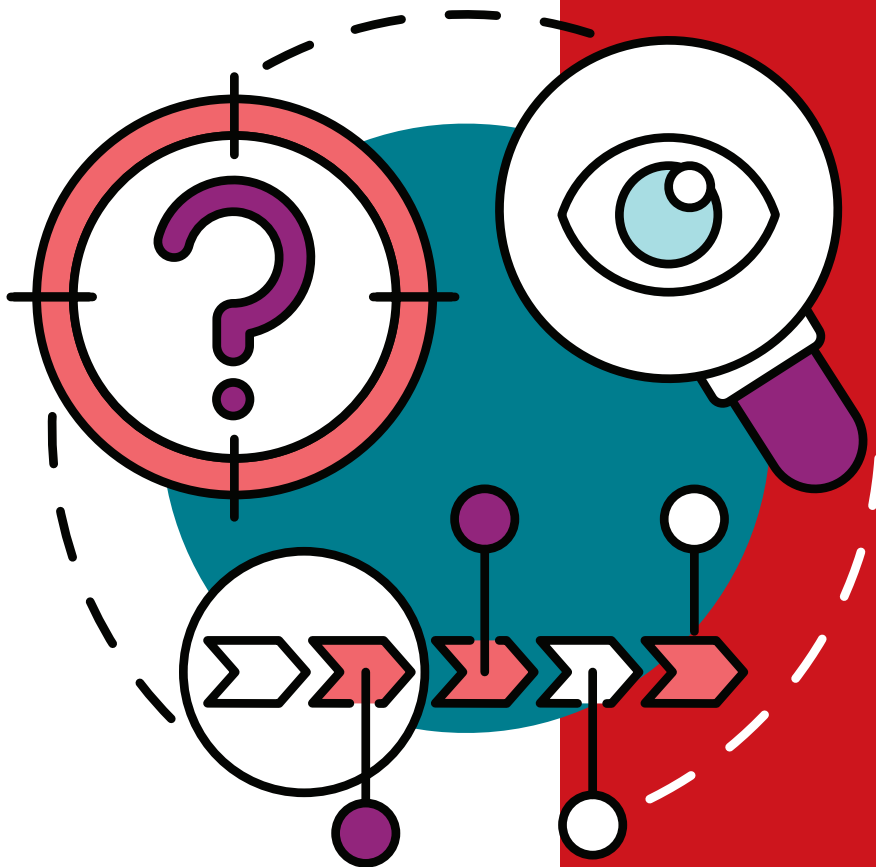


Teacher Evaluations

KNOW YOUR PROCESS

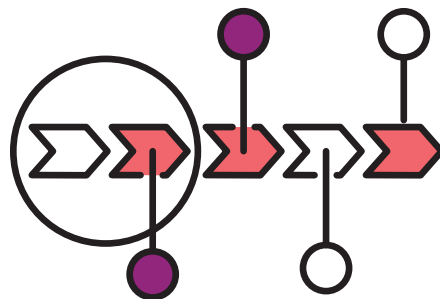


This booklet provides practical suggestions for association members to understand performance evaluation policies and processes and learn how to prepare for a successful evaluation or respond when there is disagreement. Occasionally evaluation issues involve complex legal issues such as discrimination. These cases should be reviewed by your AEA organizational consultant or an AEA lawyer. This booklet is not intended to provide legal advice on specific problems and the content is subject to change.

See Appendix A for the State Statute language that is currently in place regarding Arizona teacher evaluations.

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Current State Law

Probationary Teachers and Continuing Teachers

A probationary teacher is defined by state law as a certificated teacher who is not a continuing teacher. A continuing teacher is a teacher who has been and is currently employed by the same school district for the major portion of three consecutive school years and who has not been designated in the lowest performance classification for the previous school year.

Performance Classifications

Teacher evaluations shall include the following four performance classifications and guidelines for school districts and charter schools to use in their evaluation instrument:

- ❖ **Highly effective**
- ❖ **Effective**
- ❖ **Developing**
- ❖ **Ineffective**

There are statutory consequences connected to the categories of developing and ineffective, see **Appendix A** for more information.

Evaluation Process

Arizona law requires that teachers make student learning the primary focus of the teacher’s professional time.

Arizona law further requires that the district governing board involve its certificated teachers in the development and periodic evaluation of the teacher performance system, but the nature of the teachers’ involvement is not specified.

