COVID-19 School Closure
Teacher Evaluation Plan Modification
2019-2020

Per ARS 15-537, districts must record an annual evaluation for each teacher that aligns with one of the four performance classifications of highly effective, effective, developing, and effective. Evaluations of certified teachers employed by the district are subject to the following requirements:

- The evaluation must include quantitative data on the academic progress for all students, which accounts for between 20% and 33% of the evaluation outcome. **33% of SOCUSD evaluations are based on quantitative data.**
    - The type of quantitative data to be used is at the discretion of the district. **SOCUSD data is derived from Galileo Benchmarks, DIBELS, AZELLA, STAR Reading/Math, and Teacher-Made Pre/Post Tests.**
    - The district's plan for appropriate use of quantitative data may make distinctions between educators who provide direct instruction and those who do not. It may also take into account data for multiple school years, and it may limit the use of data for teachers who have taught less than two complete school years. **All of SOCUSD certified teachers have quantitative data goals tailored to the students, grade level, and subject that they teach or support, including new teachers.**

- The evaluation must be comprised of two actual classroom observations of a teacher, subject to the following:
    - A district may waive the second observation if the teacher is designated as highly performing or performing following the first observation or have been rated highly effective for the past three years. **SOCUSD teachers who have been with the district 1-3 years (regardless of the rating on previous evaluations) are required to have two formal observations. Teachers with 4+ years in the district are eligible to have one observation waived if their first observation is rated highly effective.**

- The professional practice portion of the evaluation, which accounts for a maximum of 80% of the evaluation outcomes, may be conducted on criteria the district feels is appropriate. **SOCUSD utilizes the Charlotte Danielson Model for teacher evaluation, comprised of 22 indicators in 4 domains.**

Rationale for Modifying 2019-2020 Teacher Evaluation system:

- All standardized testing was canceled by the federal and state government and schools were closed prior to the collection of Post-Test benchmark administration.
- Although most 1ˢᵗ classroom observations were completed prior to school closure, there were very few 2ⁿᵈ classroom observations completed.
- School closure makes it impossible to conduct remaining classroom observations.
- Teachers are engaging in a variety of remote instructional delivery models; it is personalized and unique to each teacher. There is no way to apply the Charlotte Danielson teacher evaluation framework in a uniform way.
- An equitable means to evaluate all teachers during school closure is necessary.

Proposed Modified 2019-2020 Teacher Evaluation

Given the extraordinary circumstances of school closure and the importance of maintaining meaningful, engaging learning opportunities for district students during this time of crisis, the Modified 2019-2020 Teacher Evaluation will focus on those teacher responsibilities most necessary to ensure student success:

- Lesson Planning / Assignment Design
- Student & Family Communication
- Grading & Feedback

See Modified Teacher Evaluation Rubric.

Highly Effective: 22 – 24 points
Effective: 17 – 21 points
Developing: 12 – 16 points
Ineffective: 0 – 11 points

Modified 2019-2020 Teacher Evaluation Rubric

Teacher Name: _____   Date: _____

Criteria	Highly Effective 8 Points	Effective 6 Points	Developing 4 Points	Ineffective 0 Points	Comments
Lesson Planning / Assignments • Timely • Relevant • Realistic • Rigorous • Meets Students' Needs	- Weekly lessons provided every Monday - Content is aligned with traditional classwork - Workload is balanced; not too much or too little - Work presents appropriate level of challenge - Lessons designed to meet the learning needs of all students (ELL, IEP, 504, etc.)	- Lessons provided on time 8 out of 10 weeks - Content is aligned with traditional classwork -Workload is manageable - Work presents appropriate level of challenge -Lessons designed to meet the learning needs of all students (ELL, IEP, 504, etc.)	- Lessons provided late 3-5 weeks - Content may be disjointed; not aligned with traditional classwork - May be too much or too little work assigned - Work may not be aligned to appropriate grade level; too difficult or too easy -Lessons are appropriate for most students	- Lessons provided late more than 5 weeks or missing altogether - Content is random; not relevant to the course - Too little work provided - Work is too easy; provides no challenge; busy work - Lessons are one-size fits all; no consideration of individual needs	
Student & Family Communication • Sustained Connection • Multi-Modal • Responsive	- Daily communication (20+ contacts) is logged weekly - Many Attempts to communicate with ALL students have been made -Multiple attempts have been made to connect with "absent" or struggling students - Multiple modes of communication are used - Teacher responds promptly (w/i 24 hours M-F) to student/parent inquiries	- Log reflects 15-20 contacts per week - Attempts to communicate with all students have been made - Multiple attempts have been made to connect with "absent" or struggling students - Multiple modes of communication are used - Teacher responds promptly (w/i 24 hours M-F) to student and parent inquiries	- Log reflects 10-14 contacts per week - Few attempts to communicate with all students have been made - Few attempts have been made to connect with "absent" or struggling students - Teacher may use only one mode of communication - Teacher response to student and parent inquiries is delayed (more than 24 hours M-F)	- Log reflects fewer than 10 contacts per week - Only one attempt to communicate with all students has been made - No attempts have been made to connect with "absent" or struggling students - Teacher uses only one mode of communication - Students and/or Parents must reach out to teacher multiple times for a response.	
Grading & Feedback • High Expectations • Flexibility • Timely • Accuracy	- Students are required to complete work - Teacher works with students to receive full credit for any late work - Work is graded promptly (1-3 days) -Online gradebook is updated daily	- Students are required to complete work - Most late work is accepted for full credit - Work is graded within a week - Online gradebook is updated weekly	- Most work is required to be completed - Teacher allows some students to turn in work late - There are delays in grading work (more than a week) - Online gradebook is updated bi-weekly	-Most work is not required - Late work is not given full credit - Teacher does not grade work - Online gradebook is not updated or is missing multiple assignments	
Total Points:					_____ / 24