

EVALUATION OF PROFESSIONAL STAFF MEMBERS

(Teacher Observation and Evaluation)

Evaluation

Philosophy: The basic purpose of evaluation is to improve instructional performance and effectiveness. Evaluation should be constructive, not punitive, and aimed at problem solving. However, a carefully planned evaluation program would inevitably result in identifying, helping, and possibly reassigning or dismissing the ineffective person. Evaluation is to be treated as a cooperative effort between staff member and evaluator. The process of evaluation will be a learning vehicle for participants. The evaluation process shall encompass student achievement, social awareness, and skill development in addition to the professional responsibilities that impact upon the learning climate and activities sponsored by the school. The following premises are accepted to support this philosophy:

- Self-motivation and self-appraisal prompts more lasting improvement than externally imposed value judgments. Only the individual educator can change his behavior.
- Specific subject matter objectives can be measured. However, educational goals are not readily apparent nor easily measurable. As a result of classroom interaction, students learn values, self-esteem, social awareness, and acceptance of others. Therefore, the quality of the interaction may be as important as cognitive outcomes.
- Evaluation should be performed consistently and regularly to eliminate the necessity for emergency rating to determine a teacher's status.
- Methods used in evaluating should be as objective as possible.
- Evaluation results should strive to give each person evaluated some concrete basis for the improvement of his efficiency as a teacher.

Self-evaluation is an effective form of evaluation. The teacher should evaluate himself. Similarly, each building administrator and supervisor should develop and use an appropriate form for receiving input from staff members for the purpose of improving administrative effectiveness.

Honesty and frankness are the twin obligations of the evaluator. If good schools are to be maintained, the incompetent teacher must not be protected nor the superior educator underrated.

Definitions

Evaluation: The judgment of a qualified evaluator based upon accumulated observations as related to the professional competence of a staff member, said judgment to be based upon established criteria and committed to writing for review by the administration.

Professional responsibilities: Duties, other than classroom practices, that are deemed essential in the overall job performance of certificated employees, and therefore included in the evaluation system, are as follows:

- Follows ethical and professional practices in working with students, student records, parents, and colleagues.
 - See Code of Ethics for Education Profession, below.
- Complies with school and District policies and procedures.
 - Assumes responsibility for knowledge of policies and procedures.
 - Requests clarification of policies and procedures when needed.
 - Teaches Board-designated curricula using approved materials.
- Maintains accurate records, and files reports on a timely basis.
 - Maintains legible and accurate attendance and student evaluation records.
 - Meets reasonable deadlines for attendance records, student staff reports, homework requests, and inventory requests.
 - Responds to administrative memos and report requests in a timely manner.
- Works harmoniously and effectively with school and District personnel to improve instruction.
 - Participates in department and/or grade-level meetings.
 - Serves on committees appointed to appraise, develop, or improve curriculum.
 - Works cooperatively with specialists and support personnel.
- Works effectively with parents.
 - Makes a reasonable effort to meet with parents and/or students.
 - Uses phone conferences when suitable.

- Demonstrates effective conferencing skills.
- Uses appropriate methods of communication with professional personnel.
 - Discusses concerns with appropriate colleague, administrator, or supervisor.
 - Follows appropriate channels of communication for problem resolution.
- Is dependable and punctual in the fulfillment of professional responsibilities.
 - Meets classes on time.
 - Follows building workday schedule.
 - Is punctual and dependable in performing assigned supervisory duties.
 - Attends assigned meetings and activities (e.g., faculty meetings, open house).
 - Directly supervises students throughout assigned student contact periods.
 - Uses leave policy in professional manner.

Observation: The systematic collection of objective data.

Probationary (nontenured) teacher: A certificated teacher who is employed under contract by the District as a full-time classroom teacher devoting not less than fifty percent (50%) of his time to teaching or supervising school children's activities, and who is not a continuing teacher [A.R.S. 15-501].

Continuing (tenured) teacher: A certificated teacher who is employed under contract in the District as a full-time classroom teacher devoting not less than fifty percent (50%) of his time to classroom teaching or supervising children's activities, and whose contract has been renewed for a fourth consecutive year of such employment in the District [A.R.S. 15-501].

Teacher: A classroom teacher, specialist, librarian, or counselor.

Educator: All certificated personnel involved in the learning process; teachers, counselors, librarians, and supervisors.