All teachers must be evaluated annually at a minimum. An evaluation consists of at least two actual classroom observations of complete and uninterrupted lessons. There must be at least 60 calendar days between the first and last observation, but districts are able to conduct more observations.

A second observation for a continuing teacher can be waived by the governing board if the first observation ranked the teacher in one of the two highest performance classifications. Teachers maintain the right to request the second observation if they so choose.

Districts cannot conduct observations within two instructional days of any scheduled break when school is not in session for more than one week. Within 10 business days after each observation, the teacher’s evaluator shall provide written feedback to the evaluated teacher.

Results of an evaluation can be provided to the teacher in an electronic format. Evaluations and performance

classifications are private and not releasable except to authorized district employees for personnel issues; or School districts and charter schools interested in employing an evaluated teacher, (A school district or charter school must use this information only for employment purposes and cannot release the information.)

Only qualified evaluators can evaluate teachers. A “qualified evaluator” is a school principal or designee of the governing board who has been trained to evaluate teachers. A governing board must prescribe training requirements for qualified evaluators.

All teacher performance evaluation systems must include the following:

1. At least two actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by a qualified evaluator. The two observations must be at least 60 calendar days apart. The governing board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance for the current school year is in one of the two highest performance classifications, unless the teacher requests a second observation.
2. Specific and reasonable plans for the teacher’s improvement.
3. Training requirements for qualified evaluators.
4. A plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers.
5. Appeal procedures if the evaluation is used as a factor in establishing compensation.
Incentives for teachers:
 - a. In the highest performance classification, which may include multiyear contracts not to exceed three years, and
 - b. In the two highest performance classifications working at D or F schools.
7. The results of the annual evaluation must be provided in writing or electronically and given to the teacher within 5 days after the evaluation. Teachers can submit a written response or rebuttal to the evaluation.
8. Protections for teachers
 - a. Transferred to D or F schools, and
 - b. Where a principal is designated as ineffective.
9. Performance improvement plans for teachers designated in the lowest performance classification
 - a. Dismissal or nonrenewal procedures for teachers no later than the second consecutive year that

the teacher is designated in one of the two lowest performance classifications (developing and ineffective), unless the teacher is in the first two years of employment with the school district or has been reassigned to teach a new subject or grade level for the preceding or current school year.

If areas of improvement are noted in an evaluation, then the qualified evaluator or board designee (usually a principal or other administrator) must:

1. Confer with the teacher to make specific recommendations about areas of improvement;
2. Provide professional development opportunities for the teacher to improve performance; and
3. Follow up after a reasonable period to ascertain whether the teacher is demonstrating adequate performance.

Teachers can and should write a response or rebuttal to an inaccurate evaluation. The response should be concise, factual, and well-written. An AEA member should ask their local association, www.aeahelpdesk.org, or an AEA organizational consultant to review the response before it is submitted, they often have suggestions and materials to help teachers respond to a poor or inaccurate evaluation.

In most districts, teachers may grieve errors in the evaluation's procedure but cannot grieve or appeal the evaluation's substance unless there is a district policy saying otherwise. However, teachers can appeal an evaluation if it is used to determine career ladder compensation, other performance-based pay, or to deny a salary step. Teachers should check their district policies or contact their local association, aeahelpdesk.org, or an AEA organizational consultant and review district policies to determine their rights to appeal or grieve an unfair evaluation.

If the evaluation is vague or difficult to understand, a teacher should ask the qualified evaluator for clarification and request specific criteria that will be used to measure satisfactory performance. In extreme situations leading towards nonrenewal or dismissal, teachers should consider requesting an independent qualified evaluator instead of, or in addition to, the designated evaluator. A local association representative, www.aeahelpdesk.org, or the AEA organizational consultant can help teachers with these issues.

Performance Issues for Probationary Teachers and Continuing Teachers

A probationary teacher is a certificated teacher who **either** has not been employed at the same district for the major portion of three consecutive school years **or** who was

formerly a continuing teacher who was designated in the lowest performance classification for the previous school year.

For a probationary teacher, a notice of inadequacy must be given to the teacher in order to correct the inadequacies and “maintain adequate classroom performance as defined by the governing board.”

If a current teacher with continuing status is designated in the lowest performance classification (ineffective) for the current school year, then that teacher shall become a probationary teacher for the subsequent school year. This teacher shall remain a probationary teacher until his or her performance classification is designated in either of the two highest performance classifications (highly effective or effective).

