
WHITERIVER UNIFIED SCHOOL DISTRICT

TEACHER EVALUATION SYSTEM

HANDBOOK



**“ALL KIDS ARE CAPABLE OF SUCCESS, NO
EXCEPTIONS!”**

Whiteriver Unified School District

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Mr. Jeff Fuller, Superintendent

Mr. Todd Peterson, Human Resources

Board Approved June 2015

District Evaluation Committee Members

Name	Position
Jeff Fuller	Superintendent
Todd Peterson	Human Resources
Mary Kline	Special Education Director
Monica Barajas	Principal, Cradleboard Elementary
Jay Cox	Principal, Canyon Day Junior High
Meghan Dorsett	Instructional Coach, Canyon Day Junior High
Jennifer Plath	Principal, Whiteriver Elementary
Teresita M. Yu	Teacher, Seven Mile Elementary School
Leeann Lacapa	Assistant Principal, Alchesay High School
Tiffany DeWitt	Teacher, Alchesay High School
Sylvia Sandoval	Teacher, Cradleboard Elementary
Kris Taylor	Teacher, Canyon Day Junior High
Isaac Johnson	Teacher, Whiteriver Elementary
Reba Serrano	Teacher, Cradleboard Elementary
Bonnie Kasey	Instructional Coach, Cradleboard Elementary

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Introduction

Arizona Revised Statute §15-203 (A) (38) was passed by the legislature in 2009. This statute required that the State Board of Education “on or before December 15, 2011 adopt and maintain a *framework* for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. School LEAs and charter schools were directed to use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013. As a result, the State Board of Education appointed an 18-member Task Force to develop the *Arizona Framework for Measuring Educator Effectiveness*.

The Task Force charged with creating the *Framework* conducted its work in service to the students in Arizona’s public schools. The goal of the Arizona teacher and principal evaluations is to enhance performance so that students receive a higher quality education. The Task Force also considered evaluations to be the most effective element of a systemic approach to improving educator performance and student achievement.

The Task Force identified the following goals for the evaluation of teachers and principals to:

- Enhance and improve student learning;
- Use the evaluation process and data to improve teacher and principal performance;
- Incorporate multiple measurements of achievement;
- Communicate clearly defined expectations;
- Allow LEAs to use local instruments to fulfill the requirements of the framework;
- Reflect fairness, flexibility, and a research-based approach;
- Create a culture where data drives instructional decisions;
- Use the evaluation process and achievement data to drive professional development to enhance student performance;
- Increase data-informed decision making for student and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

The State Board of Education approved the *Arizona Framework for Measuring Educator Effectiveness* on April 25, 2011. During 2012 -2013, the legislature made further revisions to the statutes related to teacher and principal evaluation systems. Those revisions included the designation of the four performance classifications used in the evaluation system as: “Ineffective”, “Developing”, “Effective”, and “Highly Effective.” By school year 2013-2014, LEAs are required to adopt a policy that describes how the performance classifications will be used in making employment-related decisions. The statutes provide direction regarding multiyear contracts and transfer frequencies and include the opportunity for incentives for those in the highest performance levels. Beginning in 2015-2016 the policies must describe the support and consequences for those in the lowest performance levels.

Links to these statutes can be found here:

House Bill 2823 - <http://www.azed.gov/teacherprincipal-evaluation/hb-2823/>

House Bill 2500 - http://www.azleg.gov/legtext/51leg/1r/summary/h.hb2500_05-14-13_astransmittedtogovernor.pdf

Please refer to ARS§15-203 (A) 38, ARS§15-527-530, and ARS§15-537-538.01 for a complete description of the educator evaluation process.

The language in ARS§15-203(A) (38) uses the phrase “academic progress.” In this model instrument, academic progress is defined as: “A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.”

Definitions

Academic Growth: The change in student achievement students experience between two or more points in time.

Academic Progress: A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data: Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, data binders, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.

Classroom Observations: Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Formative Assessment: Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers: Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Group B Teachers: Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or student or parent surveys.

New Teacher: A teacher new to the profession with less than three years of experience.

Newly Reassigned Teacher: A teacher who has been newly assigned to a grade, a content area or a school.

Non-tested Grades and Subjects: Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Other Assessments: The development and/or adaptation of other measures of academic growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.¹

Parent Surveys: Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.

Pre- and Post-Tests: Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth. Many pre- and posttest models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.

Reliability: The ability of an instrument to measure teacher performance consistently across different rates and different contexts.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include scores on state administered assessments, district/school assessments, other standardized assessments, and school achievement profiles.

Student Learning Objectives (SLOs): A classroom-level standards-based measure relevant to the content area taught during the current school year that: 1) is specific and measureable; 2) is based on available prior student learning data; and 3) assesses academic growth and/or achievement.

Student Surveys: Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Summative Assessment: Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.

Teacher: An individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records. Recognizing that many classes do not meet every week day school is in session, "daily student attendance" means a teacher takes attendance each time the class meets.

Team: Any group of teachers that teach the same subject, students or grade levels.

Validity: The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

Veteran Teacher: A teacher with three or more years of experience.

Source: National Comprehensive Center for Teacher Quality: Supporting State Efforts to Design and Implement Teacher Evaluation Systems (Dec. 2010)

WUSD Evaluation of Professional Staff Members

G-5350 © GCO

EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Definition of Terms

In this policy:

- Certificated teacher*** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

- Inadequacy of classroom performance*** means the definition of inadequacy of classroom performance adopted by the Governing Board.

- Performance classifications*** means the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education.

- Qualified evaluator*** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

**Evaluation of Classroom Teachers
and Other Certificated Non-
administrative Staff Members**

The District evaluation instrument will:

- Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education;
- Include quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes;
- Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
- Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.

Performance classifications for teachers shall be the same four (4) performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year.

- A copy of the evaluation system shall be given to each teacher in the District.

- Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.

- The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.

- The Board will designate qualified evaluators.

- Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.

- The system will include incentives for teachers in the highest performance classification.

- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher

after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

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By school year 2015-2016, the District teacher evaluation will address the following items to be inserted in this location after adoption by the Board.

Item 1

The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.

Item 2

The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.

