are examined and tracked by racial, ethnic, cultural, and linguistic subgroups. Students contribute information and participate in maintaining the records.
Critical Attributes	• *Absence 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.*	• *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.*	• *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.*	In addition to the characteristics of "proficient," • *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	• *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 their permission slips.*	• *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: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*	• *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.*	• *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 her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own information to the database.*

DOMAIN 4: Professional Responsibilities

4c: Communicating with Families

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 with families of adolescents 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.

The elements of component 4c are:
- 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.

Indicators include:
- 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

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner. The teacher is available as needed to respond to family concerns.	Early in the school year, the teacher establishes positive relationships with families by communicating with them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The teacher responds to family concerns, including families that are racially, ethnically, culturally, and linguistically diverse with professionalism and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. She learns from families how best to meet the need of their children and uses this knowledge to shape her teaching.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent 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.*	• *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.*	In addition to the characteristics of "proficient," • *On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.* • *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	• *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."*	• *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 quizzes are sent home for parent/guardian signature.*	• *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 proficiencies 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 they come to America.*	• *Students create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students design a project on charting family use of plastics.*

DOMAIN 4: Professional Responsibilities

4d: Participating in a Professional Community

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.

The elements of component 4d are:
- 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.

Indicators include:
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives

Regular teacher participation in and support of racial, ethnic, cultural, and linguistic community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. The teacher participates in community educational initiative, including those occurring in racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *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 school district and community projects.*	• *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.*	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	• *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 does not attend PLC meetings.*	• *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 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.*	• *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 MIT courses 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.*	• *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 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 in an African-American and Latino church where families are invited to comment on a proposal for a curriculum change.*

DOMAIN 4: Professional Responsibilities

4e: Growing and Developing Professionally

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 ever 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.

The elements of component 4e are:
- 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.

Indicators Include:
- 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 systematic effort to conduct action research. Teacher solicits feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession, particularly in the areas related to the achievement of students from different racial, ethnic, cultural, and linguistic communities.
Critical Attributes	• *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.*	• *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.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight 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.*	In addition to the characteristics of "proficient," • *The teacher seeks regular opportunities for continued professional development, including initiating 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	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.*	• *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*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*

	principal's annual observations in her classroom, knowing that if she waits 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.*	• *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 feel it's worth too much of her time.*	*weekly walk 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.*	• *The teacher is working on a particular instructional strategy related to the achievement gap of 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 devoted to Literacy Education for immigrant students; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

DOMAIN 4: Professional Responsibilities
4f: Showing Professionalism

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.

The elements of component 4f are:
- 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 their 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.

Indicators include:
- 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 contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving and advocating for students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, such as Mexican-American and African-Americans, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, but challenges long-held assumptions and practices that impede the academic progress of students, including students from different racial, ethnic, cultural, and linguistic groups.
Critical Attributes	• *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.*	• *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.*	• *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 willingly participates in team and departmental decision making.* • *Teacher complies completely with school district regulations.*	• *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 regarding school district*

					regulations.
Possible Examples	• *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 neediest 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 Kindergartners 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.*	• *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 afterschool daycare, 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.*	• *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.*	• *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 H)

This report describes the Teacher Effectiveness Evaluation Model for 2015–16. This 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 only 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 by administering pre–post assessments that are relevant to the course material of each teacher. Two models are presented below to account for the distribution of points for the academic growth part (33%) of the overall teacher model. Model 1 uses established measurement methodology to measure growth over time. Model 2 is not intended to measure academic growth with conventional methods but rather to provide relevant content feedback to teachers through written essays twice during the year. Consensus will need to occur among the different stakeholders about which model will be implemented in 2015–16.

Model is a multiple choice pre–post assessment with a relevant reading passage that can measure academic growth. The components are listed below:

***129** 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 passage, but 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 3–12 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. All students in grades 3–5 will take the category assessment. In grades, 6–12, a sampling strategy will be implemented so that each teacher will have a minimum of 30 students participating in the pre–post category assessment.

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.

F. Who will score the assessment: The category assessments will be made available on–line through the district's assessment vendor's webpage. 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.

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), a 2 (average growth), or a 3 (above average growth) that will be added to the Teacher Evaluation points total.

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 a 4–point Likert scale:

***130** 1 = Strongly Disagree

2 = Disagree

3 = Agree

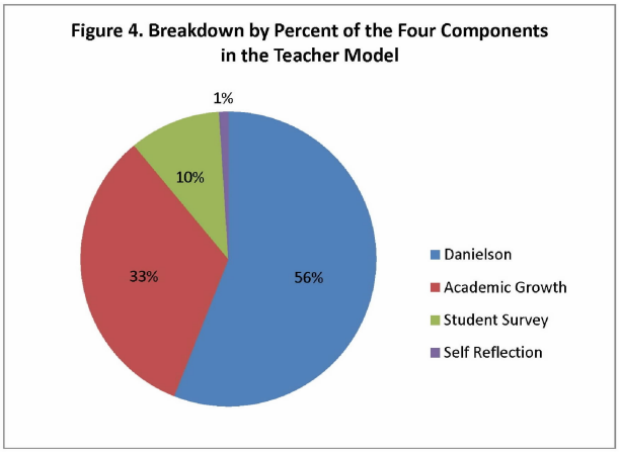
4 = Strongly Agree

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

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

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

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	132	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 x .636	**56**
Academic Growth	3	3 x 11	**33**
Student Survey	4	4 x 2.5	**10**
Teacher Self Reflection	1	1 x 1	**1**
Total	152		**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 x .636	**28**
Academic Growth	1.5	1.5 x 11	**16.5**
Student Survey	2	2 x 2.5	**5**
Teacher Self Reflection	1	1 x 1	**1**
Total	86.5 or **87**		**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 x .636	**46**
Academic Growth	2	2 x 11	**22**
Student Survey	3.5	3.5 x 2.5	**9**
Teacher Self Reflection	1	1 x 1	**1**
Total	141		**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

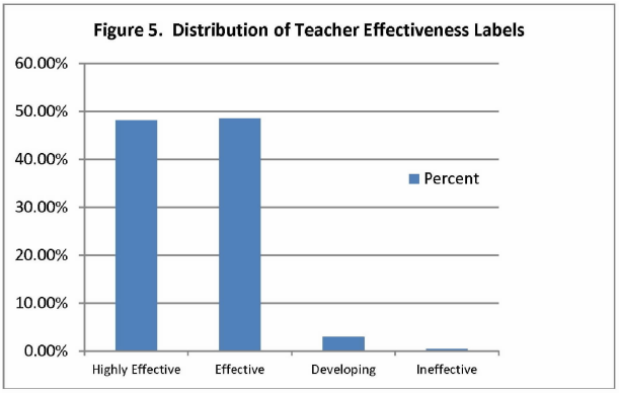
modest impact on the overall score. The only way a teacher can score 'ineffective' with the cut scores is to score about 32 points (out of a possible 88) on the Danielson observation. No teacher scored below 39 on the Danielson observation last year (2013–14).

Teacher D—Grade 4

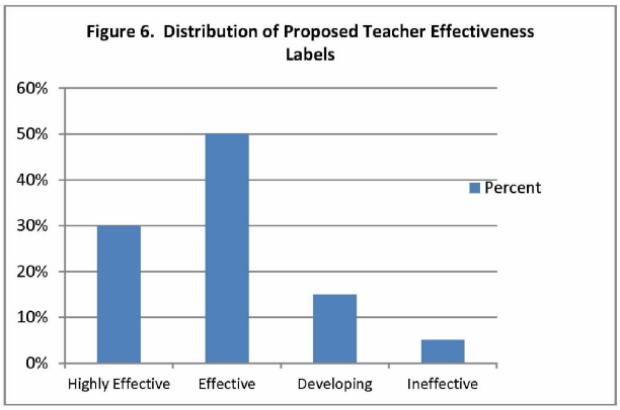
Table 7. Grades 3-5
Calculation of Points of a Teacher Scoring Some of the Possible Points

Component	Max Raw Points	Scale Conversion	Weighted Points
Danielson	32	32 x .636	20
Academic Growth	1	1 x 11	11
Student Survey	2.75	2.75 x 2.5	7
Teacher Self Reflection	1	1 x 1	1
Total	102		39

***131** 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.



This data suggests that 96.61 percent of all teachers in TUSD were considered either "Effective" or "Highly Effective". Additionally, this data indicates that only 3.38 percent were considered "Developing" or "Ineffective". This data calls into question the validity of the Teacher Evaluation Instrument. Choosing different cut scores would serve to reduce the concern that these results are invalid. An appropriate (normal) distribution similar to the one presented below would be more in line psychometric standards and would also provide more discriminating data on teacher performance.



Summary

A number of Teacher Effectiveness models exist that range in analytic sophistication. One model, called "Value Added", takes into account the population of students that a teacher serves. Understanding the effects of certain demographic variables (e.g., SES, ELL, SPED, etc.) allows researchers to quantify and essentially mitigate their effects. Using value added calculations has been referred to as "leveling the playing field". The model is usually based on statistical analyses such as simple multiple regression or Hierarchical Linear Modeling (HLM). These statistical models are predictive in nature. The extent to which a teacher's score is above or below what is predicted defines the teacher's effectiveness. Another type of teacher effectiveness model that is less technical is to use a growth model to compare each student to him/herself over time. Student growth models do not need to remove variance due to demographic effects since each child is being compared to him/herself over time. Most student growth models use multiple measures for pre and post comparisons. Using multiple measures more closely approximates a student's "True score" by reducing the error associated with a single measure.

In 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 is challenging because TUSD currently lacks district–developed assessments for each subject, grades 6–12 to show evidence of student learning over time. These assessments will be developed with teacher teams to be ready for implementation in 2016–17. In the meantime, two models have therefore been proposed for 2015–16: a pre–post multiple choice test or a series of written essays administered twice a year. The decision will occur in the summer, 2015 as to which model will be implemented. 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.

ATTACHMENT 17

***132 From:** Willis D. Hawley <wdh@umd.edu>

Sent: Thursday, June 04, 2015 4:53 PM

To: Brown, Samuel; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky

Cc: Taylor, Martha; TUSD; Desegregation; Vega, Adrian

Subject: RE: Revised Teacher Evaluation Instrument

I have talked with Richard Foster about some small changes, the only substantive ones deal with strengthening two rubrics on grouping to discourage de facto tracking. No doubt the instrument can be improved but it is the most equity-focused teacher evaluation in existence. Bill Hawley

From: Brown, Samuel [mailto:Samuel.Brown@tusd1.org]

Sent: Friday, May 29, 2015 4:52 PM

To: Willis D. Hawley; Anurima Bhargava; Brown, Samuel; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky

Cc: Taylor, Martha; TUSD; Desegregation; Vega, Adrian

Subject: Revised Teacher Evaluation Instrument

Counsel/Dr. Hawley: Please find attached the final revisions to the Teacher Evaluation Instrument, incorporating feedback from Dr. Hawley, the plaintiffs, and Dr. Irvine et al. Also attached is the growth point model.

If any party has any remaining concerns or objections to the TEI revisions, please share them with us no later than June 3 for our review in advance of the Board meeting.

We will share the revised Principal Evaluation Instrument early next week. The TEI and PEI will be presented to the Governing Board on June 9, 2015 for vote and we look forward to having your final input prior to the vote.

Samuel Emiliano Brown

Tucson Unified School District

520.225.6067

520.226.6058 (fax)

samuel.brown@tusd1.org

ATTACHMENT 18

From: Willis D. Hawley <wdh@umd.edu>

Sent: Friday, June 05, 2015 8:22 AM

To: Desegregation; TUSD

Cc: Rubin Salter, Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Zoe Savitsky; James Eichner

Subject: Teacher Evaluation Scaling

I apologize for the lateness of this response about the weighting of the tools for evaluation. I focused on the instrument itself.

I have questions about the evaluation scaling model proposed. First, seems this approach would disadvantage teachers of lower achieving students (the process does not adjust for student characteristics but apparently depends on growth alone). Even value-added models disadvantage teachers serving in lower achieving schools. Second, while I have no problem with an alternative to the state tests, I am not sure if the interim assessment system to measure student growth works for two—maybe more?—reasons. The pre and post-test questions change and the number of students to be sampled is 30. There is a lot of mobility in this district and this could render the number of assessments that were comparable to a small number. One solution here would be to oversample in schools with high mobility. Third, I don't understand the scaling procedure in terms of impact on the different measures. I am particularly concerned that this will water down the role of the student survey further. Teacher B, for example, scores half the raw score of teacher A but gets twice the weighted points. I can understand the need to adjust the Danielson and Growth numbers because the raw scores do not fit into a 100 point scale. But that is not the case for the student survey.

***133** With respect to the weight given to student surveys, I believe the raw weight is too low; even the district says it will have "negligible" impact. However, if the district commits to evaluating the overall validity of the evaluation process (I know, it not easy) and to align the student survey more closely with the teacher and principal behaviors being assessed, I would not oppose the ten percent rule. Why align? Because one purpose of multiple measures is to assess different aspects of the same construct. So, if the observational instrument used for

teachers emphasizes CRP, the student survey should ask whether students are experiencing particular aspects of CRP.

And, of course, the teacher self-reflection point is pointless—as the district notes

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

ATTACHMENT 19

From: Juan Rodriguez <jrodriguez@MALDEF.org>

Sent: Tuesday, June 09, 2015 5:12 PM

To: Tolleson, Julie

Cc: Brown, Samuel; William Brammer; Thompson, Lois D.; Willis D. Hawley; Rubin Salter Jr.; Anurima Bhargava; James Eichner; Zoe Savitsky; Desegregation; TUSD

Subject: Teacher and Principal Evaluation Plans

Dear Julie,
On May 29, 2015, TUSD provided the plaintiffs and Special Master with its revised teacher evaluation instrument ("TEI") and its "Teacher Effectiveness Evaluation Model 2015–16" document. Its revised principal evaluation instrument ("PEI") was provided on June 2. Mendoza Plaintiffs understand that each instrument will be before the Governing Board today for study/action. As far as Mendoza Plaintiffs could tell, a fully revised teacher evaluation plan ("TEP") and principal evaluation plan ("PEP") were not provided but presumably will be. As detailed below, Mendoza Plaintiffs request clarification regarding the TEI and accompanying document and identify some issues that will need to be addressed as the District implements its TEI into its evaluation process. They also take the opportunity to remind the District of their outstanding concerns that have not been addressed, so that the District may consider them as it revises its TEP and PEP.

With regard to the TEI, Mendoza Plaintiffs generally support the District's proposals for measuring the academic growth of its students, but believe that the proposed multiple choice and essay options need further development, as they understand the District to believe as well, and appreciate the District's acknowledgement that "[c]onsensus will need to occur among the different stakeholders about which model will be implemented in 2015–16." (See Teacher Effectiveness Evaluation Model 2015–16 at 1.) In that regard, the District indicates that "[t]his year, TUSD will ... administer[ ] pre–post

assessments that are relevant to the course material of each teacher." (Id. (emphasis added)) In summarizing paragraphs, it then indicates in somewhat conflicting statements that "TUSD currently lacks district–developed assessments for each subject ... [they] will be developed with teacher teams to be ready for implementation in 2016–17. In the meantime, two models have therefore been proposed for 2015–16 a pre–post multiple choice test or a series of written essays ..." (Id. at 7.) Mendoza Plaintiffs ask that the District confirm that the assessments proposed for 2015–16 are specific to the "41 umbrella categories" referenced on page 2 of the Teacher Effectiveness Evaluation Model document. If their understanding is correct, are the assessments that would be implemented in the 2016–17 year specific to the subject taught by each teacher, or will some grouping of teachers by subject remain, (thus resulting in a greater amount of "umbrella categories" which would be more specific to the courses covered under them than those for 2015–16)?

***134** Mendoza Plaintiffs share some of the concerns expressed by the Special Master in his June 5, 2015 email, including that there needs to be some adjustment made so as to minimize or eliminate the disadvantage on teachers of lower–achieving students and at low–achieving schools. They understood the District to appreciate this concern as it discussed the "value added" measure approach, which takes into account the students served by individual teachers. It appears however, that the District does not propose any such measure for 2015–16. Mendoza Plaintiffs believe that if the District is to use a multiple choice or essay assessment as part of its teacher evaluation process, it need include some kind of measure or adjustment that will take into account teachers' student populations. In addition, Mendoza Plaintiffs agree with the Special Master that the 30 student sample size proposed 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 alternate methods the District may propose to deal with this issue.

While Mendoza Plaintiffs believe that more than a ten percent weight for student surveys was contemplated in the USP, they would accept this 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 TEI. They defer to the Special Master with regard to the ten percent weight for student surveys currently proposed for principal evaluations. In its June 1, 2015 email, the District indicated that it intends to conduct student surveys online, which will significantly reduce the printing costs that were associated with that survey. Mendoza Plaintiffs reiterate their June 4 request (in their budget comments) that the District confirm that it will have a process in place to facilitate students' access to those online surveys, and do so in a manner that preserves students' privacy, given that many students may not have computer and/or internet access at home.

With regard to "cut scores," Mendoza Plaintiffs agree with the District's recommendation that because "the cut scores for effectiveness was low" for 2013–14, "new cuts [should be] established to provide a more realistic distribution of teacher effectiveness." Mendoza Plaintiffs presume that new proposed cut scores will be included in the next revision of the District's TEP. If they are mistaken, they request that the District inform them of when it intends to develop a revised "cut score" scale to determine teacher effectiveness.

Finally, Mendoza Plaintiffs remind the District of their continuing outstanding concerns regarding the TEP and PEP so that it will consider them in their next revisions to those plans. As detailed in Mendoza Plaintiffs' March 19, April 10, and April 30, 2015 comments, the District has failed to give adequate weight to teacher's use of data to improve student outcomes, target interventions, and to perform self–monitoring, as is expressly required for teacher evaluations under USP Section IV, H, 1, (ii). 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). In addition, Mendoza Plaintiffs again ask 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.

In their March 19, March 20 and April 10, 2015 comments, Mendoza Plaintiffs requested details on the professional development that evaluators, and teachers and principals to be evaluated would receive under the District's TEP and PEP. Notably, all discussion of professional development was deleted in the District's April 3 revised TEP. In its April 22, 2015 response, the District indicated that such information "exist[s] in the professional development plan that has already been sent

to the parties." In their April 30 comments, Mendoza Plaintiffs informed the District that details of professional development in fact were not contained in the professional development plan. Moreover, draft three of the budget contains no allocation of 910(g) funds for professional development for activity 0411, Evaluation Instruments. Will all the professional development related to teacher and principal evaluations be paid from M&O funds? Mendoza Plaintiffs again ask 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.

***135** Thanks,

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org

634 South Spring Street 11th Floor Los Angeles CA 90014

213.629.2512, ext. 136 t / 213.629.0266 f

jrodriguez@maldef.org

MALDEF: The Latino Legal Voice for Civil Rights in America.

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ATTACHMENT 20

From: Taylor, Martha <Martha.Taylor@tusd1.org>

Sent: Friday, June 19, 2015 8:55 AM

To: 'Willis D. Hawley'

Cc: Freitas, Halley; Desegregation; Tolleson, Julie

Subject: Teacher Evaluators

Dr. Hawley—I wanted to follow–up after our conversation on Tuesday regarding the TEP. I know we all thought we were putting the final touches on it, and we had assumed it was close to a final product. I want to make sure we understand you correctly regarding your comments regarding the teacher evaluators. As Halley and I understood—you are asking that teacher evaluations be performed by someone other than the building principal/administrator for the 2015–16 SY. As I

mentioned to you, this is a new expectation that we had not heard from you before. As I started to discuss, it presents a host of challenges. One is that under Arizona law, " 'Qualified evaluator' means a school principal or other person who is trained to evaluate teachers and who is designated by the governing board to evaluate the school district's certificated teachers." ARS 15–501 (8). This change in evaluators might conflict with some existing board policies and also with some provisions in our agreement with the teacher's union. Finally, no plan has been developed regarding this, any associated costs have not been included in our budget, and the necessary hiring and training has not been anticipated for the 2015–16 SY. Are we understanding your position on this correctly? This is one of the topics I wanted to talk about this afternoon at 2 p.m.

Thanks.

ATTACHMENT 21

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR SPECIAL MEETING*

TIME: June 23, 2015 4:00 p.m.

PLACE: Board Room, Morrow Education Center, 1010 E. Tenth Street, Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman; Superintendent H.T. Sánchez, Ed.D.; and General Counsel Julie Tolleson. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items, the audio and video recordings and the time lapse document posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Board President Adelita Grijalva

ACTION ITEM

4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters: **APPROVED.** Moved: Juárez; Seconded: Stegeman. Passed 3-0 (Voice Vote). Mike Hicks and Kristel Foster were not present to vote.

A. Legal Advice/Instruction to Attorney pursuant to A.R.S.§38-431.03 (A)(3) and (A)(4)

1) Fisher-Mendoza
2) Amicus Brief in Pima County v. State of Arizona

B. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)

1) Hearing Officer's Recommendation

C. Personnel issues pursuant to A.R.S. §38-431. 03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)

1) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher
2) Administrative appointments, reassignments and transfers

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D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsection (A)(5)

1) Negotiations with employee organizations

RECESS SPECIAL MEETING

RECONVENE SPECIAL MEETING – appx. 6:00 p.m. Board Room, Morrow Ed Center, 1010 E. Tenth Street

6:00 p.m. PLEDGE OF ALLEGIANCE – led by Cooper, Paisley and Ellie, students from Davis Bilingual Magnet Elementary School.

Board President Adelita Grijalva announced this agenda has been corrected since it was posted and asked for a motion to approve the corrected order of business regarding the Call to the Audience and the Superintendent's Report. Moved: Juárez; Seconded: Grijalva. Passed 3-0 (Voice Vote). Michael Hicks and Mark Stegeman did not vote.

President Grijalva also announced Spanish Interpreter services were available for CTA.

INFORMATION ITEMS

2. Superintendent's Report **INFORMATION ONLY –** Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.

Dr. Sánchez also shared videos highlighting TUSD Food Service Summer Meals Program; the work being done by our Human Resources and Communications departments to support and improve TUSD hiring processes; P. E. Program at Davis Bilingual Magnet Elementary School; and, the College and Career Counseling Center at University High School.

Additionally, Dr. Sánchez and his family presented a $7,000 donation to the donation to the College and Career Counseling Center at University High School.

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President Grijalva repeated announcement regarding the availability of Spanish Interpreter services for CTA. The interpreter was excused when no one needed the services.

CALL TO THE AUDIENCE (20 minutes) *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)* Board President Adelita Grijalva asked if any one needed the services of the Spanish Interpreter. There being none, the Spanish Interpreter was excused. Ms. Grijalva then read the protocol for CTA. Persons who spoke at Call to the Audience were: Marilyn Reiter re: Superintendent's new contract; Sylvia Campoy re: Desegregation; Veronica Valentino re: Plato Program at Rincon; Brian Sauber re: Superintendent's Contract; and Lillian Fox re: Superintendent's Compensation.

Board President Adelita Grijalva asked if Board members wanted to respond. Mark Stegeman asked Board get a response to Ms. Valentino's statements about Plato.

INFORMATION ITEMS

3. Update to the Guidelines for Student Rights and Responsibilities (GSRR) **INFORMATION ONLY.** Eugene Butler, Assistant Superintendent for Student Services, and Charlotte Brown, Student Equity Compliance Liaison, presented information to the Board. Dr. Sánchez, Mr. Butler and Ms. Brown responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster, Michael Hicks, and Cam Juárez.

Items 4 and 5 were addressed out of sequence after Item 10.

4. Update on the Enterprise Resource Plan (ERP) **INFORMATION ONLY.** . Renee LaChance, ERP Project Manager, presented information. Dr. Sánchez and Ms. LaChance provided information and responded to Board inquiries. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, Cam Juárez, and Mark Stegeman.

ACTION ITEMS

5. Superintendent Pay for Performance Award for 2014 – 2015 **APPROVED IN THE AMOUNT OF $12,600.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez indicated this is a Board Item and not something he requested. Board President Adelita Grijalva introduced the Item. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Michael Hicks, Cam Juárez and Adelita Grijalva. After the vote, Dr. Sánchez announced he was donating his Pay for Performance Award, to Camp Cooper.

Items 6 through 10 addressed, in consecutive order, out of sequence after Item 3.

6. Adopt and approve the revised 2015-2016 Consensus Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule, pending ratification by the members **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Cam Juárez, Michael Hicks, and Adelita Grijalva. Dr. Sánchez, Dr. Shannon Roberts, Employee Relations Director and Jason Freed, TEA President, responded to Board inquiries.

7. Adopt and approve the revised 2015-2016 White Collar Food Services Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board member Michael Hicks asked a question. Jason Freed, TEA President, responded to Board inquiry.

8. Adopt and approve the revised 2015-2016 Memorandum of Understanding between Tucson Unified School District (TUSD) and American Federation of State, County, and Municipal Employees (AFSCME) with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Roll Call Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Shannon Roberts, Employee Relations Director, and Sheri Vanhorsen, Field Coordinator for AFSCME International Western Region responded to Board inquiries

9. Adopt and approve the revised 2015-2016 Meet and Confer Employee Agreement between Tucson Unified School District (TUSD) and Educational Leaders Inc. (ELI) for Administrators, Psychologists and Research Project Managers, along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.

10. Adopt and approve the revised 2014-2017 Supervisory Professional Employee Agreement between Tucson Unified School District (TUSD) and the Communication Workers of America (CWA) along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.

Item 11 was addressed out of sequence after item 5.

11. FY 2015-2016 Tucson Unified School District and Unitary Status Plan (USP) Proposed Budget schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Karla Soto, Chief Financial Officer, and Renee Weatherless, Finance Director presented information. Board members commenting and/or asking questions were Kristel Foster, Cam Juárez, Adelita Grijalva, Mark Stegeman and Michael Hicks. Dr. Sánchez, Ms. Soto and Ms. Weatherless responded to Board inquiries.

Adelita Grijalva requested item #18 be addressed before item #12. **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote)

Item 12 was addressed out of sequence after Item 18.

12. Authorization of the Filing of an Amicus Brief in Pima County v. State of Arizona **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez asked Julie Tolleson, General Counsel, to address this Item. Board members commenting and/or asking questions were Mark Stegeman and Cam Juárez.

13. Principal Evaluation **APPROVED.** Moved: Stegeman; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman and Kristel Foster. Dr. Halley Freitas, Senior Director of Curriculum Assessment, responded to Board inquiries.

14. Teacher Evaluation **Dr. Sánchez provided information. The Item was pulled.**

15. 2015-2016 Tucson Unified School District Calendar Revision **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Michael Konrad, Middle Schools Director, addressed this Item.

16. Approval of Purchase/Renewal of Liability, Property, Pre-Paid Legal, Automotive, Workers' Compensation and other services from the Arizona School Risk Retention Trust/The Arizona School Alliance for Workers' Compensation, Inc. **APPROVED.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez, Julie Tolleson, General Counsel, and Karla Soto addressed this Item and responded to Board inquiries. Board members commenting and/or asking questions were Cam Juárez, Adelita Grijalva and Mark Stegeman.

17. Intergovernmental Agreement between Tucson Unified School District and Pima County Community College District for the Community Campus Partnership Program, effective March 1, 2015 through June 30, 2020, with possible extensions for up to four (4) additional one-year periods, with authorization for the Superintendent to execute the agreement . **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Michael Konrad provided information.

Item 18 addressed out of sequence after Item 12.

18. Administrative appointments, reassignments and transfers – Assistant Principal, Booth-Fickett Math/Science Magnet K-8 School **APPROVED – EILEEN GOW.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Eileen Gow for the position.

19. Ratify the Governing Board Action of June 9, 2015, Regarding Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher **APPROVED – Veronica Lee Valentino.** Moved: Juárez; Seconded: Grijalva. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval.

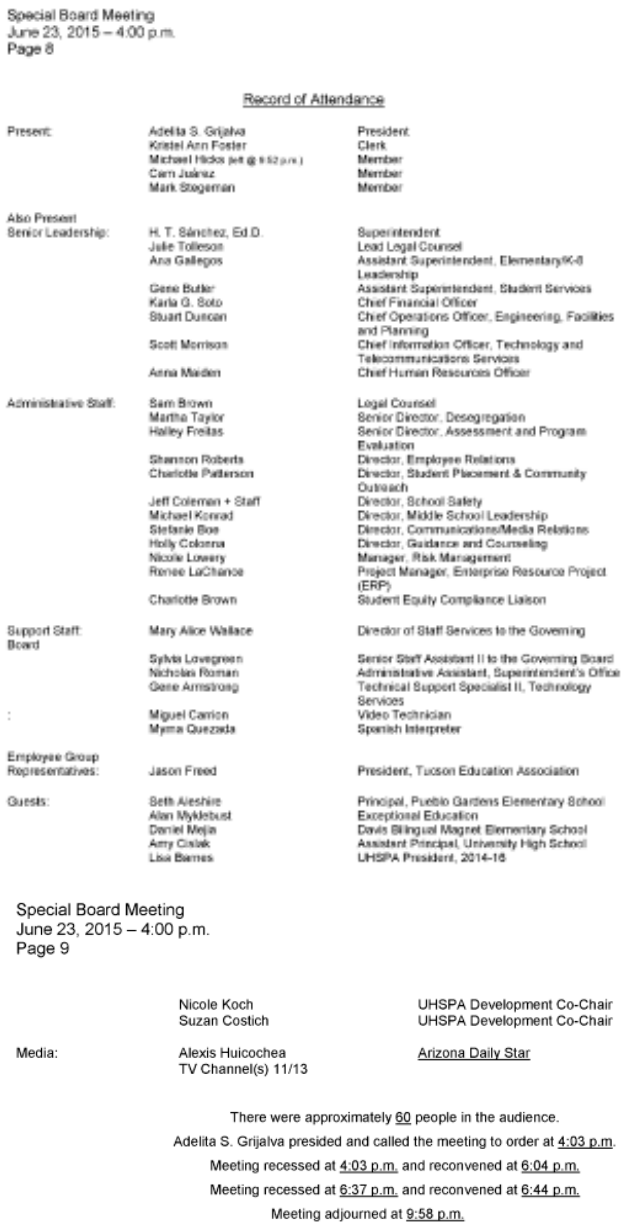
STUDY ITEM

20. Governing Board Rights and Responsibilities **STUDIED ONLY. Dr. Sánchez provided information.** Board members commenting and/or asking questions were Adelita Grijalva, Mark Stegeman and Kristel Foster.