Inadequate Classroom Performance

A preliminary notice of inadequacy of classroom performance can be issued after one observation. The last observation may be used to determine whether the teacher has corrected the inadequacies and has demonstrated adequate classroom performance. The January 15 deadline for notifying a probationary teacher of nonrenewal of their contract has been removed from law. However, the teacher must be afforded a full 45 instructional days of improvement time before they can be non-renewed for inadequate classroom performance. A school district cannot issue a notice of a governing board's intention to dismiss or not to reemploy for inadequacy of classroom performance until the district has completed an observation at the conclusion of that 45 instructional day performance improvement plan.

Within 10 school days, a report must go to the school board when an employee has been issued a preliminary notice of inadequate classroom performance. Every notice of inadequate performance given to a teacher must be accompanied by a performance improvement plan designed to help correct inadequacies and demonstrate adequate classroom performance.

Governing boards should also adopt a definition of inadequacy of classroom performance that aligns with the performance classifications. The district governing board may set standards that exceed the standards of the performance classifications adopted at the state level. The definition should be created in consultation with the district's certificated teachers. This consultation may be accomplished by holding a public hearing, forming an advisory committee or providing teachers the opportunity to respond to a proposed definition.

Five Ways to Prepare for a Successful Evaluation

Unpack your district’s evaluation rubric

Your administrator or evaluator is required to review your district’s evaluation rubric with you early in the school year, but it was likely at the beginning of the year when a lot was going on, it might have been difficult to focus on it entirely or even think about how to prepare. Spend some time learning the components or strands of your system. Is it possible to identify the items where you have had success in the past and others that were more challenging? Find out what each measure looks like in practice, what the evaluator will need to observe, or what needs to be documented as evidence to support your evaluation.

Move beyond standardized test scores

Be able to talk about strategies you use to ensure students are learning beyond standardized test scores, and be able to back up your statements with objective data. What classroom assessments do you use on a daily and/or weekly basis to make sure your students are on track to meet standards? If your district is implementing “Student Learning Goals,” make sure you select those that are realistic and achievable. Learn how alternative methods of gathering feedback such as student surveys can add to your portfolio as another source of evidential data.

Be prepared to provide data

Your district evaluation may require that you upload data into an online system. If it is not a requirement, develop your own system to provide authentic student achievement data. You can provide a picture of your effectiveness beyond a single test score. Reflect on how you are making progress and what data isn’t shown in tests—educate your evaluator on those pieces.

Know how your evaluation scores will be calculated

Know the mathematical formula for how your “teaching” label will be calculated as highly effective, effective, developing, and ineffective. Check the math quickly!

Arizona law requires that an observation for the purpose of evaluation must be an entire classroom lesson. However, many administrators have been trained to do “walk-throughs.” While the stated purpose of these walk-throughs is to provide coaching and feedback, not a formal observation – hold your administrator to this purpose. If you receive inappropriate or negative feedback from these

walk-throughs that diminish your teaching confidence, you need to act. Contact your local association and/or AEA if you perceive inequity or if you are concerned about your performance rating.

Document steps you have taken to improve your professional practice

Document and be ready to talk about what you have done to improve your teaching and/or your professional capacities. Your professional improvement journey may be in the form of classes, workshops, reading, collaboration with colleagues, leadership roles, etc. Show your passion for being a life-long learner. Your evaluator may ask about how you are improving your professional practice, but if he or she does not, be prepared to explain what you have done to improve your professional practice. If you need a place to start check out www.neacademy.org for professional development that can be chunked as single areas of interest or an advanced degree program.

Understand Your Evaluation – Defend Yourself

Your evaluation is confidential by law. It stays in your personnel file at the district office and only people with a need to know may review your evaluation. Recent changes to Arizona law allow an evaluation to be sent to a prospective district or charter employer if requested. Parents do not have access to see your evaluation, and it is not subject to a public records request.

With recent changes to the law, a teacher should write a rebuttal to an evaluation they do not agree with, so that disagreement is on record. If your rebuttal is concise, professional, and devoid of emotional commentary, it may be viewed favorably by perspective employers and could counter negative or inaccurate statements made by the evaluator.