See pages 44-47 for Items 1 & 2

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Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if:

- During any school year, the certificated teacher receives either:
 - a performance rating of "ineffective" with respect to the performance component of the District's evaluation instrument; or
 - a rating of "ineffective" with respect to the District's evaluation instrument as a whole; or

- During each year of two (2) consecutive school years, the certificated teacher receives either:
 - a performance rating of "ineffective" or "developing" with respect to the performance component of the District's evaluation instrument or
 - a rating of "ineffective" or "developing" rating with respect to the evaluation instrument as a whole.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

Evaluation of Principals, other Administrators and Psychologists

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

Evaluation of Principals

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

The evaluation system for principals may include the following:

- Alignment of professional development opportunities to the principal evaluations.

- Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F."

- Transfer and contract processes for principals designated in the lowest performance classification.

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. [15-203](#) of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Evaluation of Other Administrators

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the

over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

Evaluation of Certificated School Psychologists

The evaluation system for certificated school psychologists shall include the following:

- Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.

- After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.

- The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.

- Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

Contracts of Certificated Employees

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Adopted: August 14, 2013

LEGAL REF.: A.R.S. 15-203 15-538.01
15-502 15-539 *et seq.*
15-503 15-544
15-536 15-549
15-537 15-918.02
15-537.01 15-977
15-538
A.A.C. R7-2-605

CROSS REF: GCF - Professional Staff Hiring

G CJ - Professional Staff Noncontinuing and Continuing

Status

GCK - Professional Staff Assignments and Transfers

GCMF - Professional Staff Duties and Responsibilities

GCQF - Discipline, Suspension, and Dismissal of

Professional Staff Members

GDO - Evaluation of Support Staff Members

WUSD Evaluation Process of Professional Staff Members

G-5361 © GCO-RA

REGULATION REGULATION

EVALUATION OF PROFESSIONAL STAFF MEMBERS

Evaluators

The Superintendent will compile an updated listing of those who have successfully completed the District required evaluator training and submit this list of newly trained evaluators prior to the first scheduled staff observation by an evaluator to the Governing Board for designation as qualified evaluators. The evaluator shall be responsible for the final written and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation. [A.R.S. 15-537]

The Superintendent shall implement the specific training requirements for qualified evaluators prescribed by the Governing Board.

Best practices for professional development and evaluator training adopted by the State Board of Education should be referenced by the Superintendent periodically as the State Board has the authority to periodically make adjustments to align with the model framework for teacher and principal evaluations with assessment data changes at the state level.

Classroom Observations by Evaluator:

- The teacher performance evaluation system shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. However, the Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

- There shall be at least sixty (60) calendar days between the first and last observations.

- Preliminary notice of inadequacy may follow the first observation.

The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan and be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

An observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.

Informal or additional formal observations may be made at the discretion of the administrator. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

Procedural Steps in the Process of Evaluation:

The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.

Within ten (10) business days after each observation, the qualified evaluator observing the teacher shall provide written feedback to the teacher and a copy shall be retained for the principal's file. A third copy shall be placed in the teacher's personnel file and made available to authorized District officers and employees and as otherwise provided by law.

The results of an annual evaluation shall be in writing, or provided in electronic format to the certificated teacher and a copy shall be transmitted or provided in an electronic format to the certificated teacher within five (5) business days after completion of the evaluation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

The certificated teacher may initiate a written reaction or response to the evaluation. The official evaluation shall be reduced to writing and signed by both the teacher and the evaluator. The teacher's signature shall not mean concurrence. The teacher shall be allowed ten (10) calendar days to write and submit any comments, which shall be attached to the evaluation.

Copies of the evaluation report and performance classification of a certificated teacher retained by the Governing Board and the Department of Education are confidential, do not constitute a public record and shall not be released to any person except to those stipulated in A.R.S. [15-537](#) which allows release to certain prescribed parties, including school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes.

A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classification shall use this information solely for employment purposes

and shall not release to or allow access to this information by any other person, entity, school district or charter school for employment purposes.

Preliminary Notice of Inadequacy of Classroom Performance:

A teacher whose classroom performance has been evaluated as being inadequate shall be given a preliminary notice of inadequacy of classroom performance if the teacher may be dismissed or nonrenewed because of this notice. The notice will provide the teacher at least forty-five (45) instructional days in which to overcome the inadequacies and shall specify the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and maintain adequate classroom performance as defined by the Governing Board.

The Superintendent is authorized to issue preliminary notice of inadequacy of classroom performance without prior Board approval. The Superintendent will notify the Board of such issuance within ten (10) days of such issuance.

The preliminary notice of inadequacy of classroom performance shall be accompanied by a performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.

Nonrenewal/Dismissal of Certificated Employees:

The Board shall authorize, as necessary, and send notice to teachers who will not be reemployed for the ensuing school year.

The written notice of intention to dismiss or not to reemploy shall include a copy of any valid evaluation pertinent to the charges made.

Notice of the Board's intention not to reemploy the teacher shall be made by delivering it personally to the teacher or by sending it by registered or certified mail to the teacher at the teacher's place of residence, as recorded in the District's records. The notice shall incorporate a statement of reasons for not reemploying the teacher.

If a teacher does not correct inadequacies and demonstrate adequate classroom performance following the preliminary notice of inadequacy of classroom performance accompanied by a performance plan and the statutory time allocated for such improvement has elapsed, a written notice of intention to dismiss or not to reemploy may be issued.

The Governing Board shall give any certificated teacher notice of intention to dismiss or not to reemploy if such intention is based on charges of inadequacy of classroom performance. The Governing Board or its authorized representative at least forty-five (45) instructional days before such notice, shall give the teacher written preliminary notice of inadequacy of classroom performance, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct inadequacies and maintain adequate classroom performance. A notice of the Governing Board's intention to dismiss or not to reemploy for inadequacy of classroom performance shall not be issued until the District has completed an observation at the conclusion of a performance improvement plan.

In the case of a continuing teacher, if the teacher does not demonstrate adequate classroom performance within the allotted time the Board shall dismiss the teacher as provided by statute.

Contracts of Certificated Employees

The Governing Board shall offer a teaching contract for the next ensuing school year to each certificated probationary teacher who is under a contract of employment with the District for the current school year, unless the Governing Board, a member of the Board acting on behalf of the Board or the Superintendent gives notice to the teacher of the Board's intention not to offer a teaching contract or unless such teacher has been dismissed.

The Governing Board shall offer to each certificated continuing teacher who has been employed more than the major portion of three (3) consecutive years and who is under contract of employment with the District for the current year a contract renewal for the next ensuing school year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher as provided by statute.