10:00 p.m. ADJOURNMENT

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.



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Record of Attendance

Present:	Adelita S. Grijalva	President
	Kristel Ann Foster	Clerk
	Michael Hicks (left @ 9:52 p.m.)	Member
	Cam Juarez	Member
	Mark Stegeman	Member
Also Present		
Senior Leadership:	H. T. Sánchez, Ed.D.	Superintendent
	Julie Tolleson	Lead Legal Counsel
	Ana Gallegos	Assistant Superintendent, Elementary/K-8 Leadership
	Gene Butler	Assistant Superintendent, Student Services
	Karla G. Soto	Chief Financial Officer
	Stuart Duncan	Chief Operations Officer, Engineering, Facilities and Planning
	Scott Morrison	Chief Information Officer, Technology and Telecommunications Services
	Anna Maiden	Chief Human Resources Officer
Administrative Staff:	Sam Brown	Legal Counsel
	Martha Taylor	Senior Director, Desegregation
	Halley Freitas	Senior Director, Assessment and Program Evaluation
	Shannon Roberts	Director, Employee Relations
	Charlotte Patterson	Director, Student Placement & Community Outreach
	Jeff Coleman + Staff	Director, School Safety
	Michael Konrad	Director, Middle School Leadership
	Stefanie Boe	Director, Communications/Media Relations
	Holly Colonna	Director, Guidance and Counseling
	Nicole Lowery	Manager, Risk Management
	Renee LaChance	Project Manager, Enterprise Resource Project (ERP)
	Charlotte Brown	Student Equity Compliance Liaison
Support Staff: Board	Mary Alice Wallace	Director of Staff Services to the Governing
	Sylvia Lovegreen	Senior Staff Assistant II to the Governing Board
	Nicholas Roman	Administrative Assistant, Superintendent's Office
	Gene Armstrong	Technical Support Specialist II, Technology Services
:	Miguel Carrion	Video Technician
	Myrna Quezada	Spanish Interpreter
Employee Group Representatives:	Jason Freed	President, Tucson Education Association
Guests:	Seth Aleshire	Principal, Pueblo Gardens Elementary School
	Alan Myklebust	Exceptional Education
	Daniel Mejia	Davis Bilingual Magnet Elementary School
	Amy Ciolek	Assistant Principal, University High School
	Lisa Barnes	UHSPA President, 2014-16

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	Nicole Koch	UHSPA Development Co-Chair
	Suzan Costich	UHSPA Development Co-Chair
Media:	Alexis Huicochea	Arizona Daily Star
	TV Channel(s) 11/13	

There were approximately 60 people in the audience.
Adelita S. Grijalva presided and called the meeting to order at 4:03 p.m.
Meeting recessed at 4:03 p.m. and reconvened at 6:04 p.m.
Meeting recessed at 6:37 p.m. and reconvened at 6:44 p.m.
Meeting adjourned at 9:58 p.m.

ATTACHMENT 22

To: Leonard, Maggie

Subject: RE: TEP conversation

From: Sanchez, HT

Sent: Monday, June 29, 2015 8:50 AM

To: Taylor, Martha

Cc: Freed, Jason; Freitas, Halley; Foster, Richard; Tolleson, Julie

Subject: Re: TEP conversation

Sent from my iPhone

On Jun 26, 2015, at 4:37 PM, Taylor, Martha <Martha.Taylor@tusd1.org> wrote:

> Dr. Sanchez: We just had a one–hour phone call with Dr. Hawley, Jason Freed and Halley Freitas to talk about the teacher evaluation process and the "qualified evaluator" issue. It was a rich discussion and we came to the following understandings.
>
> ***136** 1. During the 2015–16 SY TEA is willing to use the current Evaluation Committee to discuss and study various models of teacher evaluation, including the one recommended by Dr. Hawley, to see if any would better meet the needs of TUSD.
>
> 2. Dr. Hawley is willing to solicit and share expert opinions and recommendations to inform the above discussion.
>
> 3. TUSD and TEA have a consensus agreement for 2015–16 SY that identifies principals as the teacher evaluator.
>
> 4. Dr. Sanchez will recommend the Teacher Evaluation Plan as written be approved by the Governing Board on July 14, 2015.
>
> Thank you.

ATTACHMENT 23

From: Willis D. Hawley <wdh@umd.edu>

Sent:	Monday, June 29, 2015 11:29 AM
To:	Rubin Salter, Jr.; Juan Rodriguez (jrodriguez@MALDEF.org); Thompson, Lois D.; Bhargava, Anurima (CRT); Zoe Savitsky; Eichner, James (CRT) (James.Eichner@usdoj.gov); Desegregation; TUSD
Cc:	Becky; Balentine, Vicki Eileen—(vbalenti); payton.j@charter.net
Subject:	Evaluating Teachers
Attachments:	USP T Eval Evaluators Memo to Parties 6-29-15.docx

Please see attached

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

June 29, 2015

To: Parties

From: Bill Hawley

Re: Teacher Evaluation: Who is the Best Qualified Evaluator

As we say time and time again, the quality of teaching that students experience is the most powerful school–based influence on what and how they learn. One of the major ways to improve teaching is to identify effective practice, evaluate teacher performance, and link such evaluation to professional development and perhaps, incentives.

As with any evaluation measure, the effectiveness of assessment depends on the expertise of the evaluator. The evaluation plan in TUSD has the school principal as the only evaluator of teacher performance. No expert believes that this is a viable strategy. While it is true that some principals were excellent teachers, the quality of teaching is just one of the criteria used in selection and, if Tucson is like most other districts, teaching quality is not number one on the checklist (this is not to say it should be). Nationwide, well over 95% of the teachers are evaluated as being good teachers.

There are reasons why principals tend to give weak teachers a pass. The descriptions of the behaviors they are evaluating are not always specific. When principals are unsure of a rating because they lack substantive knowledge of what is being taught or may not understand

what culturally responsive pedagogy looks like, for example, they will give teachers the benefit of the doubt so as for be fair and avoid being challenged. And, very important, principals are part of a social system in their schools in which their relationships with their teachers is critically important, both professionally and socially, and few principals want to be seen as judgmental in ways that might lead to further demands on teachers for required professional development or ultimate dismissal.

The District takes the position that the consensus agreement with the TEA says that principal should be the evaluator (this is not, as suggested to me, a requirement of state law) and they want to honor the agreement. It is easy to see—in all due respect—why principals are the favored evaluators of teachers. Teachers know their evaluations are unlikely to be very critical. Indeed, I was told that the fact that almost all teachers are judged to be good is accurate in TUSD. I want to do everything we can to enhance the effectiveness of teachers including creating more productive professional development and working conditions that support effective teaching. But of the several studies available on teacher effectiveness, none come close to identifying almost all teachers as effective. Moreover, less effective teacher are more likely to be teaching students who are underachieving.

***137** Teaching is a very difficult enterprise. Evaluation of teachers should be primarily formative; that, is aimed at improvement rather than sanctions. But we can't improve performance unless we know what it is. The District says it does not have the time or the money to prepare evaluators. However, it has spent hundreds of thousands of dollars in the past year on teacher training, training of trainers, instructional coaches and specialists in various fields who would make excellent evaluators and need no more preparation is evaluators than principals (who certainly would not have the same amount of training regarding teaching). Given the place we are in the year, I suggested that the District prepare evaluators in the fall and that these evaluators—none of whom would be evaluating people they coach or supervise—will evaluate teachers in the spring and we could compare principal evaluation to expert teacher evaluation. This proposal was rejected as was the idea that specially trained evaluators would replace or augment principals in the coming year.

In a meeting I had last week with District staff and the union president, we discussed the possibility of convening the existing committee on teacher evaluation, perhaps advised by an outside expert. The outcome of this effort, however, is absolutely predictable. There is no reason for teachers to want to change the current system because it is a no risk system. This is one of those cases in which best practice is quite clear. Having a committee vote on whether it wants to adopt best practice would be like having magnet schools decide whether their magnet status should be sustained.

Let me acknowledge that the dominant process for evaluating teachers probably is to have principals do that work. There are at least two reasons for this. First, teachers like it this way. Second, we can all agree that principals should be "instructional leaders" and it seems to follow that they should be in classrooms observing and helping teachers get better. But there are lots of ways that principals can be effective instructional leaders and one of the most important of these is to make effective use of teacher evaluations that provide them with more or less objective analysis of their teachers' performance. Having a third–party assessment gives the principal significant leverage as well as a clear vision of what needs to be improved.

I spent some time on this issue because of its importance. Having principals and trained expert evaluators involved would seem a compromise but not one the District is willing to concede, much less the union. So I share these comments with you in hopes that you will see a way to resolve this problem that I don't.

ATTACHMENT 24

From: Willis D. Hawley <wdh@umd.edu>

Sent: Wednesday, July 01, 2015 1:05 PM

To: Rubin Salter, Jr.; Juan Rodriguez (jrodriguez@MALDEF.org); Thompson, Lois D.; Bhargava, Anurima (CRT); Zoe Savitsky; Eichner, James (CRT) (James.Eichner@usdoj.gov); Desegregation; TUSD

Cc: Balentine, Vicki Eileen—(vbalenti); Becky Montano; payton.j@charter.net

Subject: Role of Principals in Teacher Evaluation

Attachments: 1Teacher Evaluation scan.docx

Please see the attached. This is a one page summary of an article that I think should inform the role of principals in teacher evaluation. I think it is fair to say that this article represent the consensus view. But it also draws attention to the importance of not romanticizing the view of principals and in understanding various ways principals can shape teacher performance and school improvement. I edited this substantially but did not exclude anything that would alter the theses.

Bill

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

Joseph Murphy, Phillip Hallinger and Ronald H. Heck, "Leading via Teacher Evaluation: The Case of the Missing Clothes", Educational Researcher, 41:6 , (2013) pp. 349- 354

Evidence From the Nature of Schooling

It seems to us that an investigation of the issue at hand would be more complete, and more satisfactory, if we also factored in some analysis of the organizational dynamics of schooling, what sociologists refer to as the occupational norms and workplace conditions of schools (Hamilton, Stecher, Russell, Marsh, & Miles,

It merits notice too that throughout time school leaders have rarely been found to have the skills to operate the teacher evaluation machinery well, that is, deeply and meaningfully. Efforts over the last 30 years, since the start of the school reform revolution, to change that organizational reality have been largely unsuccessful (Blase & Kirby, 2009). What this means is this. Teachers are influenced by those they perceive as credible sources of knowledge on instructional issues (Friedkin & Slater, 1994), especially those with content-based knowledge (Printy, 2008; Supovitz, 2008). School leaders rarely fall into this category. For a variety of substantive reasons, leaders are poorly positioned to make teacher evaluation work well.

there are powerful organizational explanations why principals have not and do not exercise tight control over teachers, especially in the domain of instruction (Meyer & Rowan, 1975). Principals require the support of teachers to ensure that the school "runs" well and that conflict is corralled inside classrooms, or at least inside the school (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). They know that a powerful way to garner that support is to provide teachers with autonomy over their individual classrooms (Blase & Kirby, 2009). Additionally, teachers have willingly participated in this exchange, trading influence over school-level activities for freedom in those classrooms. This exchange norm is woven deeply into the fabric of the schooling tapestry (Meyer & Rowan, 1975; Powell, 1991). It is not subject to alteration by appeals or demands from the policy world. As Hamilton and colleagues (2008) help us see, workplace conditions need to change before claims about linkages between teacher evaluation and school improvement can even be considered.

Second, even if the teacher evaluation machinery was functional and managers had the skills to operate the system, it is nearly impossible to believe that they have the time to undertake the work (Crum & Sherman, 2008). Spans of control in

compliance checking and ritual problematic (Weis, 1990). Here is a "normal" situation in schools. Recent studies reveal that the average principal spends around 18 percent of his or her time in the area of instruction and curriculum (May & Supovitz, 2011), and around 3 percent of total time on teacher evaluation,

bers largely unchanged after 30 years of concentrated efforts to increase them (see Murphy, 1987, for a review of early time analyses in this area). The average elementary school has 475 students, 20 students per teacher, one principal (and no assistant principal), and a small cadre of other professional educators and staff that require the principal's attention. Let us assume a nine-hour day (2700 minutes per week). This means that the average principal spends about 80 minutes a week on teacher evaluation, about 3 minutes per teacher per week.

In summary, we are left with some realities that make the odds on this wager long. First, managers, by and large, are not qualified to do this work. They are not "head teachers." Nor are they "managing partners." We have proceeded down this path before, only to end up with narrow, decontextualized perspectives of learning and teaching. Second, managers have no appetite to do this work. In the well-choreographed play called "schooling," leaders avoid interfering with the work of teachers, especially inside classrooms. It is a production they know is not wise to change in any substantive way. Third, when we run the analyses, we find that even if points one and two were to be altered, there is little time to do this work.

Equally important, there is a robust body of empirical work that informs us that if school improvement is the goal, school leaders would be advised to spend their time and energy in areas other than teacher evaluation. Many leader initiatives can positively impact student achievement even if instructional quality remains unchanged, i.e., through actions that substitute for and/or enhance teaching (Supovitz, Sirinides, & May, 2009; Wirziers, Bosker, & Kruger, 2003). Work here includes establishing a powerful sense of vision, with strong academic mission and challenging organizational goals and expectations (Leithwood & Jantzi, 2005); enhancing student opportunity to learn (Harris & Herrington, 2006); developing and using data systems to inform and monitor decisions (Lachat & Smith, 2005); creating personalized learning environments in which all youngsters are cared for, participate in, and have ownership of the school (Crosnoe, 2011); developing a school culture conducive to learning (Sebastian & Allensworth, 2012); and providing alignment and cohesiveness to all school actions (Bryk, Sebring, & Allensworth, 2010).

Studies also tell us that school administrators will be more likely to positively impact instructional quality if they allocate their direct efforts with teachers into facilitative channels. Studies highlight four bundles of actions in particular: providing actionable feedback to teachers (Hattie, 2009); developing communities of practice in which teachers share goals, work, and responsibility for student outcomes (Wahlstrom & Louis, 2008); offering abundant support for the work of teachers (Leithwood & Jantzi, 2005); and creating systems in which teachers have the opportunity to routinely develop and refine their skills (Bryk et al., 2010). A cardinal point here is the primacy of the facilitative role of leaders, an approach with considerably more empirical linkage to learning outcomes than direct one-on-one teacher evaluation work (Crum & Sherman, 2008; Louis et al., 2010).

ATTACHMENT 25

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR REGULAR BOARD MEETING*

TIME: July 14, 2015
5:00 p.m.

PLACE: Board Room
Morrow Education Center
1010 E. Tenth Street
Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman (via telephone); Superintendent H.T. Sánchez, Ed.D.; and General Counsel Julie Tolleson. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items and the audio and video recordings posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Governing Board President Adelita Grijalva

ACTION ITEM

5:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters: **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-0 (Voice Vote). Mark Stegeman was not present to vote.

A. Legal Advice/Instruction to Attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)

1) Fisher-Mendoza

B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)

1) Administrative appointments, reassignments and transfers

C. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)

1) Fort Lowell/Townsend Middle School

RECESS REGULAR MEETING

RECONVENE REGULAR MEETING – appx. 6:00 p.m. Board Room
Morrow Ed Center
1010 E. Tenth Street

PLEDGE OF ALLEGIANCE – led by Aaron Hum, incoming freshman at University High School

Governing Board President Adelita Grijalva asked for a moment of silence in remembrance of Mr. Sam Polito, Mr. Tom Gillespie and his grandson, Robert Miller. Mr. Polito served TUSD for over 40 years through his advocacy for public education. Mr. Gillespie was a science teacher at TUSD's Teenage Parent Program (TAPP) High School for nearly 24 years.

She also announced Spanish Interpreter services were available for CTA.

INFORMATION ITEMS

2. Superintendent's Report **INFORMATION ONLY –** Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.

Dr. Sánchez presented the Camp Cooper administrative team with a donation check representing his Pay For Performance bonus recently awarded to him for fulfilling 100% of the SY2014-2015 goals.

Additionally, the Superintendent's Leadership team presented the Camp Cooper administrative team with a $3000 donation check.

Board members commenting and/or asking questions were Adelita Grijalva, Cam Juárez and Kristel Foster.

3. Board Member Activity Reports **INFORMATION ONLY** – Board Members reporting activities were Cam Juárez and Kristel Ann Foster.

CALL TO THE AUDIENCE *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)* Governing Board President Adelita Grijalva read the protocol for CTA. Persons who spoke at Call to the Audience were: Rosamaria Diaz re: PreKinder programs; Dale Keyes re: Superintendent's Contract; Brenda Mercado re: Preschool; Sylvia Campoy re: Desegregation; Karyn Kosur re: Project ABLE Pre-school; Curtis Kiwak re: Reimagined Early Childhood Program; Mark Eberlein re: School funding at Mansfeld Middle Magnet School; Patty Todd re: Pre-school Reimagine; and, Lillian Fox re: Spending.

Board Comments: Kristel Foster asked the Superintendent to look into the number of dual language students referenced in Sylvia Campoy's comments. Cam Juárez responded to comments regarding pre-school program collaboration.

Dr. Sánchez requested Item 17 be moved up on the agenda.

Governing Board President Adelita Grijalva asked for a vote to address Item 17 next. **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-0 (Voice Vote). Mike Hicks and Mark Stegeman did not vote.

Governing Board President Adelita Grijalva excused the Spanish Interpreter.

Governing Board President Adelita Grijalva moved to have Item 5 follow Item 17. Kristel Foster seconded. Passed Unanimously (Voice Vote).

INFORMATION ITEM

Item 4 was addressed out of sequence after Item 5-Consent Agenda.

4. Update on the Enterprise Resource Plan (ERP) **INFORMATION ONLY.** Renee LaChance presented information. Dr. Sánchez, Ms. LaChance and Scott Morrison provided information and responded to Board inquiries. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, Cam Juárez, Adelita Grijalva and Mark Stegeman.

Item 5-Consent Agenda was addressed out of sequence after Item 17.

CONSENT AGENDA**[Items 5(a-f, j-u)]
APPROVED. Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez provided additional information for 5(h), (i), (m), and (s) and recommended approval as submitted. Mike Hicks asked that items 5(g, h, and i) be addressed individually

5. a) Salaried Critical Need and Replacement Hires **APPROVED**

b) Hourly Critical Need and Replacement Hires **APPROVED**

c) Salaried Separations **APPROVED**

d) Hourly Separations **APPROVED**

e) Requests for Leave of Absence for Certified Personnel **APPROVED**

f) Requests for Leave of Absence for Classified Personnel **APPROVED**

g) Blanket Approval for High School Participation in Athletic Schedules and In-state Non-athletic Activities for SY 2015-2016 **APPROVED.** Moved: Hicks; Seconded Juárez. Passed Unanimously (Voice Vote). Drs. Sánchez and Herman House provided additional information and responded to Board inquiries. Board members commenting and/or asking questions were Michael Hicks and Adelita Grijavla.

h) Approval to Purchase Supplemental Curriculum Materials for Reading Recovery Project for Select Elementary Schools in Excess of $120,000 **APPROVED.** Moved: Hicks; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez and Mark Alvarez provided additional information and responded to Board inquiries. Board members commenting and/or asking questions were Michael Hicks, Mark Stegeman, Adelita Grijavla, Cam Juárez and Kristel Foster.

i) Approval to Purchase Supplemental Curriculum Materials in Spanish for GATE Literacy Kits **APPROVED.** Moved: Hicks; Seconded Foster. Passed Unanimously (Voice Vote).

j) Intergovernmental Agreement between Pima County Joint Technical Education District (JTED) and Tucson Unified School District for JTED courses that meet the criteria provided in A.R.S. §15-391(3), effective July 1, 2015 through June 30, 2016, with annual review and possible renewal, with Authorization for the Superintendent to Execute the Agreement **APPROVED**

k) Intergovernmental Agreement between University of Arizona's Department of Educational Psychology and Tucson Unified School District for the Provision of Program Research and Evaluation, effective once fully executed and continue for the 2015-2016 SY, with automatic renewals for up to three additional years through June 30, 2019 **APPROVED**

l) Award Request for Proposals (RFP) 16-29-17PR – Produce, July 15, 2015 through July 14, 2016 **APPROVED AWARD TO FRESH PAC (GROUP A and B); and, COMMUNITY FOOD BANK, INC., (GROUP B ONLY), EFFECTIVE JULY 15, 2015 THROUGH JULY 14, 2016, in the amount of $1,559,128.37 per year.**

m) Award Invitation for Bids (IFB) 16-23-20 – Educational Aids and Materials, as needed, July 1, 2015, with annual renewal options through June 30, 2020 **APPROVED**

n) Award Invitation for Bids (IFB) 16-24-17PF – Perishable Refrigerated Food, July 15, 2015 through July 14, 2016 **APPROVED**

o) Award Invitation for Bids (IFB) 16-28-17BV – Beverage, July 15, 2015 through July 14, 2016 **APPROVED**

p) Award Invitation for Bids (IFB) 16-26-17FR1 – Frozen Foods Group One, July 15, 2015 through July 14, 2016 **APPROVED**

q) Award Invitation for Bids (IFB) 16-32-17SN – Snack, July 15, 2015 through July 14, 2016 **APPROVED**

r) New and Continuing Consulting Services with Hye Tech Network & Security Solutions, LLC **APPROVED**

s) Lease Agreement between Tucson Unified School District and Intermountain Center for Human Development (ICHD) for the former Menlo Park Elementary School, with Authorization for the Director of Planning Services to Execute the Lease **APPROVED**

t) Minutes of Tucson Unified School District Governing Board Meetings **APPROVED**
1) Regular Board Meeting, August 12, 2014
2) Regular Board Meeting, September 9, 2014

u) Permission to Increase Expenditure Authority of Invitation for Bids (EFB) No. 15-14-19 District Boiler Services **APPROVED**

Item 6 was addressed out of sequence after Item 11.

RECESS REGULAR MEETING

PUBLIC HEARING – Presentation of the 2015-2016 Proposed Budget and Public Hearing pursuant to A.R.S. §15-905 (D)

1. Presentation of the annual budget by TUSD staff.
2. Any *person* can ask for an explanation of the budget

   **Speakers during this portion of the Public Hearing will abide by the rules governing Call to the Audience at Board meetings with the exception that each speaker will be allowed 2 minutes.
3. Further Explanation of the budget by TUSD staff if necessary
4. Any resident or taxpayer may protest the inclusion of any item in the budget

   **Speakers during this portion of the Public Hearing will abide by the rules governing Call to the Audience at Board meetings with the exception that each speaker will be allowed 2 minutes.

   **REF: Governing Board Policy Code No. BDAA – *Procedures for Governing Board Members*

Dr. Sánchez , Karla Soto and Renee Weatherless presented the budget and responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Cam Juárez, Michael Hicks, Kristel Foster, and Mark Stegeman.

Governing Board President Adelita Grijalva pointed out that the time limit to speak during the Public Hearing was 2 minutes.

The person who spoke was Lillian Fox re: Infant and Early Learning Centers and Free Health Insurance.

RECONVENE REGULAR MEETING

ACTION ITEMS

6. Adoption of the Fiscal Year 2015-2016 Tucson Unified School District and Unitary Status Plan (USP) Expenditure Budget **APPROVED.** Moved: Foster; Seconded: Juárez; Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval.

Governing Board Member Cam Juárez moved to have Item 7 through 11 follow Item 4. Kristel Foster seconded. Passed Unanimously (Voice Vote).

7. Administrative appointments, reassignments and transfers Appointment – Principal, Ford Elementary School **APROVED – DIANA JOHNSTON.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Diana Johnston for the position.

8. Administrative appointments, reassignments and transfers Appointment – Principal, Lynn /Urquides Elementary School **APROVED – MARISA SALCIDO.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Marisa Salcido for the position.

9. Administrative appointments, reassignments and transfers Appointment – Principal, Miller Elementary School **APROVED – MARICELLA CARRANZA.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Maricella Carranza for the position.

10. Administrative appointments, reassignments and transfers Appointment – Assistant Principal. Vesey Elementary School **APROVED – ROSAISELA "ROSE" COTA.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Rosaisela "Rose" Cota for the position.

11. Administrative appointments, reassignments and transfers Appointment – Assistant Principal. Tucson High Magnet School **APROVED – STEVEN MORROW.** Moved: Hicks; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Steven Morrow for the position. Board member Michael Hicks commented.

Item 12 was addressed out of sequence after Item 6.

12. Appointment of Tucson Unified School District Employee Benefits Trust (EBT) Board Member **APPROVED MARLENE RODRIGUEZ, M.D. (NO TERM LENGTH).** Moved: Grijalva; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez responded to question from Michael Hicks.

13. Appointment of Community Members (2) to the TUSD Governing Board Audit Committee **APPROVED CHARLES ANDRADE FOR A FOUR-YEAR TERM TO EXPIRE ON 7-14-19.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Board members commenting and/or asking questions were Mark Stegeman, Cam Juárez, and Adelita Grijalva.

    APPROVED TODD ANDERSON FOR A FOUR-YEAR TERM TO EXPIRE ON 7-14-19. Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no.

14. Re-Appointment of Community Members (3) to the Technology Oversight Committee (TOC) for a two-year term **APPROVED THE RE-APPOINTMENT OF COMMUNITY MEMBERS ANDREW GARDNER, HARRY MCGREGOR AND STEVE PETERS TO A TWO-YEAR TERM TO EXPIRE ON 7-14-17.** Moved: Hicks; Seconded: Foster. Passed Unanimously (Voice Vote).

15. Appointment of Two Board Members as Ex-Officio on the Technology Oversight Committee for a one-year term **APPROVED BOARD CLERK KRISTEL ANN FOSTER TO A ONE-YEAR TERM, EXPIRING ON JULY 14, 2016.** Moved: Juárez; Seconded: Grijalva. Passed Unanimously (Voice Vote). Dr. Sánchez recommended that for consistency purposes across all Board Committees, only one Governing Board member be appointed.

16. Adopt and approve the 2015-2016 Employee Agreement for Exempt Administrators, Exempt Coordinators and Supervisory/Confidential Employees and Salary Schedule for each group **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board member Mark Stegeman commented.

Item 17 was addressed out of sequence after Call to the Audience.

17. Approval of Pre-Kindergarten Programs in TUSD **APPROVED FOR FIVE PILOT SCHOOLS.** Moved: Hicks; Seconded: Juárez. Unanimously approved (Voice Vote). Ana Gallegos and Rachell Hocheim presented information via Skype. Dr. Sánchez recommended approval for no more than five schools to pilot this proposal and provided additional information. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster, Cam Juárez, Michael Hicks, and Mark Stegeman.

18. School Uniforms at Roberts-Naylor K-8 School **APPROVED.** Moved: Grijalva; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Dr. Sánchez and Jesus Vasquez responded to Board inquiries. Board members commenting and/or asking questions were Michael Hicks, Adelita Grijalva, and Cam Juárez.

19. Affirmation of the Proclamation on Student Safety Awareness Month – Requested by Board Member Cam Juárez **APPROVED.** Cam Juárez read the Proclamation as a motion; Seconded: Hicks. Passed Unanimously (Voice Vote). Cam Juárez made introductory comments before reading the proclamation.

20. Teacher Evaluation **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Cam Juárez, Kristel Foster, and Adelita Grijalva.

Cam Juárez moved to extend the Board meeting beyond the 10:00 p.m. curfew until 11:00 p.m.; Seconded: Foster. Passed 4-0 (Voice Vote). Michael Hicks was not present for the vote.

GOVERNING BOARD POLICIES

Action

21. Governing Board Policy JFB – *Enrollment and School Choice* (Revision Relative to School Choice Placement Priorities) **APPROVED.** Moved: Hicks; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Bryant Nodine presented information and responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Michael Hicks and Cam Juárez.

Study/Action

Items 22 and 23 were addressed together.