If there has been a procedural violation, it may be possible to file a grievance. You cannot grieve the contents of the evaluation, but you can challenge process violations. Keep in mind that valid and accurate evaluations may not be the same. Arizona law requires a valid assessment, which may be satisfied by complying with the procedural requirements of the evaluation system. It is not recommended that you ignore or dismiss your evaluation if it contains specific items that have been deemed unsatisfactory and/or you believe to be inaccurate or mischaracterized.

It is not good to ignore a bad evaluation or ignore advice and direction given to you by your evaluator during the evaluation process. It is recommended that you reach out to your association for help as soon as your evaluator indicates

any deficiencies in your performance. The key to turning around an unsatisfactory evaluation is tied into having enough time to understand the issues and figure out how to overcome them. Your association leaders will respect your privacy while helping you address professional issues that could threaten your career.

NEVER refuse to sign your evaluation – it could later be turned into a charge of insubordination and cause for dismissal. Your signature does not mean you agree with the content of the evaluation. You can sign the evaluation and note that a rebuttal will be attached.

Rebuttals

Written rebuttals to bad evaluations are very important and required in every case to ensure the employee's facts and perspective is on the record. The rebuttal refutes misconceptions, erroneous statements, and misleading

comments in the evaluation. In addition, the rebuttal may be helpful in a dismissal proceeding, or it simply may correct the record or provide additional information needed by the evaluator to further review. Before writing any rebuttal, review any contract provisions and governing board policies on employee evaluations. Often there are timelines for submitting rebuttals. Check the policy for those time limits.

Consider the following steps in writing a rebuttal:

1. Analyze the evaluation.
 - Obtain an overview of the evaluation. For example, is it negative, slanted, or self-serving for the evaluator?
 - Document areas that are negative.
 - Attempt to find a pattern or context of items checked on the evaluation form and written in the narrative.

A sample rebuttal might look like this:

To:

From:

Date:

Re: Response to evaluation dated _____

Please see that this response is attached to any and all copies of the evaluation referenced above.

First, thank you for the marks I received on my evaluation in the “satisfactory” level of performance column. I am pleased that I meet the appropriate standards in these areas.

However, I do not believe the evaluation accurately reflects my performance in the following areas because the cited facts are inaccurate and the class activity was misconstrued.

Item 1.A. Classroom Management

Mrs. E. Valuator rated my performance as unsatisfactory in this area and comments, “Tying children to the chairs is not an acceptable behavior management technique.”

Children were not tied to their chairs for purposes of behavior management. At the time Mrs. E. Valuator stopped in, we were rehearsing a play. Mrs. E. Valuator incorrectly assumed that children were bound to their chairs with soft cotton straps for disciplinary reasons. She did not speak to me after the observation to verify her assumption or use a post-observation conference as required by policy.

Item 6.B. Instructional Methods

Mrs. E. Valuator correctly notes that closure for the lesson was not completed.

However, the lesson was interrupted by an unscheduled fire drill. Closure is a regular part of my lessons and is evident in all but the most unusual circumstances.

My desire is to provide the highest quality instruction to my students. While I disagree with the findings in the evaluation, I will gladly implement any recommendations.

I would welcome the opportunity to discuss these issues.

- Select those items that need correction by submitting a rebuttal to substantiate your statements.
2. Neutralize all items that need rebuttal.
 - Dispute findings in a factual and unemotional way without attacking the evaluator.
 - Give a statement or provide evidence for the items evaluated negatively.
 - Give rationales for work performance and other items that have been criticized. For example, refer to class size, constraints, available materials, or district resources.
 - Mention any failures on the part of the evaluator to appropriately and specifically relate performance criteria.
 3. Equalize the results. Structure the response to strengthen performance and weaken the negative items on the evaluation. Consider some of the following ideas:
 - Stress preparation, motivation, and skills.
 - Focus on objectives, procedures, and attainment.
 - Connect performance with job description or curriculum.
 - Mention the evaluator’s failure to help or demonstrate ways to improve.
 - Be critical of, but don’t reject, recommendations.
 - Review prior observations and evaluations, and use them to your advantage.

4. Begin and end in a positive way, if possible.
5. Don’t submit a rebuttal with spelling, grammar, or punctuation errors.

The statements below provide some broad categories that may be used to introduce your response to each negative item.