The Governing Board shall offer a contract to each certificated teacher who is not designated in the lowest performance classification and was offered a contract in the prior year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher.

The teacher's acceptance of the contract must be indicated within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked.

Receipt is considered to have occurred when the written contract is:

- personally delivered,
- placed in the teacher's school-provided mailbox, including electronic mail, or

- two (2) days after being placed in a United States Postal Service mail box.

The teacher accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the teacher fails to accept the contract.

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. Additional provisions are as follows:

- If a contract has not been transmitted to the certificated employee by the end of the current school year, an electronic contract to that certificated employee, if provided in that format by the District, shall be transmitted prior to the start of the next school year and shall be submitted to both the certificated employee's District e-mail as well as the certificated employee's personal e-mail in order to notify the certificated employee of the offer of contract.

Each certificated employee shall be responsible for submitting his or her personal e-mail to human resources personnel at the District for this purpose.

Documents transmitted in an electronic format pursuant to this subsection shall be considered written documents for the purposes of sections 15-536 and 15-538.01.

If the Governing Board has so adopted, electronic signatures are to be followed by original signatures within a specified time period.

The Governing Board that accepts an electronic signature for a certificated employee's contract shall provide validation to the certificated employee that the contract has been transmitted.

***Principals, Other Administrators and
Certificated School Psychologists:***

Evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria and process.

The results of an annual evaluation shall be in writing, or be provided in electronic format, to the evaluatee and a copy shall be transmitted or provided in an electronic format within five (5) business days after completion of the evaluation.

Evaluation documents and procedures shall be developed based on the unique responsibilities and expectations inherent in the assignment.

The evaluation and performance classification of each principal in the District will be made available to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

**Principal, Other Administrator, and
Certificated School Psychologist
Contract Renewal**

If the administrator's contract with the District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the administrator unless on or before April 15 the Board gives notice to the administrator of the Board's intention not to offer a new administrative contract.

If the administrator's or psychologist's contract with the District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the administrator or psychologist unless on or before April 15 the Board gives notice to the administrator or psychologist of the Board's intention not to offer a new administrative contract or psychologist's contract.

WUSD Professional Staff Members-Procedures for Appeal of Evaluation

G-5362 © GCO-RB

REGULATION

EVALUATION OF PROFESSIONAL STAFF MEMBERS

(Procedures for Appeal of Evaluation)

When an evaluation is used as the criterion for establishing a teacher's compensation, the teacher will be so informed at the conference where the evaluation is discussed.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal to the Superintendent no later than ten (10) days after the conference where the disputed evaluation is discussed.

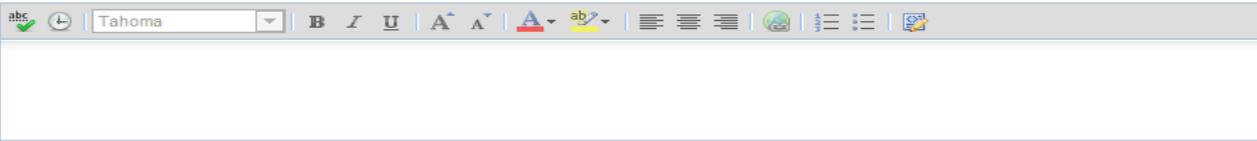
The appeal to the Superintendent shall be limited to the sole issue of how the evaluation procedure used is at variance from the Board-adopted procedure. The burden of proof is on the teacher and the appeal may consist of a paper review. The decision of the Superintendent shall be final and not subject to further appeal or review.

2. Instructional Planning

The teacher plans using the state standards, the district's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data from a variety of sources to guide planning of instruction and intervention.
- Uses multiple sources of student data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Develops appropriate long- and short-range plans and adapts plans when needed.
- Develops articulate substitute lesson plans.
- Plans time realistically for pacing, content mastery, transitions, and learning progressions.
- Aligns learning goals, success criteria, and formative assessment to the school's curriculum and student learning needs
- Plans for differentiated instruction.
- Aligns lesson objectives to the district's curriculum and student learning needs.

Evidence:

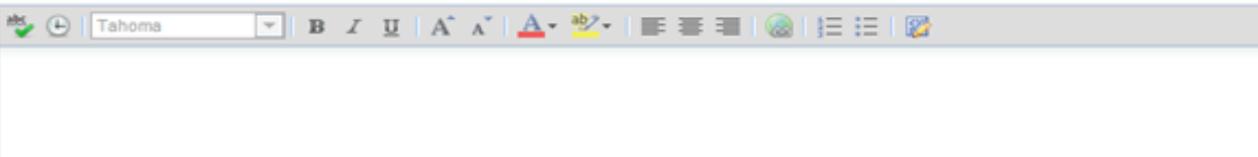


3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Examples may include, but are not limited to:

- Engages and maintains students in active learning.
- Uses a variety of effective instructional strategies and resources.
- Incorporates instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.
- Builds upon students' existing knowledge and skills.
- Reinforces learning goals and success criteria consistently throughout the lesson.
- Differentiates instruction to meet students' needs.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.

Evidence:



4. Assessment of and for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely and specific feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- Gives constructive, frequent and timely feedback to students and their learning.
- Involves students in setting learning goals and and success criteria and monitoring their own progress.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Elicits evidence and gives constructive and frequent feedback to students on their learning.

Evidence:



Formal Observation Form

TPES Formal Classroom Observation Form

User Information

Name: [REDACTED]	Title: [REDACTED]
Building: [REDACTED]	Department: None
Grade: None	Evaluation Type: Teacher - Probationary
Assigned Administrator: Not Assigned	Evaluation Cycle: 08/02/2014 - 05/29/2015
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

Classroom Observation Form 1

Directions: Evaluators use this form to document the required annual observations of the teacher. This form focuses on the six performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Date Observed

Time

The teacher is a probationary teacher.

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing meaningful learning experiences.

Examples may include, but are not limited to:

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Demonstrates intellectual, social, emotional, and physical development of the age group.