22. Governing Board Policy ACA – *Sexual Harassment* (revision) **APPROVED GOVERNING BOARD POLICY ACA AND JICK.** Moved: Hicks; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez asked Julie Tolieson to provide information. Board members commenting and/or asking questions were Adelita Grijalva and Michael Hicks.

23. Governing Board Policy JICK – *Student Violence, Bullying, Intimidation and Harassment* (revision)

STUDY/ACTION ITEM

24. Guidelines for Student Rights and Responsibilities (GSRR) for SY 2015-2016 **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez and Eugene Butler responded to Board member inquiries. Board members commenting and/or asking questions were Michael Hicks, Kristel Foster, Adelita Grijalva and Mark Stegeman.

10:00 p.m. ADJOURNMENT

ADJOURNMENT

- One or more Governing Board members will may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03.(A)(3). The executive session will be held immediately after the vote and will not be open to the public.

Agenda for Regular Board Meeting
July 14, 2015 – 5:00 p.m.
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Record of Attendance

Present:	Adelita S. Grijalva	President
	Kristel Ann Foster	Clerk
	Michael Hicks	Member
	Cam Juárez	Member
	Mark Stegeman (via telephone)	Member
Also Present		
Senior Leadership:	H. T. Sánchez, Ed.D.	Superintendent
	Julie Tollefson	General Counsel
	Adrian Vega, Ed.D.	Deputy Superintendent, Teaching and Learning
	Abel Morado, Ed.D.	Assistant Superintendent, Secondary Leadership
	Ana Gallegos (via Skype)	Assistant Superintendent, Elementary/K-8 Leadership
	Eugene Butler	Assistant Superintendent, Student Services
	Scott Morrison	Chief Technology Officer, Technology and Telecommunications Services
	Anna Maiden	Chief Human Resources Officer
	Karla Soto	Chief Financial Officer
	Stuart Duncan	Chief Operations Officer
Administrative Staff:	Martha Taylor	Senior Director, Desegregation
	Renee Weatherless	Director, Finance
	Jeff Coleman + Staff	Director, School Safety
	Stefanie Boe	Director, Communications/Media Relations
	Shannon Roberts	Director, Employee Relations
	Herman House	Director, Secondary Schools and Interscholastics
	Charlotte Patterson	Director, Student Placement & Community Outreach
	Kevin Statt	Director, Purchasing
	Rachell Hocheim (via Skype)	Director, Community Services and Pre-K Programs
	Mark Alvarez	Director, Language Acquisition
	Bryant Nodine	Director, Planning and Student Assignment
	Renee LaChance	Project Manager, Enterprise Resource Project (ERP)
	Charles McCollum	Interim Director, Career & Technical Education and Sponsor, Superintendent's Student Advisory Council
	Jesus Vasquez	Assistant Principal, Roberts/Naylor K-8 School
	Charlotte Brown	Student Equity Compliance Liaison
Support Staff:	Mary Alice Wallace	Director of Staff Services to the Governing Board
	Sylvia Lovegreen	Senior Staff Assistant II to the Governing Board
	Gene Armstrong	Technical Support Specialist II, Technology Services
	Sarah Tatin	Executive Assistant, Financial Services
Services:	Miguel Carrion	Video Technician
	Jes Rawalcaba	District Photographer
	Oscar Corella	Spanish Interpreter
Employee Group Representatives:	Jason Freed	President, Tucson Education Association

Agenda for Regular Board Meeting
July 14, 2015 – 5:00 p.m.
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Guests:	Linda Polito	
	Dean Ronald Marx	Dean of College of Education, U of A
	Rick Zurow	Camp Cooper, Administrative Team
	Bruce Johnson	Camp Cooper, Administrative Team
	Mary Palacio-Hum	PTSA President, Alice Vail Middle School
	Rosamelia Felix	Custodian, Robert-Naylor K-8
	Thang Ky	Custodian, Robert-Naylor K-8
	Saturnino Sanchez-Cisneros	Custodian, Robert-Naylor K-8
	Ramon Acuna Andrews	Custodian, Palo Verde High Magnet School
	Catalina Martinez	Custodian, Palo Verde High Magnet School
	Raymond Rodriguez	Custodian, Palo Verde High Magnet School
	Hermelinda Rodriguez	Custodian, Palo Verde High Magnet School
	Gildardo Rodriguez Medina	Custodian, Palo Verde High Magnet School
	Laura Zavala	Custodian, Palo Verde High Magnet School
	Guadalupe Martinez	Custodian, Palo Verde High Magnet School
	Bobby Castro	Custodian, Vesey Elementary School
	Rogelio Gutierrez	Custodian, Vesey Elementary School
Media:	Alexis Huicochea	Arizona Daily Star
	Channel 9	

There were approximately 150 people in the audience.
Adelita S. Grijalva presided and called the meeting to order at 5:04 p.m.
Meeting recessed at 5:04 p.m. and reconvened at 6:06 p.m.
Meeting recessed for Public Hearing at 8:10 p.m. and reconvened at 9:35 p.m.
Meeting adjourned at 10:19 p.m.

ATTACHMENT 26

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Thursday, July 30, 2015 10:01 AM
To: Willis D. Hawley
Cc: Thompson, Lois D.; 'Rubin Salter Jr.'; 'Zoe Savitsky'; 'James Eichner'; 'Anurima Bhargava'; Tolleson, Julie; Brown, Samuel; Taylor, Martha; Brammer@rllaz.com; Desegregation; TUSD
Subject: Teacher and Principal Evaluation Plan R&R Request
Attachments: Mendoza Plaintiffs Request for an RR re TEP PEP 7 30 15.pdf

Categories: ACTION

Dear Special Master Hawley and Counsel,

On July 20, 2015, the District provided the plaintiffs and Special Master with its final Governing Board-approved teacher and principal evaluation plans. Under the stipulated process, the plaintiffs have until August 4 (15 days) to request an R&R. However, given that the commencement of the fall 2015 semester is fast-approaching, the Mendoza Plaintiffs have endeavored to prepare their R&R request as quickly as possible in hope that doing so will result in faster resolution of outstanding disputes. Accordingly, it is attached.

Thanks,

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org
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213.629.2512, ext. 136 t / 213.629.0266 f
jrodriguez@maldef.org

MALDEF: The Latino Legal Voice for Civil Rights in America.

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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.)

***138** 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 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.

***139** 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, 4[3] 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.

***140** 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 TEI.” 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.

***141** 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.

***142** 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 1(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.)

***143** 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.

ATTACHMENT 27

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

August 19, 2015

***144** 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.

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

***145** 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 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

***146** 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.

ATTACHMENT 28

From: Willis D. Hawley <wdh@umd.edu>

Sent: Sunday, September 06, 2015 9:54 AM

To: Patricia V. Waterkotte; Thompson, Lois D.; Juan Rodriguez; Rubin Salter Jr. (Rsjr3 @aol.com); Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT); James.Eichner@usdoj.gov

Cc: TUSD; Tolleson, Julie; Desegregation

Subject: RE: TPE R&R—Schedule

Categories: TUSD

I am fine with this arrangement. I was anxious to resolve issues that have been discussed for many months and assumed that I would have heard objections to my draft. But, I jumped the gun on the R&R.

When I first discussed the idea of a pilot study that would allow evaluation of principals' capabilities/willingness to rigorously evaluate teacher performance, I came away with the impression that this pilot would be tolerated, if not welcomed. In my meetings last week at TUSD, I

found opposition to the pilot. This opposition will make this issue more public and its purpose could be misinterpreted as undue and untimely criticism of teachers and principals. Moreover, even if the Court were to approve, the hassles involved may distract from high priority matters—not the least of which are the transitions the District will have to make if magnet status is withdrawn from several schools (I will send you a report bout this in the next two days).

I believe that by examining existing information relating to teacher evaluation we can get a reasonably good idea of the need for a different system and have evidence to support a proposal, if warranted. Therefore, I will withdraw proposal in the R&R that asks the Court to order the pilot study.

Bill

TUSD's Alignment Response to the Special Master's Draft R&R on the Principal Evaluation Instrument

TUSD's Alignment Response to the Special Master's draft R&R on the Principal Evaluation Instrument ("PEI") follows a months'-long process of collaboration among the District, the Special Master and the Plaintiffs. This process sets the background for TUSD's Alignment Response.

Over several months, the District engaged the Special Master and Plaintiffs in extensive conversations related to the PEI. Following the Court's January 30, 2015 order [ECF 1760], the District on February 19, 2015 circulated a draft of the revised PEI. (***Attachment 1****, TUSD PEI 1.0 to Parties).* On February 26, 2015, the Special Master submitted comments developed in consultation with IC member Vicki Balentine, and focused on four issues: "instruments used to measure performance, professional development/training, evaluation and timelines." *(**Attachment 2**, Special Master Comments on PEI 1.0).* On March 20, 2015, the Mendoza Plaintiffs submitted comments to the initial draft which echoed the Special Master's and Dr. Balentine's input, called for revisions related to principals' use of culturally responsive pedagogy (CRP) and creating supportive environments, and sought stronger descriptions of related professional development. *(**Attachment 3**, Mendoza Comments on PEI 1.0).*

***147** On April 3, 2015, TUSD staff distributed Version 2.0 of the PEI, a more detail-intensive draft that included a defined survey weight of seven percent. *(**Attachment 4**, TUSD PEI 2.0).* The Mendoza response of April 10th acknowledged "a substantial improvement over the February 19 PEI," but listed the following concerns: identification of, and training for, principal evaluators; identification of, and support for, underperforming principals; clarification that the term "diversity" means "racial and ethnic diversity," and acknowledgement of the adequacy of surveys used in principal evaluations (the Mendozas deferred to the Special Master on the question of whether the weight given to the surveys was adequate). *(**Attachment 5**, Mendoza Comments on PEI 2.0).* The Department of Justice's ("DOJ") April 14, 2015 comments noted that the PEI complied with the USP. *(**Attachment 6**, DOJ Comments on PEI 2.0).* On April 21, the Special Master commented on the survey weights in the PEI, misalignment of terms in both instruments, and inconsistencies within the document. *(**Attachment 7**, SM Comments on PEI 2.0).* Under the Agreed Process for Development of USP Action Plans, the resolution period was expiring in mid-April. On April 22, 2015, the District proposed an extension to allow more time for alignment. *(**Attachment 8**, TUSD Timeline Proposal and Response to Mendoza and DOJ Comments).* Accordingly, the parties agreed to extend the resolution period.

On May 1, 2015, the Special Master wrote to summarize his remaining objections to the PEI. *(**Attachment 9** SM Additional Comments on PEI 2.0).* The District reviewed all Special Master and Plaintiff feedback and revised the principal evaluation rubric, and the survey weight. On June 2, 2015, the District submitted to the Special Master and Plaintiffs a revised PEI rubric which included highlighted revisions, and explained that it had increased the survey weight from seven to ten percent. *(**Attachment 10**, TUSD PEI Rubric).* On June 9, 2015, the Governing Board studied the PEI as part of its regular board meeting. *(**Attachment 11**, Board Actions 06/09/15 #28).* On June 23, 2015, the Governing Board voted to approve the PEI. *(**Attachment 12**, Board Actions 06/23/15 #13).* On July 20, 2105, after seeking to resolve remaining issues, the District submitted to the Special Master and Plaintiffs Version 3.0. *(**Attachment 13**, TUSD PEI 3.0).*

On Saturday September 5, 2015, Dr. Hawley submitted draft Reports and Recommendations on the Teacher Evaluation Procedures (TEP) and Principal Evaluation Procedures (PEP). Pursuant to the approved stipulated process, the District had ten days—until September 15, 2015—to "align its position with the recommendations of the R&R should it wish to do so." ECF 1581 at 4. The District hereby provides its Alignment Response to the

Special Master's recommendations regarding the District's Principal Evaluation Instrument.

Alignment Response—Principal Evaluation Instrument

1. Assessing Academic Performance of Students for Purposes of Evaluating Principals

The Special Master has indicated that there is no need for a recommendation dealing with academic growth measures, and that "the Mendoza plaintiffs agree." ECF 1836 at 3. The District will make no changes to the Principal Evaluation Instrument related to academic growth measures.

2. Alignment of Instruments for Measuring Principal Effectiveness

The Special Master recommends that the District develop "a chart showing how important aspects of ... leadership are reflected" in the Principal Evaluation Instrument. ECF 1836 at 9. The District agrees to develop a chart showing how important aspects of leadership are reflected in the Principal Evaluation Instrument no later than November 1, 2015. The District will share the chart with principals prior to the start of the second semester of the 2015-16 school year.

3. Training Principal Evaluators

The Special Master recommends that the District share its plans for training principal evaluators. ECF 1836 at 10. The District agrees to share its plans for training principal evaluators no later than December 1, 2015.

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

The Special Master recommends that the Court take no action on this issue. ECF 1836 at 11. The District agrees.

5. The Weight of Teacher and Student Surveys in Principal Evaluation

***148** The Special Master recommends "of the 100 total points for measuring principal performance, teacher surveys account for 11 points and student surveys account for six," or, alternatively, "12 points could be for teacher surveys and five for student surveys." ECF 1836 at 12. The District does not agree to revise the weight of teacher or student surveys for principal evaluations. The district has collaborated with ELI (the administrator employee bargaining group) over several months to revise the PEI. ELI reluctantly has agreed to increasing the survey weight from seven to ten percent from an earlier version of the PEI to the one the Governing Board has adopted. *(Attachment 13, Final PEI).* Moreover, the ten percent weight for surveys in the PEI (2% SAI/ADE teacher survey, 4% TUSD teacher survey, and 4% TUSD student survey) is identical to the ten percent weight assigned to surveyts in the TEI. Ten percent is considered an "adequate" weight for the TEI, and it likewise should be adequate for the PEI.

ATTACHMENT 1

Brown, Samuel

From: William Brammer <WBrammer@rllaz.com>
Sent: Thursday, February 19, 2015 10:06 AM
To: Willis D. Hawley (wdh@umd.edu); Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Lois Thompson; Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); James.Eichner@usdoj.gov
Cc: Tolleson, Julie; Desegregation; Foster, Richard; TUSD
Subject: Principal and Teacher Evaluation Plans
Attachments: 23T4677-Teacher Evaluation Plan [02 19 15].PDF; 23T4670-Principal Evaluation Plan [02 19 15].PDF

Dr. Hawley and counsel:

Please find attached TUSD's Principal Evaluation Plan and Teacher Evaluation Plan, in compliance with the court's January 30, 2015 order (ECF 1760). Please advise if you have any questions. Thanks!

Bill

J. William Brammer, Jr.
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ATTORNEYS AT LAW

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TUSD

OFFICE OF CURRICULUM, INSTRUCTION, PROFESSIONAL DEVELOPMENT AND ASSESSMENT

February 19, 2015

From: Richard Foster,
Sr. Director Curriculum Deployment

RE: Principal Evaluation Plan

USP: Section IV.H.

Administrators and Certified Staff, subsection H, Evaluation, which provides:

> *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.*

(I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy

This is an aspect of the teacher evaluation only.

(II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students

The committee will conduct an analysis of 2014 ISLLC Standards. Dr. Vickie Balentine, Implementation Committee member, summarized the USP IV.H. with requirements and examples. (See: Appendix A—Memo from Dr. Vickie Balentine). In addition, the Diversity Responsive Principal Tool (provided by Dr. Willis Hawley, Special Master) identifies culturally responsive practices within the ISLLC standards. (See Appendix B—Diversity Response Principal Tool). The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation tool.

(ii) *teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring*

The committee will conduct an analysis of the 2014 ISLLC Standards for emphasis in use of data to improve instruction and student outcomes by principals. The types of data that included will be but not limited to achievement, attendance, and discipline.

(iii) *aggregated responses from student and teacher surveys to be developed by the District, protecting the*

anonymity of survey respondents.

***149** The committee will review the research as to the impact of surveys on principal performance. The committee will review examples of teacher surveys to determine a comparable survey to TUSD's current School Quality Survey. A decision will be made as to enhance our current survey to include culturally responsive questions or to adopt a replacement survey. The committee will take into account the recommendations from Dr. Hawley to increase the percentage of the evaluation represented by surveys. Currently 7% of the evaluation is allotted to surveys.

1. Goals for Development

The goals of the District Principal Evaluation Committee (PEC) are based on the requirements of state statute ARS 15-203(A) (38) (See Appendix C—ARS 15-203(A)(38)) and the USP IV.H. (see above)

2. Elements of Evaluation as provided in the USP

The principal evaluation will consist of three major areas: principal performance, student growth (achievement data), and teacher surveys.

The principal performance component of the evaluation shall be based upon school achievement, climate and culture. Student growth is measured by state assessment. The elements are combined to obtain a final classification of: "Ineffective," "Developing," "Effective," or "Highly Effective." The teacher surveys are based on TUSD's School Quality Survey and Standards Assessment Index (SAI) which are given on an annual basis.

3. Process: consultation, review of research, testing/piloting, state constraints/requirements

The PEC will conduct an analysis of 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards, the summary of Dr. Vickie Balentine, and the Diversity Responsive Principal Tool to identify culturally responsive practices within the ISLLC standards. The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation process. Appendix K: Characteristics of Culturally Responsive Teaching from the TUSD Curriculum Audit of 2013-14, will also be included in the analysis. (See Appendix D—TUSD Curriculum Audit Appendix K)

When evaluating principal performance, student level data and survey results, the four performance classifications described below will be used. The following descriptors were adopted by the Arizona State Board of Education in January, 2013, and cannot be modified.

<u>Highly Effective</u>

The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and LEA. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that

performance is excellent.

Effective

The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial principal conference with the evaluator.

Developing

***150** The principal sometimes demonstrates the listed functions reflective of the leadership standards and meets some of the goals and targets established for student performance and survey data. A *Developing* classification indicates that the employee performs well at times but requires more consistent performance overall. The principal demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective

The principal rarely demonstrates the listed functions reflective of the Leadership Standards and meets few goals and targets for student performance and survey data. The demonstrated performance of this principal requires supervisory intervention. A rating *of ineffective* indicates that performance is unsatisfactory and the principal requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Ineffective.

4. Implementation

The PEC work is approached collaboratively as a partnership between Education Leaders Inc. (ELI) and Tucson Unified School District (TUSD). The PEC meets on a regular basis to revise the principal evaluation process using the analysis as explained above.

5. Professional Development/Training

Training on the principal evaluation process includes, but is not limited to, the following components:

- Up to 12 hours introduction to the new ISLLC standards (Spring 2015)

• Up to 12 hours on the new process (Summer 2015)

• Up to six hours of training on Appendix J and Appendix K

• On-going integration with 15-16 ILA content

with state law and Unitary Status Plan. The goal of the committee is to provide a final draft of a revised principal evaluation process document by April 2015 for leadership review and provide feedback. The committee will seek Governing Board approval in May 2015.

6. Evaluation / Possible revision process

The PEC meets on a regular basis to revise the principal evaluation process to ensure it is in accordance

Appendices:

Appendix A:	Dr. Vickie Balentine Summary
Appendix B:	Diversity Response Principal Tool
Appendix C:	ARS 15-203(A)(38)
Appendix D:	Appendix K: Characteristic of Culturally Responsive Teaching

APPENDIX A

January 4, 2015

Memo To: Richard Foster, Director of Professional Development, TUSD

From: Vicki Balentine, Ph.D., USP Implementation Committee Member

Re: USP Components Necessary for inclusion in the revised Principal Evaluation Process and Instrument

Per our phone discussion with Dr. Hawley and Mr. Brown in December and as we discussed, I have reviewed the USP to identify specific issues for inclusion in the revised Principal Evaluation Process and Instrument. The areas below, while not exhaustive, stand out as critical for inclusion and assessment within the revised Principal Evaluation Process and Instrument.

The principal's performance in

✓ assessing teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy,

✓ creating school conditions, processes, and practices that support learning for racially, ethnically, culturally, and linguistically diverse students,

✓ using classroom and school–level data to improve student outcomes, target interventions, and perform self–monitoring,

✓ completing, implementing, and monitoring the school level implementation of District professional development (examples include those noted below)

• classroom and non–classroom expectations,

***151** • changes to professional evaluations,

• engaging students utilizing culturally responsive pedagogy,

• proactive approaches to student access to ALEs,

• the District's behavioral and discipline systems (including Restorative Practices, Positive Behavior Interventions and Supports, and amendments to the Guidelines for Student Rights and Responsibilities),

• recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress (including specific training on the inputting, accessing, and otherwise using the District's existing and amended data system)

• working with students with diverse needs (including ELL students), and

• providing clear, concrete, and accessible strategies for supporting thoughtful decision–making.

✓ building and fostering professional learning communities ("PLCs") among teachers, examples include

• building regular structured time into teachers' schedules to co–plan and collaborate and observe classrooms and teaching methods to provide constructive feedback so that best practices for student success can be increased and shared,

• developing within- and across school networks to encourage expert teachers to both mentor their peers and share best practices in using culturally responsive pedagogy,

• engaging in collaborative problem solving based on analyses of student performance, and

• encouraging and providing space, resources, and support for constructive student–teacher, teacher–teacher, and teacher–family interactions.

In addition to observational and other relevant, reliable and valid student and school level data sources used in providing documentation within the revised Principal Evaluation Process and Instrument, the aggregated responses from student and teacher surveys developed by the District to protect the anonymity of survey respondents shall be included.

xc: Willis D. Hawley, Ph.D., Special Master

APPENDIX B

The Diversity Responsive Principal Tool

Introduction

There are dozens of different evaluation instruments being used to assess the performance of school principals. It appears that most of these performance assessments largely overlook the principal's responsibility to develop and implement policies and practices that enhance the academic success of students of diverse racial, ethnic, cultural and linguistic backgrounds. Of course, all students are likely to benefit from the work of effective school leaders. But researchers have identified school-level policies and practices that principals can influence that are particularly important to the academic success of diverse students.

The Diversity Responsive Principal Tool (DRPT) does not address dispositions of principals: it focuses on whether principals have taken actions to create and sustain opportunities to learn at high levels for all students. While these policies and practices are especially important for the academic success of diverse students, they will benefit all students. There is no necessary tradeoff between equity and excellence in schools with highly effective leaders.

***152** Principals who promote equity and excellence are effective in promoting the following: the nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for rigorous academic content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, a multicultural curriculum, open and productive discussions of issues related to race and ethnicity, an inclusive school climate, and efforts to recruit and retain a diverse staff.

Of course, race and ethnicity are not the only dimensions of diversity. However, they are correlated in many cases with other influences on learning, including socioeconomic status, community and family cultures, and English language facility. Moreover, everyone is diverse in some way that is relevant to his/her own learning. Thus, by focusing on what principals should do to foster school conditions that are particularly important to the success of students from racially, ethnically, culturally and linguistically diverse backgrounds, we can learn about leadership behaviors that improve the learning opportunities and outcomes of all students.

The DRPT is intended to encourage attention to actions principals can take to improve the learning opportunities of all students. The DRPT is not, in isolation, intended to support summative judgments of principal performance. Given this formative purpose, the identified leadership behaviors are accompanied by: (1) an overview of research on the efficacy of these policies and practices for which principals are to be held accountable, and (2) resources relating to implementing these policies and practices that can be used to guide professional development or support discussions of the behaviors highlighted in the DRPT.

The Diversity Responsive Principal Tool

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
a. Data on student academic performance are disaggregated by race, ethnicity, disability and language facility.				
b. Possible racial and ethnic differences in student achievement are continuously monitored.				
c. Differences in student performance within racial and ethnic groups are examined.				
d. Data are used to monitor possible racial and ethnic differences in disciplinary actions.				
e. Possible racial and ethnic differences in access to honors, advanced, or AP courses are monitored.				
f. Rigid grouping structures within classrooms (“ability” grouping) are avoided, and the racial, ethnic, and linguistic compositions of instructional groups within classrooms are				

continually considered.

g. The number of referrals to special education of students of different racial, ethnic, and linguistic backgrounds is monitored regularly.

teaching of academic content and helps teachers establish productive relationships with students.

2. Teachers' professional development opportunities include diversity-rich content that is integral to the

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. Professional development includes diversity-rich content that focuses on instruction in a particular subject area.				
b. Professional development helps teachers understand potential cultural mismatches between them and their students.				
c. Professional development helps teachers investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior.	***153**			
d. Teachers are helped to understand how the overgeneralization of students' cultures can result in stereotyping and other unproductive teaching behaviors.				
e. Professional development helps teachers develop strategies to effectively teach students from different racial and ethnic groups.				
f. Professional development helps members of the school staff examine how their own beliefs and dispositions might affect their relationships with diverse students.				
g. Teachers are helped to understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.				

h. Professional development facilitates open conversations about race.				

the support they need to benefit from that access.

3. Students have access to rigorous academic content and

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. All students have access to honors, advanced, and AP courses.				
b. Students at all levels of prior performance are challenged with rigorous curriculum.				
c. English language learners are engaged in challenging and mainstream curricula.				
d. Flexible grouping structures (as opposed to “ability” grouping) are used in classrooms.				
e. “Ability” grouping based on prior achievement is used sparingly and for a specific purpose.				
f. Struggling students are taught by experienced and qualified teachers.				
g. Programmatic resources are distributed equitably to meet the needs of struggling students.				
h. The school leader asserts and regularly reinforces the importance of ensuring that all students achieve at high levels.				

4. There are well understood processes in place to fairly

adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
a. Fair and transparent processes exist for dealing with perceived inequalities and interpersonal conflict.				
b. Disciplinary policies remove students from the classroom to the least extent possible.				
c. The school has well publicized explicit and coherent policies that seek to ensure that all students and school staff do not experience discrimination based on ethnicity, race, language or social class.				

culturally and linguistically diverse families.

5. Family and community engagement strategies are well developed and give particular attention to engaging

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
a. Staff collaborates and builds relationships with community groups to improve school offerings.				
b. The school has a well-defined plan for engaging and communicating with non-English speaking families.				
c. Teachers collaborate with families to learn with and from them about how best to meet the academic needs of students.				
d. School leaders respect all members of the school community with respect and make a special effort to engage those who may feel less comfortable or more vulnerable in the school.	***154**			
e. Teachers are provided adequate time and resources to establish family and community connections.				

opportunities to learn about different cultures and to interact with students of different races and ethnicities.

6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. The curriculum helps all students understand the unique historical and contemporary experiences of different racial and ethnic groups.				
b. Teachers use culturally relevant learning resources.				
c. The prescribed curriculum engages students in learning through interactions with students of different races and ethnicities.				
d. The school honors and makes use of home languages of students who speak a language other than English.				
e. Multicultural curricula avoid racial and cultural stereotyping.				

that may concern discrimination, ineffective practice or interpersonal conflict.

7. The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. Staff regularly discuss how racial attitudes and beliefs affect student performance, family engagement, and collaboration.				
b. There is a school procedure in place to appropriately address and deal with racial tensions.				

c. Staff engage in problem solving to address problems related to racial and ethnic discrimination and inequities.				

strengths of diverse racial and ethnic groups.

8. School polices and practices reflect a commitment to inclusiveness as well as respect for the values and

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. The participation of students from diverse racial, ethnic, and linguistic backgrounds in extracurricular activities is representative of the larger student body.				
b. The participation of students from diverse racial, ethnic, and linguistic backgrounds in leadership positions is representative of the larger student body.				
c. The historic experiences, values, and on-going contributions of diverse groups are evident throughout the school.				
d. Parents, students, and staff exhibit respect for people of different racial, ethnic, or cultural backgrounds.				
e. Staff and students are encouraged and trained to be inter-culturally competent with each other.				
f. The staff has developed a shared commitment to issues of diversity.				

ethnically diverse school staff.

9. Efforts are made to recruit and retain a racially and

Actions of Diversity Responsive Schools	**Never**	**Rarely**	**Often**	**Always**
a. The racial and ethnic composition of the faculty reflects the				

diversity of the student body.

b. Attempts are made to recruit staff of color.

c. Attempts are made to retain staff of color.

The Diversity Responsive Principal Tool: Examples of Supporting Research and Relevant Resources

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

***155** Collecting and analyzing data on student test scores and dropout rates is commonplace. However, disaggregating outcomes by race and ethnicity needs to be more detailed than is required by state and federal policy because there are often big differences in student performance within broad ethnic categories such as Hispanic (Latino) or Asian. Research has shown that schools that use data to inform instruction and hold teachers accountable for student outcomes narrow the achievement gap (Guerrero, 2011). Data on student access to rigorous academic content are also needed. Differences in students' opportunities to learn exist due to grouping within classrooms for instruction, curricular differences, tracking, attendance issues, and disciplinary measures that remove students from class (Archibald & Keleher, 2008). If such data are to lead to school-wide improvement, collaborative decision-making and the willingness to discuss issues related to race and ethnicity are critical, though often difficult.

Students of racially, ethnically, and culturally diverse backgrounds are disproportionally referred to special education and retained. Historically, Black and Latino students have been over-identified as needing special education services (Office of Special Education and Rehabilitative Services, 2006). Reasons for disproportionate referrals include: 1) inadequate classroom instruction prior to referral; 2) inconsistent, vague or arbitrary special education assessment and placement policies; and 3) the lack of effective schooling options (Harry & Klingner, 2006). Minority and low-income students are also more likely to be suspended and retained than their White and more affluent peers (Drakeford, 2006; Texas Education Agency, 1996). Research has consistently shown that retention, as commonly implemented, has a negative impact on achievement and socio-emotional adjustment and that it does not help most students "catch up" (Jimerson, 2001). There is also a relationship between retention and dropping out: students who are retained in elementary grades have a higher probability of dropping out of high school (Ou & Reynolds, 2010). Thus, potential disproportionalities in special education and retention data need to be monitored.

