MARICOPA COUNTY
REGIONAL SCHOOL DISTRICT

Presents

"TEACHER EVALUATION PLAN"

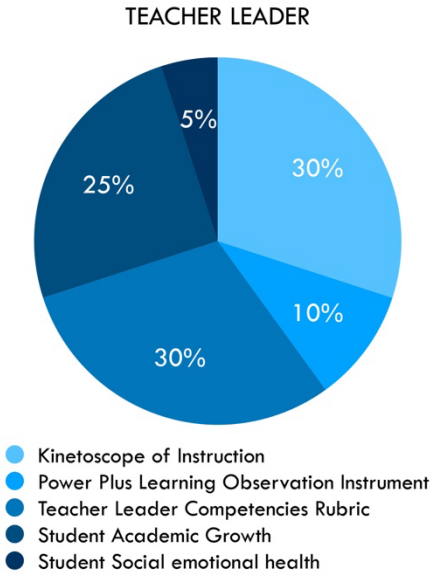
MCRSD Teacher Evaluation Plan

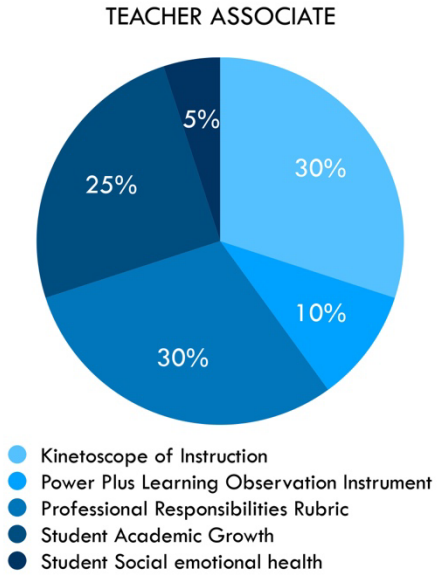
Plan Evaluation

Introduction

The MCRSD Teacher Evaluation Plan is a professional development and growth system for MCRSD staff instructional roles. The Plan is "multi-measure" meaning that measurements and data from a variety of areas will be combined to create a single effectiveness score and label. A single score and effectiveness rating is in accordance with state requirements and can be a useful way of communicating and understanding a complex construct. However, the individual measures will also be utilized in focused ways throughout the year for professional reflection, feedback, and growth. The areas and their percentage of weight that will contribute to the Plan are as follows.

- Instructional effectiveness, measured by these tools
  - Kinetoscope of Instruction - **30%**
  - The Power Plus Learning Observation Instrument - **10%**
- Leadership competencies, measured by these tools - **30%**
  - Teacher Leader Competencies Rubric for Teacher Leaders
  - Professional Responsibilities Rubric for Teacher Associates
- Student Success Measures
  - Student growth data in academics (NWEA) - **25%**
  - Student attainment in Social Emotional Learning health - **5%**





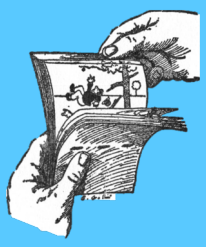
This guide contains a summary and explanation of all of these components.

MCRSD Teacher Evaluation Plan

Kinetoscope of Instruction

Introduction

Traditionally, an educator's performance has been largely determined by a very limited number of formal observations. While such a practice allows school districts to meet state compliance requirements, it doesn't necessarily capture an accurate representation of the larger picture. In conjunction with the Power Plus LOI and the peer review process to assess Teacher Leader competencies, the Kinetoscope of Instruction makes it possible to examine a teacher's year-long progress through an ongoing instructional observation process. As such, the kinetoscope allows both the teacher and evaluator to view a powerful picture of the entire school year and, thereby, generate a Teacher Effectiveness Score which is truly aligned to the entire MCRSD instructional vision.



HISTORICAL DEFINITION - A kinetoscope is a name for one of the early methods of recording moving images like a flipbook.

fliptomania.com/did-you-know/

ETYMOLOGY - *Kine,* as in kinetic, is a Greek root meaning movement. *Scope* means to look or examine. Thus, a kinetoscope is looking at or observing the movement of something.

The ongoing collection of observational data required for the kinetoscope allows the process to go beyond mere state law compliance for instructional observation. As a result, this design, more importantly, makes it possible to recognize and celebrate a teacher's contribution throughout the year while also providing teachers with ongoing feedback to continue building a culture of continued instructional growth. Ultimately, the hope of such a system is to continually support MCRSD educators and retain the district's amazing educators.

The Kinetoscope of Instruction meets the following needs:

- Compliments the Power Plus LOI by capturing MCRSD vision-related concepts that are not viewed in that tool.
- Reinforces and celebrates the four pillars of the MCRSD vision: Caring Culture, Safe Climate, Inspirational Instruction, Equipped for the Future.

Content

The Kinetoscope of Instruction is composed of two settings: an Instruction Vignette and an Environment Tour. The Instruction Vignette has ten indicators and the Environment Tour has seven indicators, all of which are aligned with the pillars of the district vision. While many indicators could be aligned to more than one pillar, the Kinetoscope of Instruction shows in parentheses after the indicators the primary pillar. The primary pillar was determined from survey responses of the

MCRSD staff. In total the primary indicators show a sort of blueprint for the tool. The table below shows which indicators are primarily represented by both halves of the tool.

Pillar	Instruction Vignette	Environment Tour	Total
Caring Culture	2	3	5
Safe Climate	1	1	2
Inspirational Instruction	5	2	7
Equipped for the Future	2	1	3
Total	10	7	17

Process

Seeing that the Kinetoscope of Instruction is designed to create a more comprehensive picture of educator performance, the process as a whole will include 10 visits each semester for a total of 20 visits over the course of the year, or roughly one unannounced visit every two weeks. Within each semester, 9 of the 10 visits will focus on the Instruction Vignette while one of them will concentrate on the Environment Tour. One Environment Tour will take place during the second quarter and the final one will occur at some point during the fourth quarter.

All observational visits will adhere to a strict 10-minute time limit. This is for parity of opportunity. This ensures everyone has an equal chance to demonstrate the indicators. Per the instrument's design, if a particular indicator is missed, there will always be another opportunity to capture it at the next visit. With this in mind, evaluators will vary the day of week as well as time of day each observation is completed. This way, over the course of the year, one will truly create a flip book of sorts that generates a complete picture of each educator's experiences, as well as, the student experiences.

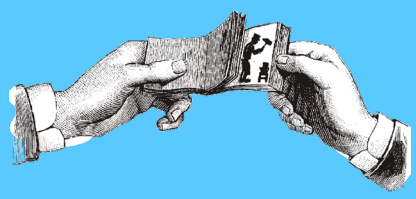
During the observation, the evaluator will be notating the degree of evidence seen for all of the indicators on the Instruction Vignette tool or the Environment Tour tool. All of the indicators on the Kinetoscope of Instruction will be evaluated on a three-point range of evidence:

- Completely
- Somewhat
- Not evident

The thought process may sound like this, "Is there evidence of this indicator? To what degree?" Indicators of the Instruction Vignette are sequenced so that observers focus on student learning first. When conducting the Instruction Vignette, time is limited. So the observer will primarily focus on looking and listening to the discourse in the room. The evaluator may also move about the space as needed to view laptops or learning activities as well as interact with a student to discuss

student understanding and participation in the learning activities. Likewise, the Environment Tour will require the observer to access certain learning records such as journals, folders, or digital platforms.

Following each observation, the evaluatee will be able to electronically access the visit's associated data and track their ongoing progress. This transparency is intended to support the ongoing professional development of all educators. One may use the data to focus on an area of strength to support their peers. One may also use the data to initiate support for an individual area of growth.



KINETOSCOPE METAPHOR - Teaching and learning is not a static activity. It is a collection of a range of actions. An old-fashioned flip book shows a whole story by assembling small snapshots of many points of an activity. In the same manner, the MCRSD Kinetoscope of Instruction collects multiple snapshots and assembles them into one story, reflecting a narrative of what transpires in a classroom.

Over the course of the year, the observer may encounter some situations that require a little extra consideration. If the evaluator notices in the first one minute that the vignette is not suitable for using the tool, then the evaluator may leave and try another time. For example, the observer may enter at a transition or right before a class period is ending and then choose to try another time. In another example, the observer may witness a 1-1 diagnostic testing session. While this would be a suitable activity to assess as an Instructional Vignette, the observer may have noted that this kind of activity had been assessed in prior visits and hence may choose to come back for a different kind of activity. Co-teaching is another situation for extra consideration. There are different ways that co-teaching could occur (CTSERC, 2004).

1. One teach, one observe (such as with an intern)
2. One teach, one assist (assisting groups or individual, such as with push-in SPED services)
3. Station teaching (Teachers are teaching different content at each station.)
4. Parallel teaching (Teachers are teaching the same content at each station.)
5. Team teaching (Both teachers are directing whole group instruction simultaneously.)

In scenarios 1-4, the observers would simply have to identify the primary or lead teacher and select that person as the focus for the Instructional Vignette. In the case of Team Teaching, the observer might choose to come back another time where the vignette can be focused on only one teacher.

Instruction Vignette - Indicators, Definitions, and Elaboration

Each of the ten Instruction Vignette indicators are listed below. To maintain calibration in the tool's use by multiple evaluators, the indicators are accompanied by a summary of attributes. Over time and with practice, an evaluator will automatically consider these aspects involved with rating the

observations without needing to refer to this document. In the meantime, this information will provide all stakeholders with the necessary context to help build understanding of the tool.

Below each indicator, the "Evidence Levels" are listed. This refers to the specific criteria in determining which of the three ratings best represent that specific indicator, as well as, examples of what an indicator may look or sound like. The "Elaborate" section provides rationale, definitions and additional key considerations when scoring if necessary.

Also of note, the indicators are generally sequenced to focus on students first, the instructional content second and the actions of the teacher third. The settings of an Instruction Vignette could be anywhere that learning occurs. This means that an Instruction Vignette could be observed and recorded in the classroom, in a school common area, on a field trip, or in any unique space of the school.