Professional Knowledge Evidence:

abc [clock] Tahoma [dropdown] **B** *I* U | A[^] A_^ | A[^] ab² | [bullets] [bullets] [bullets] | [img] [img] [img] [img]

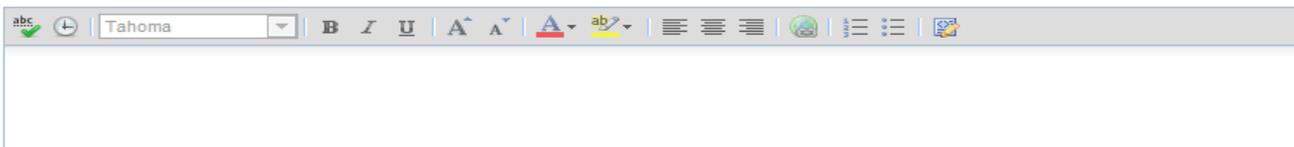
2. Instructional Planning

The teacher plans using the state standards, the district's curriculum, effective strategies, resources, and data to meet the needs of all students.

Examples may include, but are not limited to:

- Uses student learning data from a variety of sources to guide planning of instruction and intervention.
- Plans time realistically for pacing, content mastery, transitions, and learning progressions.
- Uses multiple sources of student data to guide planning.
- Aligns learning goals, success criteria, and formative assessment to the school's curriculum and student learning needs
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and adapts plans when needed.
- Aligns lesson objectives to the district's curriculum and student learning needs.
- Develops articulate substitute lesson plans.

Instructional Planning Evidence:



A screenshot of a rich text editor toolbar. The toolbar includes icons for undo, redo, font color, background color, bold, italic, underline, text color, text background color, bulleted list, numbered list, link, and unlink. Below the toolbar is a large, empty text area for entering evidence.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Examples may include, but are not limited to:

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Uses a variety of effective instructional strategies and resources.
- Reinforces learning goals and success criteria consistently throughout the lesson.
- Incorporates instructional technology to enhance student learning.
- Differentiates instruction to meet students' needs.
- Communicates clearly and checks for understanding.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.

Instructional Delivery Evidence:



A screenshot of a rich text editor toolbar, identical to the one above. It includes icons for undo, redo, font color, background color, bold, italic, underline, text color, text background color, bulleted list, numbered list, link, and unlink. Below the toolbar is a large, empty text area for entering evidence.

4. Assessment Of and For Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure academic progress, guide instructional content and delivery methods, and provide timely and specific feedback to both students and parents throughout the school year.

Examples may include, but are not limited to:

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and and success criteria and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive, frequent and timely feedback to students and their learning.
- Elicits evidence and gives constructive and frequent feedback to students on their learning.

Assessment Evidence:

A rich text editor toolbar is shown with a dropdown menu set to 'Tahoma'. The toolbar includes icons for bold, italic, underline, text color, background color, bulleted list, numbered list, indent, and link. Below the toolbar is a large, empty white rectangular area for entering text.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to learning.

Examples may include, but are not limited to:

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic.
- Promotes cultural sensitivity and respects student diversity.
- Actively listens and responds to students appropriately.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Learning Environment Evidence:

A rich text editor toolbar is shown with a dropdown menu set to 'Tahoma'. The toolbar includes icons for bold, italic, underline, text color, background color, bulleted list, numbered list, indent, and link. Below the toolbar is a large, empty white rectangular area for entering text.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth and development that results in enhanced student learning.

Examples may include, but are not limited to:

- Collaborates and communicates effectively with all the available tools within the school community to promote students well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent, timely and effective communication concerning students' progress.
- Adheres to federal and state laws, district and school policies and procedures, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Sets goals for improvement of knowledge and skills.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.
- Engages in activities outside the classroom intended for school and student enhancement.

Professionalism Evidence:

abc [Tahoma] **B** *I* U ^A _A

Additional Comments

abc [Tahoma] **B** *I* U ^A _A

Acknowledgment of this form only indicates that you have read and received a copy of the form, not that you necessarily agree to what is written in the form.

[Submit](#) [Save](#) [Save & Notify](#) [Reset](#) [Print](#) [Comment](#)

Summative Performance Report

TPES Summative Performance Report				
User Information				
Name: [redacted]	Title: Teacher			
Building: 50 CRADLEBOARD ELEMENTARY	Department: None			
Grade: Grade 05	Evaluation Type: Teacher Continuing			
Assigned Administrator: Not Assigned	Date Completed: Incomplete			
Saved By: N/A	Date Acknowledged: Unacknowledged			
Finalized By: N/A	Evaluation Cycle: 08/02/2013 - 06/02/2014			
<p>Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.</p>				
AZ TPES Performance Standard 1: Professional Knowledge				
Criteria	Highly Effective	Effective	Developing	Ineffective
Professional Knowledge	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
Enter Notes				
Rubric Score: 0/0				
AZ TPES Performance Standard 2: Instructional Planning				
Criteria	Highly Effective	Effective	Developing	Ineffective
Instructional Planning	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
Enter Notes				
Rubric Score: 0/0				

AZ TPES Performance Standard 3: Instructional Delivery

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Instructional Delivery	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
Enter Notes				
Rubric Score: 0/0				

AZ TPES Performance Standard 4: Assessment of and for Student Learning

Criteria	Highly Effective	Effective	Developing	Ineffective
Assessment of and for Student Learning	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
Enter Notes				
Rubric Score: 0/0				

AZ TPES Performance Standard 5: Learning Environment

Criteria	Highly Effective	Effective	Developing	Ineffective
Learning Environment	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
Enter Notes				
Rubric Score: 0/0				

AZ TPES Performance Standard 6: Professionalism

Criteria	Highly Effective	Effective	Developing	Ineffective
Professionalism	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Enter Notes				
Rubric Score: 0/0				

AZ TPES Performance Standard 7: Student Academic Progress

Criteria	Highly Effective	Effective	Developing	Ineffective
Student Academic Progress	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
Enter Notes				
Rubric Score: 0/0				

Rubric Scores

Rubric	Score	Max
AZ TPES Performance Standard 1: Professional Knowledge	0	0
AZ TPES Performance Standard 2: Instructional Planning	0	0
AZ TPES Performance Standard 3: Instructional Delivery	0	0
AZ TPES Performance Standard 4: Assessment of and for Student Learning	0	0
AZ TPES Performance Standard 5: Learning Environment	0	0
AZ TPES Performance Standard 6: Professionalism	0	0
AZ TPES Performance Standard 7: Student Academic Progress	0	0
TOTALS:	0	0

Overall Evaluation Summary Rating

- Highly Effective (25.5 - 30)
- Effective (19.5 - 25.4)
- Developing (15.0 - 19.4)
- Ineffective (0 - 14.9)

Evaluation Summary

- Recommended for continued employment.
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a Performance Improvement Plan, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)
- Recommended for placement on a Performance Improvement Plan. (One or more standards are Ineffective, or three or more standards are Developing.)