Relevant Resources

On using data:

a. This guide to using data in school improvement efforts is a compilation of knowledge from data retreats and data use at Learning Point Associates.

http://curry.virginia.edu/fipselibrary/guide-using-data-school-improvement-efforts

b. This article provides recommendations for educators and school leaders to effectively use data to monitor students' academic progress and to evaluate instructional practices.

http://curry.virginia.edu/fipselibrary/using-student-achievement-data

c. This equity audit is a practical tool that school leaders

can employ to develop a more equitable school.

http://curry.virginia.edu/fipselibrary/equity-audit

On disporportionality in special education:

d. This brief explains how to measure and understand the problem of disproportionate representation of minority students in special education.

http://curry.virginia.edu/fipselibrary/how-measure-disproportionate-representation-special-education

e. This legal brief discusses the overrepresentation of diverse students in special education programs.

http://curry.virginia.edu/fipselibrary/overrepresentation-culturally-and-linguistically-diverse-students-special-education

f. The article explains the relationship between race, disability, and overrepresentation in special education programs.

http://curry.virginia.edu/fipselibrary/race-disability-and-overrepresentation

On disporportionality in disciplinary actions:

g. This brief discusses racial disproportionality in school disciplinary practice.

http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices

2. Teachers' professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.

***156** The quality of teaching students experience is the single most important school-based influence on student learning (Lewis, 2009; Rice, 2003). Sometimes, diversity-related professional development assumes that a focus on teacher awareness and dispositions is adequate to improve instruction and student learning. However, teachers need to master diversity-related pedagogical skills, including those that are content specific, if they are to enhance the learning of racially and ethnically diverse students. Moreover, teachers need to know how to build productive interpersonal relationships across student subgroups. The difficulty of developing such relationships, which are essential to student motivation, is often underestimated. And the importance of these caring relationships to student success appears to be greater among many students of color than they are for White and Asian students (Ferguson, 2002).

Aspects of what might be called diversity-rich content of professional development include, but are not limited to, learning activities that help teachers:

- investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior.
- understand how the overgeneralization of characteristics of students' cultures can result in stereotyping and other unproductive teaching behaviors.
- examine how their own beliefs and dispositions might affect their relationships with diverse students.
- understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.
- know how to mediate the effects of stereotype threat experienced by students.
- develop the knowledge and skills to adapt instruction to the needs and experiences of students from different racial and ethnic backgrounds.

Relevant Resources

On teacher perceptions of culture:

a. This is the facilitator's guide for the Teaching Diverse Students Initiative's Common Beliefs Survey, which addresses racial assumptions and misconceptions of teachers and helps teachers develop racial awareness.

http://curry.virginia.edu/fipselibrary/common-beliefs-survey-facilitators-guide

b. This activity helps teachers assess their own perceptions about their students' abilities.

http://curry.virginia.edu/fipselibrary/educator-check-a

bilities

c. This activity helps teachers assess their own understandings of culture.

http://curry.virginia.edu/fipselibrary/educator-check-culture

d. This activity helps teachers gauge their perceptions about their students' effort and motivation.

http://curry.virginia.edu/fipselibrary/educator-check-effort

e. This activity helps teachers assess their own cultures as well as the different cultures of their students.

http://curry.virginia.edu/fipselibrary/features-culture

f. This activity explores how cultural values of individualism and collectivism manifest in the classroom.

http://curry.virginia.edu/fipselibrary/mismatches-cultural-expectations

g. This video discusses why teachers should share their own racial experiences with older students.

http://curry.virginia.edu/fipselibrary/teacher-led-discussions-race

h. This article explores the relationship between cultural identity and teaching.

http://curry.virginia.edu/fipselibrary/cultural-identity-and-teaching

i. This video provides advice to teachers who want to address their own biases and prejudices.

http://curry.virginia.edu/fipselibrary/addressing-personal-biases-and-prejudices

j. This video encourages teachers to examine their reactions to their students, cautioning them to identify biases that may impact their assumptions about those children.

http://curry.virginia.edu/fipselibrary/teacher-bias-and-perceptions-student-behavior

On instructional strategies:

k. This video discusses that teachers must show that they care for their students, particularly while teachers hold high expectations of their students' academic achievement.

***157**
http://curry.virginia.edu/fipselibrary/showing-caring-while-having-high-expectations

l. This article outlines five standards of effective pedagogy for teachers.

http://curry.virginia.edu/fipselibrary/five-standards-effective-teaching-pedagogy

m. This resource provides an introduction to differentiated instruction as well as references to other resources.

http://curry.virginia.edu/fipselibrary/differentiated-instruction

n. This video explains why teachers should not think of learning styles to categorize all members of a cultural group.

http://curry.virginia.edu/fipselibrary/cautionary-issues-learning-styles

o. This video makes a case that assessment for racially, culturally and ethnically diverse students needs to involve multiple measures of robust forms of learning.

http://curry.virginia.edu/fipselibrary/involving-multiple-measures-assessment

p. It is important to recognize the individual characteristics of each child, rather than thinking of the child only in terms of his/her racial or cultural identity.

http://curry.virginia.edu/fipselibrary/getting-know-students-individuals

3. Students have access to rigorous academic content and the support they need to benefit from that access.

Students from low-income families are more likely to get a larger proportion of their learning opportunities from school than students from higher-income homes (Raudenbush, 2008). And, of course, English language learners are heavily dependent on schools for their academic learning opportunities. However, for a host of reasons—some the consequence of well-meaning

instructional practices that effectively dumb-down the curriculum, some related to biases and misconceptions, and some because students are sometimes reluctant to seek rigorous curricula—students of color are often less likely than white students and many Asian-descent students to be engaged in more rigorous coursework.

Among the issues here include how students are selected for gifted and talented programs, honors courses, and AP courses and whether students of color have access to and support to succeed in advanced courses (Barton & Coley, 2009, p.10). Decisions that receive less attention than tracking, however, are how students are grouped for instruction within classrooms. One of the more common ways that students experience different levels of academic rigor is that they are grouped by "ability" within classrooms; (students are invariably grouped by prior achievement, not ability). Grouping is a common and often necessary practice. Grouping can be effective when it is targeted to specific goals with progress assessed continuously and when all students are held to high standards of performance. Research is clear that tracking (formal or informal) and inflexible ability grouping disadvantages most students (Hawley, 2007). On the other hand, there is evidence that very high achieving students can benefit from learning in academically homogeneous groups. The resolution of this conundrum resides in flexibility and teacher expertise in managing the instruction of diverse students. One might expect diversity responsive schools to facilitate learning in diverse classrooms through strategies such as cooperative learning (Cooper & Slavin, 2004); peer-mediated instruction (Fuchs & Fuchs, 2009); and differentiated instruction (Tomlinson, 2003).

Relevant Resources

***158** *On grouping for instruction and tracking:*

a. This video describes the characteristics of productive cooperative learning, including the goal that every member of the group achieves success.

http://curry.virginia.edu/fipselibrary/basics-cooperative-learning

b. Flexible grouping is a way to allow children to learn from each other and to move among groups based on their learning needs.

http://curry.virginia.edu/fipselibrary/benefits-flexible-grouping

c. This video explains the importance of allowing students to participate in a variety of groups, especially heterogeneous groups based on student interests.

http://curry.virginia.edu/fipselibrary/benefits-heterogenous-grouping

d. This paper outlines some of the consequences of tracking and "ability" grouping in racially and ethnically diverse schools.

http://curry.virginia.edu/fipselibrary/consequences-tracking-and-ability-grouping

e. Excessive grouping has persisted despite evidence that it can be and often is counter-productive.

http://curry.virginia.edu/fipselibrary/excessive-grouping-can-be-counter-productive

f. Cooperative learning enables teachers to effectively teach a broad range of children.

http://curry.virginia.edu/fipselibrary/expanded-reach-cooperative-learning

g. This article provides guidance and suggestions on how to group students in detracked classrooms, where student ability is mixed.

http://curry.virginia.edu/fipselibrary/grouping-detracked-classrooms

h. This research brief explains why grouping practices are prevalent in high schools and outlines some of the consequences of tracking.

http://curry.virginia.edu/fipselibrary/grouping-practices-high-school

i. There is little evidence to support the fundamental theories underlying ability grouping that is not limited and tightly focused on specific learning needs.

http://curry.virginia.edu/fipselibrary/lack-research-efficacy-ability-grouping

j. Six teachers at an urban public high school that historically disavowed tracking met monthly to discuss deeply rooted notions of ability and intelligence for detracking reform. This research brief summarizes case

studies of three of the six teacher participants, whose conceptions of tracking provide insight into some of the complex notions of tracking operating at the practitioner level in schools.

http://curry.virginia.edu/fipselibrary/teacher-perspectives-grouping-practices

On teacher expectations:

k. This video encourages teachers to challenge traditional forms of remediation by adding more rigor and support for students.

http://curry.virginia.edu/fipselibrary/challenging-traditional-forms-remediation

l. Too often, educators have a deficit view of the experiences students bring with them to school.

http://curry.virginia.edu/fipselibrary/debunking-deficit-views

m. This activity helps teachers assess their own perceptions about their students' abilities.

http://curry.virginia.edu/fipselibrary/educator-check-abilities

n. High expectations for student learning need to be matched by high levels of support to achieve high academic goals.

***159**
http://curry.virginia.edu/fipselibrary/high-expectations-need-high-levels-support

o. Teachers' negative stereotypes of Black students predispose them to believe that those students cannot achieve at high academic levels.

http://curry.virginia.edu/fipselibrary/stereotype-threat

On English language learners:

p. This framework provides practical suggestions for how to effectively teach English language learners.

http://curry.virginia.edu/fipselibrary/cultural-linguistic-and-ecological-framework-response-intervention-english-language-learners

q. This article provides an overview of the current research on instructional practices of English language learners and outlines some best practices.

http://curry.virginia.edu/fipselibrary/practices-english-language-learners

r. The distinction between basic interpersonal communication skills and cognitive academic language proficiency may no longer be useful in dealing with young English Language Learners. Some things that teachers can do to help students learn English are suggested.

http://curry.virginia.edu/fipselibrary/second-language-acquisition-and-proficiency-standards

s. This informative article explains the needs of English language learners and provides teachers with practical strategies for helping students achieve English language acquisition.

http://curry.virginia.edu/fipselibrary/understanding-english-language-learners-needs-and-language-acquisition-process

t. This video explains why teachers should assess their ELL students in both of their languages and in a variety of performance metrics.

http://curry.virginia.edu/fipselibrary/tips-assessing-ell-students

4. There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

Many teachers struggle with classroom management and how to deal with what they view as disorderly and disruptive behavior. How teachers meet these challenges affect student motivation and opportunities to learn.

Students of color are much more likely than their White peers to be disciplined (Gay, 2006). Students of color may also be more distrustful of authority and respond defensively to criticism and disciplinary action (Cohen, 2008; Noguera, 2008; Carter, 2008). Many disciplinary practices effectively reduce student learning time and this is especially true of suspension (Losen & Skiba, 2010). Thus, rules governing student behavior need to be clear

and openly discussed and disciplinary action processes should be characterized by fairness and transparency. The best way to deal with the potential of disruptive behavior is to prevent it through strategies such as positive behavioral supports.

Relevant Resources

a. This brief discusses racial disproportionality in school disciplinary practice.

http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices

b. This book chapter discusses what discipline is for and how to connect students to the benefits of learning.

***160**
http://curry.virginia.edu/fipselibrary/purpose-discipline

5. Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.

An effective family engagement program reaches out to engage families in direct support of their children's learning (Boufford, et al., 2009). It is not surprising that some family members who have limited education or who have experienced discrimination may be distrustful and even confrontational. This conflict can cause teachers to back away from their students' families. Nonetheless, to develop the trust of family members and to deeply understand students, it is helpful for teachers to get to know and to engage their students' families outside the school. This is a tall order for teachers, and it requires school level commitment and time for such engagement—more than parent-teacher conferences once a quarter—as well as help with communicating with families with limited English.

Relevant Resources

On school-family connections:

a. This form can be used to assess the school climate for developing family and community partnerships.

http://curry.virginia.edu/fipselibrary/assessing-school-partnerships

b. This video discusses ways to include all parents in the school community, rather than judging parents who stay away from the school.

http://curry.virginia.edu/fipselibrary/including-all-parents-school-community

c. This policy brief analyzes factors related to the implementation of effective parental involvement with English Language Learners (ELLs).

http://curry.virginia.edu/fipselibrary/promoting-ell-parental-involvement-challenges-contested-times

d. This paper discusses diversity in the context of school, family, and community connections.

http://curry.virginia.edu/fipselibrary/school-family-community-connections

e. This video explains the principal's role in encouraging family involvement.

http://curry.virginia.edu/fipselibrary/principals-role-encouraging-family-involvement

On teacher-family connections:

f. This video explains why teachers need to develop the capabilities to engage in cross-cultural interactions with families.

http://curry.virginia.edu/fipselibrary/enhancing-teachers-cross-cultural-communication-skills

g. This video discusses why teachers need to enlist the involvement of their students' parents, rather than assume that parents do not care about their children's education.

http://curry.virginia.edu/fipselibrary/enlisting-parents-help

h. This video discusses families' funds of knowledge, which refer to the bodies of knowledge, skills, competencies, and trades that exist in households.

http://curry.virginia.edu/fipselibrary/funds-knowledge

i. This video explains that teachers need to go into communities, visit families, and respectfully learn the literacy practices of their students.

http://curry.virginia.edu/fipselibrary/how-teachers-can-learn-communities-and-parents

j. This document helps teachers have more productive parent interviews.

http://curry.virginia.edu/fipselibrary/parent-interviews

6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.

***161** An effective multicultural curriculum not only provides students opportunities to learn about different cultures but uses learning resources that are "culturally familiar" to diverse students (Goldenberg, Rueda & August, 2006, p.293). A multicultural curriculum is important to being a well-educated person but, in itself, does not transform students' preconceived beliefs about different races and ethnic groups. To have such an effect, a curriculum—and the related instructional practices—need to engage students in inter-group relationships and learning (Stephan, Renfro & Stephan, 2004).

One of the challenges facing educators who develop and use multicultural curricula is to avoid over-generalizing about the culture of students typically categorized by common racial and ethnic identities. How a multicultural curriculum is taught may be more important than the curriculum itself.

Relevant Resources

a. This brief argues that culturally relevant teaching is simply good teaching for all students.

http://curry.virginia.edu/fipselibrary/case-culturally-relevant-pedagogy

b. This article shows how one culturally responsive teacher developed students' higher order thinking skills by drawing on student interests and prior knowledge.

http://curry.virginia.edu/fipselibrary/example-culturally-responsive-teaching

c. This research brief provides seven strategies to support a culturally responsive pedagogy.

http://curry.virginia.edu/fipselibrary/culturally-responsive-instructional-strategies

d. This is facilitator's guide for Teaching Diverse Students Initiative's Culturally Relevant Pedagogy Primer, which provides an introduction to culturally relevant pedagogy.

http://curry.virginia.edu/fipselibrary/culturally-relevant-pedagogy-primer-facilitators-guide

e. This research brief discusses how students' social discourse is a bridge to literacy.

http://curry.virginia.edu/fipselibrary/culturally-relevant-and-sensitive-pedagogy

f. This brief outlines specific activities for becoming a culturally responsive teacher and for culturally responsive instruction.

http://curry.virginia.edu/fipselibrary/addressing-diversity-schools-culturally-responsive-pedagogy

g. This article discusses the consequences of spotlighting and ignoring racially and ethnically diverse students in the classroom.

http://curry.virginia.edu/fipselibrary/spotlighting-and-ignoring-racially-and-ethnically-diverse-students

7. The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.

We live in a society in which issues of race are pervasive for a host of economic, social and political reasons. Not surprisingly, there will be intergroup tensions in many schools. Concern about such tensions, and uncertainty about inter-cultural competence, can lead to educators' denial about the relevance of race or unwillingness to

discuss perceptions that may be interpreted as racist. For these reasons, school communities need to discuss how racial attitudes and beliefs, even those that are well meaning, might be affecting student performance, professional collaboration and family engagement. Some issues that appear to be racial will turn out not to be, but a trusting and respectful learning community is critical in creating open discussions around race that lead to problem solving.

Relevant Resources

a. Teachers and administrators should be clear and explicit about the need to discuss race.

http://curry.virginia.edu/fipselibrary/leaders-role-discussing-race

b. This video explains the importance of promoting trust in group discussions of race and social class.

***162**
http://curry.virginia.edu/fipselibrary/promoting-trust-race-dialogue

c. This video explains how discussing race depends on honesty and the will to engage in these conversations.

http://curry.virginia.edu/fipselibrary/how-talk-about-race

d. Talking openly and respectfully about racial issues in schools is essential but not everything that seems related to race may be.

http://curry.virginia.edu/fipselibrary/exploring-what-related-race-and-what-isnt

e. This guide outlines essential principles for reducing racial and ethnic prejudice in any program.

http://curry.virginia.edu/fipselibrary/strategies-reducing-racial-and-ethnic-prejudice

8. School polices and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.

Extracurricular activities should be responsive to the interests of all student groups, and, at the same time, efforts should be made to encourage students of all races and ethnicities to participate in a broad range of activities. Student connectedness to school and a positive school climate have been identified as factors that support academic performance, attendance and behavior (Weiss, Cunningham, Lewis, & Clark, 2005; Center for Disease Control and Prevention, Division of Adolescent and School Health, 2009). Schools that provide opportunities for student leadership and recognize student contributions enhance that connectedness. School policies or traditions may inadvertently impose requirements that limit the number of students who can compete for elected positions or serve in leadership positions. This can result in decreased levels of student connectedness and negatively impact school climate (McNeely, Nonnemaker & Blum, 2002). In racially and ethnically diverse schools, extracurricular activities may be opportunities for interracial contact in positive settings of shared interest (Brawarsky, 1996;Denson, 2009; Slavin, 1995; Cohen, 2004). Such activities can also be opportunities for curricular enrichment and the development of leadership and social skills that ultimately contribute to student academic success.

In diversity-responsive schools, the historic experiences, values, and on-going contributions of diverse ethnic, racial, linguistic groups are evident throughout the school, including public displays, classroom environments and the library. For example, the diversity of the student body is represented in the trophy cases, student work, poster boards and other public places and classrooms. And, in depicting the heritage of different groups, stereotyping that uses “traditional” characterizations is avoided and contemporary experiences and achievements are encompassed.

Relevant Resources

a. This article discusses how to create a school environment in which every child can succeed.

http://curry.virginia.edu/fipselibrary/belonging-necessary-learning-0

b. This research brief explains how school leaders can achieve racial and ethnic harmony within their schools.

http://curry.virginia.edu/fipselibrary/how-school-leade

rs-achieve-racial-and-ethnic-harmony

***163** c. This article discusses the school leader's role in creating an inclusive school environment.

http://curry.virginia.edu/fipselibrary/school-leadership-inclusion

9. Efforts are made to recruit and retain a racially and ethnically diverse school staff.

More than 75 percent of teachers and school administrators are White. This reality means that it is often not possible to have a racially and ethnically diverse school staff, especially one that represents the racial and ethnic diversity of a given school. Do students learn more from teachers of their own race? While research is thin, the research indicates that the racial and ethnic fit between students and teachers is correlated with student performance (Rivkin, Hanushek & Kain, 2006). But other factors may matter more. There is evidence that teachers of color are less likely to overreact to student behaviors and thus are less likely to take disciplinary action that removes students from the classroom (Gay, 2006). Moreover, staff diversity may provide students of color with positive role models and allow students to witness positive interracial interactions.

Relevant Resources

a. This guide provides information on the different ways to recruit minority teachers.

http://curry.virginia.edu/fipselibrary/recruiting-minority-teachers

b. This article discusses the unintended consequences of the Brown v. Board of Education decision on the employment status of Black educators.

http://curry.virginia.edu/fipselibrary/impact-brown-v-board-education-decisionemployment-status-black-educators

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APPENDIX C

***166** ARS § 15-203 (A)(38) 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 per cent and fifty per cent of the evaluation outcomes. On or before December 1, 2012, the framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments. The state board of education shall adopt best practices for professional development and evaluator training. The state board of education may periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level. School districts and charter schools shall use an instrument that meets the data requirements established by the state board of education to annually evaluate individual teachers and principals beginning in school year 2012-2013. By school year 2013-2014, school districts and charter schools shall adopt definitions for the performance classifications adopted by the state board of education in a public meeting and apply the performance classifications to their evaluation instruments in a manner designed to improve

principal and teacher performance. For charter holders, the principal evaluation instrument applies to each charter school's instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This paragraph does not apply to an officer, director, member or partner of the charter holder. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers.

APPENDIX D

Appendix K

Characteristics of Culturally Responsive Teaching
Tucson Unified School District

January 2014

1. The teacher consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

2. Actively researches different cultural perspectives and examples connected to instructional content and incorporates these into classroom lessons and discussions.

The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

3. Involves students, parents, and the community in contributing to cultural awareness and appreciation.

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

4. Facilitates and encourages students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported.

This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if their English is not yet strong enough, with another student translating. This enables all students to contribute to discussions and activities.

5. Incorporates cross-language, as well as cross-cultural, comparison and development.

The teacher facilitates comparing languages and cultures in a deliberate way. For example, word walls, graphic organizers, and concept maps may be used with bilingual terms and expressions.

6. Respects and values student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.

Students are always encouraged to contribute to classroom activities and discussions, sharing personal experiences that relate to new content. Such approaches also support scaffolding of curriculum content and make learning more personally relevant.

***167 7. Respects students' affective needs with**

regard to participation and involvement in classroom activities and discussions, particularly during the early stages of English development.

The teacher allows students periods of silence or non-involvement, if a student feels uncomfortable participating or is struggling with communication issues. Such scenarios can be extremely stressful to children and emotionally challenging, and the teacher responds accordingly with sensitivity and tolerance. Every student is unique and should be encouraged but never forced to participate in every activity. Consider alternative forms of involvement if the activity is a type of assessment.

ATTACHMENT 2

From: Willis D. Hawley <wdh@umd.edu>

Sent: Thursday, February 26, 2015 6:19 PM

To: Rubin Salter, Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); TUSD; Desegregation

Cc: Balentine, Vicki Eileen—(vbalenti)

Subject: Comments on TUSD Principal Evaluation Plan

Attachments: USP Principal Eval Plan BH Comments (2).docx

Please see my comments, developed in consultation with IC member Vicki Balentine, on the proposed principal evaluation plan. Bill

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

February 27, 2015

To: Parties

From: Bill Hawley

Re: Comments on TUSD Plan for Principal Evaluation

Overview

My comments focus on the following components of the principal evaluation proposal: instruments used to measure performance, professional development/training, evaluation and timelines. The development of the principal evaluation process and instruments is apparently in its early stages.

Assessing Principal Performance

The TUSD principal evaluation plan (PEP) says that principal evaluation will consist of three major areas: principal performance, student growth and teacher surveys. The USP requires that student surveys be used as well.

The PEP, as well as state regulations, about how performance will be measured includes "student academic progress" (specified to count between a third and half of the points awarded for principal effectiveness). But, how academic progress will be measured is not specified. No doubt, the policymakers had student test scores in mind as a focus and the District seems to have accepted this assumption. However, in addition to student test scores, other measures of progress could be just as useful and valid measures principal performance. Such measures might include rates of retention, dropout and, for high schools, graduation. Arguably attendance, discipline and family engagement related to student learning might also be considered as academically related measures but it is unclear whether or not they could be used to assess principal effectiveness.

See:

Fact Sheet Summary—Arizona Framework to Measure Educator Effectiveness

http://www.azed.gov/teacherprincipal–evaluation/files/2012/04/framework–factsheet.pdf

Complete Framework—Arizona Framework to Measure Educator Effectiveness

***168**
http://www.azed.gov/teacherprincipal–evaluation/files/2014/04/2014–15framework.pdf?20150112

The District has used an observational instrument in the past and one assumes it will develop such an instrument for the future. Who will administer this instrument and how they will be trained is not described in the PEP. The PEP says that principal performance will be based on school achievement, climate and culture. Climate and culture are very difficult to measure using an observational protocol administered by a person who may be in the school three or four times during the year. Climate and culture are, in any event, inherently difficult to measure objectively, as research on this matter makes clear. That is why the Diversity Responsive Principal Tool (see appendix B) focuses on conditions in schools that are the artifacts of climate and culture. Paired to an observational protocol, teacher and student surveys are particularly useful ways to assess climate and culture.

Finally, PEP should specify the weights to be assigned to different measures of principal performance. For reasons implied above teacher and student surveys should play a significant role.

Professional Development/Training

The PEP does not provide or describe any training for those who will be evaluating principals, much less describing training and/or procedures for assuring inter–rater reliability.

The measures used in the PEP should identify what principals need to know and be able to do in order to enhance teacher effectiveness and student learning. It follows that the training related to the PEP should deal with this content. It is not clear that the proposed training for principals will do this.

First, the PEP says that 12 hours will be devoted to an introduction to the ISLLC (the Interstate Leadership Licensure Consortium) Standards. While the ISLLC Standards should inform the development of the evaluation instrument the instrument should not be the ISLLC standards.

Second, the PEP says there will be 12 hours for training on the new process. Surely, principals don't need 12 hours to know what process is. Knowing about the process will not make them better principals.

Third, the PEP says that six hours of training will be on Appendices J and K. These appendices, however, deal with teacher behaviors. Of course, principals will be

involved in the evaluation of teachers but the practices about which teachers are supposed to be proficient are to be defined by the teacher evaluation instrument not by these two appendices.

Training is to be embedded in the instructional Leaders Academy content.

There is no mention here of training principals to engage in the practices required by the USP (see Appendix A) although these may be embedded in the in evaluation instrument to be developed.

As with the teacher evaluation plan, the proposed professional development does not appear to align very well with the principles that the District has identified as characteristics of effective professional development.

***169** The scope of capabilities required of principals is quite broad and principals will vary considerably in their mastery of these capabilities. The most effective approach to professional development, and the one most likely to engage principals—who often think that there are more urgent and better things to do than participate in further training—is to target training based on the initial round of evaluations that presumably would identify individual principals' strengths and weaknesses. Principals who are particularly strong with respect to certain aspects of the behaviors to be evaluated could become sources of professional development for others.

There is also no discussion in the PEP about how principals who have low ratings on the evaluation will be helped to improve or will over time be removed from their leadership positions if they don't improve.

Evaluation of the PEP

There is no discussion of the evaluation of the evaluation process or whether the new evaluation instrument will be piloted.

Timelines

It appears there is substantial work yet to be done to actually develop a viable principal evaluation process. Given the shortcomings identified above, it would seem appropriate to submit a revision of the PEP to the plaintiffs and the special master prior to submission to the Governing Board.

ATTACHMENT 3

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Friday, March 20, 2015 9:35 AM
To: Willis D. Hawley; William Brammer; Tolleson, Julie; Brown, Samuel; Taylor, Martha; Zoe Savitsky; Anurima Bhargava; James Eichner; Rubin Salter Jr.
Cc: Thompson, Lois D.; Desegregation; TUSD
Subject: Mendoza Plaintiffs' Comments on Principal Evaluation Plan
Attachments: Mendoza Plaintiffs Comments on TUSD PEP 3.20.15.pdf

Dear Special Master Hawley and Counsel,

Please find attached Mendoza Plaintiffs' comments on TUSD's principal evaluation plan.

Juan Rodriguez | Staff Attorney

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MALDEF: The Latino Legal Voice for Civil Rights in America.

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Mendoza Plaintiffs' Comments and Objections to TUSD's Principal Evaluation Plan

March 20, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Principal Evaluation Plan ("PEP") under the Court's January 30, 2015 Order [Doc. 1760]. On February 26, 2015, Special Master Hawley provided his comments to the PEP. As discussed further below, the PEP falls far short of complying with USP Section IV, H, and needs substantial further development.

Rather than detail each deficiency Mendoza Plaintiffs have identified with the PEP, they state that they agree with Special Master Hawley that the PEP lacks clarity with respect to each measure the District states that it will include in the principal evaluation tool. There is no indication of how each of principal performance (including components within the principal performance measure), student academic achievement, principals' use of classroom and school level data, and teacher surveys will weigh in the principal evaluation tool. They further agree with the Special Master that the PEP lacks

necessary descriptions of what will be used to measure academic achievement, how school culture and climate will be measured, who evaluators will be and what training they will receive, the evaluation process, and how underperforming principals will be identified and provided with professional support.

Mendoza Plaintiffs found Dr. Baletine's report regarding "USP Components Necessary for inclusion in the Revised Principal Evaluation Process and Instrument," attached to the PEP and appendix A, to adequately capture the requirements of the USP for the principal evaluation tool and to underscore the significant development still required of the PEP.