Qualified observer: Certificated staff members who have been trained in the techniques and criteria to be used in the District observation/evaluation process:

Qualified evaluator: Persons from the following list who have been trained in the techniques and criteria to be used in the District evaluation process:

- Superintendent.

- Principals.
- Assistant principals.
- Certificated directors, supervisors, and coordinators.
- Assistant superintendents

Rating scale: The criteria on the Observation Report and the Cumulative Evaluation Report shall be rated according to the following terms and definitions:

- The rating scale consists of the following ratings, which will be applied to each competency:
 - *Exceeds District standards* - Exceeds District standards for specified competency.
 - *Proficient with District standards* - Demonstrates District standards for specified competency.
 - *Approaches District standards* - Needs improvement; does not fully meet District standards for specified competency.
 - *Does not meet District standards* - Unacceptable performance for specified competency.
 - *Not applicable* - Competency not expected for this lesson or position.

Adequacy of classroom performance: Adequacy of classroom performance is recognized by the Governing Board as a general level of performance that meets expectations reflected in "exceeds District standards" or "proficient with District standards" indicators found in the District's evaluation system.

Insufficiency of classroom performance: Recognized by the Governing Board as a general level of performance below District standards as reflected in the rating of "does not meet District standards" found in the District's evaluation system. Areas evaluated as "approaches District standards" will be identified, and specific suggestions for improvement will be offered by the qualified evaluator. A time schedule for improvement, including planned evaluations, shall be mutually agreed upon by the evaluator and the teacher. If such mutual agreement is not determined within fifteen (15) working days of the qualified evaluator's specific suggestions for improvement, the Superintendent may determine the schedule for improvement and such determination shall be considered as the mutually agreed upon schedule of improvement. (Note: The schedule for improvement is subject to the grievance procedure.)

Inadequacy of classroom performance: Inadequacy of classroom performance is recognized by the Governing Board as a general level of performance below District standards, as reflected in the rating of "does not meet District standards" found in the District's evaluation system. Areas evaluated as "does not meet District standards" will be identified, and specific suggestions for

improvement will be offered by the qualified evaluator. A time schedule for improvement, including planned evaluations, shall be provided to the teacher by the evaluator and shall be in

accordance with Arizona Revised Statutes. (*Substantially* is defined as "real, not imaginary; important.")

Self-evaluation and Professional Development Plan

This is the portion of the overall valuation system that asks staff members to engage in introspection and self-appraisal. This component of evaluation shall list accomplishments, areas for professional development, goals, and a critique of the plan. Each staff member shall be required to accomplish this requirement during the course of one (1) year or a normal evaluation cycle.

Observation-Evaluation Procedures

Observation will be conducted openly and with full knowledge of the staff member. No electronic monitoring or electronic observation of work performance shall be employed except with the prior consent of the staff member. Administrative concerns shall be brought to the attention of staff members in a timely fashion.

Prior to any observation during the school year, a staff member may request that his evaluation for that year be completed by the building principal or assistant principal.

A classroom visit for the purpose of a planned observation shall consist of a minimum of thirty (30) minutes in length.

Each observation or evaluation of a classroom observed component of the ISI shall be reduced to writing and followed by a conference within five (5) school days of the observation or evaluation.

Information about possible "approaches" or "does not meet District standards" shall be communicated to the teacher in a timely manner so that the teacher has an opportunity to show improvement before the final evaluation is completed.

Each written evaluation shall be supported by at least one (1) classroom observation report by the evaluator and shall be presented to the staff member prior to or during a conference for the purpose of discussing the evaluation. All observations that have occurred shall be attached to the evaluation report.

Both the staff member and the evaluator shall sign or initial each page of the evaluation.

Each evaluation shall include recommendations for improvement, if needed, for the certificated staff member. These recommendations will be discussed and clarified during the evaluation conference. The evaluator will provide assistance in helping the staff member accomplish

meeting the recommendations that have been given. Reasonable follow-up with the staff member shall occur to ascertain that improvement is occurring.

Special education teachers will be observed and evaluated with the regular teacher instruments in addition to the special education addendum reports.

The staff member may submit a written response for each observation or evaluation.

The staff member shall be given the original copy of observations and evaluations, and copies of these shall be placed in the personnel file. All evaluative information shall be confidential and subject to the provisions of A.R.S. 15-537(G).