- The objectives, goals, standards, or rules cited are too broad or vague.
- The cited facts in the evaluation are inaccurate.
- The evaluation fails to consider constraints, such as pupil background, overcrowding, school or site conditions.
- The evaluator is not competent (by way of credentials or experience) to evaluate in my field or lacks an understanding of current acceptable work practices, board policy, or law.
- The evaluator did not rely on first-hand observations.
- The evaluator failed to observe me for a sufficient amount of time to make a valid judgment.
- The evaluation fails to consider extenuating and mitigating circumstances.
- Insufficient consideration was given to my good motives or effort.

Finally, seek advice from your local association and/or organizational consultant in drafting a rebuttal to a bad evaluation.

Improvement Plans

Good improvement plans are developed collaboratively and relate specific recommendations directly back to items from the evaluation. They include a completion date and measurable, objective standards for judging completion.

| Reference | Task | Evidence | Completion |
|-----------|--|---|--|
| Item 1 C | Observe Mary Smith to get ideas for nonverbal behavior management techniques | Notes from observation with three nonverbal techniques identified | 45 instructional days from the start of the plan |

(An example of a good improvement plan is included, see Appendix B.)

Bad improvement plans are usually developed in isolation by the the evaluator. They identify expectations and how those expectations will be reviewed with little obvious correlation to any specific item in the evaluation. They include little information about what the teacher is to do.

- ❖ **Improve classroom management**
- ❖ **Observe Mary Smith**
- ❖ **Focus on classroom instruction**

Appendix A: Selected Statutory Provisions

Find Arizona Statutes at www.azleg.gov

TYPES OF TEACHERS IN ARIZONA

1. A CONTINUING teacher is a certificated teacher who has been and is currently employed by the same school district for the major portion of three consecutive school years and who has not been designated as ineffective for the previous school year. A.R.S. § 15-538.01(D)
2. A PROBATIONARY teacher is a certificated teacher who either has not been employed full time for more than three consecutive years in the same district or who has lost continuing status after being designated as ineffective. A.R.S. § 15-536(E)
 - a. If a teacher loses continuing status and becomes a probationary teacher after being designated as ineffective, the teacher will not regain continuing status until the teacher is rated as “effective” or “highly effective.” A.R.S. § 15-536 (D)

EVALUATION ADOPTION

1. School district and charter school evaluation instruments must classify all teachers and principals into one of the four performance classifications adopted by the state board of education: highly effective, effective, developing and ineffective. A.R.S. § 15-537 (A)
 - a. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers. A.R.S. § 15- 537(C)
2. School districts must involve teachers in the development and periodic review of their teacher performance evaluation systems. A.R.S. § 15-537(A)
3. School districts must adopt evaluation policies in a public meeting, and provide opportunities for public discussion. A.R.S. § 15-537(C). Adopted policies must describe:
 - a. Incentives for teachers rated “highly effective.” (One incentive may include an offer of a maximum three year contract.)
 - b. Incentives for teachers rated “highly effective” and “effective” to work at schools assigned “D” or “F” grades.
 - c. Protections for teachers transferred to schools with “D” or “F” grades.
 - d. Protections for teachers working for a principal rated “ineffective.”

4. The governing board shall adopt a definition of inadequacy of classroom performance in consultation with its certificated teachers that aligns with or exceeds the four performance classifications. A.R.S. § 15- 538(C)
5. School districts must consult with teachers in developing the definition of inadequate classroom performance. A.R.S. § 15-538(C)

EVALUATION CONTENT AND PROCEDURES

1. Evaluation policies must describe dismissal or nonrenewal procedures for teachers continuously rated “ineffective.” School districts must issue the preliminary notice of inadequacy of classroom performance to a teacher no later than the second consecutive year the teacher is rated as either “developing” or “ineffective,” unless the teacher is either:
 - a. Working in their first or second year with a school district, or
 - b. Teaching a new subject or grade level currently or last year. A.R.S. § 15-537(D)(2)
2. The school district shall designate persons that are qualified to observe teachers and designate evaluators who are trained and qualified to evaluate teachers. A.R.S. § 15-537(F)
3. A teacher evaluation system shall include:
 - a. Between thirty-three percent and fifty percent of a teacher’s or principal’s evaluation must include quantitative data on student academic progress. A.R.S. § 15-537 (A)
 - b. At least two classroom observations of the certificated teacher demonstrating teaching skills in complete and uninterrupted lessons that are at least sixty calendar days apart. A.R.S. § 15-537(F) (1)
 - i. A school district may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance on the first classroom observation for the current school year is highly effective or effective, unless the teacher requests a second observation. A.R.S. § 15-537(G)
 - ii. The second observation may follow the issuance of a preliminary notice of inadequacy