Strengths:

Rich text editor for Strengths with toolbar and text area.

Areas Noted for Improvement:

Rich text editor for Areas Noted for Improvement with toolbar and text area.

Teacher Improvement Goals:

Rich text editor for Teacher Improvement Goals with toolbar and text area.

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

- Submit
- Save
- Save & Notify
- Reset
- Print
- Comment

WUSD Group A and Group B Teachers

Group A- teachers are those with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas. If available and appropriate to a teacher’s content area, data from statewide assessments (e.g. AIMS, SAT 10, etc.) shall be used as at least one of the classroom-level data elements (ADE, 2012).

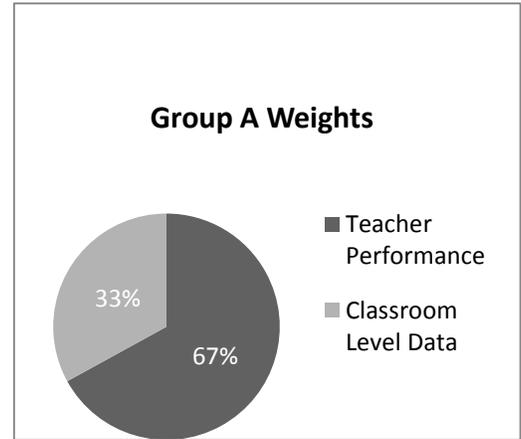
Group B- teachers are those with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas (ADE, 2012).

WUSD Elementary Group A Teachers	WUSD Elementary Group B Teachers
1 st -5 th Grade	K
ELD	SPED/Resource and Self-contained
	Reading specialist
	Math interventionist
	P.E.
	Art
	Apache culture
	Library
	Music
	Instructional coach, technology coach, STEM coach, counselor
	Other certified personnel
WUSD Junior High Group A Teachers	WUSD Junior High Group B Teachers
English Language Arts	SPED
Math	Art., P.E., Apache
	Educational technology
	Reading specialist
	Social studies
	Science
	Instructional coach, counselor and social worker
	Other certified personnel
WUSD Secondary Group A Teachers	WUSD Secondary Group B Teachers
English Language Arts	Art
Math	P.E./Health, Strength and conditioning
	Spanish
	Apache
	Science
	Media specialist, instructional coach, social worker, counselor, technology integration specialist
	CTE
	SPED, SPED self-contained
	Science (10 th grade tested on AIMS)
	Other certified personnel

Teacher Evaluation Performance Criteria

Formula for Student Academic Progress Elementary Group A Teachers

Indicators	Reading Pts	Math Pts
50% > M/E on State Assessment	3	3
Maint/Exc Expected Growth in District Assessment	5	5
Grade Level: All teachers Maint/Exc Exp Growth in District Assessment	1	1
Schoolwide Data (how we currently measure Group B Teachers)	2	
70% > M/E on State Assessment	1	1
2 > Exceed on State Assessment	1	1



Total Points Possible: 24

Highly Effective

24-20

Effective

19-11

Developing

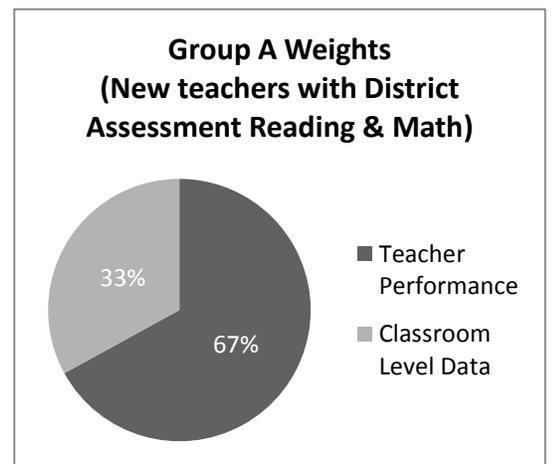
10-5

Ineffective

5-0

Formula for Student Academic Progress for Elementary without State Assessment Data (New teachers and teachers with District Assessment Reading and Math) Group A Teachers

Indicators	Reading Pts.	Math Pts.
Maint/Exc Expected Growth on District Assessment	5	5
Grade Level: Maint/Exc Exp Growth in District Assessment	1	1
Schoolwide Data	2	
70% > M/E on District Assessment or 15% Growth	1	1
2 > E on District Assessment	2	2



Total Points Possible: 20

Highly Effective

20-16

Effective

15-11

Developing

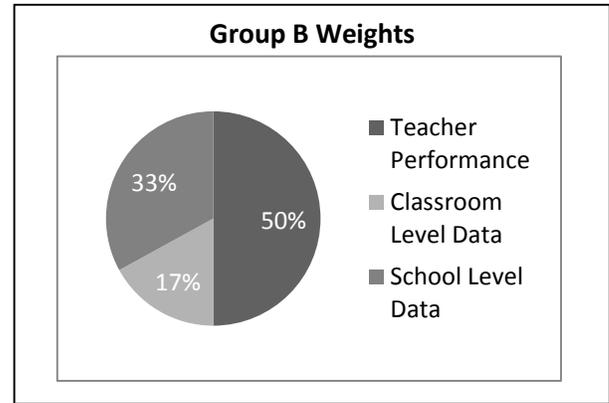
10-6

Ineffective

5-0

Elementary Group B Teachers

Indicator	Reading/Math points
School-wide data (% of teachers maintaining growth on all math/reading-District Assessment)	90-100%=16 70-89%=12 51-69%=8 50% or less =4
Classroom data: SLOs (Points determined by SLO Rubric)	8

