

# Teacher Evaluation

June 23, 2015

TUSD Governing Board Meeting

# Unitary Status Plan

## H. Evaluation

1. By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures

the District deems appropriate, give adequate weight to:

(i) an assessment of

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

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

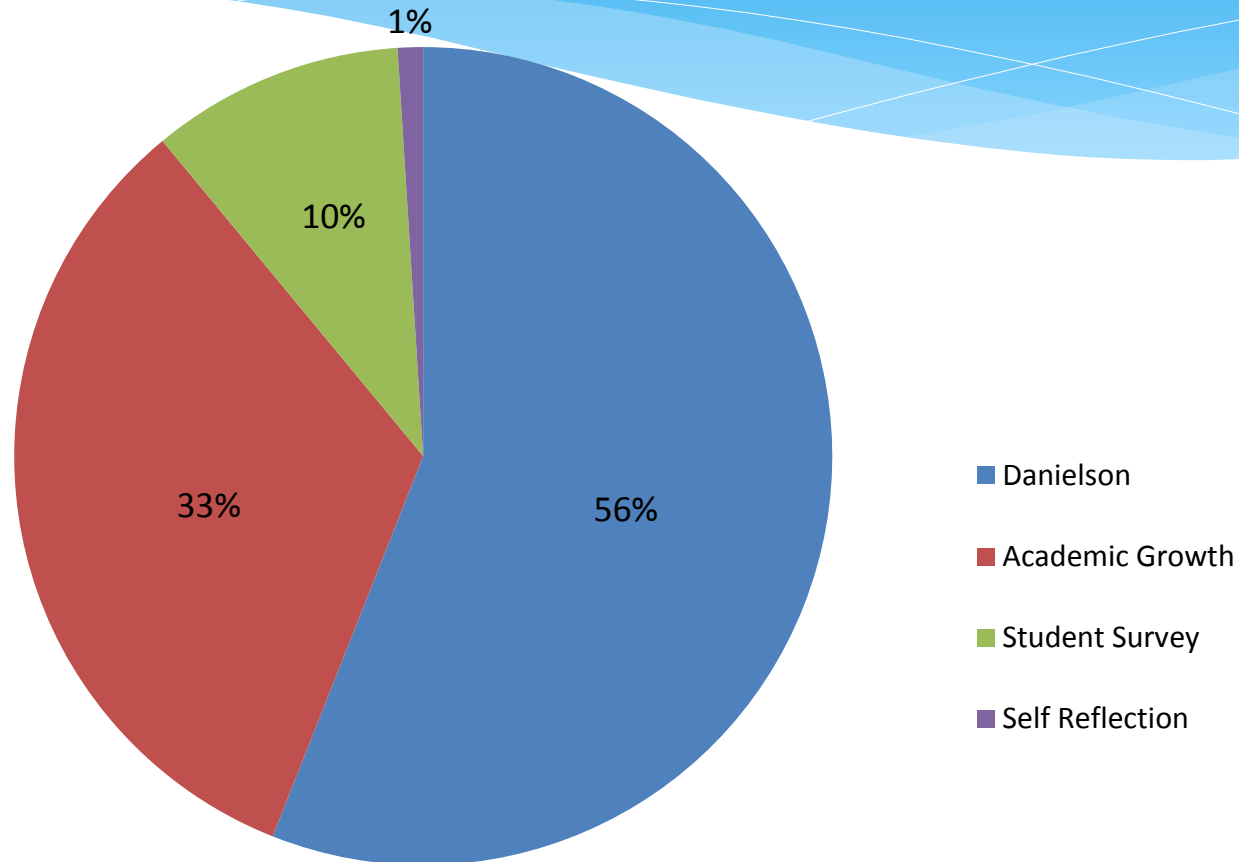
(ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and

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

These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

# Distribution of components

Figure 4. Breakdown by Percent of the Four Components in the Teacher Model



# Calculation and Weighting

Table 1. Grades K-12 Distribution of Points

Component	Current Max Raw Points	Desired Max Points	Scaling Factor*
Danielson	88	56	.636
Academic Growth	3	33	11
Student Survey	4	10	2.50
Teacher Self Reflection	1	1	1
Total	96	100	

\* Scaling Factors are derived by dividing the Desired Points by the Maximum Points.

# Dr. Willis Hawley

\* **From:** "Willis D. Hawley" <[wdh@umd.edu](mailto:wdh@umd.edu)>

**Date:** June 4, 2015 at 4:53:00 PM MST

\* **... No doubt the instrument can be improved but it is the most equity-focused teacher evaluation in existence. Bill Hawley**