USP Section IV, H, 1, (i), (II) requires that the principal evaluation tool give adequate weight to "efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students." Mendoza Plaintiffs believe that assessments included in the Diversity Responsive Principal Tool ("DRPT"), provided by the Special Master and attached to the PEP as appendix B, exemplify the use of the culturally responsive pedagogy ("CRP") that underlies USP Section IV, H, 1, (i), (II). However, it appears from the PEP that the District intends to use the ISLLC standards as the principal evaluation tool as it inaccurately describes the DRPT as "identif[ying] culturally responsive practices within ISLLC" and indicates that its committee will use it "to identify culturally responsive practices within the ISLLC standards." From Mendoza Plaintiffs review of the ISLLC standards, it is clear that those standards do not support CRP and do not comply with the USP. Therefore, if Mendoza Plaintiffs are accurately reading the PEP, they believe that it is inappropriate for the District to use the DRPT to make what is likely to be tenuous connections between the ISLLC standards and CRP. It is necessary that the measures in the principal evaluation tool clearly incorporate CRP practices to comply with the USP and adequately inform principals of what they are being evaluated on. Mendoza Plaintiffs therefore object and strongly agree with the Special Master that "[w]hile the ISLLC Standards should inform the development of the evaluation instrument[,] the instrument should not be the ISLLC standards."

***170** Last, Mendoza Plaintiffs believe that the professional development proposed in the PEP does not directly relate to the necessary training principals will need to understand what they will be evaluated on, and reflects that the PEP is in need of further development. A sum of 30 hours for training on ISLLC standards, "the new process," and appendices J and K (relating to culturally responsive *teaching*) does not appear to include the necessary and appropriate training principals will need, and the PEP leaves Mendoza Plaintiffs unclear about the adequacy of the proposed "[o]n-going integration with 15-16 ILA content" training or how much of that training principals would receive.

ATTACHMENT 4

From: Taylor, Martha

Sent: Friday, April 3, 2015 2:08 PM

To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky

Cc: Desegregation; Tolleson, Julie; RLL; Foster, Richard

Subject:	Revised Teacher and Principal Evaluation Plans
Attachments:	FINAL_Teacher Evaluation 04.01.15.pdf; FINAL Principal Eval Document.pdf

Dr. Hawley and counsel: Please find attached the revised Teacher Evaluation Plan and Principal Evaluation Plan.

Thank you.

Martha G. Taylor MA, JD

Interim Sr. Director of Desegregation

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PRINCIPAL EVALUATION PROCESS

A Tucson Unified School District Model for Measuring Educator Effectiveness

Adapted from Arizona Department of Education Model for Measuring Educator Effectiveness

APRIL 2013

Revised April 2015

TUSD

ACKNOWLEDGEMENTS

Tucson Unified School district Model for Measuring Educator Effectiveness: Principal Evaluation Process was adapted from Arizona Department of Education Model for Measuring Educator Effectiveness.

The Tucson Unified School District's Model would not be possible without the efforts and dedication of the following stakeholders:

- Dr. Deborah Anders, Principal
- Frank Armenta, Principal
- Eugene Butler Jr., Director Secondary Leadership–Middle Schools
- Victoria Callison, Director Magnet Schools Program
- Hortensia "Meg" Cota, Principal
- Richard Foster, Director Professional Development
- Ana Gallegos, Assistant Principal
- Michael Konrad, Principal
- Nicole Lowery, Senior Program Coordinator Human Resources
- David Scott, Director Accountability and Research
- Nancy Woll, Legal

The revision of the Tucson Unified School District's Model would not be possibly with the efforts and dedication of the following stakeholders:

• Gregg Cannon, PH.D., Research project Manager

• Anne Dudley, Principal Teenage Parent Program

• Thad Dugan, Asst. Principal Pistor Middle School

• Stacie Emert, President Education Leaders Inc.

• Richard Foster, Sr. Director Curriculum Deployment

• Halley Freitas, PH.D., Sr. Director Assessment and Evaluation

• Michael Konrad, Director Secondary Leadership

• Anna Maiden, Chief Human Resources Officer

• Melissa Molina–Garcia, Asst. Principapl Doolen Middle School

• Matthew Munger, Principal Sabino High School

• Kathleen Scheppe, Director Elementary Leadership

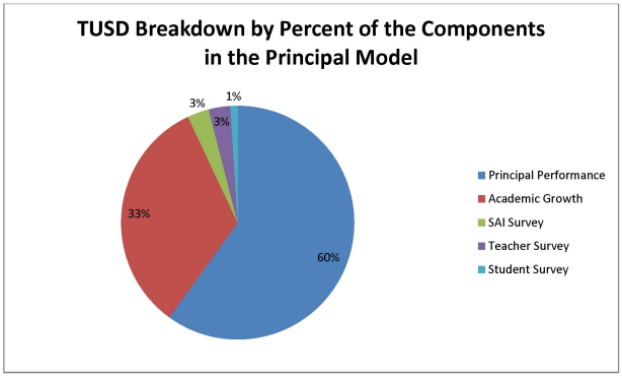
• Anna Schwartz–Warmbrand, Principal Vesey Elementary School

• Lisa South, Principal Whitmore Elementary School

• Sandra Thiffault, Principal McCorkle K8 School

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	63%
B. Student Academic Progress Component	33%
C. Teacher Self–Review Component	1%
D. Survey Component	3%



A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 60% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

***171** The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISSLC 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

> The total of school–level data accounts for 33% of the evaluation outcome. Arizona's state assessment (AIMS and new for 2014–2015 AzMerit) is the data element for this component.

C. Survey Component

> Survey data elements accounts for 7% of the evaluation outcome. They will be comprised of the results of three surveys conducted with teachers and students.
>
> Teachers surveys provide an opportunity for teachers to rate principals on various aspects of principal practice and culture and climate of the school. Standards Assessment Inventory will measure aspects of principal practice the School Quality Survey will measure aspects of a school's culture and climate.

Teacher Survey Administration Logistics:

> The 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.
>
> Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they engaged in classroom practices.
>
> The surveys may be found in Appendix C

Student Survey Administration Logistics:

> The student survey focuses on the student's perception of their teacher's teaching method's, and each teacher is at least evaluated by one of his or her classes. The

results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation

1. All teachers of students in grades K–12 regardless of their teaching assignment must have student survey results.

***172** 2. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.

3. Student surveys may be administered by a designated person other than the teacher. Surveys may be administered online.

PRINCIPAL EVALUATION PROCESS GUIDELINES

Orientation—The evaluator of the principal(s) will conduct an orientation and provide materials outlining the evaluation process. It is suggested that this be done by the superintendent, charter representative or designee in a group setting at the beginning of the school year.

Conference—Beginning of the Year—By the end of the first quarter, the principal and the evaluator will meet to discuss the evaluation process. Discussion must be about the principal's goals for the school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of parent and staff survey data; and previous evaluation results. It may be helpful to refer to the School Fast Fact Sheet when discussing school capacity, current achievement and teacher/student demographic information.

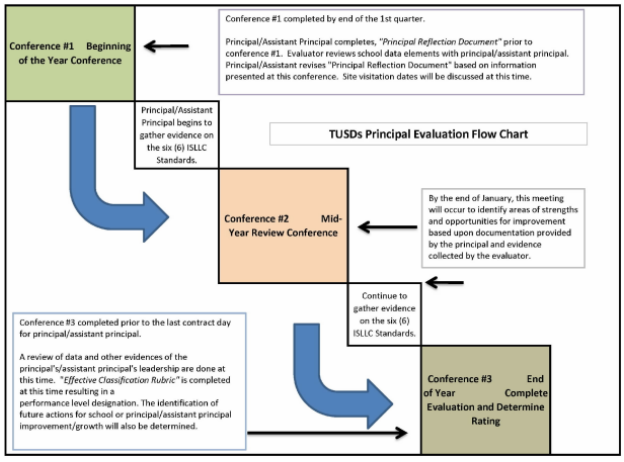
It is important to consider the context in which the evaluation occurs. This is an opportunity for the principal and the evaluator to discuss the full context of the school and any relevant information that would affect performance. The experience level of the principal should be taken into consideration. The performance of a novice principal is likely to be different from that of a more experienced principal. The school experience of the faculty, involvement of parents, etc. are other areas of consideration. Discussion of context should occur in the first conference. The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference.

Throughout the year the principal will work on established goals and collect evidence of success for future discussion with the evaluator. Planned and/or announced observations and/or conferences may also occur during this time.

Conference 2—Mid-Year: By the end of January, this meeting will occur to identify areas of strengths and opportunities for improvement based upon documentation provided by the principal. Plans, activities and/or strategies to help improve student academic performance and leadership performance should be the outcomes for this conference. Mid–year adjustments to the Goal Setting Worksheet may be made at this time along with any relevant information that might impact progress towards meeting goals.

The principal should continue to work on the established goals and if appropriate, collect related evidence or artifacts for future documentation. Announced observations/conferences may also occur during this time.

Conference 3—End of year: This is the principal evaluation conference that completes the evaluation cycle. A review of data and other evidences of the principal's leadership are done at this time. Information is recorded and points determined resulting in a performance level designation. The identification of future actions for school or principal improvement/growth will also be determined. The Principal Performance Based Evaluation Summary Form is forwarded to the Superintendent/Charter Representative.



COMBINING PRINCIPAL PERFORMANCE, STUDENT PROGRESS, & SURVEY DATA FOR A PERFORMANCE CLASSIFICATION

***173** In making decisions about the overall effectiveness of a principal, the evaluator will refer to the evidence, information and/or data collected that is related to the three components: **Principal Performance, Survey Data,** and associated actions or artifacts; and **Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the summative evaluation conference the evaluator should review the **Principal's Reflection Document**, any previous conference notes, and/or **other documents** reflecting on the teacher's performance.

As previously described, the performance of the teacher in relation to **Principal Performance** will account for 60% of the evaluation outcome Using the TUSD Model, there are six leadership areas that account for 60% or 60 points used in this model. The points possible for each leadership area are set forth in Appendix D. The degree to which the principal meets the indicator is determined by the evaluator, evidence, and information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **Student Academic Progress** will account for a minimum of 33% or 33 points of the evaluation outcome.

Survey data collected from the teachers, students, will account for 7%, or 7 points of the evaluation outcome.

The outcome of the annual evaluation of the principal will be a "performance classification." The classification levels were adopted in State Statutes as: Highly Effective, Effective, Developing, and Ineffective.

The following tables show the range of points for the overall rating for the evaluation. Refer to Appendix F for the calculation form.

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

PERFORMANCE CLASSIFICATION RUBRIC

In judging or evaluating the principal's instructional leadership practice, school-level data and survey results, the evaluator will use a rubric aligned to the four performance classifications identified below.

Highly Effective: The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and district. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that performance is excellent.

Effective: The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial

principal conference with the evaluator.

***174 Developing:** The principal sometimes demonstrates the listed functions reflective of the leadership standards and meets some of the goals and targets established for student performance and survey data. A *Developing* classification indicates that the employee performs well at times but requires more consistent performance overall. The principal demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective: The principal rarely demonstrates the listed functions reflective of the Leadership Standards and meets few goals and targets for student performance and survey data. The demonstrated performance of this principal requires supervisory intervention. A rating *of ineffective* indicates that performance is unsatisfactory and the principal requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Ineffective.

The principal and evaluator should discuss the evidence, artifacts or data expected for the Effective level at the Beginning of the year Conference.

Setting Goals

INSTRUCTIONAL LEADERSHIP

During the initial conference, the principal and the evaluator will review the six leadership areas. The evaluator and principal should be clear as to the expectations in each leadership area.

Instructional Leadership accounts for 60% (60 points) of the evaluation outcome.

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 3	Leads to promote professional learning communities for teachers(6)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
Instructional Leadership	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
	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)
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	**Vision and Mission** 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	**Operations and Management** 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)

SURVEY INFORMATION

1. 80% teacher response rate is required for principal to receive Standards Assessment Inventory rating. Specifically the categories of Leadership and Outcomes **(SAI)**

2. 80% teacher response rate is required for principal to receive School Quality Survey rating **(SQS)**

3. Student Surveys will be the aggregated responses of the student surveys for teachers

Surveys account for 7% (7 points) of the evaluation outcome.

Weighted Survey Data

Percentage of Survey Data	Example of Survey Data to be used for this portion of the Principal Evaluation	Point Value

	Standards Assessment Inventory (SAI)	**3**
7%	**TUSD: School Quality Survey**	**3**
	Student Survey	**1**

Form Descriptions (forms may be found in APPENDIX D)

DESCRIPTION OF FORMS-EVALUATING PRINCIPAL EFFECTIVENESS

The following provides narrative descriptions of the forms used in the principal evaluation process.

Principal Reflection/Goal-Setting Document: This form is used as a self-assessment and goal setting form. The form is completed by the principal citing evidence, documents, or other artifacts reflecting leadership standards. Also cited is student progress data, survey data, areas of strengths and areas for improvement reflecting the impact of the principal's leadership on those most closely affiliated with the school. This form provides the principal an outline in preparation for the evaluation conferences.

Mid-year Review Conference: The principal and evaluator will meet at least once during the school year prior to the summary evaluation conference. During the mid-year conference information and work products will be reviewed, student benchmark or quarterly data will be discussed. The evaluator will indicate whether satisfactory progress is being demonstrated or not. Suggestions for future action will be recorded. A review of the Principal Reflection Document may be reviewed and updated during this conference.

Principal Performance Based Evaluation Summary: This two page form is used during the summative or year-end evaluation conference between the principal and the evaluator. The first page constitutes the accumulation of data representing the leadership actions of the principal, the perceptions of those persons impacted by this leadership and the progress of the students served at the school. Ideally, the first page is completed by the evaluator; however it is likely much of the information is available from the principal. During this conference the Principal Reflection/Goal-Setting Document and Mid-year Review forms should be available and referenced as needed. The second page, the Principal Performance Based Evaluation Summary, aligns with the legislative mandate and is the minimum requirement for documentation of the principal's effectiveness.

APPENDIX A

ISLLC STANDARDS

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

***175 Standard 1: Vision and Mission**

An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community. ***Functions:***

A. Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning

B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Creates and implements plans to achieve goals

D. Promotes continuous and sustainable improvement

E. Monitors and evaluates progress and revises plans

F. Acts in ways that consistently reflect the school's/district's vision, mission, and values

Standard 2: Instructional Capacity

An educational leader promotes the success and well-being of every student by enhancing instructional capacity. ***Functions:***

A. Recruits and hires effective teachers and other professional staff

B. Develops individual and collective capacity of staff

C. Ensures on–going and differentiated professional learning

D. Supports staff with human, financial, and technological resources

E. Employs research–anchored and valid systems of performance management

F. Buffers learning and teaching from disruptive forces

G. Provides emotional support to staff teachers and other professional staff

Standard 3: Instruction

An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning. ***Functions:***

A. Maintains a culture of high expectations and challenge

B. Ensures a focus on authenticity and relevance in instruction

C. Ensures that instruction is anchored on best understandings of child development

D. Ensures strengths–based approaches to learning and teaching

E. Ensures the use of effective pedagogy to close learning gaps

F. Provides ongoing, salient, informative, and actionable feedback to teachers and other professional staff

G. Ensures the use of pedagogy that treats students as individuals and promotes self–esteem

H. Ensures the presence of culturally congruent pedagogy and assessment

I. Monitors instruction and instructional time

J. Employs technology in the service of teaching and learning

Standard 4: Curriculum and Assessment

An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs. ***Functions:***

A. Ensures program rigor

B. Ensures culturally relevant curricula and assessments

C. Maximizes opportunity to learn

D. Ensures authentic learning and assessment experiences

E. Emphasizes assessment systems congruent with understandings of child development and standards of measurement

F. Ensures the use of learning experiences that enhance the enjoyment of learning

Standard 5: Community of Care for Students

An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care. ***Functions:***

***176** A. Ensures the formation of a culture defined by trust

B. Ensures that each student is known, valued, and respected

C. Ensures that students are enmeshed in a safe, secure,

emotionally protective, and healthy environment

D. Ensures that each student has an abundance of academic and social support

E. Ensures that each student is an active member of the school

Standard 6: Professional Culture for Teachers and Staff

An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff. ***Functions:***

A. Develops productive relationships and trust

B. Nurtures a commitment to shared goals

C. Provides for collaborative work

D. Facilitates shared ownership

E. Develops collaborative leadership skills

F. Promotes a climate of collective efficacy

G. Fosters and supports the growth of trust

H. Nurtures a culture of shared accountability

Standard 7: Communities of Engagement for Families

An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders. ***Functions:***

A. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

B. Nurtures a sense of approachability and sustains positive relationships with families and caregivers

C. Builds and sustains productive relationships with community partners in the government, non–profit, and private sectors

D. Advocates for policies and resources for the community

E. Understands and engages with community needs, priorities, and resources

F. Communicates regularly and openly with families and stakeholders in the wider community

Standard 8: Operations and Management

An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning. ***Functions:***

A. Develops and demonstrates well–honed interpersonal skills

B. Manages student behavior with a focus on learning

C. Ensures effective leadership throughout the school or district

D. Crafts and connects management operations, policies, and resources to the vision and values of the school

E. Monitors and evaluates all aspects of school or district operations for effect and impact

F. Ensures the implementation of data systems that provide actionable information

G. Uses technology at the school or district to improve operations

H. Manages organizational politics with an eye on school or district values and mission

I. Enables others to understand and support relevant laws and policies

J. Acts as a steward of public funds

K. Develops and manages relationships with the district office or the school board

Standard 9: Ethical Principles and Professional Norms

An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms. ***Functions:***

A. Nurtures the development of schools that place children at the heart of education

B. Acts in an open and transparent manner

***177** C. Maintains a sense of self–awareness and attends to his or her own learning

D. Works to create productive relationships with students, staff, parents, and members of the extended school community

E. Maintains a sense of visibility and is approachable to all stakeholders

F. Acts as a moral compass for the school or district

G. Safeguards the values of democracy, equity, justice, community, and diversity

Standard 10: Equity and Cultural Responsiveness

An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school. ***Functions:***

A. Ensures equity of access to social capital and institutional support

B. Fosters schools as affirming and inclusive places

C. Advocates for children, families, and caregivers

D. Attacks issues of student marginalization; deficit–based schooling; and limiting assumptions about gender, race, class, and special status

E. Promotes the ability of students to participate in multiple cultural environments

F. Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources

Standard 11: Continuous School Improvement

An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement. ***Functions:***

A. Assesses, analyzes, and anticipates emerging trends to shape school or district decision making

B. Initiates and manages system–wide change

C. Enables others to engage productively with change experiences

D. Navigates change in the midst of ambiguity and competing demands and interests

E. Promotes a culture of data–based inquiry and continuous learning

F. Maintains a systems perspective and promotes coherence across all dimensions of the school or district

G. Promotes a culture of collective direction, shared engagement, and mutual accountability

APPENDIX B

TUSD SIX LEADERSHIP AREA RUBRIC

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)
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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.

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Publically discusses the value of education communicating the belief that all students can and will achieve at high levels. • Holds staff accountable to these same attitudes and beliefs. • Publically draws attention to all equity gaps that exist for diverse* student populations. • Makes innovative and courageous plans to address the • 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.*	*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.
	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. •	college-bound culture does not apply to all groups of students in the school. • Has zero tolerance for discriminatory behavior.	• Ensures that the learning environment is free from discriminatory behavior and practices.	
School Behavior	• 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.		• 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 capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students and have specific efforts in • Teachers work together and know how to implement strategic initiatives that focus on closing 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.	

DOMAIN: School Leadership	Expectation: **Culture and Equity Leadership**:
CEL 2: Leads for continuous improvement and celebration (10 & 11)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never	• Represents the shared values of the district through interactions with certain stakeholders. • Sometimes 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/staff. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management	• Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection by admitting to mistakes and acknowledging areas of strength and personal growth. • Creates a safe environment where teachers reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Is aware of, speaks openly	• Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values –based leadership and professional learning • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence
	identifies targeted growth areas for staff. • Celebrations are inconsistent and limited.	systems that represent responsiveness to student culture. • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	about, and celebrates differences and diversity* among students, families, staff, and the community. • Ensures intentional and regular celebrations to mark success and school achievements.	across all dimensions of the school or district
School Behaviors	• 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		• 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.	

DOMAIN: School Leadership	Expectation: **Culture and Equity Leadership**
CEL 3: Leads to promote professional learning communities for teachers(6)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Inconsistently supports the instructional decisions made by Teachers • May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. •	• 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 intentionality and connections to school-wide commitments • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. • Teachers regularly discuss their practice with one another.	*In addition to "Effective:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. • Sets up processes and systems for action research and systemic learning. • Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	• Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-		• Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their	
	wide commitments. • Teachers do not regularly engage in reflection about their practice and the needs of their students. •		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 wit the principal and one another what support they need to grow professionally.	

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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 are 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	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand	• Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom. • 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. • Expects 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	*In addition to "Effective:"* • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. independently engage conversations that include using district online data sources and teacher developed formative assessments.

	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.	student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher	understand trends in student needs, set rigorous student achievement targets, and celebrate success. • Ensures that teachers understand and deliver instruction that leads to student success with a culturally 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 technologies and interactive learning experiences in instructionally impactful	

		portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.	ways. regularly accessed, discussed, and used both by leader and differentiate student instruction.	
School Behaviors	• 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 those 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. •		• 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 2014 Danielson Framework for Teaching. well as their individual area of focus. progress. • TUSD curricular standars 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.	

			• 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.	

DOMAIN: School Leadership | Expectation: Instructional Leadership

IL 2: Leads for the academic and social-emotional success of a diverse student population (8)

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• 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.	*In addition to "Effective:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. • Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

	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 populations.	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 budgetary resources that are aligned to diverse* 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; 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 • Provides resources for the instruction of diverse* regularly by teachers.	

		and may miss opportunities to align these resources to student need.		
School Behaviors	• 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 School Improvement Plan (SIP) does not reflect strategies to support all students with high levels of academic achievement.		• 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 School Improvement Plan (SIP) reflects strategies to support all students with high levels of academic achievement.	

DOMAIN: School Leadership	Expectation Instructional Leadership:
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Engages staff as a leader of culturally responsive pedagogy and instruction who understands the curricula and pedagogical best practices that should be present in classrooms that support all students • Is knowledgeable about and supports teachers in the implementation culturally responsive strategies across all content areas. • 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. • Ensures teachers implement culturally responsive strategies and assessments • Is committed to communicate with	*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 to close the achievement gap • Ensures the use of culturally responsive pedagogy that treats students as individuals
	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.	support culturally 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 utilization of these resources.	family and community is a culturally sensitive manner.	
School Behaviors	• 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		• 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.	

	understand culturally response 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. •	• All staff knows the student's home languages, backgrounds, interests, and cultural heritage. • Levels 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.

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)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, 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. • Initiates and manages system-wide change • Ensures that all teachers	*In addition to "Effective:"* • Assesses, analyzes, and anticipates emerging trends to shape school or district decision making • Promotes a culture of collective direction, shared engagement, and mutual accountability • 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.

		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.	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 informed both by student level data and by data collected though the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	
School Behaviors	• Teacher leaders are either not identified or, if		• Teachers who are struggling with instruction receive timely	

	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 School Improvement Plan (SIP).	support and clearly know the next steps required to improve their practice. • Teachers regularly support one another in moving forward with quality instructional practice. • 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 School Improvement Plan (SIP).

DOMAIN: School Leadership	Expectation: Human Resource Leadership:
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)	

	Unsatisfactory	Basic	Proficient	Distinguished
	• 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.	• 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	• Anticipates open positions and actively recruits and hires a high quality, diverse* staff matched to the needs of the school and the School 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 individuals	*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.

		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.	for strong performance and professional growth. • Uses multiple channels to identify the most effective teachers 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.	
	• 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 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.		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to 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. • High-performing teachers are committed to and remain at the school over time.	

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)

	Unsatisfactory	Basic	Proficient	Distinguished
	• 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 SIP and the vision, values, and goals of the school. • Rarely articulates shared values and goals. • Understands the statutory	• 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 school 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 SIP, but does	• 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 gaps for all student groups are represented). • Engages broad stakeholder input into the development and implementation of the School Improvement Plan (SIP). • Ensures that the school's SIP is the driving force behind initiatives that help students acquire 21st century skills. • Leads the development of the SIP in a manner	*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 a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals.
	requirements of the SIP but may develop a plan in isolation or with little stakeholder involvement.	not overtly support implementation of the SIP. • 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.	that represents data analysis, root cause analysis, goals, • Ensures that the professional development plan is aligned with shared values, vision, mission and the SIP. • Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success..	
	• 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		• 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 SIP goals. • Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of	
	direction. • The SIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals. • Work to measure, revisit, and update the UIP document may only occur when required by the district or state expectations.		achievement and other indicators of success. • Stakeholders understand the SIP 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 SIP.	

DOMAIN: School Leadership | Expectation: Strategic Leadership:

SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• Models the leadership behavior he or she expects to see in others. • Provides feedback to develop the leadership capacity of staff members. • Empowers teachers to engage as teacher-leaders. • Establishes structures in the school that enable effective teacher leadership. • Engages teacher leaders in conversation and decision-making in regard to signficant issues and decisions. • Leads successfully in an environment where change is the norm and ambiguity is often present. • Consistently engages strategies that effectively manage change processes. • Remains calm, constructive, and optimistic despite resistance, setbacks,	*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 SIP. • Creates a responsive and flexible culture that encourages and gains value from innovation.
	not used to encourage collaboration. • Change management strategies are not evident.	collaborative decision-making. • Understands change management concepts and occasionally applies change management strategy.	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 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.	
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, 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		• 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.	
	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. •		• 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.	

DOMAIN: School Leadership | Expectation: Organizational Leadership:

OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. • Fails to ensure that safety and	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time- management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. • Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. • Makes strategic and sound, legal, and budgetary decisions. • Focuses on both short and long-term fiscal management decisions that are grounded in the strategic goals of the UIP. • Ensures that budget planning and implementation	*In addition to "Effective:"* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds. • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains the confidence of stakeholders during times of significant financial stress.

	risk-management plans are implemented and practiced effectively.	district). • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	represent a focus on equity for all student populations. • Develops external resources that align with the school budget in alignment with the school's LIEP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, tornado drills).	
School Behaviors	• 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 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.		• Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • There are seldom 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 students • Decision-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.	

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	Distinguished
Principal Behaviors	• 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.	• 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	• Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement. • Ensures that 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	*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.
		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.	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).	
School Behaviors	• 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 because of a desire to be there.		• 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 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.	