Indicator 1 - Students are attentive, focused, and participating most of the time. (II)

Evidence Levels

- Completely – Most students, >75%
- Somewhat – Some students, 50-75%
- Not evident – Few or no students, <50%

Elaboration

While seemingly a simple concept, student attention has other inherent qualities. The pillar Inspirational Instruction expects that students are engaging in all literacy modalities including reading, writing, listening and speaking along with working in a variety of arrangements such as independently, with a partner, or with a group. All of these ways of working are embodied in the basic act of participating with focus and attention no matter what the task or setting is. Thus, the observer will look not only for how many students are participating, but their stamina of participation. Are most students participating throughout the whole ten minutes or do they disengage with or without reengaging? This indicator will require the observer to check on student participation at the beginning, middle, and end of the ten-minute vignette in order to score the level. Furthermore, the observer may also ask the student about the task at hand to ensure that their participation is related to the academic lesson.

Indicator 2 - Students demonstrate positive emotions associated with learning such as interested, excited, happy, fulfilled, confident, or proud. (II)

<u>Evidence Levels</u>

- Completely – During the ten minute vignette, most students appear to demonstrate being interested in their work and many overtly demonstrate that they are excited, happy, fulfilled, confident or proud.
- Somewhat – Most students are compliantly completing the work or participating in the activities. Although they may not be overtly demonstrating the emotions of excited, happy, fulfilled, confident or proud.
- Not evident – Most students seem bored, confused, or frustrated by the tasks or academic discourse.

Elaboration

Emotions are a great indicator of what the student perceives. The positive emotions are indicative of Inspirational Instruction which could originate from the topic of the lesson or activity, but also from the teacher's feedback to students. The easiest emotion to observe is "interested." Student body language is more "into" the academic task or discussion, and students are answering questions about what they are doing. If "happy" and "excited" are not overtly evident, then the observer will search for manifestations of "fulfilled, confident and proud." For example, when a student receives positive feedback on a skill, are there non-verbal cues such as smiling or shoulders and head raised indicating pride? Is the student continuing the skill with effort, indicating confidence? Participation is a subtle indicator that there is some level of confidence and at the least compliance. Conversely, students who are waiting for support from the teacher because they are confused or frustrated are a non-example of this indicator. Likewise, students who have disengaged from the lesson and are consumed by other interests such as their personal device or an off-topic conversation with a peer are also non-examples of this indicator.
Strategies that check for student self-perception are always useful. For example, a teacher could ask students to indicate their confidence with a quick thumbs up or thumbs down. The observer or teacher could ask students to explain what they are doing and learning, if they are available to talk.

Indicator 3 - Instructional content is inquiry-based: problems to solve or general exploration. (II)

Evidence Levels

- Completely – During the ten-minute vignette, the discourse or activity is primarily enhancing or illuminating the inquiry problem(s) or question(s) being investigated.
- Somewhat – The vignette has a loose or vague connection or reference to an inquiry question or problem. However, the portion observed is teacher directed or resembles direct instruction. Alternatively, the observed content connects, refers, serves as reminder, or is a small component of a unit or project or instructional sequence that is inquiry-based.
- Not evident – The vignette has no reference to any inquiry-based origin.

Elaboration

Inquiry-based lessons are the cornerstone of the Inspirational Instruction pillar. They inherently involve either a problem to solve or more general exploration of a topic. Without a problem or a question, then there would be little inquiry happening. Inquiry-based lessons also have the qualities of fostering student curiosity and risk-taking, as well as students constructing their own understanding. The teacher's role is more of a facilitator of learning rather than a "sage on the stage." Students may have the opportunity to learn through the investigation of scenarios and problems, as well as, through social experiences. Evidence of this could include students generating questions that drive the exploration and problem-solving process, analyzing sources of information, or devising and testing solutions. Consider these two lessons. The first lesson asks students to view a video of a news clip of a current event and talk about the event and how it relates to the students' lives. There is clear inquiry - why does this event matter to us? However, the ensuing discussion is short and resembles direct instruction. Therefore, the lesson only somewhat demonstrates the indicator. Alternatively, consider an instructional unit around the driving question, "How does climate change affect our cafeteria salad bar?" One lesson in this unit could ask students to make maps of the lettuce growing regions in southern Arizona. The inquiry would focus on questions such as, "How does available lettuce supply change with more or less rain? How would the price of lettuce change? How would our cafeteria salad bar be affected?" These questions are complex and require investigation to answer, thus demonstrating a more complete inquiry-based lesson.

Indicator 4 - Instructional content is based in real-world and relevant problems or topics. (II)

Evidence Levels

- Completely – During the ten-minute vignette, the discourse or activity is primarily enhancing or illuminating the real-world application or connection of the curricular topic.
- Somewhat – The vignette's content is real-world and relevant only in a passing or vague manner during the ten-minute snapshot. Alternatively, the observed content connects, refers, serves as reminder or is a small component of a unit or project or instructional sequence that is deeply real world and relevant.
- Not evident – The vignette has no reference or connection to any real-world connection or relevance.

Elaboration

An example to distinguish the levels of observation could be a vignette of an SEL lesson where students are cleaning their classroom. At the level of "completely," the teacher may explain, "We are going to clean the room to prepare for visitors to our campus. Having a clean room will show our pride in our environment." Conversely, at the level of "somewhat," the teacher may explain, "We clean our room every Friday to respect our environment." Relevance could also be achieved with culturally responsive materials, activities and resources. What makes something real-world and relevant to a student is highly personal to the student. However key elements include:

- Students are using tools, materials, or techniques that mimic what professionals in the community would be using.
- Outcomes of the instructional activities are shared or impact the larger school community or the world outside of school.
- The topic or activities connect with students' personal interests and lives. For example, every social studies lesson is not "real-world" solely because something actually happened. Instead, the topic becomes more relevant when students are asked, "How does this topic or event relate to our lives today?"
- Students see their culture and personal values represented in the work.
- Students can articulate how the skill they are practicing contributes to their ability to solve problems or meet goals.

Indicator 5 - Instructional content is interdisciplinary. (EF)

Evidence Levels

- Completely – During the ten-minute vignette, the discourse or activity is primarily enhancing or illuminating the interdisciplinary nature of the curricular topic. The observer can identify or infer an objective in more than one subject area.
- Somewhat – There is evidence of two objectives from two disciplines that are loosely connected. One may be the primary objective but the other may be a minimal focus, an afterthought or accidental. Alternatively, the vignette's content is part of a larger project or unit that is strongly interdisciplinary, but only in a passing or referential manner during the ten-minute snapshot. The observed content connects, refers, serves as reminder, or is a small component of a unit or project or instructional sequence that is interdisciplinary, but the vignette really only has the objective of one discipline.
- Not evident – The vignette makes no reference to any other discipline beyond the objective of the content observed.

Elaboration

Interdisciplinary is defined as "two or more academic disciplines or areas of study that are considered distinct," (LOI, 2012). This needs to be intentionally constructed by the teacher though. Quick writes or simple math calculations as tools are not interdisciplinary. Likewise, simply reading something in social studies is not interdisciplinary unless there is a distinct connection made to reading standards. For example, a teacher may intentionally have students cite textual evidence to support their analysis of a historical perspective. Another example could be seen through a project-based lesson dealing with sunscreen. Students could research how different sunscreen products are made with different chemicals. With this information they can build 3D models of key molecules found in the sunscreen that may be helpful to humans or harmful to the environment. Math could be incorporated by examining the exponential effect such chemicals have on coral

reefs. Ideally presenting to other class members or the community would be the capstone of interdisciplinary work.

Indicator 6 - Instructional content is appropriately differentiated based on students' academic skills, knowledge and/or interests as seen by different instructional methods, materials, content and/or products. (EF)

Evidence Levels

- Completely – 4-5 examples are seen.
- Somewhat – 2-3 examples are seen.
- Not evident – 0-1 examples are seen.

Examples could include:

- Different task requirements or learning objectives based on student readiness, ability, or interest
- Different activity (i.e. - orally rehearse, draw vs. write, segmented into more and smaller steps)
- Different materials (i.e. - reading levels, manipulatives, realia, graphic organizers, visual aides, assistive devices)
- Corrective feedback
- Scaffolded questioning
- Small group or 1-1 support

Elaboration

The term differentiated means the teacher provides different learning experiences within one lesson to meet students' varied needs or learning styles. To meet the required number of examples necessary to move between the "Evidence Levels," examples could be concentrated on one student or multiple students. Differentiation could focus on any aspect of the lesson. It may be related to the content as seen if students have different reading material, for example, based on interests. The process may be differentiated. In this case, students may be reading content at different reading levels, while another listens to the reading material on headphones. The product can also be differentiated. For instance, one student may write out a response while another draws a picture.

Indicator 7 - Teacher demonstrates relationship-building and/or trauma-informed behaviors. (CC)

Evidence Levels

- Completely – 4-5 examples are seen.

- Somewhat – 2-3 examples are seen.
- Not evident – 0-1 examples are seen.

Examples could include:

- Giving positive and encouraging feedback
- Using respectful, calm, empathetic, and kind language, even and especially when emotions are high
- Using gestures or actions like fist bumps, high fives, hugs, or purposeful smiles
- Listening calmly and patiently as students are expressing their feelings, needs or reflections
- Honoring mistakes as brave risks and learning opportunities
- Using proactive responses vs. reactive when there is an incident or push-back by a student
- Giving statements or comments that show the teacher has personal knowledge about student interests
- Promoting a culture where we all have permission to express emotions
- Encouraging emotional literacy – being able to recognize, name and understand our feelings
- Perspective-taking of how others might feel or think
- Demonstrating an optimistic mindset
- Demonstrating gratitude
- Embracing ambiguity

Elaboration

The pillars of Caring Culture and Safe Climate are dependent on strong relationships. Time and again, relationships have been the pinnacle priority and starting point for all successful endeavors in the schools. Evidence for this indicator could be demonstrated by discourse between student and teachers or by non-verbal examples.