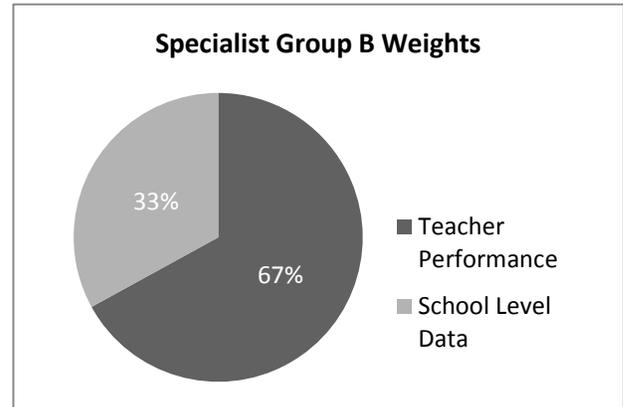


Total Points Possible: 24

<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
24-20	19-11	10-5	5-0

Group B Teachers (Specialist Staff without Classroom Level Data)

Indicator	Total Points
School-wide data (% of teachers maintaining growth on all math/reading-District Assessment)	90-100%=HE 70-89%=E 51-69%=D 50% or less =IE



Total Points Possible: 24

<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
24-20	19-11	10-5	5-0

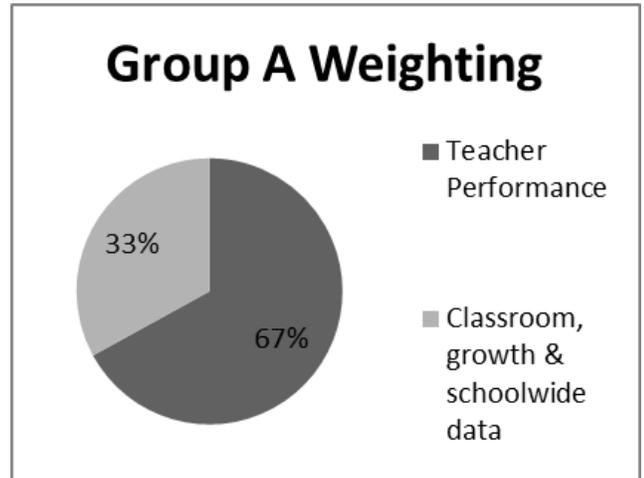
***At the present time, for elementary teachers 3-5 grade regular education teachers would be group A for the 2014-2015 school year. A possible timeline for moving other teachers to Group A is:

- 2015-2016 school year: K-2 & Special Education Teachers---Group A
- 2016-2017 school year: All Ancillary Teachers—Group A

**Formula for Student Academic Progress
Teachers-Junior High School**

Group A Teachers (ELA, math)

Indicator	Reading OR Math points
Classroom data: 50% or more M/E on State Assessment	6
Classroom data: SLOs (Points determined by SLO Rubric)	4
Growth data: Maintained/Exceeded expected growth from District Assessment pretest to posttest	10
School-wide data (% of teachers maintaining growth on all math/reading-District Assessment)	4



Total Points Possible: 24

Highly Effective
24-20

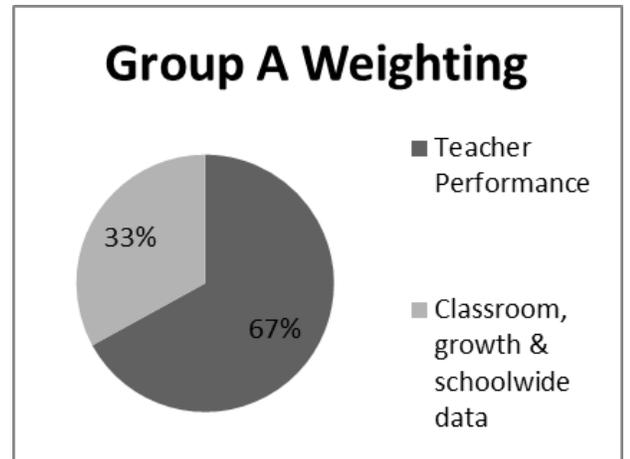
Effective
19-11

Developing
10-5

Ineffective
5-0

Group A Teachers (new teachers)

Indicator	Reading OR math points
Classroom data: SLOs (Points determined by SLO Rubric)	10
Growth data: Maintained/Exceeded expected growth from District Assessment pretest to posttest	10
School-wide data (% of teachers maintaining growth on all math/reading-District Assessment)	4



Total Points Possible: 24

Highly Effective
24-20

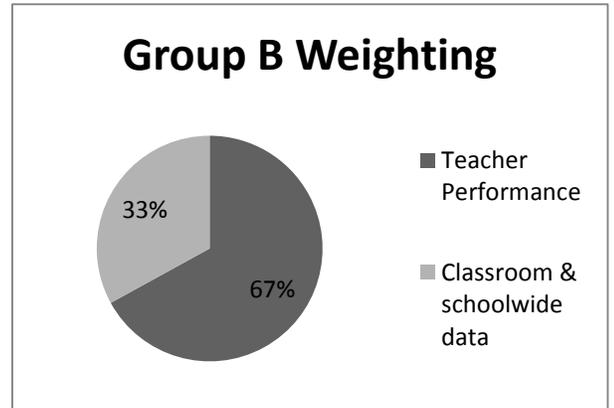
Effective
19-11

Developing
10-5

Ineffective
5-0

Group B Teachers

Indicator	Reading & Math points
Schoolwide data (% of teachers maintaining growth on all math/reading-District Assessment)	90-100%=16 70-89%=12 51-69%=8 50% or less =4
Classroom data: SLOs (Points determined by SLO Rubric)	8



Total Points Possible: 24

Highly Effective
24-20

Effective
19-11

Developing
10-5

Ineffective
5-0

Group B Teachers (Electives, Specialist Staff)

Indicator	Total Points	
School-wide Data (% of teachers maintaining growth on all math/reading-District Assessment)	90-100%=HE 70-89%=E 51-69%=D 50% or less =IE	<h3>Group B Weighting</h3> <p>A pie chart titled 'Group B Weighting' showing two segments: a larger dark grey segment representing 'Teacher Performance' at 67%, and a smaller light grey segment representing 'Schoolwide data' at 33%. A legend to the right of the chart identifies the colors: dark grey for 'Teacher Performance' and light grey for 'Schoolwide data'.</p>

Total Points Possible: 24

Highly Effective
24-20

Effective
19-11

Developing
10-5

Ineffective
5-0

Proposed timeline for CDJH Group A Classification:

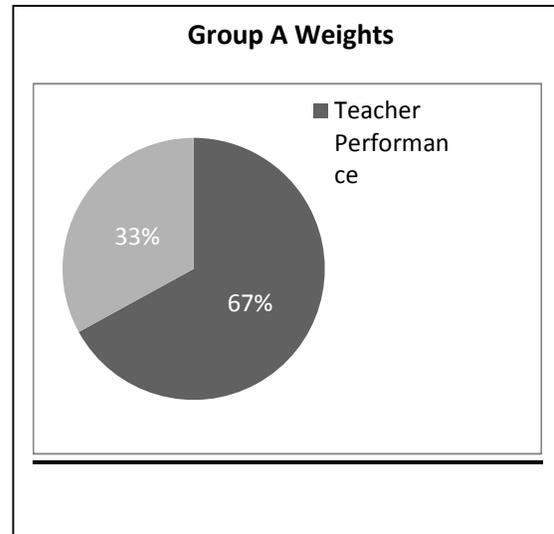
- 2014-2015: ELA, Math, SPED, Reading Specialist
- 2015-2016: + Social Studies and Science
- 2016-2017: + Electives

Student Learning Objectives (SMART Goals). See pp. 39-43 for further explanation.

Administration and teachers set goal(s) based on pre-assessment data. The benchmarks and posttest will be considered to measure growth and determine if goals have been achieved.

Formula for Student Academic Progress Group A Teachers-High School

Indicators for Classroom-Level Data	Points Reading or Math
60% > M/E on District Assessment or other approved formative assessment	4
Maint/Exc Expected Growth District Assessment	8
School-wide Data	4
Classroom Data: SLOs (Points determined by SLO Rubric)	8



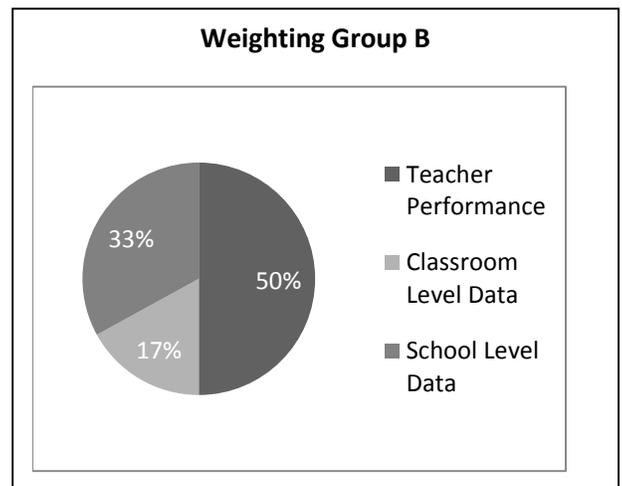
Total Points Possible **24**

BONUS-70% > M/E on AIMS or 2 > Ex on AIMS 2

<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
24-20	19-11	10-5	5-0

Formula for Student Academic Progress Group B Teachers-High School

Indicators for Classroom Level Data	Points
60% > M/E on District Assessment or other approved formative assessment	8
Maint/Exc Expected Growth District Assessment	8
Classroom Level Data: SLOs (Points determined by SLO Rubric)	8



Total Points Possible **24**

BONUS-70% > M/E on AIMS or 2 > Ex on AIMS 2

<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
24-20	19-11	10-5	5-0

Group B Teachers (Electives, Specialist Staff)

Indicator	Total Points	
School-wide Data (% of teachers maintaining growth on all math/reading-District Assessment)	90-100%=HE 70-89%=E 51-69%=D 50% or less =IE	<h3 style="margin: 0;">Group B Weighting</h3> <p style="margin: 0;"> Teacher Performance Schoolwide data </p>

Total Points Possible: 24

<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
24-20	19-11	10-5	5-0

High School Transition Timeline-Group B to Group A Teachers

- 2014-2015 English and Math
- 2015-2016 English, Math, Social Studies, Science and CTE
- 2016-2017 English, Math, Social Studies, Science, CTE, All Elective Courses

*SPED teachers will remain Group B teacher.

Student Learning Objectives (SMART Goals). See pp. 39-43 for further explanation.

Administration and teachers set goal(s) based on pre-assessment data. Three data points to measure growth-end of 1st quarter, end of 2nd quarter, end of 3rd quarter.

Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Admin.	Teacher
During the 1 st Month	Establish student progress goal (all new and continuing contract teachers)	<i>Goal Setting for Student Progress Form (pp. 39-43)</i>	✓	✓
Before the end of the 1 st Quarter	Observation of all new teachers	<i>Observation Form (MyLearningPlan)</i>	✓	
Before the end of the 2 nd Quarter	Observation of all new teachers	<i>Observation Form (MyLearningPlan)</i>	✓	
Mid-year	<ul style="list-style-type: none"> Mid-year review of student progress goal (all new and continuing contract teachers). 	<i>Goal Setting for Student Progress Form (pp. 39-43)</i>	✓	✓
During the 2 nd Semester	Observation (all new and continuing contract teachers)	<i>Observation Form (MyLearningPlan)</i>	✓	
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal and supporting documentation (all new and continuing contract teachers in their summative evaluation year)	<i>Goal Setting for Student Progress Form (pp. 39-43)</i>	✓	✓
Before Last Week of School	<ul style="list-style-type: none"> Submission of end-of-year review of student progress goal (all continuing contract teachers not in their summative evaluation year). Interim performance evaluation (all continuing contract teachers in years one and two of the three year evaluation cycle) Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year) 	<i>Goal Setting for Student Progress Form (pp. 39-43)</i> <i>Teacher Interim Performance Report (MyLearningPlan)</i> <i>Teacher Summative Evaluation Form (MyLearningPlan)</i>	✓ ✓ ✓	✓

Teacher Performance

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

Improving Professional Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in TPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of "unacceptable" performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 8 shows the differences between the two processes.

Figure 8: *Two Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
Initiates Process	Evaluator, administrator, or teacher	Evaluator*
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i> Building/Worksite Level Human Resource Department is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to proficient – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee's progress.

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- a rating of "Developing/Needs Improvement" on **two or more** performance standards, or
- a rating of "Unacceptable" on **one or more** performance standards or an overall rating of "Unacceptable."

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and

- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated “Proficient.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

When a teacher is rated “Unacceptable,” the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated “Unacceptable” a second time, the teacher will be recommended for dismissal.