APPENDIX C

SURVEYS

TEACHER SURVEY BY STUDENTS K-2

TEACHER SURVEY BY STUDENTS 3-5

TEACHER SURVEY BY STUDENT 6-12

SCHOOL QUALITY SURVEY (TEACHER)

STANDARDS ASSESSMENT INVENTORY (TEACHER)

Teacher Survey by Students K-2		
Number	Type	Question
1	Care	My teacher cares about me
2	Care	My teacher treats students with respect
3	Challenge	In this class, we learn a lot almost every day
4	Challenge	My teacher makes sure I try to do my best
5	Challenge	*In our class, it is okay to stop trying
6	Control	My classmates behave the way my teacher wants them to
7	Clarify	In this class, we learn to fix our mistakes
8	Captivate	I like the things we are learning in this class
9	Confer	My teacher gives me a chance to ask questions
10	Consolidate	My teacher takes time to help us remember what we learn

Teacher Survey by Students Grades 3-5		
Number	Type	Question
1	Care	The teacher in this class encourages me to do my best
2	Care	My teacher treats all students with respect
3	Care	*My teacher does not gives us time to explain our ideas
4	Control	Our class stays busy and does not waste time
5	Control	Students in my class are respectful to our teacher.
6	Control	All of the kids in my class know what they are supposed to be doing and learning.
7	Clarify	I understand what I am supposed to be learning in this class
8	Clarify	This class is neat-everything has a place and things are easy to find
9	Clarify	If you don't understand something, my teacher explains it another way
10	Challenge	When the work is too hard, my teacher helps me keep trying.
11	Challenge	*My teacher will not make me try new things If they are hard for me
12	Challenge	My teacher doesn't let me give up when the work gets hard
13	Captivate	My teacher gives us different kinds of activities to make class more interesting
14	Captivate	My teachers shows me how I can use what I learn at home and in the community
15	Captivate	The people we learn and read about in this class are like me.
16	Captivate	My teacher teaches us to respect people's differences.
17	Confer	My teacher asks questions to be sure we are following along when s/he is teaching
18	Confer	Students feel comfortable sharing their ideas in this class.
19	Consolidate	My teacher takes the time to summarize what we learn each day
20	Consolidate	When my teacher marks my work, s/he writes on my papers to help me understand

Teacher Survey by Students Grade 6-12		
Number	Type	Question
1	Care	This teacher seems to believe in my ability
2	Care	This teacher believes that I can do well in this class
3	Care	Students in this class respect each other's differences.
4	Care	*In this class, I do not feel like I fit in.
5	Control	*Student behavior in this class makes the teachers angry
6	Control	This teacher starts and ends class when the bell rings
7	Control	We are learning or working during the entire class period
8	Control	I understand the rules for behavior in this class
9	Control	This teacher gives us guidelines for assignments (rubrics, charts, grading rules, etc.) so we know how we will be graded
10	Clarify	This teacher walks around the room to check on students when we are doing individual work in class
11	Clarify	This teacher tells us about the learning goals/objectives of the day
12	Clarify	This teacher communicates clear expectations for assignments and tests
13	Clarify	This teacher helps me understand why the things we're learning in class are important to know in life
14	Challenge	This teachers asks students to explain more about the answers they give
15	Challenge	This teacher wants me to explain my answers-why I think what I think
16	Challenge	*School work in this class is too easy
17	Challenge	This teacher asks questions in class that make me really think about the information we are learning
18	Captivate	This teacher is enthusiastic about the subject
19	Captivate	This teacher uses different methods/media during instruction
20	Captivate	This teacher respects my cultural background.
21	Confer	This teacher hands back assignments promptly
22	Confer	*This teacher does not encourage questions and comments from all students
23	Consolidate	This teacher takes the time to summarize what we learn each day
24	Consolidate	We get helpful comments to let us know what we did wrong on assignments
25	Consolidate	*The comments that I get on my work in this class do not help me understand how to improve

School Quality Survey–Staff with Culturally Relevant Questions included

Text in Red represents Culturally Responsive Questions

Text in italics represents new questions to the survey

4–02–15 Draft

Instruction

1. The common grade level assessments (Galileo/ATI, other school selected) used at this school have led to improved instruction for all students. (revised from SQS)

2. Wednesday professional development helps to improve instruction at this school. (SQS)

3. Operating as a professional learning community helps to improve instruction at this school. (SQS)

***178** 4. Data–driven student level interventions help to improve student achievement at the school. (SQS)

5. Students at all levels of academic performance are challenged with rigorous curriculum at this school. (new-Hawley&Wolf)

6. Struggling students are taught by experienced and qualified teachers at this school. (new-Hawley&Wolf)

Environment

7. The school is clean and well kept. (SQS)

8. Students behave during class. (SQS)

9. The school is a safe place for students. (SQS)

10. This school year I have rarely observed or had reported to me students engaging in bullying or harassing behavior. (SQS)

11. Students have a safe way of reporting conflict. (revised from SQS)

Intercultural Proficiency

12. The historic experiences, values, and on-going contributions of diverse groups are visually evident throughout this school. (new-Hawley&Wolf)

13. Student participation in school programs and activities represents the diversity of the larger student body. (SQS)

14. Student participation in leadership positions represents the diversity of the larger student body. (new-Hawley&Wolf)

15. Academic results are the same for students of different racial and ethnic backgrounds. (SQS)

16. I rarely hear students say negative things about the racial or ethnic backgrounds of others. (SQS)

17. I rarely hear students say negative things about the special needs of others. (SQS)

18. Students of different racial and ethnic backgrounds get along at this school. (SQS)

19. Students treat teachers with respect. (SQS)

20. School staff consistently integrates cultural resources that are familiar to students into daily lessons at this school. (new-Hawley&Wolf)

21. School staff intervenes, in accordance to Governing Board policy, with behaviors that appear culturally insensitive or reflect prejudice. (revised from SQS)

22. The general climate at my school is welcoming to diversity (racial, ethnic, cultural, linguistic, social class, etc.). (revised from SQS)

Leadership

23. The site administrator(s) regularly discuss instructional issues with faculty. (SQS)

24. My principal gives me the opportunity to provide input on school matters that affect me. (new from review team)

25. My principal delegates responsibilities so other school staff members have opportunities to share in leadership duties. (new-Georgia)

26. My principal promotes the belief that all students can achieve at high levels (new-Hawley&Wolf)

27. My principal is fair and consistent when evaluating staff at this school. (new-Georgia)

28. My principal is a visible presence in our building to both staff and students. (new-Georiga)

29. My principal provides effective leadership at this school. (SQS)

Professional Development

30. Professional development provides school staff with sufficient skills to identify specific learning gaps in quarterly student data results. (new-Hawley&Wolf—modified from original)

31. Professional development helps school staff understand how diversity (racial, ethnic, cultural, linguistic, social class, etc.) may be related to student learning and behavior. (new-Hawley&Wolf)

Site Based Organizational Development

32. My professional growth is valued, supported and encouraged as part of my job. (SQS)

***179** 33. I feel that my efforts in my job are adequately recognized and valued. (SQS)

34. The school staff continually uses relevant student data to evaluate and improve instruction. (SQS)

Computer Technology

35. Students have adequate access to computers at this school. (SQS)

36. Teachers and staff have adequate access to computers at this school. (SQS)

37. Teachers at this school regularly integrate technology into their daily lesson plans. (revised from SQS)

Academic Partnership

38. Teachers work with school staff and parents to develop and implement a school plan to improve student achievement. (SQS)

39. The school regularly discusses and monitors school plan implementation. (SQS)

40. School staff and parents work together to meet individual needs of struggling students (new-Hawley&Wolf)

41. Teachers meet with parents to share strategies to improve student learning. (revised from SQS)

42. Parents have multiple opportunities to be actively involved at this school. (new from review team)

Overall Satisfaction

43. Overall, I am very satisfied with my school.(SQS)

Job Satisfaction

44. I am very satisfied with my current position at TUSD. (SQS)

45. I want to continue employment with the District. (SQS)

SAI Teacher Survey

Demographic Questions

1. Role

2. Experience Level as a Teacher

3. Years at Current School

4. School Setting

5. School Governance

Questions

Learning Communities

1. My school system has policies and procedures that support the vision for learning communities in schools.

2. Learning communities in my school meet several times per week to collaborate on how to improve student learning.

3. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.

4. In my school, some of the learning community members include non–staff members, such as students,

5. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection,

and evaluation).

6. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.

7. All members of the learning communities in my school hold each other accountable to achieve the school's goals.

Leadership

8. My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.

9. My school's leaders are active participants with other staff members in the school's professional learning.

10. My school's leaders advocate for resources to fully support professional learning.

11. My school's leaders regard professional learning as a top priority for all staff.

12. My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.

13. My school's leaders speak about the important relationship between improved student achievement and professional learning.

***180 14.** My school's leaders consider all staff members capable of being professional learning leaders.

Resources

15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.

16. Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.

17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.

18. In my school, time is available for teachers during the school day for professional learning.

19. Teachers in my school are involved with the decision–making about how professional learning resources are allocated.

20. Professional learning is available to me at various times, such as job embedded experiences, before or after–school hours, and summer experiences.

21. Teachers in my school have access to various technology resources for professional learning.

Data

22. Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.

23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.

24. In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.

25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.

26. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.

27. My school uses a variety of data to monitor the effectiveness of professional learning.

28. A variety of data are used to assess the effectiveness of my school's professional learning.

29. In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.

Learning Designs

30. In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.

31. The use of technology is evident in my school's professional learning.

32. Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning. 42

33. Professional learning in my school includes various forms of support to apply new practices.

34. In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.

35. In my school, teachers have opportunities to observe each other as one type of job–embedded professional learning.

36. Teachers' input is taken into consideration when planning school–wide professional learning.

Implementation

37. A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.

38. Teachers in my school receive on–going support in various ways to improve teaching.

39. My school has a consistent professional learning plan in place for three to five years.

***181 40.** My school's professional learning plan is aligned to school goals.

41. In my school, teachers individually reflect about teaching practices and strategies.

42. Professional learning experiences planned at my school are based on research about effective school change.

43. In my school, teachers give frequent feedback from colleagues to refine the implementation of instructional strategies.

Outcomes

44. Professional learning at my school focuses on the curriculum and how students learn.

45. Professional learning in my school contributes to increased student achievement.

46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.).

47. All professional staff members in my school are held to high standards to increase student learning.

48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.

49. Student learning outcomes are used to determine my school's professional learning plan.

50. My professional learning this school year is connected to previous professional learning.

APPENDIX D

PRINCIPAL PERFORMANCE EVALAUTION FORMS

Principal Reflection Document

Name of Teacher _____School _____ Date _____

Leadership Standards	Evidence
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 to promote professional learning communities for teachers(6) CEL 3: Leads for continuous improvement and celebration (10 & 11)	
Instructional Leadership IL 1: Leads for culturally responsive instruction that maximizes student learning (3) IL 2: 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 3: Leads for the academic and social-emotional success of a diverse student population (8)	
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)	
Classroom Level Student Academic Progress Comments	
Survey Data Comments	
Areas of Strengths:	
Continuing Activities	
Areas for Improvement (if needed)	

Midyear Review Conference

Name of Principal	School	Date

Principal Mid-Year Review (The evaluator determines whether the principal is making acceptable progress toward goal attainment. This area is marked S for satisfactory progress or NP for not progressing)

Discussion of Leadership Practices:
1.Cultuer and Equity ____ 4.Strategic ____ 2.Instructional ____ 5.Organizational ____ 3.Human Resources ____ 6.Community ____
Areas of Strengths:
Continuing Activities:
Areas for Improvement (if needed):

DATA REVIEW
Student Progress:
Survey Information:

Principal *(signature)* Evaluator *(signature)*

Principal Performance Based Evaluation

Grades K-2

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	40	1	0.025
Total	377	100	

Grades K-2 = 10 questions for 40 possible points on a 4-point Likert scale. Principals with more than one grade band will average student survey scores across bands

Grades 3-5

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	80	1	0.013
Total	417	100	

Grades 3-5 = 20 questions for 80 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands

Grades 6-12

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	100	1	0.010
Total	437	100	

Grades 6-12 = 25 questions for 100 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands

Principal Performance Classification:
Component Summary:

Leadership __/60, **Student Progress** __/33, **Survey** __/7

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

This principal received _____ points and is classified as _____.

Areas of Recognition of Effort/commendation (required for Highly Effective Rating):

Professional Development of Self Improvement:

Deficiencies to Correct (required for Ineffective/Developing rating):

Principal (signature) Date	**Evaluator (signature) Date**

*The signature may not constitute agreement; only acknowledgment of the discussion and receipt of the evaluation._

Evaluation Outcome—One of four performance classifications derived from the accumulated Student Academic Progress Data, Instructional Leadership practices, and Survey Data, and the associated recommendations for professional growth.

Performance Classification—The outcome of the evaluation process is one of four designations of performance: "Ineffective", "Developing", "Effective" and "Highly Effective".

SMART Goals—**S**pecific: Who? What? Where? **M**easurable: How will the goals be measured? **A**ttainable: Is the goal realistic, yet challenging? **R**esults-oriented: Is the goal consistent with other goals established and fits with immediate and long range plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?

APPENDIX E

GLOSSARY OF TERMS

OPERATIONAL DEFINITIONS

While a Glossary of Terms may be found in Appendix D, these operational definitions will assist the reader to be familiar with key concepts appearing frequently in this document.

Business Days—Business day is equivalent to a teacher work day.

Calendar Days—Equivalent to one day on the calendar.

Component—The Framework for Measuring Educator Effectiveness consists of three main parts or components: Instructional Leadership, School-level Student Academic Progress and Survey Data.

Element—Each component has many possible parts or elements. For example, in this document Instructional Leadership is made up of six leadership areas derived from the ISLLC Standards. Student Academic Progress, and Survey Data which includes teacher and student input.

Term Definition

Academic Progress: A measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.

***182 Aggregate:** In statistics, data combined from several measurements.

Bias: One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.

Data: Factual information, especially information organized for analysis or used to reason or make decisions.

Data Analysis: Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.

Data-Based Decision Making: Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions). The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.

Data-Driven Culture: When the atmosphere and culture within a building or district is driven and supported by data.

Evaluation: Evaluation occurs once a year and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Goal (academic): Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

Growth Score: Growth scores provide an equal interval scale from which one can quantify improvements in taught skills

Indicator: Descriptive statements that define Domain subsets.

Instructional Leadership: School leaders create and sustain a context for learning that puts students' learning first.

Mission: A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Multiple Measures of Data: Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.

Multiple Sources of Data: Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.

Non-tested Grades and Subjects: Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

***183 Norm-Referenced Test (NRT):** An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."

Objective: Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

Parent Surveys: Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.

Pedagogy: Generally refers to strategies of instruction, or a style of instruction.

Professional Development/Learning: A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Professional Improvement Plan: A prescriptive plan designed to assist teachers whose performance is unsatisfactory or below the minimum standard.

Professional Learning Community: Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.

Results Driven Instruction: Instruction informed by student achievement data and focused on results.

Rubric: An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality

using a set of criteria with associated levels of performance.

School Culture & Climate: School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.

School Improvement Plan: A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Scientific-Based Research: Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.

Stakeholder: An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.

***184 Student Growth:** The change in student achievement for an individual student between two or more points in time.

Student Survey: Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Vision: A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

ATTACHMENT 5

From: Juan Rodriguez <jrodriguez@MALDEF.org>

Sent: Friday, April 10, 2015 7:24 PM

To: Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha

Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Zoe.Savitsky@usdoj.gov; james.eichner@usdoj.gov; Anurima.Bhargava@usdoj.gov; TUSD@rllaz.com; Desegregation

Subject: Mendoza Plaintiffs' Comments on Revised Teacher and

Principal Evaluation Plans

Attachments: Mendoza Plaintiffs Comments on revised TUSD TEP 4.10.15.pdf; Mendoza Plaintiffs Comments on Revised TUSD PEP 4 10 15.pdf

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org

634 South Spring Street, 11th Floor, Los Angeles, CA 90014 213.629.2512, ext. 136 t / 213.629.0266 f

jrodriguez@maldef.org

MALDEF: The Latino Legal Voice for Civil Rights in America.

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Mendoza Plaintiffs' Comments and Objections to TUSD's Principal Evaluation Plan

April 10, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Principal Evaluation Plan ("PEP") under the Court's January 30, 2015 Order [Doc. 1760]. Mendoza Plaintiffs provided the District their comments on the PEP on March 20, 2015. On April 3, 2015, the District provided the Plaintiffs and Special Master with its revised PEP.

While Mendoza Plaintiffs find that the revised PEP is a substantial improvement over the February 19 PEP, they do have a few remaining concerns. On page 6 of the revised PEP, the District implies that "the superintendent, charter representative or designee" who will deliver the principal orientation will also be the principal evaluator. It is unclear to Mendoza Plaintiffs who will be the principal evaluator, whether there will be multiple evaluators, and the extent to which the evaluator(s) will receive training. Mendoza Plaintiffs request that the PEP be revised to better describe who will conduct principal evaluations, and what type of training they will receive.

***185** The revised PEP indicates that principals will receive an orientation on "the evaluation process." While Mendoza Plaintiffs understand the importance of principals' understanding of the process by which they will be evaluated, they ask what kind of training principals will receive to understand and perform the tasks on which they will be evaluated? Mendoza Plaintiffs remain unclear as to how evaluation results will be used to identify underperforming principals, and about the kind of professional development and support underperforming principals will receive. They request that the PEP be revised to clarify these aspects of the evaluation process.

Mendoza Plaintiffs note that they did find the "TUSD Six Leadership Area Rubric," attached to the revised PEP as Appendix B, to incorporate assessments of the use of CRP practices much better than the rubric for the teacher evaluation plan. They also believe that the descriptions of principal practices corresponding to each performance

classification are likely to provide principals with a good understanding of how their use and promotion of CRP will affect their evaluation. However, the rubric for evaluating principal performance makes no reference to race, ethnicity, or to linguistic minorities, and instead relies entirely on references to "culture" and "diversity" in its incorporation of CRP assessments. Mendoza Plaintiffs do not feel that this approach adequately captures responsive pedagogy to address racial, ethnic, and linguistic differences, as required by the USP. They therefore request that the District revise the rubric to expressly include such references.

Mendoza Plaintiffs also note that the weight the District indicates it will give to the various evaluation components in the chart on page 3 does not match up to the information on the evaluation breakdown immediately above the chart. Mendoza Plaintiffs find that the various surveys the District intends to use for principal evaluations, attached as Appendix C, are likely to adequately capture principals' performance and use and promotion of CRP practices. They defer to Special Master Hawley on whether the total weight given to the surveys (7%) is adequate.

Brown, Samuel

From: Savitsky, Zoe (CRT) <Zoe.Savitsky@usdoj.gov>
Sent: Tuesday, April 14, 2015 8:36 AM
To: Juan Rodriguez; Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; Desegregation
Subject: RE: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

The DOJ believes that the Principal Evaluation Plan and Instrument (PEP/PEI) comply with the USP. We, like the Mendoza Plaintiffs, suggest that the District import (edited as appropriate) some of the PEI's clear language regarding CRP, data, and expectation-setting into the Teacher Evaluation Instrument. Doing so will help the District meet its obligations under the USP to give adequate weight to teacher efforts to include and engage students of all backgrounds using CRP, and to teachers' use of data in their teaching practice.

Thanks very much.

-----Original Message-----
From: Juan Rodriguez [mailto:jrodriguez@MALDEF.org]
Sent: Friday, April 10, 2015 10:24 PM
To: Julie.Tolleson@tusd1.org; WBrammer@rllaz.com; Samuel.Brown@tusd1.org; martha.taylor@tusd1.org
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Savitsky, Zoe (CRT); Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; deseg@tusd1.org
Subject: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

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ATTACHMENT 7

ATTACHMENT 6

From: Willis D. Hawley <wdh@umd.edu>

Sent: Tuesday, April 21, 2015 7:52 PM

To: Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Anurima Bhargava; Zoe Savitsky; James Eichner; Desegregation; TUSD

Cc: Willis D. Hawley; Vicki Balentine

Subject: Principal evaluation

There are a number of issues that I believe need to be addressed before an effective principal evaluation process can be implemented.

First, the teacher and student surveys should account for 17% of the total score for ranking rating principals. There is plenty of evidence to justify this allocation. And the many of the items that are identified in this instrument cannot be assessed without such surveys.

Second, the teacher and students surveys should be aligned s should the teacher and principal instruments. What I mean by this is that the same terms and concepts should be used to describe behaviors expected whenever possible. Because the district has built it's instruments and surveys on the backs of other instruments, there is inadequate alignment.

Third, the observational instrument describes principal behaviors and school behaviors. s noted many of the school behaviors cannot be assessed in the absence of surveys and most of the school behaviors are in fact behaviors that we would expect the principal to influence. So there is no reason to distinguish between principal and school behaviors.

Fourth, there is enormous redundancy in the principal behavior instrument and this complicates scoring because it would result in giving considerable weight to some behaviors as opposed to others and it is not clear that this is the intent of the instrument.

***186** Fifth, there are way too many behaviors being assessed. It is literally impossible for the evaluator to go through all of these various measures even when many of them are redundant. Moreover, having this many measures makes it difficult to know what the priorities are and for principals to have a clear vision of what is expected of them. Less is more.

Six, some behaviors appear to be beyond the reach of even excellent principles. For example, knowing how to apply specific aspects of culture and responsive pedgogy to every subject being taught in the school seems daunting. Moreover, this particular behavior is not even expected of distinguished principles, only of those who are proficient.

Seventh, how will the behaviors be scored. I did not count the number of behavior was that my guess is they exceed 100. Is someone to get a maximum score of 400? nd, s noted, since some items appear several times, how is this accounted for?

Eighth, one of the problems facing school districts, including TUSD, is that the pieces don't fit together. So not only are the teacher and principal evaluation instruments and teacher and student the surveys not aligned but they don't tell a story. For example, a lot is known about the processes for facilitating continuous school improvement. Presumably, we would want school principals to be facilitators of continuous school improvement but the instrument measuring their behavior is not aligned with those processes in ways that would help principals identify priorities and focus their efforts as a set of interrelated activities.

Finally, there are number of incomplete sentences and inconsistencies. For example, In some cases the instrument indicates that distinguished behavior must include the behaviors are identified as proficient but in other cases does not. Further, some of the behaviors identified as distinguished do not appear in the proficient categories. Usually, rubrics represent different levels of effectiveness with respect to particular measures.

This is not easy work. District has taken on a difficult task and made some progress. More is needed to be done and if it is done well, this work will influence work in other districts as well.

Bill

Sent from my iPad

ATTACHMENT 8

From: Brown, Samuel

Sent:	Wednesday, April 22, 2015 4:57 PM
To:	Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc:	Holmes, Steven; Foster, Richard; Taylor, Martha
Subject:	TEP-PEP Response
Attachments:	20150422 TUSD Response to Men-DOJ re TEP-PEP.docx

All: please see attached TUSD's response to the comments submitted by the DOJ and the Mendoza plaintiffs during the resolution period. Per the Mendoza plaintiffs' suggestion, and in an effort to resolve the issues raised in the DOJ/Mendoza comments, our response includes a proposal to extend the resolution period by two weeks—until May 4, and a proposal to shorten the R&R period (if such becomes necessary) so that our efforts to resolve certain issues do not negatively impact our ability to implement the final tools in a timely manner. Please let us know your thoughts and/or agreement this week—thanks, Sam

Samuel Emiliano Brown

Legal Counsel

Tucson Unified School District

520.225.6067

520.226.6058 (fax)

samuel.brown@tusd1.org

TUSD's April 22, 2015 Proposals and Response to DOJ and Mendozas Comments on the Teacher and Principal Evaluation Instruments/Plans ("TEI/PEI" or "TEP/PEP")

1. Proposed Extension

***187** Section 3(D) of the Stipulated Process states: "[i]f the parties agree, and the Special Master does not object, the period for resolution of differences may be extended. Such agreement shall be confirmed in writing." (ECF #1350 at 3) On April 10, 2015 the Mendoza Plaintiffs submitted comments/objections, followed by the DOJ on April 14, 2015. On April 17, 2014, counsel for the Mendoza Plaintiffs suggested an extension of the resolution period. TUSD, DOJ, and Mendoza counsel have agreed to the extension; TUSD proposes two weeks from April 20, 2015 until May 4, 2015, to resolve the remaining DOJ and Mendoza concerns. The Fisher Plaintiffs did not "respond in writing regarding remaining concerns with the proposed Plan's compliance with the USP" as required by section 3(B) of the Stipulated Process.

2. Proposed Modification to the Stipulated Process Timeline

TUSD will strive to resolve differences and avoid an R&R, still, TUSD requests all parties stipulate to the following briefing schedule so the extension of the resolution period does not negatively impact TUSD's ability to timely implement the revised evaluation instruments:

> 3(C) Days 53-74 (ending May 4): the parties use whatever means appropriate—calls, redlined drafts, etc.—to attempt to resolve any remaining issues.
>
> 4. Day 75 (May 5): Plaintiffs will indicate via email their intention to submit, and basis for, any R&R request. The Governing Board will study the proposed plan and the basis for any R&R request(s) on May 19. The District will deliver the plan as presented to the Governing Board (or as revised per Governing Board recommendation) to the Special Master and Plaintiffs on May 20. Within seven days of receipt (on or before May 27), Plaintiffs may request an R&R and must explain their objection(s) and identify the record relevant to the objection(s) in the form directed by the Court.
>
> 5. The Special Master will prepare the draft R&R within eight days of receipt of the request (on or before June 4), explaining the disagreement and providing his recommendation for resolution (per Order, Doc. No. 1510, filed 12/2/2013, at 8:11-12). During the first five days of this period (ending June 1), the District shall have an opportunity to respond to the objections of the plaintiffs that served as the basis for their request. The draft R&R will include as attachments all Action Plan Documents set forth in the Order (Doc. No. 1510 at 8:13-22). The Special Master's draft R&R shall be shared with the parties on or before June 4 to allow TUSD to align its position with the recommendations. The Governing Board will vote to adopt the final proposed Plan on June 9. If the Governing Board does not align the final proposed plan with the recommendations of the draft R&R, the Special Master will file the R&R no later than June 12, including a request for an expedited ruling within 30 days.
>
> 6. Per the court's December 20, 2013 order (ECF #1529), the parties may object to the R&R within seven days of its filing (by June 17); there are no replies unless the court so orders.

3. General Overview

State Law Considerations

Under Arizona law, the evaluation instruments must be valid and reliable. In 2013-14, TUSD rolled out the 2013 Danielson framework for teaching, a valid and reliable instrument. TUSD's 2013-14 and 2014-15 USP-based revisions (for 2014-15 and 2015-16) were specifically designed in a manner that would not likely impact the validity and reliability of the instrument. A wholesale change in the structure of the instruments, in other words a complete rewrite, would likely cause the current instruments to lose their demonstrated validity and reliability and thus would not likely meet state requirements.

Employee Agreement Considerations

TUSD's employee agreement with teachers requires TUSD to convene a committee made up of TUSD and TEA members to submit recommendations for modifications to the evaluation instrument. Given the concerns raised by the parties, the committee was reconvened and charged with further embedding additional culturally responsive practices into the TEP/PEP, and to expand the plans through more explicit language related to culturally responsive practices. The committee met over six weeks from January through April to make substantive changes to the instrument, including meetings with the CRPI Director. Those changes are reflected in the revised plans.

Capacity and Training: Fundamental Expectations

***188** Given the above realities, TUSD must consider that revisions to the current document have to be vetted through the TEA/TUSD committee, that a structural change to the TEP and/or PEP would likely impact the

validity and reliability of the instrument(s), and that a key component to ensuring that the evaluation tools are impactful for students is to develop a deep, collective, institutional understanding of culturally responsive practices/pedagogy. The current plans have some great embedded practices but the ultimate goal, which TUSD shares with the Special Master and Plaintiffs, is to reach the place where CRP is part of everyday teaching in TUSD. Reaching that goal will require time, capacity-building, buy-in, and sustained and consistent professional development.

4. Specific Commitments Related to Resolution of the Comments/Objections Submitted by the DOJ and by the Mendoza Plaintiffs

As several of the comments/objections/questions were embedded within the text of the Mendoza documents, TUSD staff paraphrased the language below in order to develop a clear response. If the comment/question was misinterpreted, please clarify as soon as possible.

DOJ TEP Comment 1: DOJ suggests the District import (edited as appropriate) some of the PEI clear language regarding CRP, data, and expectation-setting into the TEI.

Response: The District will import some of the PEI language into the TEI but welcome specific examples of language the DOJ feels should be imported.

Mendoza TEP Comment 1: Mendoza Plaintiffs request "discussion of evaluator training, and the professional development teachers will receive to understand and perform the tasks on which they will be evaluated" be included in the "plan."

Response: These are not required components of the evaluation instruments, but they exist in the professional development plan that has already been sent to the parties.

Mendoza TEP Comment 2: TEP is unclear about who the "supervisor[s]" are and how the District and/or school will determine whether the principal or supervisor (or both) will conduct teacher evaluations.

Response: A qualified evaluator evaluates the teacher—it could be the principal or another qualified evaluator (for example, an Assistant Principal).

Mendoza TEP Comment 3: Most of the redlined revisions are not aimed at infusing the rubric with an assessment of teachers' use of CRP ... rather, they consist of the mere addition of words and phrases like "and culture," "cultural," and "and cultural background." Noticeably absent from revisions to the Danielson rubric is any reference to race or ethnicity, notwithstanding that the USP expressly requires that the evaluation instrument give weight to "teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using" CRP. USP Section IV, H, (i), (I).

Response: TUSD will modify the rubric to include a clear reference that diversity as used in the instrument refers to racial, ethnic, cultural, and linguistic diversity.

Mendoza TEP Comment 4: There are no related descriptions for unsatisfactory and basic teacher practices.

Response: TUSD made the decision to include CRP as a positive attribute at the higher levels, rather than note its absence at the lower levels. Teachers who have not engrained CRP into their practice cannot be deemed proficient or distinguished—the top two categories.

Mendoza TEP Comment 5: Mendoza Plaintiffs request that the District revise to allow teachers to meaningfully understand all the CRP aspects of teacher evaluations.

Response: Throughout the document, CRP concepts are embedded even if certain buzz words are not present. In 3(c), for example, contains aspects of CRP even if the buzz words are not included. 3(c) refers to intellectual engagement which teachers are expected to achieve using the tools of CRP (see Domain 1(e), teachers are expected to plan to use CRP in their lessons to ensure intellectual engagement).

***189 Mendoza TEP Comment 6:** Mendoza Plaintiffs request that the District revise the weight it will give to student surveys in evaluating teachers (more than 3%)

Response: The District is willing to bring this suggestion back to the joint TUSD/TEA committee for discussion and possible modification.

Mendoza TEP Comment 7: Mendoza Plaintiffs also do not think that the District's revised TEP gives weight to teachers' use of data "to improve student outcomes, target interventions, and perform self-monitoring," as required by USP Section IV, H, (ii).

Response: See TEP section 1(f).

Mendoza TEP Comment 8: Mendoza Plaintiffs request that the District revise the TEP to include information about the type of evaluation outcomes that would result in a referral for additional professional development and support.

Response: The Teacher Support Plan includes this information.

ATTACHMENT 9

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Friday, May 01, 2015 2:31 PM
To:	Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); Eichner, James (CRT); Desegregation; RLL
Cc:	wdh1938@gmail.com
Subject:	T&P Evaluation
Attachments:	T & P Eval Plan Comments 5-1-15 (2).docx; JI revision 1a1b1c 4-25-15.docx

Please my comments on the T&P Evaluation processes. In this summary, I refer to examples of changes in the TEI. These are attached also. On April 22, I forward the amended intro to several of the components of the TEI. I share these to give you a feel for the kinds of modest changes being proposed now that relate specifically to culturally responsive pedagogy.