Indicator 8 - Instructional content includes SEL strategies. (SC)

Evidence Levels

- Completely – 4-5 examples are seen.
- Somewhat – 2-3 examples are seen.
- Not evident – 0-1 examples are seen.

Examples could include:

- Teaching an intentional, specific SEL objective
- Demonstrating language related to "RULER"
    - Recognizing emotions in self and others - what is the feeling?

    - Understanding the causes and consequences of our emotions - why?
    - Labeling our emotions - increasing our emotional vocabulary
    - Expressing the emotion(s)
    - Regulate - pause, breath, be mindful
- Referring to shared agreements of norms or procedures
- Community check-ins
- Applying the psychological distancing technique – thinking of someone else having the same experience and how you would support them
- Story therapy – Reading books or watching movies and reflecting on SEL themes of characters
- Breathing exercises
- Movement breaks
- Journaling or drawing feelings and experiences for self-expression
- Discussions about large social issues - prepare students for the realities of the world we live in
- Having conversations about unconscious and implicit bias
- Getting involved in community or volunteer work, particularly culturally relevant work
- Introducing students to role models from the community who can provide mentorship and support
- Student uses the environmental resources available to self-regulate (i.e- seating, books, fidgets, petting the animals)
- Students demonstrate being goal oriented – identifying goals, making plans to meet goals, pausing to see if actions and behaviors support goals, and monitoring progress towards goals.
- Students persevere through tasks or situations.
- Students make comments showing they feel they can learn.
- Students gracefully receive feedback from peers.
- Students see or acknowledge the feelings of others.
- Students get along with others, have peer relationships.

<u>Elaboration</u>

According to CASEL (2021), "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." Social and emotional learning can be subdivided into these four areas: self management, self efficacy, growth mindset, and social awareness. This indicator looks for examples in any of these subcategories. The examples could be demonstrated by the teacher or the students. The examples could be taught explicitly. However, older students will respond better if the SEL concepts are subtly woven into academics.

Indicator 9 - Teacher is attentive, focused, and engaged in supervising student learning and/or behavior. (CC)

Evidence Levels

- Completely – Teacher is attentive, focused and engaged in supervising all students throughout the vignette.
- Somewhat – Teacher is attentive, focused and engaged during parts but not all of the vignette. Alternatively, the teacher is attentive to only a few students while others become off task and are not re-engaged.
- Not evident – Teacher is not attentive, focused or engaged with students during the vignette.

Elaboration

The supervision of student learning and/or behavior requires the teacher to be interacting with students at some level. However, that level of interaction could take on different forms. First, the teacher may be monitoring and adjusting to ensure student engagement. The adjustment is necessary. For instance, if a student is completing no work, is actively engaged in off-task behavior, or is distracting others from their learning, then the expectation would be for the teacher to acknowledge that student. Even the slightest strategy like proximity might be enough to show that monitoring is happening. One must also acknowledge the fact that, sometimes, not forcing participation might be a teacher's strategic way to prevent an outburst. Also, teacher attention and engagement is about more than student behavior management. The fluid nature of inquiry-based and differentiated instruction requires the utmost attention in order to be successful. Inquiry-based instruction requires that the teacher is helping summarize and label the academic concepts that have been "discovered" through student inquiry activities. Lastly, to see this indicator completely, the teacher would be supervising all students in the room, not just students with whom he/she is working individually or in small groups. Students at a distant table who are unengaged should be redirected to the primary task or to academic-related options if they have finished the work.

Indicator 10 - Teacher and/or students demonstrate curiosity and interest in learning. (II)

Evidence Levels

- Completely – Teacher and student(s) both express an example.
- Somewhat – Teacher or student(s) express an example.
- Not evident – No examples are seen or heard.

Examples could include:

- Direct statements such as "I am really excited to learn about this. I have always wondered about this. I really like your inquiry questions because I have those same questions. I wonder what would happen if we explored___."
- Feedback to students that encourage or promote curiosity and interest in learning such as "What are you wondering about?"
- Responding to students when they are enthused or showing their interests such as, "That is cool. We should learn more about that."
- Specific activities to elicit student interests and questions
- Students asking questions about the content or activity that connote curiosity
- Students moving to be more proximal to the learning/teacher

Elaboration

Curiosity and interest is slightly different than engagement, and is a great indicator of Inspirational Instruction. For these reasons, teachers are encouraged to model, scaffold and celebrate curiosity and interest in learning. In the district newsletter on March 28, 2022, Laurie King presented a deep dive of what this means by using Mr. Rogers Neighborhood as an example.

> "There are two main things that Mr. Rogers did on his TV show to enhance curiosity. He modeled curiosity, and he scaffolded it. In one episode, he and Mr. McFeely spent five TV minutes riding a city bus observing the different kinds of hats people were wearing. He wondered and asked questions about things that were seemingly apparent (to us adults.) When kids see us curious about something, they become more curious themselves. In the book, *When You Wonder, You're Learning*, the authors state, '[Fred] Rogers knew that for kids to learn effectively, the information at hand has to connect to what they're familiar with and what they want to know more about. It has to strike that tantalizing balance between familiarity and mystery - the very balance on which the neighborhood was built.' The balance of familiar and mystery is how one scaffolds curiosity. As far as I can remember, on every single episode, Mr. Rogers fed his fish. Because of this, his preschool viewers knew what fish were and how they operated. So when Mr. Rogers posed the questions, "What do fish sound like, or do fish sleep?" he struck the balance between familiarity and mystery. He didn't say, "What do you want to know about WWI?" He would zero in on subjects that he knew kids were familiar with and went from there. He would scaffold curiosity by starting with what he knew kids already knew."

Consider these other examples. Do they model and scaffold curiosity?

- Dr. Margret McFarland, the co-founder of the Arsenal Family & Children's Center (along with Dr. Benjamin Spock), invited a famous sculptor to work with one group of children at the center. She asked him not to teach sculpting; instead just demonstrate his fascination of the clay in front of the children. And so he did. He visited the center once a week for an

entire term. He sat with the kids and modeled delight and joy working with the clay. That group of students was then observed to use clay more imaginatively than the groups of kids that did not have that experience. By simply taking delight in the clay, the sculptor made the kids wonder what they could do with clay themselves.

- In an Edutopia article (2022), Kristi Mascher explains that the popular Know/Wonder/Learn (KWL) graphic organizer can be counterproductive for students who don't know a lot about a new topic such as quadrilaterals or Cro-magnons. This strategy implicity confers: *You should already know something about this* or *We just got started and you're already behind*. A different option is OWL – Observe/Wonder/Learn. With the quadrilaterals lesson, the teacher projects a collage of rectangles, rhombuses, parallelograms, and other 2-D shapes on the screen and asks students to write down everything they notice and wonder. On Cro-Magnons, the teacher shows a segment of a documentary with the sound muted and asks students to discuss their observations. "The difference," says Mascher, "is that in this type of activity, all students are entering into an equitable experience. Everyone will have something to say or write."

These examples show that curiosity is a strong springboard for helping students become engaged, interested and ultimately learn more.

Environment Tour - Indicators, Definitions, and Elaboration

Each of the seven Environment Tour indicators are listed below. As with the Instruction Vignette tool, to maintain calibration in the tool's use by multiple evaluators, the indicators are accompanied by a summary of key attributes. Seeing that each indicator is focused on the actual space used during instruction rather than the instructional practice, the Environment Tour can be completed in the presence or absence of students.

Below each indicator, the "Evidence Levels" are listed. This refers to the specific criteria in determining which of the three ratings best represent that specific indicator. The "Elaborate" section, defines concepts, provides key considerations when scoring, as well as, examples of what an indicator may look or sound like. If a learning space is shared by more than one teacher, then the observer will verify in advance which teacher contributed to which elements of the environment so as to appropriately focus the observation on one teacher at a time.

Indicator 1 - There is evidence of strategies for practicing self-management. (CC)

<u>Evidence Levels</u>

- Completely – There is usable space enhanced with supports such as instructive signs, artifacts to hold like stuffed animals, live animals, or fidgets, meditation/movement/breathwork materials, or materials for art or journaling.

Alternatively, if space is not available, there is clear signage or a communication device reminding students of strategies and options.

- Somewhat – There is a space for self-management, but without supports; or accessing the space is a challenge prohibiting students from using it. Alternatively, if space is not available, the communication of alternate options is unclear or vague so as to prohibit students from using the strategies.
- Not evident – There is no evidence of any space or strategies available to students.

Elaboration

Self-management is one of the social and emotional learning domains that can help create a harmonious and optimal environment for learning. A dedicated space for students to calm themselves, reflect, express or manage their feelings is ideal but not necessarily required. If no suitable physical space is available then procedures and options that are clearly communicated to students can also be a powerful tool for practicing self management. This photo illustrates one such example.

(Photo courtesy of Esperanza Middle School)

Indicator 2 - There is evidence of classroom community-development. (CC)

Evidence Levels

- Completely – 3 or more examples are seen.
- Somewhat – 1-2 examples are seen.
- Not evident – No examples are seen.

Examples could include:

- Student photos, avatars, or biographies

- Student expectations communicated
- Posters or classroom decor that are motivational in nature
- Artifacts showing school-specific mission, vision, values, goals, or philosophies
- Classroom jobs or responsibilities

Elaboration

Strong relationships build strong communities. In order to build a good relationship, it helps to know information about the other people in the community. Thus, this indicator is looking for examples where students can learn about each other and develop a sense of belonging. Note, the examples of evidence are considered collective examples. For instance, a bulletin board of 15 student photos would count as one collective example. Likewise, whether there are ten or one motivation posters, this would count as one example of evidence. Evidence can be posted in hallways or bulletin boards in common areas, but the evidence should be notated, either on the board or privately to the evaluator, if it is associated to a particular classroom or teacher.

Indicator 3 - There is a variety of flexible and diverse seating space and work space. (CC)

Evidence Levels

- Completely – There are 3 or more options.
- Somewhat – There are 2 types of seating options.
- Not evident – There is only one type of seating.