Appendix A: Selected Statutory Provisions, continued

of classroom performance and be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance. A.R.S. § 15-537(F)(1)

- iii. An observation shall not be conducted within two instructional days of any scheduled period in which school is not in session for one week or more. A.R.S. § 15-537(F)(1)
- c. Written feedback from the observer to the teacher delivered within ten days of each observation. A.R.S. § 15-537(F)(1)
- d. Specific and reasonable plans for improved teacher performance. A.R.S. § 15-537(F)(2)
- e. Appeal procedures for teachers who disagree with their evaluations if the evaluation is used to determine compensation. A.R.S. § 15-537(F)(3)
- f. Training requirements for qualified evaluators. A.R.S. § 15-537(F)(4)
- g. A plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. A.R.S. § 15-537(F)(5)
4. A copy of the annual written evaluation shall be given to the teacher within five days after completion of the evaluation. A.R.S. § 15-537(H)
 - a. As needed, each evaluation shall include recommendations as to areas of improvement in the performance of the certificated teacher, and after transmittal of an evaluation, the qualified evaluator or another board designee shall confer with the teacher to make specific recommendations as to areas of improvement in the teacher's performance. A.R.S. § 15-537(I)
 - b. The qualified evaluator or other board designee shall provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance. A.R.S. § 15-537(I)
5. The evaluated teacher may submit a written reaction or response to the evaluation. A.R.S. § 15-537(H)

RELEASE OF EVALUATION MATERIAL

Evaluations and job performance ratings are private and not releasable except to:

1. The evaluated teacher who may make any use of it they wish;
2. Authorized district employees for personnel issues;
3. School districts and charter schools interested in employing an evaluated teacher; or
4. A court where the teacher's performance is at issue. A.R.S. § 15-537(J)

NONRENEWAL OR DISMISSAL PROCESS FOR INADEQUATE PERFORMANCE

1. The teacher is observed in a complete and uninterrupted lesson and rated as inadequate. A.R.S. § 15-537(F)
2. The district issues a written preliminary notice of inadequacy of classroom performance of a period of at least 45 instructional days, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct inadequacies and maintain adequate classroom performance. A.R.S. § 15-538(A)
 - a. The preliminary notice of inadequacy of classroom performance shall be accompanied by a performance improvement plan designed
 - i. To help the teacher correct inadequacies and
 - ii. To demonstrate adequate classroom performance. A.R.S. § 15-538(B)
3. The district completes an observation at the conclusion of a performance improvement plan issued with the preliminary notice. A.R.S. § 15-538(A)
 - a. If the performance is adequate, then the teacher is removed off the plan, and there are no further employment consequences.
4. If the teacher does not demonstrate adequate performance, then at least forty-five instructional days after issuing the preliminary notice of inadequacy of classroom performance, the District will issue a notice of intention to dismiss or not to

Appendix A: Selected Statutory Provisions, continued

reemploy that includes a copy of any valid evaluation pertinent to the charges made. A.R.S. § 15-538(A)

- a. Nonrenewal of Probationary teachers at the end of the contract year:
 - i. The district can issue a notice of the board's intention not to reemploy the teacher for the next school year. A.R.S. § 15-536(B)
 - ii. There is no right to appeal this nonrenewal. A.R.S. § 15-536(C)
- b. Dismissal of Continuing teachers at any time, or midyear dismissal of Probationary teachers
 - i. If the teacher does not demonstrate adequate classroom performance, the governing board shall give the teacher notice of the intention to dismiss. A.R.S. § 15-539(C)
 - ii. The teacher shall have a right to a hearing if the teacher files a written request with the governing board within ten days of service of notice of dismissal. A.R.S. § 15-539(F)
 - iii. The filing of a timely request shall suspend the dismissal, pending completion of the hearing.