Willis D. Hawley

Professor of Education and Public Policy

University of Maryland

Senior Advisor

Southern Poverty Law Center

May 1, 2015

To: Parties

From: Bill Hawley

Re: T&P Evaluation

Overview

The purpose of this memo is to summarize my objections to the Teacher and Principal Evaluation Plans.

It is critically important that decisions be made as soon as possible about the content and processes involved in teacher and principal evaluation so that appropriate training can go forward and the process will be seen as fair and will result in the enhancement of professional proficiency. That said, it is essential that the instruments and processes move the District forward in improving the leaning opportunities of all students. What teachers and principals do are the most important determinants of what student will know and be able to do. The evaluation instruments, and how they are used to shape professional development, are the most effective way to affect teacher and principal effectiveness.

With respect to each of these evaluations, there are four main issues. First, there is the description of the behaviors to the assessed. Second, there is the matter of how those who will do the evaluation can be appropriately trained. Third, the consequences of weak assessment of performance to include, but not be limited to, the provision of effective professional development. Fourth, the weights to be given to surveys. With respect to the last of these, I am firmly committed to pushing for the maximum number of points—namely, 17—to be assigned to the surveys.

I believe that these evaluation instruments and processes are fundamental to the success of the USP and, if carried out effectively, could eventually serve as a model for the nation.

Teacher Evaluation

The Observation Protocol

***190** The District has made progress in integrating elements of cultural responsive pedagogy into the Danielson instrument that the District has used as its framework for the design of the observation protocol. But there is work to be done so that teachers will more clearly understand what is being asked of them and the design of professional development can be guided thereby.

I am prepared to work with colleagues (the District will not need to compensate these individuals) to propose revisions of the rubrics describing distinguished teaching. Within a week, we will submit revisions of each component using the Danielson framework and the District's work thus far as we complete it. The committee of District personnel can then consider whether to incorporate these suggestions in the instrument. We will also revise the introductions to each component, or at least each domain, so that the evaluators, trainers and teachers will have a conceptual understanding of relevant aspects of CRP.

My understanding is that our initial work on the components, which I will include with this set of comments, has been well received by the District. You will note that the changes are not extensive but they are substantive. There are no issues of validity here and it should be noted that the District has made changes in the Danielson framework that go beyond those related to culturally responsive pedagogy.

This revised instrument would be considered a draft to be used in the evaluation for formative purposes which would, in turn, lead to revisions throughout the year.

Training of Evaluators

Evaluators/coaches should be trained on the issues identified in the revision. While principals and or assistant principals should be involved, evaluation should be the primary responsibility of teacher leaders/coaches. I think almost all experts on evaluation would agree that principals will not have a deep understanding of how culturally responsive pedagogy can be applied in particular subject areas and many will not have had recent teaching experience.

Consequences of Evaluation

No teacher should be fired next year based solely on performance on the evaluation instruments. Those who

score poorly could be referred to the peer assistance and review program provided for in the USP.

Arizona has changed its state test and has given Districts the opportunity to use alternative measures to the state test for evaluating teachers. I think the evidence on the validity of using standardized tests to measure teacher effectiveness through so–called value–added methods is sufficiently problematic to dismiss the use of these tests entirely (says the National Research Council and others). Moreover, less than half of the teachers actually have test scores for the students they teach so that state scores for the entire school were used for individual teachers. This is patently unfair and most likely illegal. The District is proposing to use the best of one of two types of measures of student achievement—state tests or benchmark assessments employed by the District. I believe this is sensible.

Weighting Student Surveys

I believe that the weight to be given for teacher for student surveys should be the maximum allowed by state law—17%. Teachers want 3%. 3% is, of course, meaningless. I feel strongly that the weight given to the student survey—which has been validated elsewhere—should signal the importance of teacher responsiveness to student needs and the importance of building caring and productive relationships with students. I recently asked one of the nation's leading experts on teacher evaluation what percent of points he would recommend for student surveys. He said 40 percent and supplied a study showing which items on the student survey are most highly correlated with teacher effectiveness measured by student performance.

***191** However, I believe that the results of the three different types of measures used can be examined at the end of the school year and, should the evidence warrant it, weight of this survey could be reduced.

Principal Evaluation

The Observational Protocol

The principal evaluation instrument is less well–developed than that to be used for teachers. The current instrument involves substantial redundancy and represents a list of competencies that are too numerous and do not describe a coherent theory of action.

No later than the end of May, I propose to provide a revision of the principal evaluation instrument and the District can decide whether to incorporate these proposals in the instrument. In the revision, I would eliminate the "school behaviors" and incorporate them as outcomes we expect principals to facilitate. Many of these school behaviors can only be accessed through teacher and/or student surveys.

As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional.

Training of Evaluators

Training for those who evaluate principals should be extensive to ensure the reliability of the assessment and inspire confidence among principals that they are being assessed fairly. Principal evaluation plans should specify who will actually conduct these evaluations, how often principals will be observed, and what data will be used to validate observations. Many of the behaviors to be evaluated can be compared to actually outcomes in the schools such as student attendance, retention in grade, how discipline is handled and other matters identified in the USP as the responsibility principals.

Consequences of the Evaluation

The PEP should specify what the consequences of evaluation. As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional development. Rewards

or at least recognition for exceptional effectiveness should also be considered.

Scoring the Protocol and Weighting Elements of the Evaluation

The weight of teacher and student surveys should total 17% and should be divided equally. The PEP also needs to clarify how components of the observational protocol will be scored. As noted, there is considerable redundancy in the instrument which could lead to unintentionally emphasizing some behaviors over others. Indeed, a fundamental problem with both instruments, is that they assume that all of the behaviors are equally important to determining effectiveness. This is demonstrably not true.

Plans for Revision

The PEP and the TEP should include plans for revision.

The evaluation processes should be primarily formative in the next year—that is, they should inform staff about what is expected, provide support, and be seen as works in progress. Revision should reduce the number of items and by the end of the year the teacher and principal behavior instruments and the teacher and student surveys should be aligned so that teachers and principals can be evaluated consistently and fairly.

***192** As noted, I believe that it is critically important that the teacher evaluation instruments, especially the TEI, be approved by the parties as soon as possible because the content of the instrument has a significant effect on the content of professional development which needs to be planned now so that much of it can be delivered, at least to trainers, during the summer. I suggest that the District set an early date for its final draft of both of the TEI and that a phone conference be scheduled to allow reaction by the plaintiffs and the special master to this instrument if they feel a need to do so. A similar process could be used with the PEI. I note that designing evaluation instruments is (as we have seen in this case) not easy, and while general content can and should be discussed, the design of the actual instruments requires concern about issues that could be described as technical and are unlikely to be effectively carried out by committee.

ATTACHMENT 10

From: Brown, Samuel

Sent: Tuesday, June 2, 2015 8:05 AM

To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Zoe Savitsky

Cc: Tolleson, Julie; Taylor, Martha; TUSD; Desegregation

Subject: Revised Principal Evaluation Rubric

Attachments: 2015-2016_FINAL_TUSD_Principal Evaluation

Tool_06.2015.docx

Dr. Hawley/Counsel: please find attached the revised principal evaluation rubric, revisions are highlighted throughout the document. We will make the survey portion of the calculation worth 10% which will match that of the teacher evaluation. Sam

TUCSON UNIFIED SCHOOL DISTRICT

SITE ADMINSTATOR EVALAUTION RUBRIC

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

NOTE: Items in RED font are revisions made to the precious draft

Items highlighted in YELLOW represent the combining of two or more indicators

REVISED JUNE 1, 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 (8)
	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.

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)			
Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Publically 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 • 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.	*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.
School Behaviors	• 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.		• 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 capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives 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.

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never identifies targeted growth areas for staff. • Celebrations are inconsistent and limited.	• Represents the shared values of the district through interactions with certain stakeholders. • Sometimes 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/staff. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management systems that represent responsiveness to student culture. • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	• Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection, creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Ensures 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.	*In addition to "Effective:"* • Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values –based leadership and professional learning • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. • Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.
School Behaviors	• 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		• 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.	

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership		
CEL 3: Leads to promote professional learning communities for teachers(6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Inconsistently supports the instructional decisions made by Teachers • May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.	• 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 intentionality and connections to school-wide commitments • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.	*In addition to "Effective:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. • Sets up processes and systems for cycles of action research and systemic learning, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	• 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.		• 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 wit the principal and one another what support they need to grow professionally.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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 are 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.	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.	• 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. • Expects 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, set rigorous 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 technologies and interactive learning experiences in instructionally impactful ways which is regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.	*In addition to "Effective:"* • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. • Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.
School Behaviors	• 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 those 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.		• 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 Danielson 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. • 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.	

DOMAIN: School Leadership		Expectation: Instructional Leadership		
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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 populations.	• 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 budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.	• 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 diverse student populations. • Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers.	*In addition to "Effective:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. • Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.
School Behaviors	• 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.		• 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.	

DOMAIN: School Leadership	Expectation Instructional Leadership:			
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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 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	• Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies 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 is a culturally sensitive manner.	*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.
		allow for inconsistent utilization of these resources.		
School Behaviors	• 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 response-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.		• 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. • Levels 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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievements 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	*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.
			informed both by student level data and by data collected though the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	
School Behaviors	• 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).		• 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 practice. • 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).	

DOMAIN: School Leadership	Expectation: Human Resource Leadership:			
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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.	*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	• 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		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to	
	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.		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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 gaps 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.	*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 promote a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.
School Behaviors	• 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-accountability in achieving the goals. • Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.		• 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.	

DOMAIN: School Leadership	Expectation: Strategic Leadership:			
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 as teacher leaders through conversation and decision-making in regard to significant issues and decisions. • Leads successfully and effective 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 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.	*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.
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, 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. •		• 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.	

DOMAIN: School Leadership	Expectation: Organizational Leadership:			
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. • Fails to ensure that safety and risk-management plans are implemented and practiced effectively.	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district). • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. • Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. • Makes strategic and sound, legal, and budgetary decisions that focus on both short and long-term fiscal management decisions that are grounded in the strategic goals of the CIP. • Ensures that budget planning and implementation represent a focus on equity for all student populations. • Develops external resources that align with the school budget in alignment with the school's CIP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g.,	*In addition to "Effective:"* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds. • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains the confidence of stakeholders during times of significant financial stress.
School Behaviors	• 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 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.		lockdown drills, fire drills, evacuation drills). • Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • There are seldom 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 students • Decision-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.	

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	Distinguished
Principal Behaviors	• 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.	• 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.	• 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).	*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	• 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		• 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	

	because of a desire to be there.	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.

ATTACHMENT 11

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR REGULAR BOARD MEETING*

TIME: June 9, 2015
4:00 p.m.

PLACE: Board Room
Morrow Education Center
1010 E. Tenth Street
Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman; Superintendent H.T. Sánchez, Ed.D.; and Legal Counsel Nancy Woll. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items and the audio and video recordings posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Board President Adelita Grijalva

ACTION ITEM

4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters: **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-0 (Voice Vote). Mike Hicks did not vote.

A. Personnel issues pursuant to A.R.S. §38-431. 03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)

1) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher
2) Administrative appointments, reassignments and transfers
3) Superintendent's Leadership Team
4) Superintendent's Evaluation
5) Superintendent's Contract

B. Legal Advice/Instruction to Attorney pursuant to A.R.S.§38-431.03 (A)(3) and (A)(4)

1) Fisher-Mendoza

C) Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. 38-431.03 Subsection (A)(5)

1) Negotiations with employee organizations

D) Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)

1) Menlo Park
2) Wakefield

RECESS REGULAR MEETING

RECONVENE REGULAR MEETING – appx. 6:00 p.m. Board Room
Morrow Ed Center
1010 E. Tenth Street

PLEDGE OF ALLEGIANCE – led by Jason Freed, Tucson Education Association President.

INFORMATION ITEMS

2. Superintendent's Report – **INFORMATION ONLY** – Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.

3. Board Member Activity Reports **INFORMATION ONLY** – Board Members reporting activities were Cam Juárez, Kristel Ann Foster, Mark Stegeman, and Adelita S. Grijalva.

CALL TO THE AUDIENCE *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)* Board President Adelita Grijalva read protocol for CTA. Persons who spoke at Call to the Audience were: Jason Freed re: Negotiations/ESI; Lori Riegel re: Budget; Lillian Fox re: Budget; Felix Gafner re: Losing substitute teachers.

Board President Adelita Grijalva asked if Board members wanted to respond. Kristel Ann Foster responded to Ms. Fox's comments.

INFORMATION ITEM

4. Review Proposed Scope of Work and Schedule for the 2016 Facilities Master Plan **INFORMATION ONLY.** Dr. Sánchez and Bryant Nodine presented the plan.

Item 4 addressed out of sequence after Item 29.

CONSENT AGENDA** [Items 5(a-f, ac-ak)]
APPROVED. Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval as submitted. Michael Hicks asked that items 5(g, j-o and p) be pulled and addressed individually. Dr. Sañchez asked that items 5(h, q-z, aa and ab) be pulled and addressed separately.

5. a) Salaried Critical Need and Replacement Hires **APPROVED**

b) Hourly Critical Need and Replacement Hires **APPROVED**

c) Salaried Separations **APPROVED**

d) Hourly Separations **APPROVED**

e) Requests for Leave of Absence for Certified Personnel **APPROVED**

f) Requests for Leave of Absence for Classified Personnel **APPROVED**

g) Request to cancel Board Approved Leave of Absence for Certified Personnel **APPROVED** Moved: Hicks; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval as submitted. Anna Maiden provided the information that Mr. Hicks requested.

h) Contracts for Members of the Superintendent's Cabinet for the 2015-2016 School Year **APPROVED** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval as submitted and recognized his leadership team for their hard work. Board members commenting and/or asking questions were Adelita S. Grijalva, Michael Hicks, Cam Juárez, Mark Stegeman and Kristel Ann Foster.

i) Approval of Supplementary Materials K-8 Ready Common Core Mathematics **APPROVED** Moved: Juárez; Seconded: Foster. Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended approval as submitted. Dr. Sánchez and Richard Foster provided information. Kristel Ann Foster commented.

Items 5(j-o) were addressed and approved as one vote. Moved: Juárez; Second: Grijalva. Passed Unanimously (Roll Call Vote). Dr. Sánchez, Stuart Duncan and Karla Soto provided information. Board members commenting and/or asking questions were Michael Hicks, Adelita S. Grijalva, Cam Juárez, and Kristel Ann Foster.

j) Fiscal Year 2015-2016 Expenditures for Automotive Parts **APPROVED**

k) Fiscal Year 2015-2016 Postal Expenditures **APPROVED**

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l) Fiscal Year 2015-2016 Expenditures for Sun Tran Bus Passes **APPROVED**

m) Fiscal Year 2015-2016 Transportation Additional Services Expenditures **APPROVED**

n) Fiscal Year 2015-2016 Expenditure for Compressed Natural Gas (CNG) **APPROVED**

o) Fiscal Year 2015-2016 Utility Budget **APPROVED**

p) Approve the Revised Extracurricular Activities Fees Schedule Including Authorization for Principals to Waive the Fees in Case of Hardship – Last Approved on December 9, 2014 **APPROVED** Moved: Hicks; Second: Foster. Passed Unanimously (Voice Vote). Karla Soto provided information. Board member Michael Hicks commented.

Items 5(q-z) were addressed and approved as one vote. Moved: Foster ; Second: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Karla Soto provided information.

q) Reauthorization of the Change Funds for High Schools, Middle Schools and Food Services for FY 2015-2016 **APPROVED**

r) Reauthorization of the Change Funds for Legal Services, Financial Services and School Safety-Key Control for FY 2015-2016 **APPROVED**

s) Reauthorization for the Worker's Compensation Accounts for FY 2015-2016 **APPROVED**

t) Reauthorization for the State and Federal Payroll Tax Withholding Account for FY 2015-2016 **APPROVED**

u) Reauthorization for the Miscellaneous Revenue and Food Services Fund Clearing Accounts for FY 2015-2016 **APPROVED**

v) Reauthorization for the Payroll Direct Deposit Account for FY 2015-2016 **APPROVED**

w) Reauthorization for the Revolving Fund and Designation of Custodian for FY 2015-2016 **APPROVED**

x) Reauthorization for the Student Activity and Auxiliary Fund Bank Accounts for FY 2015-2016 **APPROVED**

y) Reauthorization for the Vendor Electronic Funds Clearing Account for FY 2015-2016 **APPROVED**

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z) Reauthorization for the Market Rate Savings Account for FY 2015-2016 **APPROVED**

aa) Approval to use Cooperative Contracts for procurements in excess of $250,000 **APPROVED** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez and Karla Soto provided information.

ab) Approval for Sole Source Purchase Designations $250,000 and above **APPROVED** Moved: Foster; Seconded: Juárez. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez and Kevin Startt provided information. Board member Michael Hicks commented.

ac) Award Invitation for Bids (IFB) 16-06-20 Athletic and P.E. Equipment and Supplies District Wide **APPROVED**
BAUM'S SPORTING GOOD – (Group A Baseball Equipment)
BSN SPORTS – (All Groups A – Baseball, B – Basketball, C- Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F – Misc. Athletic/P.E. Equipment)
BUDDY'S ALL STAR – (All Groups A – Baseball, B – Basketball, C-Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F – Misc. Athletic/P.E. Equipment)
EAST VALLEY SPORTS – (All Groups A – Baseball, B – Basketball, C-Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F –Misc. Athletic/P.E. Equipment)
FLAGHOUSE – (Groups A – Baseball and F – Misc. Athletic/P.E. Equipment)
NASCO (Groups B – Basketball and F – Misc. Athletic/P.E. Equipment)
SUNVALCO ATHLETIC – All Groups A – Baseball, B – Basketball, C-Football, D – Soccer/Table Tennis/Tennis/Wrestling
THE SHOP – (Groups D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track
TOMEK SPORTS, INC. – Groups D – Soccer/Table Tennis/Tennis/Wrestling (For Mats Only)
UNIVERSAL ATHLETIC – (Groups B – Basketball, C- Football)

ad) Award Invitation for Bids (IFB) 16-10-20 Supplemental Student Transportation Services **APPROVED**
A & K TRANSPORTATION – Categories 1, 3 and 4
AMERICAN TRANSPORTER – Category 5
COM TRANS, INC. – Categories 3, and 4
GRAY LINE TOURS – Categories 1, 4, and 5
MOUNTAIN VIEW TOURS – Categories 4, and 5

ae) Award Invitation for Bids (IFB) 16-12-20 Two-way Bus Radio Repair, Maintenance and Replacement Services **APPROVED – CREATIVE COMMUNICATIONS**

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af) Minutes of Tucson Unified School District Governing Board Meetings
1) Regular Board Meeting, July 8, 2014 **APPROVED**

ag) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2014 through April 30, 2015 **APPROVED**

ah) Ratification of salary and non-salary vouchers for the period beginning May 1, 2015, and ending May 31, 2015 **APPROVED**

ai) Intergovernmental Agreement between Arizona Department of Economic Security/Rehabilitation Service Administration and Tucson Unified School District, effective July 1, 2015 to June 30, 2020, with Authorization for the Superintendent to Execute Agreement **APPROVED**

aj) Approval of Fee Agreement for Counsel in Fisher-Mendoza Desegregation Case **APPROVED**

ak) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher **APPROVED – VERONICA VALENTINO**

RECESS REGULAR MEETING

PUBLIC HEARING – Proposed Performance Based Compensation Plan Portion of 2015-2016 Classroom Site Fund Plan Under A.R.S. §15-977 (Proposition 301)

**Speakers during this portion of the Public Hearing will abide by the rules governing Call to the Audience at Board meetings with the exception that each speaker will be allowed 2 minutes.

**REF: Governing Board Policy Code No. BDAA – *Procedures for Governing Board Members*

No speakers at the Public Hearing.

RECONVENE REGULAR MEETING

ACTION ITEMS

6. Performance Based Compensation Plan (Prop. 301) for School Year 2015-2016 **APROVED.** Moved: Foster; Seconded: Juárez; Passed 3-2 (Voice Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez, Richard Foster and Jason Freed provided information. Board members commenting and/or asking questions were Kristel Ann Foster and Mark Stegeman.

Governing Board President Adelita S. Grijalva asked Board members for a motion to postpone item #7 until after the Administrative Appointments. **APPROVED.** Moved: Juárez; Seconded: Stegeman; Passed Unanimously (Voice Vote).

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7. Superintendent's Contract
APPROVED Moved: Grijalva; Seconded: Juárez; Passed 3-1 (Roll Call Vote). Michael Hicks voted no. Mark Stegeman abstained. Adelita S. Grijalva recommended approval of the contract. Dr. Sánchez and Nancy Woll provided information. Board members commenting and/or asking questions were Adelita S. Grijalva, Kristel Ann Foster, Mark Stegeman and Michael Hicks and Cam Juárez.

Item 7 addressed out of sequence after Item 19.

8. Administrative appointments, reassignments and transfers – Principal, Gale Elementary School **APPROVED – JENNIFER FIGUEROA.** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Jennifer Figueroa for the position. Board member Mark Stegeman commented.

9. Administrative appointments, reassignments and transfers – Principal, Holladay Elementary School **APPROVED – TONYA STOZIER.** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Stegeman voted no. Dr. Sánchez recommended Tonya Stozier for the position. Board member Kristel Ann Foster commented.

10. Administrative appointments, reassignments and transfers – Assistant Principal, Erickson Elementary School **APPROVED – MARY KOLSRUD.** Moved: Juárez; Seconded: Grijalva; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Mary Kolsrud for the position. Board member Mark Stegeman commented.

11. Administrative appointments, reassignments and transfers – Assistant Principal, Grijalva Elementary School **APPROVED – MEGAN CHAVEZ.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Megan Chavez for the position.

12. Administrative appointments, reassignments and transfers – Assistant Principal, Vesey Elementary School **ITEM PULLED.**

After the Pledge of Allegiance, Ms. Grijalva announced item 12 would be pulled.

13. Administrative appointments, reassignments and transfers – Assistant Principal, Pistor Middle School **APPROVED – MICHAEL BECK.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Michael Beck for the position.

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14. Administrative appointments, reassignments and transfers – Assistant Principal, Valencia Middle School **APPROVED – BRENDA MENEGUIN.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Brenda Meneguin for the position.

15. Administrative appointments, reassignments and transfers – Assistant Principal, Utterback Middle Magnet School of the Arts **APPROVED – GABRIELA (MARIE) DARANYI.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Gabriela (Marie) Daranyi for the position.

16. Administrative appointments, reassignments and transfers – Assistant Principal, Palo Verde Magnet High School **APPROVED – KEVIN AMIDAN.** Moved: Grijalva; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Kevin Amidan for the position.

17. Administrative appointments, reassignments and transfers – Senior Director of Desegregation Compliance **APPROVED – MARTHA TAYLOR.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended Martha Taylor for the position. Board member Michael Hicks commented.

18. Administrative appointments, reassignments and transfers – Director, Elementary K-8 Education **APPROVED – HOLLY LEMAN-HAMMEL.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Roll Call Vote). Michael Hicks voted no. Dr. Sánchez recommended Holly Leman-Hammel for the position.

19. Administrative appointments, reassignments and transfers – Director Language Acquisition **APPROVED – MARK ALVAREZ.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended Mark Alvarez for the position.

20. Amendment I to Easement Agreement with Verizon Wireless at Sabino High School, with Authorization for the Acting Director of Planning and Student Assignment to Execute the Agreement **APPROVED.** Moved: Foster; Seconded: Juárez; Passed Unanimously (Voice Vote). Dr. Sánchez and Bryant Nodine provided information. Board member Cam Juárez commented.

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21. Agreement with Pepper Viner Investment Company II, LLC, for the Purchase of the Former Van Horne Elementary School, with authorization for the Acting Director of Planning and Student Assignment Planning Services Program Manager to Execute the Agreement **APPROVED.** Moved: Foster; Seconded: Juárez; Passed Unanimously (Voice Vote). Dr. Sánchez and Bryant Nodine provided information. Board member Cam Juárez commented.

22. Bylaws for the School Community Partnership Council (revised) **APPROVED with revisions in Article VIII – Conduct of Business, Section 2 – "The moderator will facilitate the process of group consensus through majority vote of the members, and if consensus can not be agreed upon, will make the final decision regarding any actions to be taken by the SCPC."** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez and Michelle Simon provided information. Board members commenting and/or asking questions were Kristel Ann Foster, Michael Hicks, Mark Stegeman and Adelita S. Grijalva.

23. Approve the usage of Qualified Zone Academy Bond (QZAB) funds available to Tucson Unified School District **PULLED THE ITEM.**

After the recess, Ms. Grijalva announced Item 23 would be pulled.

24. Adopt and approve the amended Tucson Unified School District Consensus Agreement with Tucson Education Association (TEA) for School Year 2015-2016 as recommended **APPROVED** Moved: Foster; Seconded: Juárez; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Jason Freed provided information. Dr. Sánchez recommended approval of the agreement. Board members commenting and/or asking questions were Michael Hicks, Adelita S. Grijalva, Kristel Ann Foster and Cam Juárez.

25. Adopt and approve the amended Meet and Confer Agreement for Educational Leaders, Incorporated (ELI) Administrators, Psychologists and Research Project Managers for School Year 2015-2016 as recommended **APPROVED** Moved: Foster; Seconded: Grijalva; Passed 3-2 (Voice Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval of the agreement.

26. Adopt and approve the amended 2014-2017 Agreement with Communication Workers of America (CWA) for the Supervisory/Professional Employees as recommended **APPROVED** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval of the agreement.

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27. Approval of expenditures in excess of $250,000 for Employee Leasing Services using a Cooperative Contract (return to work Retirees and Substitute Teacher) **APPROVED** Moved: Juárez; Seconded: Grijalva; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Karla Soto provided information. Board members commenting and/or asking questions were Mark Stegeman, Cam Juárez, Kristel Ann Foster and Adelita S. Grijalva.

STUDY/ACTION ITEMS

Dr. Sánchez informed the Board that an hour prior to the Board meeting starting, he received information that the Fisher-Mendoza plaintiffs had submitted questions pertaining to the Principal Evaluation and Teacher Evaluation. He added that he would be recommending study only for both items.

28. Principal Evaluation **STUDIED ONLY.** Dr. Sánchez and Richard Foster presented the evaluation. Board members commenting and/or asking questions were Kristel Ann Foster, Mark Stegeman and Michael Hicks.

29. Teacher Evaluation **STUDIED ONLY.** Dr. Sánchez and Richard Foster presented the evaluation. Board members commenting and/or asking questions were Kristel Ann Foster and Michael Hicks.

30. Tucson Unified School District Comprehensive Magnet Plan for the 2015-2016 School Year **APPROVED.** Moved: Grijalva; Seconded: Juárez; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Richard Foster provided information. Board members commenting and/or asking questions were Kristel Ann Foster, Adelita S. Grijalva, Michael Hicks, Mark Stegeman and Cam Juárez.

Cam Juárez moved to extend the meeting until 11:00 p.m. **APPROVED** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote)

GOVERNING BOARD POLICIES

Action

31. Governing Board Policy GCI – *Professional Staff Development* (revision) **APPROVED.** Moved: Juárez; Seconded: Foster; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez provided information. Board members commenting and/or asking questions were Mark Stegeman and Adelita S. Grijalva.

ATTACHMENT 12

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR SPECIAL MEETING*

TIME: June 23, 2015
4:00 p.m.

PLACE: Board Room
Morrow Education Center
1010 E. Tenth Street
Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman; Superintendent H.T. Sánchez, Ed.D.; and General Counsel Julie Tolleson. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items, the audio and video recordings and the time lapse document posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Board President Adelita Grijalva

ACTION ITEM

4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters: **APPROVED.** Moved: Juárez; Seconded: Stegeman. Passed 3-0 (Voice Vote). Mike Hicks and Kristel Foster were not present to vote.

A. Legal Advice/Instruction to Attorney pursuant to A.R.S.§38-431.03 (A)(3) and (A)(4)

1) Fisher-Mendoza
2) Amicus Brief in Pima County v. State of Arizona

B. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)

1) Hearing Officer's Recommendation

C. Personnel issues pursuant to A.R.S. §38-431. 03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)

1) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher
2) Administrative appointments, reassignments and transfers

D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsection (A)(5)

1) Negotiations with employee organizations

RECESS SPECIAL MEETING

RECONVENE SPECIAL MEETING – appx. 6:00 p.m. Board Room
Morrow Ed Center
1010 E. Tenth Street

6:00 p.m. PLEDGE OF ALLEGIANCE – led by Cooper, Paisley and Ellie, students from Davis Bilingual Magnet Elementary School.

Board President Adelita Grijalva announced this agenda has been corrected since it was posted and asked for a motion to approve the corrected order of business regarding the Call to the Audience and the Superintendent's Report. Moved: Juárez; Seconded: Grijalva. Passed 3-0 (Voice Vote). Michael Hicks and Mark Stegeman did not vote.

President Grijalva also announced Spanish Interpreter services were available for CTA.

INFORMATION ITEMS

2. Superintendent's Report **INFORMATION ONLY –** Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.

Dr. Sánchez also shared videos highlighting TUSD Food Service Summer Meals Program; the work being done by our Human Resources and Communications departments to support and improve TUSD hiring processes; P. E. Program at Davis Bilingual Magnet Elementary School; and, the College and Career Counseling Center at University High School.