Examples could include:

- Different types of chairs (i.e. - stools, wobblers, benches, sofas)
- Accessories to chairs like elastic bands around the legs or pillows
- Seating at traditional tables
- Different seating areas (i.e. - nooks, corners, lounges, lofts, tall tables, pillow piles, or floor mats)

Elaboration

A Caring Culture requires a thoughtfully designed space that promotes comfort and safety, perhaps with a homey touch. A variety of flexible seating will help accomplish this goal. It is important to keep in mind that this indicator does not necessarily require a separate work area, but rather it is intended to help students feel nurtured and accepted for whatever their personal needs may be. Flexible seating can occur at a student's “traditional” workspace as well with the use of alternate chairs or accessories to chairs.

Indicator 4 - The environment prioritizes safety (SC).

Evidence Levels

- Completely – All 3 criteria are met.
- Somewhat – 1 or 2 of the criteria are met.
- Not evident – None of the criteria are met.

Criteria for this indicator include:

- An environment free of hazards (i.e. - tripping, chemical accidents, sharp objects, materials properly stored, debris removed)
- Safety procedures posted (i.e. - fire, lockdown, chemical, evacuation)
- Equipment available for use (i.e. - sanitizer, soap, water, towels, cleaning supplies, first aid kit, air filter)

Elaboration

A safe climate is non-negotiable. Thus, this indicator has three required criteria rather than possible examples. Most, although not necessarily all, of the examples provided in the parentheses for each criteria need to be evidenced for the criteria to be met. Of course, each classroom and school is different and relative differences are acceptable. For example, chemical spill procedures would be expected in a high school chemistry room, but an elementary room would merely lock up cleaning supplies out of children's reach. The main goal is to ensure that the climate is safe.

Indicator 5 - There is evidence of a culturally responsive climate (II).

Evidence Levels

- Completely – 3 or more examples are seen.
- Somewhat – 1-2 examples are seen.
- Not evident – No examples are seen.

Examples could include:

- Books that are representative of students cultural associations
- Artifacts of past instruction about cultural history, bias, refuting, or reframing
- Posters or classroom décor of culturally relevant interest
- Artifacts related to role models in the community
- Student work reflecting themselves and personal relevance

Elaboration

Culturally responsive instruction is pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

Special consideration to the cultural backgrounds of the students in class is essential in order to appropriately allow for the necessary connections to their previous experiences. It is important to realize that representation of many cultures is not the same as being responsive to students' culture. Also, culture is more than just national, geographic, or ethnic association. Socio-economic levels, gender identity groups and religions are also cultural associations.

Indicator 6 - The environment motivates and inspires curiosity (II).

Evidence Levels

- Completely – 3 or more examples are seen.
- Somewhat – 1-2 examples are seen.
- Not evident – No examples are seen.

Examples could include:

- Posters or classroom decor of academic content (collective)
- Student work (i.e. - research report on display, "books I've read" on display) (collective)
- Centers, kits, realia displays, bulletin board, or boxes with books, materials or manipulatives, for independent or assigned use. These may have a place for students to write notes or questions. They may also include a place where students can find more information.

Elaboration

Inspirational Instruction and inquiry-based learning are hallmarks of the district vision. In order for students to generate and pose questions for inquiry, they need to be surrounded by an environment rich in potential topics. Note, some of the examples of evidence provided are considered "collective" examples. For instance, a bulletin board of 15 student projects would count as one collective example. Likewise, whether there are ten or one content-based posters, this would count as one example of evidence. However, the third type of evidence would not be collective. Each center, kit, display or bulletin board would count as one example.

Indicator 7 - There are materials to support students in being successful in their academic learning (EF).

Evidence Levels

- Completely – 5 or more appropriate examples are seen.
- Somewhat – 3-4 examples are seen.
- Not evident – 2 or fewer examples are seen.

Example could include:

- Anchor charts (i.e. – vocabulary, concepts, past learning, student work, past discussions; collective)
- Learning logs – digital or paper
- Bulletin boards of academic content of the course
- Schedule for the day
- List of tasks or activities for the instructional period
- Learning objective is on display
- Free choice materials align with standards and objectives of a course.
- Independent work or centers aligns with standards and objectives of the course.
- Charts for tracking progress (i.e. – in learning log, in personal folder, in Google classroom or on public display)
- Posters of procedures for early finishers or independent time
- Course syllabus
- Options to avoid environmental distractions such as headphones, study carrols or alternate quiet spaces

Elaboration

Being equipped for the future means that students can set goals, make action plans, and follow through. One stepping stone in this process is having the personal agency to make decisions. Another is having enough scaffolding in educational settings in order to build towards gradual release of learning and teaching from teacher-centered to student-centered. An environment rich in materials to support students is essential to achieve success.

MCRSD Teacher Evaluation Plan

Power Plus Learning Observation Instrument

Introduction

Teacher Leaders and Teacher Associates will be evaluated twice a year (once each semester) using the Power Plus Learning Observation Instrument (P+LOI). This is a shorter version of the Learning Observation Instrument (LOI) and reduced to 13 elements instead of the full 21. Although the P+LOI has fewer elements than the LOI, it retains a powerful subset of elements to maintain a robust feedback loop for the educator. The elements that populate the P+LOI are considered "high leverage" elements due to the fact that they are predictive of high and low student growth results. A full observation cycle includes a pre-conference, an announced observation, and a scored post conference.

Content and Process

The observation cycle begins with a pre-conference. The pre-conference allows the teacher to walk the evaluator through the planned lesson as well as why that particular lesson is being taught and the chosen materials are being used. This also will be the teacher's first opportunity to explain how the lesson will be differentiated for the students in the class. This concept will affect the scoring of a couple elements during the cycle including Correct Level of Difficulty and Monitor & Adjust. The pre-conference itself though is unscored. The reason for this is to allow the pre-conference to be an opportunity for teacher reflection on their upcoming lesson while having the opportunity to adjust anything the teacher discovers along the way. Therefore, although an element like Correct Level of Difficulty is discussed as part of the pre-conference, it will not actually be assessed until the post-conference when the teacher discusses what actually happened in the observation and how the teacher's decisions impacted student learning.

The observation itself is scheduled, as well. This is for an entire lesson period. During the lesson, the evaluator will script the lesson in order to capture evidence for scoring. The evaluator will also talk to students, but should not be asked by the teacher to participate in the lesson in any way. The observation collects evidence across 5 rubrics including Content, Instructional Strategies, Learner Engagement, Learning Community and Formative Assessment. The specific elements scored for each rubric are as follows:

Content Rubric:

- Conceptual Understanding
- Task Analysis
- Connection to Content

Instructional Strategies Rubric:

- Practice/Aligned Activity
- Monitor & Adjust
- Analysis of Instruction (Post Conference)

Learner Engagement Rubric:

- Student-to-Student Interaction
- Teacher-to-Student Interaction
- Authentic Engagement
- Critical Thinking

Learning Community Rubric:

- Responsibility for Learning

Formative Assessment Rubric:

- Student Progress (Post Conference)
- Correct Level of Difficulty (Post Conference)

On a day shortly after the observation, a post-conference will be conducted. The post-conference serves several purposes. Most importantly, it is an opportunity for the teacher to self-reflect on their lesson by identifying the cause and effect relationship between their instructional practice and student learning. This allows the teacher to identify both the strengths of their lesson, as well as the challenges encountered. Such reflection is a powerful form of professional growth. The conference also allows the evaluator the opportunity to provide feedback to the teacher in the form of an identified area for reinforcement and refinement. Finally, the evaluator will provide the teacher with the scores from the complete observation cycle.

MCRSD Teacher Evaluation Plan

Teacher Leader Competencies Rubric for Teacher Leaders

Introduction

The Teacher Led School model provides opportunities for staff to both teach and lead. The Teacher Leader role requires its own unique considerations when it comes time for effectiveness evaluation. Evaluation of the Teacher Leader should include more than excellence in classroom instruction, because a Teacher Leader is spending considerable time doing more than teaching. Hence, the Teacher Leader Competencies Rubric (TLC Rubric) has been created to serve these functions.

- Facilitate self-reflection for ongoing growth of one's effectiveness in Teacher Leader areas
- Facilitate feedback from peers about one's effectiveness in the Teacher Leader competencies
- Provide clarity about the Teacher Leader role by defining competencies
- Communicate a shared purpose, vision, and values of the role and its connection to the four pillars of Caring Culture, Safe Climate, Inspirational Instruction, and Equipped for the Future.
- Serve as part of the effectiveness rating, making for a complete evaluation of all that a teacher leader does

Content and Process

The Teacher Leader Competency Rubric (TLC Rubric) is an efficient and comprehensive rubric for peers to rate each other about formal duties of the Teacher Leader role. There are seven domains that have a descriptive statement, a list of potential settings, a list of suggested artifacts for evidence, a list of detailed competencies, and a range of scoring levels from 0-5. Six domains focus on the duties related to leading school strategic operations. The assumption is that every Teacher Leader is on the Leadership Team and the Leadership Team is the shepherd of the SIAP process. It is also a duty that every Teacher Leader is involved in at least one other committee, initiative, or project. These may be extensions or branches of the work of the Leadership Team or a self-contained activity. The seventh domain assesses leadership skills in general that reflect who the person is as a leader, rather than the work they are doing in a particular setting or task.

The TLC Rubric will be used in two ways. First, it will be used for personal self-reflection. In this manner, this tool is not used in the actual evaluation plan's calculation of an effectiveness score. Rather, the Teacher Leader will score himself/herself at the beginning of the year and set a personal goal. Ideally, the goals will be shared with other Teacher Leaders so that they can all create a community of support. Alternatively, the Teacher Leader can share their self-scores and goals with a "critical friend" who is not another Teacher Leader to receive feedback or assistance with reflection. Self-scoring with the rubric that will be used later by peers can also help the

Teacher Leader evaluate if his/her self-perceptions align with how he/she is perceived by others. Ideally, the Teacher Leader will self-score himself/herself again at the end of the year to self-reflect on whether or not the personal goals were achieved.