The content of the evaluation (evaluator's comments, conclusions, recommendations for improvement) is not subject to the grievance procedure. Any complaint related to procedures may be submitted in accordance with the adopted grievance policy).

Frequency of observation/evaluation:

- Observation - Continuing teachers shall receive a minimum of one (1) observation each year. Probationary teachers shall receive a minimum of one (1) observation each semester. Other observations by qualified observers may be requested by the administrator or staff member.
- Evaluation - Continuing teachers shall be evaluated at least once each school year and probationary teachers once each semester. Each evaluation must be supported by a minimum of one (1) observation by the person completing the evaluation.

Evaluative criteria: The specific descriptors as listed in the Observation and Cumulative Evaluation instruments for certificated employees.

Self-Evaluation and Professional Development Plan:

- This segment of the evaluation plan shall be accomplished by staff members at least once per year and shall be concurrent with the normal evaluation cycle.
- The Self-Evaluation and Professional Development Plan shall be distributed to the staff member during the evaluation process (i.e., pre- or postconferences).
- The staff member shall complete the initial three (3) items and resubmit to the administrator. The staff member shall retain a copy for further reference.
- The final portion of this component will be completed by the staff member for discussion at the next evaluation conference.

Evaluation schedule: Pursuant to the legal requirements of A.R.S. 15-536, 15-537, 15-538, and 15-539, the following time lines shall apply to the evaluation process. Time lines required by statute are noted by the appropriate reference, while dates and time lines recommended by policy

are noted as "recommended." Additional observations and evaluations may be scheduled as deemed necessary by the evaluator.

- Continuing teacher:
 - September through April - observations and follow-up conferences (recommended).
 - By April 15 - evaluation and conference completed. All signing-off, clarification, suggestions for improvement given (recommended).
 - Time line for procedures in event of inadequacy notice:
 - The Governing Board or its authorized representative shall give the teacher a written preliminary notice of inadequacy of classroom performance at least ten (10) instructional days prior to the start of the period of time within which to correct the inadequacy and overcome the grounds for the charge (A.R.S. 15-539).
 - A conference to present an improvement plan will be held after issuance of a written preliminary notice of inadequacy of classroom performance and prior to the start of the period of time within which to correct the inadequacy. The period of time within which to correct the inadequacy and overcome the grounds for the charge will be not less than eighty-five (85) instructional days (A.R.S. 15-539).
 - An observation and evaluation is recommended thirty (30) days after the start of the period of time within which to correct the inadequacy.
 - An observation and evaluation is recommended sixty (60) days after the start of the period of time within which to correct the inadequacy.
 - A decision will be made about continuing or dismissing a teacher not less than eighty-five (85) instructional days after the start of the period of time within which to correct the inadequacy. Dismissal shall occur (if inadequacies have not been corrected) either within thirty (30) days of the service of a subsequent notice from the Governing Board of intention to dismiss or by the end of the contract year in which the subsequent notice of intention to dismiss is served unless the teacher has requested a hearing (A.R.S. 15-539).
- Probationary teacher:
 - Fall semester:
 - September and October - observation and follow-up conferences (recommended).
 - November 15 - evaluation and conference (recommended).
 - December 15 - further observations and conferences as needed (recommended).

- Spring semester:
 - February and March observation and follow-up conferences (recommended).
 - April 15 - evaluation and conference (recommended).
- Time line in event of notice of intention to dismiss:
 - January 15 - if required: preliminary notice of intention to dismiss based upon inadequacy of classroom performance (A.R.S. 15-538).
 - February 15 - observation and conference (recommended).
 - March 15 - evaluation and conference (recommended).
 - April 15 - conclusion of ninety (90) day period (from January 15) (A.R.S. 15-538).

The appendices indicated below may be obtained from the administration

Appendix "D" - Teacher Observation & Evaluation Forms.

Appendix "E" - Librarian Observation & Evaluation Report.

Appendix "F" - Counselor Observation & Evaluation Forms.

Appendix "G" - Psychologist Observation & Evaluation Forms.

Appendix "H" - Special Education Teacher Observation & Evaluation Addendum Forms.

Appendix "I" - Related Service Therapist Observation & Evaluation Forms.

Appendix "J" - Self-Evaluation/Professional Development Plan.