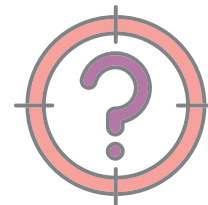
participate in the performance- based pay system

- k. An appeals process for teachers who have been denied performance-based compensation

- l. Regular evaluation for effectiveness
2. **BUT NOTE:** A school district governing board may modify the elements contained in A.R.S. § 15-977(C) and consider additional elements when adopting a performance-based compensation system. Any modifications or additional elements shall be made at a public hearing. A.R.S. § 15-977(E)
3. Pursuant to A.R.S. § 15-977(A), money from Proposition 301's classroom site fund shall be allocated as follows:
 - a. forty percent for teacher compensation increases based on performance and employment-related expenses,
 - i. The individual teacher performance classification shall account for thirty-three percent of this allocation for teacher compensation based on performance and employment-related expenses. A.R.S. § 15-977(C)(2)
 - b. twenty percent for teacher base salary increases and employment-related expenses, and
 - c. forty percent of the monies for maintenance and operation purposes for the following:
 - i. Class size reduction
 - ii. Teacher compensation increases
 - iii. AIMS intervention programs
 - iv. Teacher development
 - v. Dropout prevention programs
 - vi. Teacher liability insurance premiums. See A.R.S. § 15-977(H)
4. A performance-based compensation system shall include teacher professional development programs that are aligned with the elements of the performance-based compensation system. A.R.S. § 15-977(D)

EVALUATION AND TEACHER PAY

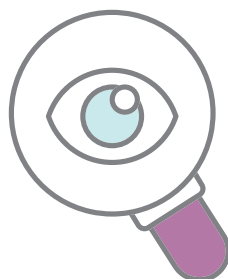
1. The Prop 301 performance-based compensation system must be adopted at a public hearing. A.R.S. § 15-977(B). This performance-based compensation system shall include the following elements: A.R.S. § 15-977(C):
 - a. School district and school performance
 - b. Individual teacher performance as measured by the teacher's performance classification
 - c. Measures of academic progress toward the academic standards adopted by the state board of education
 - d. Other measures of academic progress
 - e. Dropout or graduation rates
 - f. Attendance rates
 - g. Ratings of school quality by parents
 - h. Ratings of school quality by students
 - i. The input of teachers and administrators
 - j. Approval of the performance-based compensation system based on an affirmative vote of at least seventy percent of the teachers eligible to



Appendix B: Sample Improvement Plan

Plans for Instruction

| Desired Performance | Evidenced By | Measurement Method | Check Points | Complete |
|--|--|---|--|----------|
| Emergency lesson plans prepared and available | Five lesson plans, aligned with state standards for the content area, with instructional goals/objectives identified and including all materials for each lesson | Lesson plans on file with the Teacher Coach | One plan on file by May Three plans on file by May Five plans on file by May | |
| Lesson plans are aligned with College and Career Ready Standards, include appropriate performance/ learning objectives, include activities to differentiate instruction, and identify instructional materials to be used | Weekly lesson plans and copies of instructional materials are turned in by noon Friday of each week to the Teacher Coach for review and provide written suggestions for improved instructional practice if appropriate | Copy of what was submitted to Teacher Coach, initialed and dated with the date received by Teacher Coach Principal will periodically check with the teacher to see copies initialed by Teacher Coach | May May | |
| Makes use of advice to improve instructional practice | Incorporation of suggestions, if any, from Teacher Coach into lessons taught | Lessons plans showing modification to include suggestions from Teacher Coach | | |
| Plan for teaching College and Career Ready Standards and for student understanding of learning performance objectives | State standards, appropriate for each lesson, and the method for introducing the learning objective(s) for each lesson will be noted in the plans | Lesson plans that note appropriate standards and the method by which the learning objective(s) will be introduced will be available for review by the principal | Weekly through the end of May | |



Appendix B: Sample Improvement Plan

Plans for Instruction

| Desired Performance | Evidenced By | Measurement Method | Check Points | Complete |
|---|---|--|-------------------------------|----------|
| Students understand the learning objective for each lesson. | The student learning objective(s), aligned with standards for the lesson, are stated verbally and reviewed at the outset of the lesson, are posted in writing, and are visible throughout the lesson. | Observer present at the beginning of an instructional period will hear the student learning objectives stated and see them in writing. Lesson plans will note the student learning objectives. | Weekly through the end of May | |
| Focused student engagement during direct instruction | A question at the levels of knowledge, comprehension, application, analysis, synthesis and evaluation will be noted for each lesson. Teacher will have a randomized list of students for each class and use that list to ask a specific student an appropriate level question by working through the list in sequence. | The questions in the lesson plan The randomized list of student names An observer of a lesson during direct instruction, or more appropriately a check for understanding, will see questions being asked of specific students. | Weekly through the end of May | |
| Active student engagement for a variety of learning styles | The activities to allow for student engagement will be identified in the lesson plan. Students are engaged in activity which allows the teacher to provide guided practice. | Active participation strategies noted in lesson plans An observer present during this portion of a lesson would see students participate in at least one active participation strategy. | Weekly throughout May | |

Resources and assistance to be provided: By May 7, 2022, the principal will provide the teacher with at least 10 appropriate, active participation strategies which includes an explanation of each strategy. Also by May 7, 2022, the principal will provide a copy of Bloom's Taxonomy of Educational Objectives. Principal will provide website address for additional strategies.