Second, the TLC Rubric will be used in the MCRSD Teacher Leader Effectiveness Plan. Peers will score each other three times per year, according to the annual school calendar. Peers could include fellow Teacher Leaders, Teacher Associates, and/or Reach Associates. The scoring must be done by peers because those are the people who truly know the performance of the other Teacher Leaders, because they are working closely together all year. Any other scorer would likely be operating from an incomplete observation base. Scores will be entered into The REILize Decision Support System (RDSS). Each teacher will only see numerical scores and stock comments so that they will not know who has given those ratings. This level of anonymity should promote objectivity and hence truly supportive information.

As a Teacher Leader, one must be thinking of this task regularly throughout the year. To be successful at scoring a peer or oneself, it requires observing and remembering along the way of what you or your peers are doing. Artifact evidence could also be used to help a reviewer remember what transpired, but most scores will be generated on the intuitive knowledge developed over countless and continual interactions with peers. Just as a teacher "knows" the student, a Teacher Leader develops a deep knowledge of their peers skills and competencies. From that knowledge base, the rubric should be straightforward to complete.

MCRSD Teacher Evaluation Plan

Professional Responsibilities Rubric for Teacher Associates

Introduction

Unlike Teacher Leaders, Teacher Associates are not expected to lead in the same capacity. Instead, a Teacher Associate's main focus is on instruction, instructional partnerships, and continual growth as an educator. Leadership activities in this sense, are manifested through a Teacher Associate's ability to support the professional responsibilities of their peers while also collaborating with stakeholders to increase student achievement. This is captured through the Professional Responsibilities rubric (PRR).

The Professional Responsibilities rubric (PRR) is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the LOI. The effective 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. The effective 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.

Content and Process

The PRR includes five elements:

- Engagement in Meaningful and Appropriate Professional Learning Opportunities
- Collaboration with Colleagues
- Engagement with Families
- Communication with Families
- Leadership

Each element is described according to 6 proficiency levels ranging from a low of "0" to a high of "5". As with the P+LOI, a score of 3 or above is considered proficient practice while a score below 3 is considered not proficient.

Scoring conferences for the PRR will take place three times during the year, but only the final score received at the conclusion of the school year will count toward the Teacher Associate's performance score. The first check in will occur in October, with the second in February. At these check-ins the Teacher Associate will be asked to come to the conference with a self-reflection completed and should be prepared to present evidence for why they feel they are at a particular proficiency level. Again, these initial scores do not count toward the final score, but provide the opportunity to get feedback so adjustments can be made as the year progresses. The final conference, which will be held at the end of the year, will be conducted similarly but the scores will be finalized. It is important to realize that your final scores for each element are based on a preponderance of evidence. Therefore, although a Teacher Associate may have displayed a

particular descriptor one time during the school year at a particular level that doesn't indicate that level of performance for the year as a whole. These scores will rather reflect practice demonstrated as a norm instead of something that is a one time exception.

MCRSD Teacher Evaluation Plan

Student Success Measures

Student success is the ultimate teacher success. While many intermediary factors other than the teacher can impact student success, it is appropriate to consider some student success measures in the teacher evaluation plan. Academic growth shown in the NWEA MAP Growth assessment and social emotional health shown by the CORE SEL Survey are the two student success measures that are included in the plan as well as examined throughout the year for formative and diagnostic purposes.

The MAP Growth assessment by NWEA is an adaptive assessment given three times per year. The developers describe these key features (NWEA, 2017).

- MAP® Growth™ measures what students know and what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level.
- Every question on a MAP Growth assessment is calibrated to our proprietary RIT scale, which is the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career.
- NWEA™ uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.

The CORE collaborative of districts in California worked together to design reliable and valid survey measure of social and emotional learning (West et al., 2018). The survey is administered on-line through the district's assessment platform. Items are categorized by social emotional competencies (Appendix F), and student scores are ranked in five performance categories: unhealthy, slightly unhealthy, moderately healthy, healthy, and very healthy. Because student social emotional learning is a continual focus embedded in everything throughout the year, it is MCRSD's goal that 75% of students be in one of the three healthy categories by the end of the school year. This goal aligns with the district pillars of Safe Climate and Caring Culture.

Effectiveness Rating

Per state of Arizona requirements, MCRSD teaching staff will receive one of these effectiveness ratings: highly effective, effective, developing, ineffective.

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MCRSD Teacher Evaluation Plan

Appendix A - Kinetoscope of Instruction

Kinetoscope of Instruction
Instruction Vignette Tool

Teacher Leader		**Observer**	
Day and Date		**Location**	
Time Start-Stop		**Number of Students**	
Subject 1		**Subject 2**	
Topic			

Indicator (Pillar)	**Completely Somewhat Not evident C(2), S(1), NE(0)**	**Notes/Comment**
1. Students are attentive, focused, and participating most of the time. (II)	☐☐☐	
2. Students demonstrate positive emotions associated with learning such as interested, excited, happy, fulfilled, confident, or proud. (II)	☐☐☐	
3. Instructional content is inquiry-based: problems to solve or general exploration. (II)	☐☐☐	
4. Instructional content is based in real-world and relevant problems or topics. (II)	☐☐☐	
5. Instructional content is interdisciplinary. (EF)	☐☐☐	
6. Instructional content is appropriately differentiated based on students' academic skills, knowledge and/or interests as seen by different instructional methods, materials, content and/or products. (EF)	☐☐☐	
7. Teacher demonstrates relationship-building and/or trauma-informed behaviors. (CC)	☐☐☐	
8. Instructional content includes SEL strategies. (SC)	☐☐☐	
9. Teacher is attentive, focused, and engaged in supervising student learning and/or behavior. (CC)	☐☐☐	
10. Teacher and/or students demonstrate curiosity and interest in learning. (II)	☐☐☐	

MCRSD Teacher Evaluation Plan

Kinetoscope of Instruction
Environment Tour Tool

Teacher Leader		**Observer**	
Date			

Indicator (Pillar)	**Completely Somewhat Not evident**	**Notes/Comment**
1. There is evidence of strategies to practice self-management. (CC)	☐☐☐	
2. There is evidence of classroom community-development. (CC)	☐☐☐	
3. There is a variety of flexible and diverse seating spaces and work spaces. (CC)	☐☐☐	
4. The environment prioritizes safety. (SC)	☐☐☐	
5. There is evidence of a culturally responsive climate. (II)	☐☐☐	
6. The environment motivates and inspires curiosity, inquiry and learning. (II)	☐☐☐	
7. Material and procedures support students in being successful in their academic learning. (EF)	☐☐☐	

Appendix B - Power Plus Learning Observation Instrument

Power + Learning Observation Instrument

May 2022

CONTENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Content* rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of 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.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Conceptual Understanding	**Guides all students to create or select their own representations and explanations of concepts**; ensures students demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives with increasing complexity or depth of content **that are differentiated according to student cognitive level**. (2a, 2c, 4a, 8i)	Utilizes **effective** representations and explanations of concepts **throughout the lesson** that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives **with increasing complexity or depth of content**; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)	Utilizes representations and explanations of concepts (*e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers*) that capture **key ideas and details** that build **conceptual** understanding in the discipline. Utilizes questions **at essential sub-objectives** that support student understanding in the discipline and stimulate discussion for a specific purpose (*e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives*). (4a, 4b, 8i)	Utilizes representations **and** explanations of concepts that capture **key ideas** essential to build understanding of the lesson outcome. Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)	Utilizes representations and/or explanations of concepts that capture some key ideas to build understanding of the lesson outcome. Utilizes questions within the lesson to stimulate discussion. (4a, 8i)	

Pre -Conf. | **Observation** | **Post-Conf.**

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Task Analysis	Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and **year-long plan**. (7c)	Planned/Taught lesson objective(s), sub-objective(s), & materials **anticipate possible student misconceptions** and are logically organized/ sequenced in relation to lesson and **unit.** (4f, 7b, 7c)	Planned/Taught lesson objective(s), **sub-objective**(s), & materials are aligned to content standards, **segmented for learning, reflect prior learning, and are logically organized/ sequenced in relation to the lesson.** (4d, 4f, 7b, 7c)	Planned/Taught lesson objective(s) and materials are **sequenced** and aligned to content standards. (7b, 7c)	Planned/Taught lesson objective(s) & materials are sequenced. (7b, 7c)	
Pre -Conf. Observation **Post -Conf.**						
Connections to Content	Engages **students in applying interdisciplinary** content knowledge to a real-world question, problem, issue, or event **through the lens of local and/or global issue(s).** (4b, 5b, 5d, 5g)	Engages **students in applying disciplinary** content knowledge to a **real-world question, problem, issue, or event**. (4b)	**Prompts student reflection** of prior content knowledge; linking new concepts to familiar concepts; makes connections to students' experiences. (2d, 4d)	Activates students' **prior knowledge**; makes connections to students' experiences to enhance understanding of the content. (2d, 4d)	Makes connections to students' experiences to enhance understanding of the content.	
Pre -Conf. Observation **Post -Conf.**						

FORMATIVE ASSESSMENT RUBRIC

Aligns with In-TASC Standard 1 (Learner Development), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Formative Assessment* rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
Element	**Descriptors**					
Student Progress Pre -Conf. Observation Post -Conf.	Articulates and presents evidence of student progress, relative to rigorous short-term (*e.g., unit, series of lessons*) and long-term (*e.g., end-of-year*) goals in order to guide planning. Presents evidence that **nearly all students (95 -100%)** met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to **rigorous short-term (*e.g., unit, series of lessons*) and long-term (e.g., end-of-year)** goals in order to guide planning. Presents evidence that **most of the students (75-94%) met the lesson objective.** (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that **nearly all students (95-100%)** demonstrate progress (*growth*) **relative to the lesson objective**. (6c)	Articulates student progress; **75% -94%** of students demonstrate progress (*growth*).	Articulates student progress; **less than 75%** of students demonstrate progress (*growth*).	
Correct Level of Difficulty Pre -Conf. Observation Post -Conf.	Produces evidence that real-time assessments are at the correct level of difficulty at the **individual student level.** (6a)	Produces evidence that real-time assessments are at the correct level of difficulty at the **sub-group level.** (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) **and** student work. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty **for more than half** of the students, **as evidenced by pre/prior assessment(s) or student work.** (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty **for less than half** of the students. (6a)	

INSTRUCTIONAL STRATEGIES RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environment), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
Element	**Descriptors**					
Practice/ Aligned Activity	Engages all students in examining their own thinking **and/or** learning; **students effectively provide support for one another.** (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity **aligned to appropriate sub-objective(s).** **Effectively** provides scaffolding for students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. (2b)	Provides **sufficient, aligned practice or conceptual development activity** to support **successful learning** of the lesson objective. Actively guides and scaffolds individual students as they practice the objective and move toward independence (*e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cueing*). (2a)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; **or** provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	Provides independent practice or conceptual development activity.	