When a veteran/long-term teacher is rated unacceptable, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected

Request for Review of an “Unacceptable” Rating

The teacher may request a review of the evidence in relation to an “Unacceptable” rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

Performance Improvement Plan Form

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Resources/Assistance Provided Activities to be Completed by the Employee	Target Dates

<p>_____</p> <p>Evaluator's Signature/Date Initiated</p>	<p>The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.</p> <p>_____</p> <p>Teacher's Signature/Date Initiated</p>
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Results of Performance Improvement Plan:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates ²

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

Evaluator's Signature/Date Reviewed

Teacher's Signature/Date Reviewed

¹ These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed. ² Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher. ___ **Additional Pages Attached**

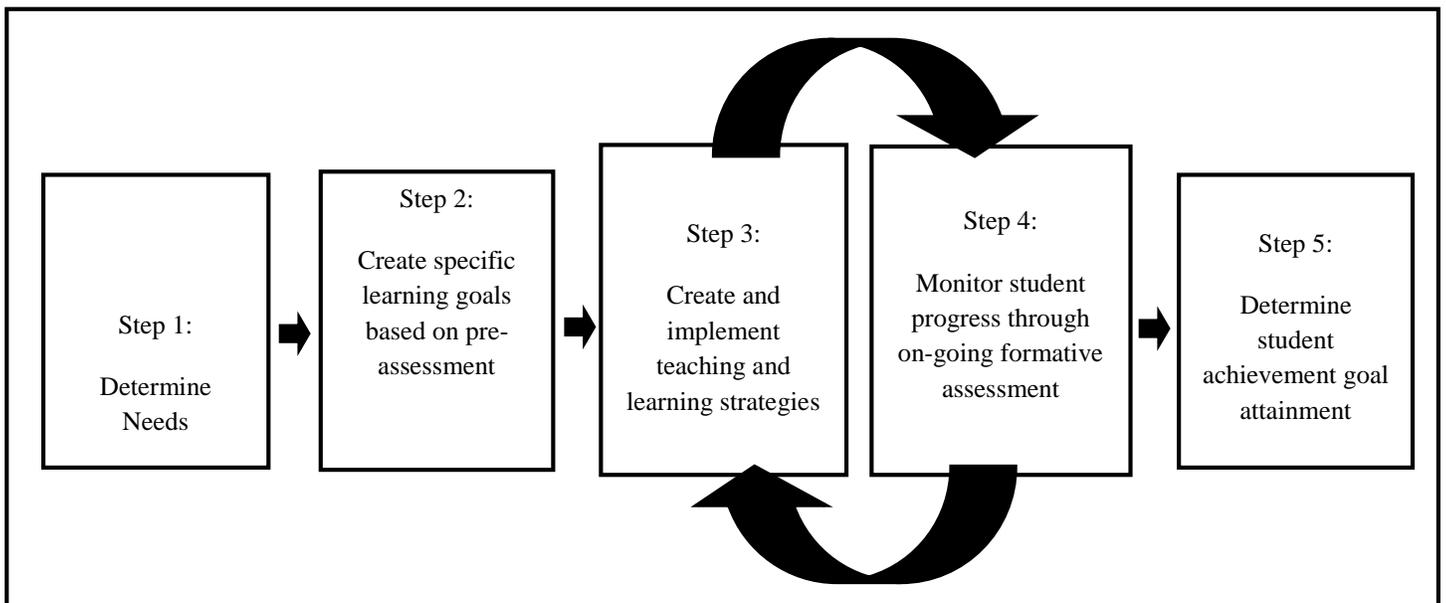
Goal Setting Process

Student Academic Progress

The language in ARS§15-203(A) (38) uses the phrase “academic progress.” In this instrument, academic progress is defined as: “A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.”

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: *Student Achievement Goal Setting Process*ⁱ



Each teacher, using the results of an initial assessment, sets an annual goal¹ for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Progress Form* may be used for developing and assessing the annual goal. Student progress goals

¹ The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time.

Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

S pecific:	The goal is focused, for example, by content area, by learners' needs.
M easurable:	An appropriate instrument/measure is selected to assess the goal.
A ppropriate:	The goal is within the teacher's control to effect change.
R ealistic:	The goal is feasible for the teacher.
T ime limited:	The goal is contained within a single school year.

Figure 12 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 12: *Sample Goals*

Fourth Grade Sample Goal: All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80% of my students will be reading on or above grade level by the end of this school year.
Grade 7 Mathematics Sample Goal: All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90% of my students will demonstrate proficiency on the Grade 7 Math State Standards Test.
High School English Sample Goal:

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

Middle School Self-Contained Special Education Sample Goal:

The students will increase their Brigance Age Equivalents by an average of 6 months.

Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Progress Form*.

- *Setting*: Describe the population and special circumstances of the goal setting.
- *Identify the content area*: The area/topic addressed based on learner achievement, learner or program progress, or observational data.
- *Provide baseline data*: Determine the learners' baseline data (where they are now) using the following process:
 - Collect and review data.
 - Analyze the data.
 - Interpret the data.
 - Determine needs.

Goal Setting for Student Progress Form

Teacher's Name: _____

Evaluator's Name: _____

Subject/Grade: _____ School Year: ____ - ____

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text)

Initial Goal Submission (due by end of September to the evaluator)

I. Setting (Describe the population and special learning circumstances)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
III. Baseline Data (What is shown by the current data?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

<p>VI. Mid-Year Review (Describe goal progress and other relevant data)</p>	<p>Mid-year review conducted on _____</p> <p>Initials: _____(teacher) _____(evaluator)</p>
	<p><input type="checkbox"/> Data attached</p>

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth Yes No

Evaluator's Signature _____ Date _____

ⁱ Stronge, J. H. & Grant, L. H. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

SLO Goal Rubric (Standard 7)

Performance Standard 7: Student Academic Progress

Highly Effective <i>In addition to meeting the standard...</i>	Effective <i>Proficient is the expected level of performance.</i>	Developing	Ineffective
<p>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</p> <p>**More than 15% into M/E; more than 10% out of FFB.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p> <p>**10-14% into M/E; 5-10% out of FFB.</p>	<p>The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> <p>**5-9% into M/E; 1-4% out of FFB.</p>	<p>The work of the teacher does not achieve acceptable student academic progress.</p> <p>**0% into M/E; 0% out of FFB</p>
<p style="text-align: center;">■</p> <p><i>Comments:</i></p>	<p style="text-align: center;">■</p>	<p style="text-align: center;">■</p>	<p style="text-align: center;">■</p>