Appendix C: Classroom Management

| Desired Performance | Evidenced By | Measurement Method | Check Points | Complete |
|--|--|--|-------------------------------|----------|
| Students know and understand classroom rules and consequences. | <p>Classroom rules, procedures, and consequences are posted.</p> <p>Lesson plans for the first two weeks of school include at least three reviews of rules, procedures, and consequences.</p> <p>One lesson plan each month thereafter includes a review of procedures, rules, and consequences.</p> | <p>An observer can see classroom rules, procedures, and consequences posted in the classroom.</p> <p>Review of lesson plans will show the inclusion of reviews of rules, procedures, and consequences at the designated frequency.</p> | Weekly through the end of May | |
| Maintain student attention and focus with the most minimal interruption of instruction possible. | Teacher moving around the room using proximity to eliminate misconduct and lack of attention. | An observer would see the teacher move near students engaged in minor misconduct or not attending. | Weekly through the end of May | |
| Students experience sufficient success to maintain internal motivation and attention to task. | Lesson plans include adjusted complexity for questioning, responsibility in active participation and on informal performance measures to move individual students from their present level to the desired level while maintaining a high level of successful performance. | <p>Notes in lesson plans will show consideration for the levels of questions or performance expected of some students as appropriate.</p> <p>The principal will meet with the teacher two times before the end of the school year to discuss the method and rationale for such adjustments for two students.</p> | <p>May 14</p> <p>May 21</p> | |
| Behavioral interventions are sequentially appropriate and encourage increasing levels of student responsibility. | <p>Records of one-on-one conferences show students identifying what they will do to improve their own behavior and performance.</p> <p>Records of parent contact show review of the student's self-identified targets.</p> | Review of student conference notes or parent contact logs or communication | May 21 | |

Resources and assistance to be provided: The principal will provide the teacher with copies of acceptable examples of classroom rules, consequences, and procedures by May 7, 2022.

Appendix D: Displays Professionalism in the Classroom

| Desired Performance | Evidenced By | Measurement Method | Check Points | Complete |
|--|---|--|--------------|----------|
| Teacher operates within the scope of a teacher’s responsibilities. | Records indicate that students are held accountable for infractions of classroom rules by implementing defined consequences. Records show referral to counseling or administration when behavior requires or when students present with problems that warrant intervention by a counselor. | Review of student classroom records Review of referrals for intervention outside the classroom. | | |
| Teacher models and uses positive comments and reinforcement. | Teacher will provide at least 5 positive comments to specific students each class period. | An observer of an entire period will hear 5 positive comments. | | |

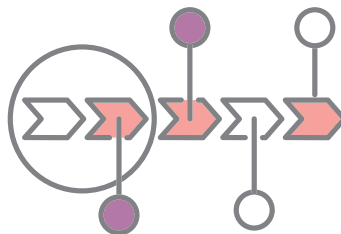
Resources and assistance to be provided: The principal will meet with the teacher by the end of the school year for the purpose of determining which items in this plan are complete and will indicate so in the “Complete” box on this plan.

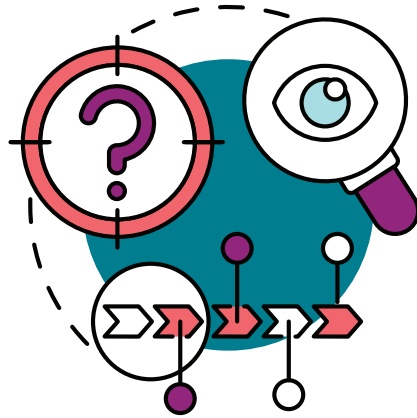
Teacher’s Signature _____

Date _____

Administrator’s Signature _____

Date _____





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8/2015 (Rev. 11/15/2021)