Pre -Conf. | Observation | Post -Conf.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Monitor and Adjust (use of real-time assessment) Pre -Conf. / Observation / Post -Conf.	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **individual level**: • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses from **all students** at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **sub group level:** • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses **from most students (75% or more)** at **essential sub- objective levels**. **Utilizes student responses to appropriately** move forward with or adjust **one or more** of the following : • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (8a, 8b)	Elicits overt responses from **at least half (50%)** of the students to either move forward with or adjust instruction. (8a, 8b)	Elicits overt responses from a few of the students to either move forward with or adjust instruction. (8a, 8b)	
Analysis of Instruction Pre -Conf. / Observation / Post -Conf.	Articulates how the results of this lesson **fit into the long range planning** for the content discipline, and identifies effective steps for increasing student learning **at the individual student level** for the next lesson. (7f)	**Articulates how the results of this lesson fit into the content discipline** and identifies effective steps for increasing student learning **at the sub group level** for the next lesson. (7f)	Accurately identifies strengths and/ or weaknesses of the lesson/instruction, based on analysis of student work/results, **and identifies effective steps for increasing student learning for the next lesson**. (7f)	**Accurately** identifies strengths and/or weaknesses of the lesson/instruction, **based on analysis of student work/results**. (7f)	Identifies strengths and/or weaknesses of the lesson/instruction.	

LEARNER ENGAGEMENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge), 5 (Application of Content),6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Learner Engagement* rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to-student and teacher-to-student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Student-to-Student Interaction Pre -Conf. Observation Post -Conf.	**Students respond to shifts in conversation as they explore the topic; different students may emerge as experts** (*e.g., appropriately adjusts within the context, draws on multiple and/or diverse perspectives, challenges assumptions with justification and evidence*) in order to develop expressive language proficiency and demonstrate deep or extended learning. (4b, 4h, 5d, 6f, 8h)	Students engage in **focused learning conversations to build on other students' thoughts/ideas/writing/non-linguistic representation** (*e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing*), in order to develop expressive language proficiency and **demonstrate deep or extended learning**. (4h, 5d, 6f, 8h)	Students engage in structured, **scaffolded** student-to-student academic dialogue aligned to the lesson objective in order to **develop expressive language proficiency and solidify learning**. Students demonstrate individual accountability, **equal participation, application of content vocabulary, and justification of ideas.** (4h, 8h)	Students engage in **structured**, student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*), aligned to the lesson objective. Students demonstrate **individual accountability and use of content vocabulary.** (4h, 8h)	Students engage in student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*). (4h, 8h)	
Teacher-to-Student Interaction Pre -Conf. Observation Post -Conf.	Elicits participation from **all students consistently** throughout the lesson for **each** sub-objective. **Students hold one another accountable for engagement in activities and responses.** (3c)	Elicits participation from **nearly all (95%-100%)** students for **most** sub-objectives, **through a systematic progression of purposeful questions and a variety of activities.** (8i)	Elicits participation from **most (85%-94%)** of the students at significant points during the lesson, through **purposeful questioning and/or activities** (*e.g., speak, write, signal, perform, think*) requires students to engage in covert (*internal*) thinking and provides sufficient wait time before calling on individual students. **Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks.** (8i)	Elicits participation from **more than half** of the students during parts of the lesson, through questioning and/or activities (*e.g., speak, write, signal, perform, think*). **Utilizes questioning strategies that require covert (*internal*) thinking and sufficient wait time before calling on individual students.** (8i)	Elicits participation from **less than half** of the students, during parts of the lesson, through questioning and/or activities. (8i)	

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Authentic Engagement Pre -Conf. Observation Post -Conf.	Facilitates authentic engagement by: **(1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences.** (2a, 3b, 5f, 5g, 7a, 8c, 8i)	Facilitates authentic engagement by assigning **differentiated, meaningful tasks that require complex thinking**, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Facilitates authentic engagement by assigning tasks that **most students** associate with a result or outcome that has clear meaning **and personal relevance** (*connects task(s) to learning outcome relative to big idea; purpose for learning*). (7a, 8c, 8i)	Assigns tasks that **some students associate with a result or outcome that has clear meaning**.	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome (*e.g., reading a book in order to pass a test*).	
Critical Thinking Pre -Conf. Observation Post -Conf.	Students use complex reasoning **with planning over an extended period of time in connection with a long-term project, problem, performance, and/or investigation** *(e.g., process multiple conditions of a problem or task; use multiple sources to gather and synthesize information; examine and explain alternatives).* **Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; gain control in directing their solution process.** (5f)	Students use complex reasoning for **more than one sub-objective** during the lesson to make new meaning not provided by the teacher *(e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea; develop generalizations).* (5f)	Students **use complex reasoning to make new meaning not provided by the teacher** *(e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea).* (5f)	Students **use information or conceptual knowledge to demonstrate comprehension** of content *(e.g., summarize essential points; express learning in a graph or non-linguistic representation; explain cause-effect relationship; categorize; infer).*	Students demonstrate recall of fact(s), information, or procedure(s).	

LEARNING COMMUNITY RUBRIC

Aligns with In-TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support teachers with establishment of a classroom learning environment that enhances individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
Element	**Descriptors**					
Responsibility for Learning **Pre -Conf.** **Observation** **Post -Conf.**	**Students are self-directed** learners who assume responsibility for productivity and maintain momentum without continuous monitoring. **Students use exemplary anchor papers, rubrics and/or other exemplary student work to evaluate their work and the work of others.** (3a, 3c, 3e)	**Collaborates with students** to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	**Conveys high expectations** for learning using **one or more** of the following strategies: ▪ Focuses students on their academic and/or social goals. ▪ Prompts students to monitor their own work habits and take initiative. ▪ Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. (3e)	**Conveys high expectations** for student work and behavior through statements of lesson objective expectations, references to criteria for quality, **and/or** asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.	

MCRSD Teacher Evaluation Plan

Appendix C - Teacher Leader Competencies Rubric

MCRSD Teacher Leader Competencies Rubric

Peer Evaluation

Introduction

The Teacher Led School model provides opportunities for staff to both teach and lead. The Teacher Leader role requires its own unique considerations when it comes time for effectiveness evaluation. Evaluation of the Teacher Leader should include more than excellence in classroom instruction, because a Teacher Leader is spending considerable time doing more than teaching. Hence, the Teacher Leader Competencies Rubric (TLC Rubric) has been created to serve these functions.

- Facilitate self-reflection for ongoing growth of one's effectiveness in Teacher Leader areas
- Facilitate feedback from peers about one's effectiveness in the Teacher Leader competencies
- Provide clarity about the Teacher Leader role by defining competencies
- Communicate a shared purpose, vision and values of the role and its connection to the four pillars of caring culture, safe climate, inspirational instruction, and equipped for the future.
- Serve as part of the effectiveness rating, making for a complete evaluation of all that a teacher leader does

Content and Process

The Teacher Leader Competency Rubric (TLC Rubric) is an efficient and comprehensive rubric for peers to rate each other about formal duties of the Teacher Leader role. There are seven domains that have a descriptive statement, list of potential settings, list of suggested artifacts for evidence, list of detailed competencies, and a range of scoring levels from 0-5. Six domains focus on the duties related to leading school strategic operations. The assumption is that every Teacher Leader is on the Leadership Team and the Leadership Team is the shepherd of the SIAP process. It is also a duty that every Teacher Leader is involved in at least one other committee, initiative, or project. These may be extensions or branches of the work of the Leadership Team or a self-contained activity. The seventh domain

assesses leadership skills in general that reflect who the person is as a leader, rather than the work they are doing in a particular setting or task.

The TLC Rubric will be used in two ways. First, it will be used for personal self-reflection. In this manner, this tool is not used in the actual evaluation plan's calculation of an effectiveness score. Rather, the Teacher Leader will score himself/herself at the beginning of the year and set a personal goal. Ideally, the goals will be shared with other Teacher Leaders so that they can all create a community of support. Alternatively, the Teacher Leader can share their self-scores and goals with a "Critical Friend" who is not another Teacher Leader to receive feedback or assistance with reflection. Self-scoring with the rubric that will be used later by peers can also help the Teacher Leader evaluate if their self-perceptions align with how he/she is perceived by others. Ideally, the Teacher Leader will self-score himself/herself again at the end of the year to self-reflect on whether or not the personal goals were achieved.

Second, the TLC Rubric will be used in the MCRSD Teacher Leader Effectiveness Plan. Peers will score each other three times per year, according to the annual school calendar. Peers could include fellow Teacher LEaders, Teacher Associates and/or Reach Associates. The scoring must be done by peers because those are the people who truly know the performance of the other Teacher Leaders, because they are working closely together all year. Any other scorer would likely be operating from an incomplete observation base. Scores will be entered into The REILize Decision Support System (RDSS). Each teacher will only see numerical scores and stock comments so that they will not know who has given those ratings. This level of anonymity should promote objectivity and hence truly supportive information.