Additionally, Dr. Sánchez and his family presented a $7,000 donation to the donation to the College and Career Counseling Center at University High School.

President Grijalva repeated announcement regarding the availability of Spanish Interpreter services for CTA. The interpreter was excused when no one needed the services.

CALL TO THE AUDIENCE (20 minutes) *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)* Board President Adelita Grijalva asked if any one needed the services of the Spanish Interpreter. There being none, the Spanish Interpreter was excused. Ms. Grijalva then read the protocol for CTA. Persons who spoke at Call to the Audience were: Marilyn Reiter re: Superintendent's new contract; Sylvia Campoy re: Desegregation; Veronica Valentino re: Plato Program at Rincon; Brian Sauber re: Superintendent's Contract; and Lillian Fox re: Superintendent's Compensation.

Board President Adelita Grijalva asked if Board members wanted to respond. Mark Stegeman asked Board get a response to Ms. Valentino's statements about Plato.

INFORMATION ITEMS

3. Update to the Guidelines for Student Rights and Responsibilities (GSRR) **INFORMATION ONLY.** Eugene Butler, Assistant Superintendent for Student Services, and Charlotte Brown, Student Equity Compliance Liaison, presented information to the Board. Dr. Sánchez, Mr. Butler and Ms. Brown responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster, Michael Hicks, and Cam Juárez.

Items 4 and 5 were addressed out of sequence after Item 10.

4. Update on the Enterprise Resource Plan (ERP) **INFORMATION ONLY.** . Renee LaChance, ERP Project Manager, presented information. Dr. Sánchez and Ms. LaChance provided information and responded to Board inquiries. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, Cam Juárez, and Mark Stegeman.

ACTION ITEMS

5. Superintendent Pay for Performance Award for 2014 – 2015 **APPROVED IN THE AMOUNT OF $12,600.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez indicated this is a Board Item and not something he requested. Board President Adelita Grijalva introduced the Item. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Michael Hicks, Cam Juárez and Adelita Grijalva. After the vote, Dr. Sánchez announced he was donating his Pay for Performance Award, to Camp Cooper.

Items 6 through 10 addressed, in consecutive order, out of sequence after Item 3.

6. Adopt and approve the revised 2015-2016 Consensus Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule, pending ratification by the members **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Cam Juárez, Michael Hicks, and Adelita Grijalva. Dr. Sánchez, Dr. Shannon Roberts, Employee Relations Director and Jason Freed, TEA President, responded to Board inquiries.

7. Adopt and approve the revised 2015-2016 White Collar Food Services Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board member Michael Hicks asked a question. Jason Freed, TEA President, responded to Board inquiry.

8. Adopt and approve the revised 2015-2016 Memorandum of Understanding between Tucson Unified School District (TUSD) and American Federation of State, County, and Municipal Employees (AFSCME) with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Roll Call Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Shannon Roberts, Employee Relations Director, and Sheri Vanhorsen, Field Coordinator for AFSCME International Western Region responded to Board inquiries

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9. Adopt and approve the revised 2015-2016 Meet and Confer Employee Agreement between Tucson Unified School District (TUSD) and Educational Leaders Inc. (ELI) for Administrators, Psychologists and Research Project Managers, along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.

10. Adopt and approve the revised 2014-2017 Supervisory Professional Employee Agreement between Tucson Unified School District (TUSD) and the Communication Workers of America (CWA) along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.

Item 11 was addressed out of sequence after item 5.

11. FY 2015-2016 Tucson Unified School District and Unitary Status Plan (USP) Proposed Budget schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Karla Soto, Chief Financial Officer, and Renee Weatherless, Finance Director presented information. Board members commenting and/or asking questions were Kristel Foster, Cam Juárez, Adelita Grijalva, Mark Stegeman and Michael Hicks. Dr. Sánchez, Ms. Soto and Ms. Weatherless responded to Board inquiries.

Adelita Grijalva requested item #18 be addressed before item #12. **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote)

Item 12 was addressed out of sequence after Item 18.

12. Authorization of the Filing of an Amicus Brief in Pima County v. State of Arizona **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez asked Julie Tolleson, General Counsel, to address this Item. Board members commenting and/or asking questions were Mark Stegeman and Cam Juárez.

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13. Principal Evaluation **APPROVED.** Moved: Stegeman; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman and Kristel Foster. Dr. Halley Freitas, Senior Director of Curriculum Assessment, responded to Board inquiries.

14. Teacher Evaluation **Dr. Sánchez provided information. The Item was pulled.**

15. 2015-2016 Tucson Unified School District Calendar Revision **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Michael Konrad, Middle Schools Director, addressed this Item.

16. Approval of Purchase/Renewal of Liability, Property, Pre-Paid Legal, Automotive, Workers' Compensation and other services from the Arizona School Risk Retention Trust/The Arizona School Alliance for Workers' Compensation, Inc. **APPROVED.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez, Julie Tolleson, General Counsel, and Karla Soto addressed this Item and responded to Board inquiries. Board members commenting and/or asking questions were Cam Juárez, Adelita Grijalva and Mark Stegeman.

17. Intergovernmental Agreement between Tucson Unified School District and Pima County Community College District for the Community Campus Partnership Program, effective March 1, 2015 through June 30, 2020, with possible extensions for up to four (4) additional one-year periods, with authorization for the Superintendent to execute the agreement . **APPROVED.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Michael Konrad provided information.

Item 18 addressed out of sequence after Item 12.

18. Administrative appointments, reassignments and transfers – Assistant Principal, Booth-Fickett Math/Science Magnet K-8 School **APPROVED – EILEEN GOW.** Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Eileen Gow for the position.

19. Ratify the Governing Board Action of June 9, 2015, Regarding Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher **APPROVED – Veronica Lee Valentino.** Moved: Juárez; Seconded: Grijalva. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval.

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STUDY ITEM

20. Governing Board Rights and Responsibilities **STUDIED ONLY. Dr. Sánchez provided information.** Board members commenting and/or asking questions were Adelita Grijalva, Mark Stegeman and Kristel Foster.

10:00 p.m. ADJOURNMENT

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

ATTACHMENT 13

Brown, Samuel

From: Patricia V. Waterkotte <pwaterkotte@rllaz.com>
Sent: Monday, July 20, 2015 5:00 PM
To: Willis D. Hawley; Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Savitsky, Zoe (CRT); James.Eichner@usdoj.gov; Thompson, Lois D.
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: Teacher/Principal Evaluation - board approval
Attachments: 2464531-2015-2016_FINAL_TUSD_Principal Evaluation Tool_06.2015.PDF; 2464525-Principal Eval explanation.PDF; 2464527-TUSD_Modified 2013 Danielson Framework_June 2015.PDF; 2464529-Teacher Evaluation Scaling 2015k.PDF

Dr. Hawley and Counsel,

Attached please find the board approved principal evaluation tool, principal evaluation model, teacher evaluation model and Danielson framework for teaching evaluation instrument.

Thank you,
Patricia

Patricia Victory Waterkotte, Esq.
Rusing Lopez & Lizardi, PLLC
6363 North Swan Road, Suite 151
Tucson, Arizona 85718
Tel: 520.792.4800
Fax: 520.529.4262
pvictory@rllaz.com
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TUCSON UNIFIED SCHOOL DISTRICT

SITE ADMINSTATOR 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 (8)
	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.

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Publically 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.	*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.
School Behaviors	• 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.		• 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 capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives	
			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.	

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership:			
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never identifies targeted growth areas for staff. • Celebrations are inconsistent and limited.	• Represents the shared values of the district through interactions with certain stakeholders. • Sometimes 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/staff. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management systems that represent responsiveness to student culture. • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	• Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Ensures 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.	*In addition to "Effective:"* • Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values -based leadership and professional learning • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. • Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.
School Behaviors	• 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.		• 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.	

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership			
CEL 3: Leads to promote professional learning communities for teachers(6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Inconsistently supports the instructional decisions made by Teachers • May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.	• 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 intentionality and connections to school-wide commitments • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.	*In addition to "Effective:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. • Sets up processes and systems for cycles of action research and systemic learning, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	• 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.		• 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 wit the principal and one another what support they need to grow professionally.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher portals) are	• 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. • Expects 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, set rigorous 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,	*In addition to "Effective:"* • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. • Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.
		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. • 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 technologies and interactive learning experiences in instructionally impactful ways which is regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.	
School Behaviors	• 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 those 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.		• 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 Danielson 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.	
			• 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.	

DOMAIN: School Leadership	Expectation: Instructional Leadership			
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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	• 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	• 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	*In addition to "Effective:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. • Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

	populations.	budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.	diverse student populations. • Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers.	
School Behaviors	• 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.		• 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.	

DOMAIN: School Leadership	Expectation Instructional Leadership:			
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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 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	• Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies 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 is a culturally sensitive manner.	*In addition to "Effective:"* • Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to needs of culturally diverse 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.

		utilization of these resources.		
School Behaviors	• 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 response 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.		• 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. • Levels 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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievements 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	*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.

			• Informed both by student level data and by data collected though the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	
School Behaviors	• 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).		• 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 practice. • 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).	

DOMAIN: School Leadership	Expectation: Human Resource Leadership:			
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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.	*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	• 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		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to	

	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.		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.	

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)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 gaps 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.	*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 promote a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.
School Behaviors	• 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-accountability in achieving the goals. • Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.		• 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.	

DOMAIN: School Leadership	Expectation: Strategic Leadership:			
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• 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.	• 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.	• 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 as teacher leaders through conversation and decision-making in regard to significant issues and decisions. • Leads successfully and effective 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	*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.

			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.	
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, 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. •		• 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.	

DOMAIN: School Leadership	Expectation: Organizational Leadership:			
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. • Fails to ensure that safety and risk-management plans are implemented and practiced effectively.	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district). • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. • Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. • Makes strategic and sound, legal, and budgetary decisions that focus on both short and long-term fiscal management decisions that are grounded in the strategic goals of the CIP. • Ensures that budget planning and implementation represent a focus on equity for all student populations. • Develops external resources that align with the school budget in alignment with the school's CIP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g.,	*In addition to "Effective:"* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds. • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains the confidence of stakeholders during times of significant financial stress.

			lockdown drills, fire drills, evacuation drills).	
School Behaviors	• 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 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.		• Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • There are seldom 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 students • Decision-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.	

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	Distinguished
Principal Behaviors	• 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.	• 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.	• 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).	*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	• 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		• 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	

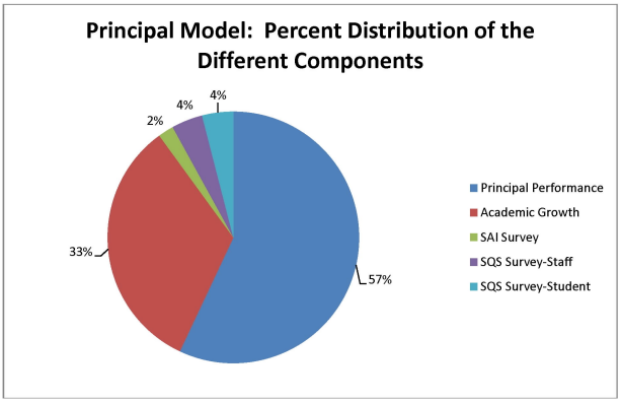
	because of a desire to be there.	learning. • The school integrates resources and services from the community to strengthen school- based services and offerings for student learning and development. • Partnerships between the school and community demonstrate two-way benefits. • Parents proactively communicate 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.

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.



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

***194** 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.

***195** 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

al 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.

Mendoza Plaintiffs' Clarification Regarding TUSD's September 15, 2015 Alignment Response to the Special Master's Draft R&R on the Teacher Evaluation Plan

September 22, 2015

On September 15, 2015, the District provided the parties and Special Master with "TUSD's Alignment Response to the Special Master's Draft R&R on the Teacher Evaluation Instrument."[1] Mendoza Plaintiffs were disappointed and surprised by the number of mischaracterizations and omissions in the "Collaboration History" section of the District's response, and are therefore constrained to correct the District's inaccuracies here to clarify the record. They additionally indicate the status of their R&R requests so that the Special Master does not spend additional time reporting to the Court issues no longer requiring Court intervention.

***196** As an initial matter, although the parties and Special Master have not always been perfectly consistent in their use of the terms "teacher evaluation instrument" (TEI) and "teacher evaluation plan" (TEP), those distinctions are necessary to understand some of the inaccuracies in the District's September 15 TEP Alignment Response. The TEI refers to the actual instrument that will be used in conducting in-person evaluations of teachers' instruction, which the District has indicated maps on to the Danielson Framework for Teaching. The TEP refers to the District's plan to evaluate teachers and identify those that are underperforming for referral to additional professional support through assessments such as the student surveys and TEI evaluation, among others.

Contrary to the District's assertion on page one of its alignment response, a "first draft of the revised instrument" was not provided on February 19, 2015. First, no evaluation "instrument" was provided. Rather what was provided on February 19 was only a general plan regarding the assessments that would be used to determine teacher evaluation outcomes and which

included references to an evaluation instrument *that had not been provided.* (*Compare* February 19 Teacher Evaluation Memo, attached to the District's September 15 TEP Alignment Response as Attachment 1 *with* District's March 30 TEI, attached to the District's September 15 Alignment Response as Attachment 5 (evaluation instrument).) Second, in its February 19 submission, the District claimed that the not-yet-provided evaluation instrument already "addresses CRPI within its structure," and thus, contrary to the District's assertion, no revision had been made to the instrument up to that point to comply with the Court's January 30, 2015 Order to develop a teacher evaluation plan that complies with the USP. (February 19 Teacher Evaluation Memo at 2.)

Because no evaluation instrument was provided on February 19, the instrument the District describes as "Version 2.0 of the TEI" provided to the parties on March 30 and included within its April 3 TEP was actually the first version of the evaluation instrument provided to the Plaintiffs and Special Master.[2] Moreover, the District's assertion that the Mendoza Plaintiffs "acknowledged an improvement in the infusion of CRP into the instrument" is materially misleading. Mendoza Plaintiffs indicated that the April 3 revised instrument was a "step in the right direction" because it was the first and only District attempt they had seen up to that point to modify the instrument to comply with the USP and the Court's January 30 Order. The District fails to include in its recital the fact that the Mendoza Plaintiffs additionally stated that "the rubric still falls far short of capturing [CRP] practices ... Most of the redlined revisions are not aimed at infusing the rubric with an assessment of teacher's use of CRP; rather, they consist of the mere addition of words and phrases like 'and culture,' 'cultural,' and 'cultural background.' Notably absent from revisions to the Danielson rubric is any reference to race or ethnicity, notwithstanding that the USP expressly requires that the evaluation instrument give weight to "teacher efforts to include, engage, and support students from diverse **racial, ethnic**, cultural, and linguistic backgrounds using" CRP. USP Section IV, H, (i), (I)." (Emphasis in original.)

In addition, in its September 15 TEP Alignment Response, the District expends a great amount of effort in its attempt to describe the cut score and teacher evaluator issues as having been untimely raised. ("In none of these [pre-May 29] submissions did any party or the Special Master voice any concerns regarding the cut scores for teachers, nor the identity of their evaluators," "on June 16, 2015, the Special Master raised the evaluator issue for the first time more than two and a half months after the close of the objection period on March 21.") What the District fails to include is the fact that those issues could not have reasonably been identified or raised by the parties and Special Master before the "close of the objection period on March 21" because the District first revealed the inadequacy of cut scores and teacher evaluators in its **May 29** Teacher Evaluation submissions. (*See* May 29 Teacher Evaluation Submission, attached to the District's September 15 TEP Alignment Response as Attachment 16 (conceding that its data "calls into question the validity of the Teacher Evaluation Instrument," that "[c]hoosing different cut scores would reduce the concern," and demonstrating the existence of a very significant disparity between the number of teachers identified as "ineffective" in the 2013-14 school year and what the District called "[a]n appropriate (normal) distribution")).[3] (A more detailed description of these issues raised by the District's May 29 Teacher Evaluation submissions is included in Mendoza Plaintiffs' July 30, 2015 TEP/PEP R&R request).

***197** Mendoza Plaintiffs further call attention to the District's inaccurate statement that "[t]he parties resolved their disagreement regarding weights to be attributed to the student surveys within the evaluation process." (District's September 15 TEP Alignment Response at 3.) The Mendoza Plaintiffs have no idea on what basis the District concludes that the parties resolved this disagreement when the Mendoza Plaintiffs detailed their disagreement on this issue in their July 30 R&R request, their August 19 response to the Special Master's August 13 proposals to resolve disputes, and in their September 4 clarifications filed with the Court (Doc. 1842), among others. Mendoza Plaintiffs' surprise at the District's assertion that the parties resolved this disagreement is compounded by the fact that on September 8, a mere week before the District provided its September 15 Alignment Response, the Mendoza Plaintiffs requested that the District "consider [their] filing [detailing their disagreement] in aligning to the Special Master's R&R." In this regard, as they stated in their September 4 filing, they expressly request that the Special Master revise his R&R to address the weight of student surveys in teacher evaluations.[4]

Moreover, the District accuses the Mendoza Plaintiffs of having caused it to present its evaluation documents to the board for "study only" rather than as a "study/action" item on June 9 because "more than two months after the close of the objection period on March 21, the Mendozas **submitted their belated objection** to what they viewed

as a deficiency in evaluating teachers based on data use." (District's September 15 TEP Alignment Response at 3.) However, in their June 9 comments, Mendoza Plaintiffs reminded the District of their long-outstanding objections stating that "[a]s detailed in Mendoza Plaintiffs' March 19, April 10, and April 30, 2015 comments, the District has failed to give adequate weight to teacher's use of data to improve student outcomes, target interventions, and to perform self-monitoring, as is expressly required for teacher evaluations under USP Section IV, H, 1, (ii). 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)." Thus, there was nothing "belated" about Mendoza Plaintiffs' reminder that the District must comply with USP Section IV, H, 1, (ii) obligations.

Notably, in the paragraphs of its narrative preceding its effort to detail Mendoza Plaintiffs' purported "belated objection" regarding teachers' use of data, the District acknowledged that Mendoza Plaintiffs had in fact raised the issue a number of times before June 9 ("[t]he Mendoza's [March 21] submission [included an objection regarding] "teacher 'use' of student achievement data to improve instruction," the "Mendozas responded [on] April 10th ... [and] again queried whether the document sufficiently factored in teacher use of 'data to improve outcomes, target interventions, and improve self-monitoring,' " "[o]n April 30, 2015, the Mendozas wrote to reiterate their concerns regarding the use of student data ... a concern the DOJ echoed on May 4." ")

In addition to the above-described inaccuracies and omissions, the District notably failed to include in its "Collaboration History" any detail of its August 10 Response to Mendoza Plaintiffs' July 30 R&R request.[5] That response contained unsupported allegations that, in their R&R request, Mendoza Plaintiffs developed "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." Because Mendoza Plaintiffs' R&R request was clearly and expressly directed to the "final, revised TEP version" received on July 20, 2015, they were constrained to provide the District with a version of their R&R request with all references to the final TEP highlighted, and requested that the Special Master indicate in his R&R that Mendoza Plaintiffs' R&R request did in fact address the Governing Board-approved July 20 teacher and principal evaluation plans so as to avoid any Court confusion. Similarly, because the District's September 15 TEP Alignment Response contains a large number of inaccuracies and omissions, Mendoza Plaintiffs request that this clarifying document be submitted with the formal R&R that the Special Master files on outstanding TEP issues.

***198** In addition to the clarification above, Mendoza Plaintiffs clarify (as they did in their July 30 R&R request) that they have viewed the issues of cut scores and teachers' evaluators (principals) as related to the same problem: the under-identification of "ineffective" teachers. Thus, Mendoza Plaintiffs did not "abandon" the cut scores issue in their July 30 R&R request as the District suggests, but instead focused on principal evaluators as the "root cause" of the under-identification of "ineffective" teachers. Once the Special Master accepted the District's insistence that it retain principals as evaluators and recommended that it conduct a "pilot study" involving independent evaluators, in an effort to resolve the issue, Mendoza Plaintiffs agreed to the proposal **on the condition** that cut scores be revised given that the under-identification of "ineffective" teachers would no longer be addressed through independent evaluators. The Special Master has now withdrawn his recommendation for the "pilot study." In order to avoid litigation on this issue, Mendoza Plaintiffs request that the Special Master and Implementation Committee monitor principal evaluations of teacher performance to ensure that the District fully complies with the USP Section IV, J, 4 requirement that "[f]or administrators and certificated staff identified pursuant to their evaluations as in need of improvement, the District shall provide additional targeted professional development designed to enhance the expertise of these personnel in the identified area(s) of need," (which, as discussed above, they understand not to have adequately occurred in the 2013-14 school year).

Mendoza Plaintiffs withdraw their R&R request regarding "Alignment of Instruments for Measuring Teacher Effectiveness" and "Training Teacher Evaluators" while reserving their right to revisit the issues and request an R&R if the District fails to perform its alignment response commitments regarding these issues, or if the plan it ultimately develops for training teacher evaluators fails to comport with the requirements of the USP. Mendoza Plaintiffs withdraw their R&R request regarding "Assessing Academic Performance of Students for Purposes of Evaluating Teachers." With regard to teachers' use of data, Mendoza Plaintiffs reiterate their August 19 statements that they "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."

Mendoza Plaintiffs' Clarification Regarding TUSD's September 15, 2015 Alignment Response to the Special Master's Draft R&R on the Principal Evaluation Plan

September 22, 2015

On September 15, 2015, the District provided the parties and Special Master with "TUSD's Alignment Response to the Special Master's Draft R&R on the Principal Evaluation Instrument" ("September 15 PEP Alignment Response")[1] As with the District's September 15 teacher evaluation plan alignment response, Mendoza Plaintiffs are constrained to correct District inaccuracies here to clarify the record and avoid Court confusion.

In its September 15 PEP Alignment Response, the District asserts that it "circulated a draft of the revised PEI" on February 19, 2015. However, similar to what occurred with teacher evaluations, the District did not provide the principal evaluation *instrument* on February 19. It instead provided a general plan regarding the assessments that would be used to determine principal evaluation outcomes. (*Compare* Principal Evaluation Plan attached to the September 15 PEP Alignment Response as Attachment 1 *with* Appendices B and C to TUSD's April 3 Principal Evaluation Plan attached to TUSD's September 15 PEP Alignment Response as Attachment 4 (evaluation instrument).) Indeed, the February 19 plan included references to the "Principal Evaluation Committee" that "*will* conduct an analysis of 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards [on which the instrument would be based], the summary of Dr. Vicki Balentine [titled "USP Components Necessary for inclusion in the revised Principal Evaluation Process and Instrument], and the Diversity Responsive Tool to identify culturally responsive practices within the ISLLC standards." Thus, not only was the principal evaluation instrument (PEI) not provided on February 19, but the District's indication that it had not yet reviewed ISLLC standards and Dr. Balentine's memo regarding USP compliance suggests that the instrument also had not been "revised" to comply with the Court's January 30, 2015 Order to develop a USP-compliant plan as the District purports to have done.

***199** Because no evaluation instrument was provided on February 19, the instrument the District describes as "Version 2.0 of the PEI" provided to the parties on April 3 was actually the first version of the evaluation instrument provided to the Plaintiffs and Special Master. Moreover, the District's assertion that the Mendoza Plaintiffs "acknowledged 'a substantial improvement over the February 19 PEI' " is inaccurate as Mendoza Plaintiffs noted an improvement with the overall PEP, not the instrument specifically. (*See* Attachment 5 to TUSD's September 15 PEP Alignment Response.) Indeed, the Mendoza Plaintiffs could not have acknowledged an improvement over the "February 19 PEI" because no such PEI existed. The April 3 **PEP** constituted a "substantial improvement" over the February 19 **PEP** because the April 3 version included the evaluation instrument and provided more detail than did the very vague February 19 PEP.

As the Special Master indicated in his R&R, Mendoza Plaintiffs agree that there no longer remains any dispute regarding "Assessing Academic Performance of Students for Purposes of Evaluating Principals." They also are satisfied with the District's response regarding "Aligning of Instruments for Measuring Principal Effectiveness" and "Training Principal Evaluators." They do however, reserve their right to object and seek appropriate intervention if the "plans for training teacher evaluators" that the District commits to developing reveal that principals will not in fact not receive adequate evaluator training.

With regard to the assessment of principals' use of data, Mendoza Plaintiffs reiterate their August 19 statements that they "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 the requirement that teachers and principals use data for the following three USP-mandated purposes: (1) to improve outcomes, (2) to 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."

Mendoza Plaintiffs continue to seek an R&R regarding the weight of teacher and student surveys in principal evaluations (currently totaling 10%). They further note that they do not understand on what basis the District concludes that a ten percent weight is considered an 'adequate' weight for student surveys in teacher evaluations, and that, therefore, a total allocation of 10% to surveys of both students and teachers, combined, is adequate for principal evaluations. Mendoza Plaintiffs have not agreed that a ten percent weight for student surveys in teacher evaluations is "adequate" under the USP. Indeed, they detail their continuing disagreement on this issue in their response to the District's September 15 TEP Alignment Response and refer the parties to that document for further explanation.

All Citations

Not Reported in Fed. Supp., 2015 WL 13229503

Footnotes

[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.

[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."

[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.

[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/2013/08/2014-15arizonaframeworkformeasuringeducatoreffectiveness.pdf?20150113.

[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.

[*] 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.

[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.

[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).

[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.

[1] Plaintiff and Special Master objections made after the close of the objection period (and voluntary resolution period). This is akin to bringing up a new issue in the R&R that was not part of the voluntary resolution process because in both instances the required opportunity to resolve the issue outside of Court does not exist. See ECF 1526 at 6 ("The R&R may first be seen by the parties when it is filed with the Court, but the objections and proposed means for resolution of the objections are not new to them.").

[*] This report is based on a synthesis of research prepared for the Southern Poverty Law Center by Jacqueline Jordan Irvine, Charles Howard Candler Professor of Urban Education Emeritus, Emory University; it was co-authored by Irvine and Willis D. Hawley, Professor of Education and Public Policy, University of Maryland. This report was reviewed and endorsed by Sonia Nieto, Professor Emeritus of Language, Literacy and Culture, University of Massachusetts, Amherst; Dorothy Strickland, Samuel DeWitt Proctor Professor of Education, Rutgers University; H. Richard Milner IV, Vanderbilt University—others to be added.

[*] I have included with this comment a paper written by Jacqueline Jordan Irvine and me that seeks to show how the Danielson instrument, while probably the best on the shelf instrument available, does not capture the richness of culturally responsive pedagogy. We shared this paper with Charlotte Danielson and that led to the discussions of which I spoke above.

[1] To the extent feasible and as resources permit, TUSD will accommodate requests from teachers who self-identify as needing support in a particular area or areas. Based on observations and/or annual evaluation, principals may also consider a teacher identified as "Developing" to receive additional support as a "Struggling Teacher."

[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.

[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."

[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.

[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).

[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.

[1] Although that response indicates that the Special Master "submitted draft Reports and Recommendations on the Teacher Evaluation Procedures and Principal Evaluation Procedures" on September 5, its alignment response is directed at the Special Master's filed August 28 R&R (Doc. 1836).

[2] Although the District describes its April 3 documents as a "more detail-intensive draft," that submission did not include revisions to the March 30 TEI.

[3] The District also makes multiple references to these issues having been raised "months after the close of the objection period on March 21." However, as the District acknowledges in its September 15 TEP Alignment Response, "the parties agreed to extend the resolution period" to May 4. (*See* Attachment 8 to TUSD's September 15 TEP Alignment Response ("[p]er the Mendoza plaintiffs' suggestion ... [the District] propose[es] to extend the resolution period by two weeks—until May 4").) Further, the District made substantive changes to the TEI/TEP to comply with the USP after the "close of the objection period on March 21," which then required the Mendoza Plaintiffs to review and comment on those changes. (*See, e.g.,* Attachment 16 (dated May 29, 2015) to TUSD's September 15 TEP

Alignment Response (revising the TEI to infuse it with CRP assessments as required by USP Section IV, H, 1, (i), (1)).)

[4] In Mendoza Plaintiffs September 4 filing, they indicated that, in an effort to resolve the issue, they " 'are willing to accept the 10% weight currently proposed for student surveys in teacher evaluations if the District agrees' to the Special Master's August 13 proposal that the District develop a chart demonstrating how teaching and leadership are reflected in the evaluation instruments and provide it to teachers and principals, and that it 'commit[ ] to evaluating the overall validity of the teacher evaluation process, as the Special Master described in his June 5, 2015 email.' " While the District now has agreed to develop the chart detailed above and to share it with teachers and principals (TUSD's September 15 TEP Alignment Response at 5), it has not agreed to evaluate the overall validity of its teacher evaluation process as contemplated in the Special Master's June 5 email.

[5] In regard to the omitted TUSD August 10 response, the Special Master wrote that "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." (Doc. 1836 at 3.)

[1] Although that response indicates that the Special Master "submitted draft Reports and Recommendations on the Teacher Evaluation Procedures and Principal Evaluation Procedures" on September 5, its alignment response is directed at the Special Master's filed August 28 R&R (Doc. 1836).