

**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:

A. ***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 at~~ least fifty percent (50%) of ~~his~~ the person's time to classroom teaching.

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

C. ~~Annual Performance~~ ***Performance classifications*** means the four (4) performance classifications (~~Highly Effective, Effective, Developing, or Ineffective~~) for teachers and principals under the law and defined principals adopted by the State Governing Board of Education.

D. ~~Observation Cycle~~ means the three (3) part process (preconference, observation, and post-conference) by which teachers are evaluated using the Learning Observation Instrument (LOI). Teachers have multiple observation cycles in any one school year.

E. ~~Evaluation~~ means the REIL Score which is calculated by using performance results from an evaluation Instrument (Learning Observation Instrument, Coaching Observation Instrument, Peer Evaluator Observation Instrument, and Leading Observation Instrument) for multiple observation cycles and student achievement data.

F. ~~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~~ teacher performance evaluation system shall do the following:

- A. ~~Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education~~ Be designed to improve teacher performance and improve student achievement;
- B. Include quantitative data on ~~student~~ the academic progress ~~that accounts for between~~ for all students, which shall account for between twenty percent (20%) and thirty-three percent (33%) ~~and fifty percent (50%)~~ of the evaluation outcomes;
- C. Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
- ~~D. 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:

- A. 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 or as provided in Section I.
- B. A copy of the evaluation system shall be given to each teacher in the District.
- C. 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.

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

E. The Board will designate qualified evaluators.

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

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

H. 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.

I. The District may use an alternative performance evaluation cycle subject to the following:

1. The Governing Board shall adopt policies for an expedited performance review during the years in which a teacher is not undergoing a formal performance evaluation. The expedited performance review policies may classify teacher performance in categories that include teamwork and support for lower-performing teachers.

2. The Governing Board shall allow only teachers who have been evaluated and designated in the highest performance classification for at least three (3) consecutive years by the same school to participate in the alternative performance evaluation cycle.

3. If an expedited performance review under this subsection determines that the teacher is not in the highest performance classification, the teacher shall be removed from the alternative performance evaluation cycle and be reviewed on the established evaluation system.

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~~System will include incentives and protections as follows:~~

~~1. Effective and highly effective teachers and principals may receive additional compensation through the Performanced Based Compensation System as adopted by the Board.~~

~~2. Teachers who are transferred to schools that are assigned a letter grade of D or F may receive the following protection: use of value added model in regard to assessing student data under the REIL instrument.~~

~~3. If a principal is designated in the lowest performance classification, the teachers assigned to that school may have their final evaluations reviewed by the Superintendent.~~

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.



The District teacher evaluation will address the following items *(to be inserted in this location BEFORE 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.



### **Inadequacy of Classroom Performance**

A teacher's classroom performance is inadequate if:

- ~~A. The teacher receives five (5) or more ratings of zero (0) or one (1) on standards 1 through 5 (Content, Formative Assessment, Instructional Strategies, Learner Engagement, and Learning Community) assessed in the Learning Observation Instrument; or~~
- ~~B. The teacher is designated in the Ineffective classification based upon the REIL score received on the teacher's evaluation as a whole; or~~
- ~~C. Beginning in 2015-2016, the teacher is designated in the Ineffective of Developing classification for two (2) consecutive years based upon the REIL score received on the teacher's evaluation as a whole.~~

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***INSERT DISTRICT LANGUAGE HERE.***

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 Governing Board shall adopt policies that:

- A. are designed to improve principal performance and improve student achievement.
- B. include the use of quantitative data on the academic progress for all students, which shall account for between twenty percent (20%) and thirty-three percent (33%) of the evaluation outcomes.
- C. include four (4) performance classifications, designated as highly effective, effective, developing and ineffective.
- D. describe both of the following:
  - 1. the methods used to evaluate the performance of principals, including the data used to measure student performance and job effectiveness.
  - 2. the formula used to determine evaluation outcomes.

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:~~

- ~~A. Alignment of professional development opportunities to the principal evaluations.~~
- ~~B. 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."~~
- ~~C. 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:

- A. Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- B. 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.
- C. 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.
- D. 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: <-- z2AdoptionDate -->

LEGAL REF.:  
A.R.S.  
[15-153](#)

[15-203](#)  
[15-502](#)  
[15-503](#)  
[15-512](#)  
[15-536](#)  
[15-537](#)  
[15-537.01](#)  
[15-538](#)  
[15-538.01](#)  
[15-539](#) *et seq.*  
[15-544](#)  
[15-549](#)  
[15-918.02](#)  
[15-977](#)  
A.A.C.  
[R7-2-605](#)

CROSS REF.:

[GBEB](#) - Staff Conduct  
[GCB](#) - Professional Staff Contracts and Compensation  
[GCF](#) - Professional Staff Hiring  
[GCJ](#) - 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