As a Teacher Leader, one must be thinking of this task regularly throughout the year. To be successful at scoring a peer or oneself, it requires observing and remembering along the way of what you or your peers are doing. Artifact evidence could also be used to help a reviewer remember what transpired, but most scores will be generated on the intuitive knowledge developed over countless and continual interactions with peers. Just as a teacher "knows" the student, a Teacher Leader develops a deep knowledge of their peers skills and competencies. From that knowledge base, the rubric should be straightforward to complete.

Directions

The very first step is to establish a mental mindset that you are thinking of your peer's role as a leader rather than instructional skills. You can establish this mindset by first reading the description of the domain and the description of each performance level. The items in the performance level columns are the "looks likes, sounds like" of the competencies. Next, mentally identify some points of time or pieces of evidence from the past few months that have fed your overall knowledge of your peer's competency. Think of both formal and informal conversations. Think about whether you want to refer to any evidence such as meeting minutes. This is a good time to jot down notes relative to each domain. Now you can begin the scoring process. Begin at the 3-active level of the performance levels and start identifying the bulleted items that are most true about your peer. What level do you see exhibited by your peer? If the bullets in the middle column are not descriptive, then look to the other two columns, 5-advocate or 1-passive. It may be helpful to circle or highlight the bulleted items. If you are uncertain what level to score, then consider these tips and questions: How many examples of the descriptors do you recall? Is there a preponderance of evidence to help you know that the competency is demonstrated at that level? Would you describe your peer as passive, active or an advocate relative to the domain? Which of these general labels seems most apt?

- *Passive* - A person who is passively involved in the school leadership only puts forth minimal effort such as attending meetings but not participating. Any participation is cursory. The person might share their knowledge or opinion but not much else. This person might not be reliable to completely and effectively follow through on actions or decisions.
- *Active* - A person who is actively involved in school leadership makes their presence, skills and knowledge known. They are highly involved by bringing materials and resources to meetings, coordinating tasks, or volunteering for action items. This person is reliable. You can count on the person to follow through with tasks and actions.
- *Advocate* - A person who is an advocate goes above and beyond what is expected.\. They advocate for the inclusion of others or on behalf of others. They advocate to take the solutions and initiatives further than the status quo. They initiative what might not yet exist. An advocate also takes on the role of mentor by coaching others as it relates to the topics or actions of the domain. The advocate takes a leading role and monitors the follow through of the whole group, project, or initiative. The advocate will demonstrate most of the behaviors in the Active column AND many behaviors in the Advocate column.

Here is some additional scoring guidance. It is acceptable to score 4 or 2 if you see descriptors from multiple levels. The score level with the most circles is generally the score to mark, but if there is an equal split among columns, then choose 4 or 2. Be sure to think about your peer across many leadership settings and refer to artifact evidence if it would be helpful. Most domains use the phrase, "in the course of school leadership activities," which could include policy decisions, planning, or determining success measures. Lastly, **try to separate classroom teaching proficiency from performance as a leader**.

Scoring Page

Evaluator_____ Evaluatee_____

Domain	Notes or Comments	Score (enter 0-5)
School's Continual Improvement Process		
Community Awareness		
Academic Awareness		
SEL Awareness		
Parent, Family and Caregiver Awareness		
Project, committee or initiative		
Interpersonal Strengths		
Total		

Additional notes or comments:

Rubric

Domain	Advocate	Active	Passive
1. School's Continual Improvement Process *Involved in the annual review, development and monitoring of the School's Improvement Action Plan (SIAP).* Settings - Leadership Team meetings, SIAP-related meetings Evidence - meeting minutes, meeting notes, meeting materials, communications **Competencies in this domain include:** ● Reviews data, past successes, and needs analysis ● Plans actions and policies based on the mission, vision, and values of the district ● Categorizes level of urgency ● Accurately describes the outcomes/goals met and those to continue ● Prioritizes tasks and actions ● Compiles a list of stakeholders and resources needed ● Assigns tasks and expectations ● Monitors progress ● Communicates progress ● Identifies adjustments needed	● Takes role of project manager for the whole or portion of the SIAP annual process ● Mentors others on their tasks ● Helps others to be accountable and aligned ● Finds new relevant data ● Reaches out to additional stakeholders for additional input	● Present and participatory in all meetings ● Volunteers for tasks or actions ● Follows through on assigned actions independently	● Attends some but not all required meetings ● Passive participation during meetings ● Does not volunteer for tasks or actions ● Does not follow through on assigned actions independently

2. Community Awareness *Understands and incorporates larger political, social, economic, legal, equity, and cultural contexts and issues in the course of school leadership activities.* Settings - Leadership Team meetings, committee meetings, site council meetings, parent meetings Evidence - meeting minutes, meeting notes, meeting materials, communications **Competencies in this domain include:** ● Seeks or includes input from all stakeholders when designing policy or plans ● Uses related news, data or contextual facts (such as - community demographic statistics, ADE requirements, AZ statutes, student and parent survey responses, etc.) when designing policy or plans	● Uses stakeholder input to advocate for change ● Creates relationships and partnerships with new stakeholders ● Advocates for those who may not have a voice ● Specifically looks up current or new news, data or facts to bring to conversations	● Seeks and shares info from existing stakeholders and relationships ● Brings one source of news, data or facts to conversations ● News data or facts supports student or school needs and objectives	● Refers to past input from stakeholders ● Mentions news, data or facts without the source at hand ● News, data or facts may seem to support personal goals before student needs

3. Academic Awareness *Understands and incorporates academic goals and challenges in the course of school leadership activities.* Settings - Leadership Team meetings, committee meetings, periodic school data days Evidence - meeting minutes, meeting notes, meeting materials, communications, data tracking systems, any and all kinds of data from traditional to informal such as “street data” **Competencies in this domain include:** ● Works collaboratively to monitor for student mastery of the learning targets of ALL students to support learning and progress ● Works collaboratively to set up or support school systems that will support student academic learning such as intervention systems or enrichment programs ● Shares content and pedagogical expertise with peers	● Analyzes data of all students and advocates for supports based on the data ● Regularly reflects on how schoolwide academic systems are faring ● Provides others with professional development and resources related to one’s expertise	● Analyzes the data of students other than own ● Helps coordinate or set up schoolwide academic support systems ● Shares concrete examples such as lesson plans, books, or articles related to one’s expertise	● Reviews data of only own students ● Passively supports schoolwide academic support systems ● Mentions one’s expertise - “In my room I do…” or “I read an article about…”

4. SEL Awareness *Understands and incorporates social emotional learning goals and challenges in the course of school leadership activities.* Settings - Leadership Team meetings, committee meetings, around the campus (duty, passing times) Evidence - meeting minutes, meeting notes, meeting materials, communications, data tracking systems, any and all kinds of data from traditional to informal such as “street data” **Competencies in this domain include:** ● Works collaboratively to monitor social emotional goals of ALL students ● Works collaboratively to set up or support school systems that will promote social emotional learning ● Shares SEL expertise with peers	● Advocates for improvements based on examination of SEL data ● Analyzes data of all students ● Regularly reflects on how schoolwide SEL systems are faring ● Provides others with professional development and resources related to SEL expertise	● Analyzes SEL data for trends, success and areas of improvement ● Analyzes the data of students other than own ● Helps to set up or coordinate schoolwide SEL systems ● Shares concrete examples of SEL strategies	● Passively reviews SEL data in meetings ● Reviews data of only own students ● Passively supports schoolwide SEL systems ● Mentions one’s SEL expertise - “I read an article about…”

5. Parent, Family and Caregiver Awareness *Understands and incorporates parent and family needs in the course of school leadership activities.* Settings - Leadership Team meetings, committee meetings, parent meetings, around the campus (duty, passing times), specific events Evidence - meeting minutes, meeting notes, meeting materials, communications, family engagement data **Competencies in this domain include:** ● Seeks ongoing feedback from families to improve school-wide family and community initiatives ● Connects students and/or families to communities both inside and outside the school in a way that matches student or school needs ● Supports or coordinates campus activities that involve families	● Brings relevant data and/or family feedback to discussions ● Advocates for those without a voice ● Advocates for deeper, newer family events or connections ● Educates peers about possible new and untapped community resources	● Determines specific family need through feedback or stakeholder input ● Personally communicates information and facilitates access to community resources specific to family needs ● Prepares students for family and events ● Participates in coordination of events and attends them	● Relies on general assumptions about family needs ● Provides information about community resources to families in general ways ● Attends family events

6. Project, committee or initiative *Involved in a school-based project, committee or initiative (that is not Leadership Team.)* Settings - committee meetings, project events Evidence - meeting minutes, meeting notes, meeting materials, communications, post-event surveys: examples of projects and initiatives could include coordinating social services, organizing family events, community events, school committees, etc. **Competencies in this domain include:** ● Accurately describes the outcomes ● Prioritizes tasks and actions ● Assigns tasks ● Communicating progress and expectations with others ● Monitoring project process ● Closing the project or end-of-year reflection for on-going committees, reflecting on success, sustainability, or changes needed	● Takes role of project manager for project or initiative ● Mentors and coaches others on their tasks ● Helps others to be accountable and aligned	● Present and participatory in all meetings ● Volunteers for actions ● Follows through on assigned tasks independently	● Attends some but not all required meetings ● Passive participation during meetings ● Does not volunteer for tasks or actions ● Does not follow through on assigned actions independently

7. Interpersonal Strengths *Works collaboratively and respectfully with others even in the face of challenges and issues.* Settings - Leadership Team meetings, committee meetings, around the campus (duty, passing times) Evidence - observation of interaction, meeting minutes, meeting notes, meeting materials, communications, **Competencies in this domain include:** ● Promotes decision-making ● Behaves in a proactive and positive manner ● Promotes problem-finding and solution-finding ● Provides positive recognition	● Advocates for an appropriate and relevant decision-making technique ● Guides others through challenges, conflicts, controversy, and adversity ● Recognizes challenges as opportunities and suggests positive solutions ● Asks pertinent questions and gives feedback to help others move towards identifying challenges, solutions and decisions. ● Creates or coordinates ways for regular celebration and recognition to occur	● Seeks multiple perspectives in decision-making situations. ● Participates in crucial conversations ● Applies emotional intelligence in interactions with others and regulates own response ● Recognizes challenges and highlights the positive of a situation ● Often makes celebratory comments or formal recognition of people, programs or processes	● Listens to others before making decision ● Silent during crucial conversations ● Treats challenges as insurmountable ● Makes celebratory comments periodically

