

Tucson Unified School District

Teacher Performance Evaluation Standards and Criteria

The five performance standards are based on “National Board for Professional Teaching Standards.” The criteria of the five standards defines a high standard of performance and seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills and abilities.

Standard 1: Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students’ cognitive capacity and their respect for learning. Equally important, they foster students’ self-esteem, motivation, character, civic responsibility and their respect for individual, cultural and racial differences.

Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly and adapt instruction to meet the needs of students with differing learning styles or special needs. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

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Standard 3: Teachers are responsible for establishing, managing and monitoring student learning in a positive learning environment.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students, promote openness, mutual respect, support inquiry and maximizes engaged student learning time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers, command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the school's goals for students to be met in a variety of settings. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. They establish and maintain respectful, productive partnerships with families in support of student learning and well being.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring and monitoring student growth and understanding. They are adept at analyzing student information and results to adapt instruction to meet the needs of students, and can clearly explain student performance to parents.

Standard 4: Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students-curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences. They possess the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and draw upon educational research and research-based strategies in planning instructional content and delivery.

Standard 5: Teachers are members of learning communities and exhibit a high degree of professionalism.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They understand and support the vision of the school system. They contribute to development and implementation of school improvement plans. They contribute to the smooth functioning of the school environment by regularly monitoring student behavior beyond the classroom and reinforcing appropriate student behavior.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

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Teacher Performance Evaluation – Final Report

NAME: _____	SCHOOL: _____	EMPLOYEE Number: _____
ASSIGNMENT: _____	EVALUATION PERIOD: from _____	to _____

Type:

- | | |
|---|--|
| <input type="checkbox"/> First-Year Probationary | <input type="checkbox"/> First Semester |
| <input type="checkbox"/> Second-Year Probationary | <input type="checkbox"/> Second Semester |
| <input type="checkbox"/> Third-Year Probationary | |
| <input type="checkbox"/> Continuing | ____ Years of TUSD Experience |

Directions: Evaluators complete a narrative description based on the following performance standards. The description includes on-going classroom observations; walk-throughs; learning-focused conversations; analysis and review of student results as described in the shared school accountability plan and other data sources; contributions to overall school mission and environment; review of student and parent surveys; review of professional growth plans and implementation results; and information from any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Performance Standards:

- 1: Teachers are committed to students and their learning.
- 2: Teachers know the subjects they teach and how to teach those subjects to students.
- 3: Teachers are responsible for establishing, managing and monitoring student learning in a positive learning environment.
- 4: Teachers think systematically about their practice and learn from experience.
- 5: Teachers are members of learning communities and exhibit a high degree of professionalism.

Dates of Observations: _____

Overall Assessment: ☐ Meets/Exceeds the Standards (indicate which Standard(s) exceeds) _____
☐ Does Not Meet the Standards (indicate which Standard(s) are deficient) _____

Recommendations: ☐ Renewal of Contract Recommended
☐ Recommendation for Improvements
☐ Plan for Improvement
☐ Non-Renewal of Contract Recommended (Probationary)
☐ Dismissal Recommended (Continuing)

Signature of Employee

Signature of Administrator

Date

Date

Signature does not imply agreement. However, signature is required and indicates that a conference has been held and the contents have been discussed. Teachers may attach their comments.