Appendix D - Professional Responsibilities Rubric

PROFESSIONAL RESPONSIBILITIES RUBRIC (Teacher Associates Only)

Aligns with In-TASC Standard 9 (Professional Learning & Ethical Practice) and 10: (Leadership & Collaboration)

The *Professional Responsibilities* rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective 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. The effective 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.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Engagement in Meaningful and Appropriate Professional Learning Opportunities	Contributes to the knowledge and skills of others (e.g., models effective practice for colleagues), and leads professional learning activities. 10(f)	Actively seeks out and participates in ongoing professional learning opportunities within and outside the school that **directly** address needs identified through examination of evidence of instructional effectiveness. Actively participates in and contributes meaningfully to required professional learning activities. (9a, 9b)	Seeks out and participates in **ongoing** professional learning opportunities **within and outside the school that generally address needs identified through examination of evidence of instructional effectiveness.** (9a, 9b)	Attends required professional learning activities. Seeks out and participates in optional professional learning opportunities.	Attends required professional learning activities.	
Collaboration with Colleagues	Actively engages with grade level or subject area colleagues **on an ongoing basis** in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. (1c, 10a 10b, 10i)	Actively engages **within and across** grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. **Consistently seeks opportunities** to share practices and learning with colleagues and to learn from them. (1c, 10a, 10b, 10i)	**Actively engages** with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. **Seeks opportunities** to share practices and learning with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation. (1c, 10a, 10b, 10i)	Participates with grade level or subject area colleagues in **sharing responsibility for student learning.** Relationships with colleagues are cordial and respectful.	Participates professionally with grade level or subject area colleagues. Relationships with colleagues are cordial, and respectful.	

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	**Meets criteria at levels 3 and 4.**				
	Descriptors					
Engagement with Families	**Actively and authentically involves families** on an **ongoing basis** in setting goals and expectations for individual student learning and development. Establishes mutual expectations for individual students in collaboration with families, and works with them to **mutually develop and monitor** strategies **both at school and at home** to support students in achieving those goals. (10d)	**Actively and regularly involves families** in setting goals and expectations for individual student learning and development. Establishes **mutual expectations** for individual students in collaboration with families, and works with them to develop and monitor strategies at home to support students in achieving those goals. (10d)	**Involves families** in setting goals and expectations for individual student learning and development. Communicates expectations for individual students to families, and **works with them** to develop and monitor strategies at home to support students in achieving those goals. (10d)	Communicates expectations for individual students to families, and **works with them** to develop and monitor strategies at home to support students in achieving those goals.	Communicates expectations for individual students to families.	
Communica-tion with Families	Uses a variety of communication tools and strategies to **regularly and frequently communicate** with families regarding individual student learning and progress. **Seeks regular and frequent information and feedback** from families about students and the instructional program. (10d, 10g)	Uses a **variety of communication tools and strategies** to regularly communicate with families regarding individual student learning and progress. **Seeks information and feedback from families about students and the instructional program.** (10d, 10g)	**Regularly communicates** with families regarding individual student learning and progress. Responds **fully** to families' concerns about students, **and follows up by providing information about progress or changes.** Relationships with families are characterized **by mutual support.** (10d, 10g)	**Communicates** with families regarding individual student learning and progress. **Responds to families' concerns** about students. Relationships with families are cordial and respectful. (10d, 10g)	Provides required information to families. Responds to families' concerns about students. Relationships with families are cordial and respectful. (10d, 10g)	
Leadership	Seeks opportunities and accepts leadership roles at the district, state, or national level and advocates for learners, the school, the community, and the profession. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and **evaluate** progress toward those goals. (10c, 10k)	Seeks opportunities and accepts leadership roles at the district level. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor progress toward those goals. (10c, 10k)	Seeks opportunities and accepts leadership roles within the school. Actively supports the school's shared vision and common goals. Contributes to improvement efforts within the school. (10c, 10k)	Participates in leadership opportunities when asked. (10k)	Understands and supports the school's shared vision and common goals. (10c)	

MCRSD Teacher Evaluation Plan

Appendix E - Social Emotional Learning Survey by CORE

Self-management	During the past 30 days… 1. I came to class prepared. 2. I remembered and followed directions. 3. I got my work done right away instead of waiting until the last minute. 4. I paid attention even when there were distractions. 5. I stayed calm even when others bothered or criticized me.
Growth Mindset	Indicate how true each of the following statements is for you. 6. I can change my intelligence with hard work 7. I can increase my intelligence by challenging myself. 8. I am capable of learning anything. 9. I can do well in a subject even if I am not naturally good at it.
Self-efficacy	How confident are you about the following at school? 10. I can earn an A in my classes. 11. I can do well on all my tests, even when they're difficult. 12. I can master the hardest topics in my classes. 13. I can meet all the learning goals my teachers set.
Social Awareness	During the past 30 days… 14. How carefully did you listen to other people's points of view? 15. How often did you compliment others' accomplishments? 16. How well did you get along with students who are different from you? 17. How clearly were you able to describe your feelings? 18. When others disagreed with you, how respectful were you of their views?

Culture & Climate	How strongly do you agree or disagree with the following statements? 19. Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. 20. My teachers work hard to help me with my schoolwork when I need it. 21. Teachers give students a chance to take part in classroom discussions or activities. 22. Teachers go out of their way to help students. 23. I feel close to people at this school. 24. I am happy at this school. 25. I feel I am part of this school. 26. The teachers at this school treat students fairly. 27. This school clearly informs students what would happen if they break school rules. 28. Rules in this school are made clear to students. 29. Students know how they are expected to act 30. Students know what the rules are. 31. How safe do you feel when you are at school?
Culture and Climate	During the past 12 months, how many times on school property have you… 32. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around? 33. Had mean rumors or lies spread about you? 34. Had sexual jokes, comments or gestures made at you? 35. Been made fun of because of your looks or the way you talk?

Appendix F - Development Process of the Kinetoscope of Instruction and the TLC Rubric

Both the Kinetoscope of Instruction and the TLC Rubric have gone through a complete professional process to ensure validity and reliability. Validity means that the tool measures what it is supposed to measure. Reliability means that the tool will function consistently despite minor variations in context or environment when used as directed. The stages and actions were as follows.

1. Define the Construct – Many things happened in this stage to help define what the tools would be measuring. This was the most important stage for building content validity of the instruments. First two teams were created for each tool. A development team was created to do the detailed work, and an advisory committee was created to review the work and provide expert consultation. Next, materials were collected that represented the vision of the district. The tools were meant to measure how behaviors aligned with the four pillars of the district, but it was essential to deeply understand what those four pillars meant. Also, it was necessary that all stakeholders had a common understanding. These sources were essential to inform the common understanding: The Learning Observation Instrument (LOI), the PBL Works Project-Based Teaching Rubric, the National Education Association's Teacher Leadership Competencies Guide, the vision set forth by the Maricopa County School Superintendent summarized on the district website, and a series of surveys given to Teacher Leaders about each of the four pillars. The survey results went through a professional qualitative analysis and were then cross-referenced with the other sources. This resulted in a long list of possible indicators that could be used in the respective tools. The advisory committees reviewed the list of possible indicators for feasibility, desirability, and alignment with the vision. The development committees used the feedback from the advisory committees and had numerous working sessions to whittle the list to manageable prototypes of the measurement tools.
2. Prototyping – Creating prototypes was an important step in continuing to define the construct. This is where the exact list of indicators to be measured was determined. Prototyping happened in work sessions where the developers experimented with wordsmithing and formatting options. However, for the Kinetoscope of Instruction, it also happened in situ in classrooms and schools so that each little decision could be seen through the lens of practical use.
3. Piloting Round 1 – Once a reasonably feasible and practical prototype was created, the piloting stage commenced. For the Kinetoscope of Instruction, two Teacher Leaders agreed to participate and the three development team members did co-observations. The objective at this stage was to test the tool, not evaluate the Teacher Leaders. For example the observers considered these questions: What words were confusing? What indicators were redundant, needed clarification, or were impossible? What issues exist with time and

place? What could structurally be improved on the form? This stage was an initial effort at building reliability in the tool. All of the questions drove the revision of the tool to a form that was about 90% complete. An accompanying user guide was also drafted in this stage. At the end of the piloting, the advisory committee reconvened to comment on the tool and user guide, reinforcing the tool's validity. Minor adjustments were made, and the tool was ready for the next stage. Likewise for the TLC Rubric, the development team worked with stakeholders to try out the tool by role-playing the process of completing the evaluation and recording scores. Again, this stage was to test the tool for language and feasibility of use.

4. Piloting Round 2 – The objective of this stage was to test the tool under similar conditions of use expected in the final deployment of the tool. For the Kinetoscope of Instruction, every Teacher Leader was observed at least 3 times in a series of three-week cycles. The development team and other district leaders did co-observations to collect feedback from new voices and to continue building reliability. Feedback was collected from the observers and from the Teacher Leaders in a survey. Final adjustments and revisions to the tool and user guide were made by the development team. For the TLC Rubric, a Cognitive Lab study was used. An independent researcher worked with MCRSD Teacher Leaders and Teacher Associates to pilot the tool and then retell their thought process to the researcher. The feedback from this pilot exercise was used to further refine the tool.
5. Integration – This phase drew upon the resource of Basis Policy Research to help analyze options for how the data collected from the tools could be integrated into a complete teacher evaluation plan. The development team and representative from Basis Policy Research used the data collected in the round 2 piloting to run simulations of how the scores could convert to effectiveness labels.
6. Production – The final stage was to prepare the materials for deployment. They received some editorial and graphic design help and were loaded into various electronic delivery platforms for easy access.

In total the development process lasted ten months from September 2021 to June 2022. It involved the support of sixteen people in addition to the contributions of the school Teacher Leaders.