



Qualified Evaluator Training

2015-2016

Topics

- Arizona State Statutes
- Evaluation Procedures and Guidelines
- Timelines
- Excel Tracking Worksheet
- Centricity (new Web access)
- TalentEd Perform



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Arizona State Statutes



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Duties of Teachers

- Arizona State Statute §15-521
 - Every teacher shall:
 - Make student learning the primary focus of the teacher's professional time
 - Hold pupils to strict account for disorderly conduct
 - Keep a school register (e.g. attendance and grades)
 - Make the decision to promote or retain a pupil in grade in a common school...
 - Comply with all rules and policies of the governing board...



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Probationary Teacher

- Arizona State Statute §15-536(D)
 - A certificated teacher who is currently a continuing (tenured) teacher, but who has been designated after an evaluation in the lowest performance classification (ineffective) shall become and shall remain a **probationary** teacher until that teacher's performance classification is designated in either of the two highest performance classifications.



Observations

- Arizona State Statute §15-537(E)
 - Governing Board shall prescribe specific procedures for the teacher performance evaluation system:
 - At least **2 observations** of the teacher
 - Teacher demonstrating teaching skills
 - Complete and uninterrupted lesson
 - At least **60 calendar** days between the first and last observation
 - Written feedback within **10 business** days after each observation



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Qualified Evaluators

- Arizona State Statute §15-537(F)
 - Governing Board shall...
 - Designate persons who are qualified to observe teachers and to serve as evaluators for the district's teacher performance evaluation system
 - Ensure that persons evaluating teachers are trained and qualified to evaluate teachers



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Inadequate Performance

- Arizona State Statute §15-537(H)
 - Each evaluation shall include recommendations as to areas of improvement in the performance of the teacher if warrants improvement
 - Confer with the teacher to make specific recommendations
 - Provide professional development opportunities
 - Follow up with the teacher for the purpose of ascertaining that the teacher is demonstrating adequate performance



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Inadequate Performance

- Arizona State Statute §15-538
 - The Governing Board or its authorized representative, at least **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** as defined by the Governing Board.



Observations

- Arizona State Statute §15-539(E)(1)
 - An observation shall not be conducted within **two instructional** days of any scheduled period in which school is not in session for one week or more.



Access to Evaluations

- Arizona State Statute §15-539(H)(3)
 - Copies of the evaluation report AND performance classification shall not be released except:
 - To school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes.
 - A school district or charter school receiving 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.



WESD Teacher Evaluation Guidelines



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Teacher Status

- **Probationary Teacher**

- A certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years.

OR

- A certificated teacher who is currently a continuing (tenured) teacher, but who has been designated after an evaluation in the lowest performance classification (ineffective)
 - Until that teacher's performance classification is designated in either of the two highest performance classifications.



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Teacher Status

- **Tenured (or Continuing) Teacher**

- A certificated teacher who has been employed by the school district for more than the major portion of three consecutive school years

AND

- who has NOT been designated after an evaluation in the lowest performance classification (ineffective)

AND

- who WAS designated after an evaluation in the lowest performance classification (ineffective), but that teacher's performance classification is NOW designated in either of the two highest performance classifications.



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Number of Evaluations

- Probationary teacher
 - At least one (1) performance evaluation is required for the probationary teacher
- Tenured teacher
 - At least one (1) performance evaluation is required for the tenured teacher



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Classroom Observations

- Probationary
 - At least two (2) observations each year
 - First observation due on or before October 7
 - Last observation due 60 or more calendar days from the first observation



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Classroom Observations

- Tenured
 - At least two (2) observations each year
 - First observation due on or before Winter Break
 - Last observation due 60 or more calendar days from the first observation



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Classroom Observations

- Observation Requirements
 - Teacher demonstrating teaching skills
 - Complete and uninterrupted lesson
 - At least **60 calendar** days between first and last observation
 - Can have additional observations within 60 days
 - Can have additional observations after 60 days



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Classroom Observations

- Observation Requirements (cont.)
 - Written feedback required within **10 business** days after each observation
 - Preferred within 5 business days
 - Completed and submitted on TalentEd Perform, online evaluation application



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Observation Feedback

- Provided to Teacher
 - Written Feedback
 - Requires approved stems
 - Describe the lesson strengths and/or effective strategies observed.
 - Describe areas to develop and/or refine.
 - Copy of Your Script
 - Optional



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Classroom Observations

- Observation Requirements (cont.)
 - At least one (1) observation must be **unscheduled** in which case the teacher is either unaware or does not anticipate an upcoming observation



Pre-Conference

- Pre-observation Conference
 - Not required
 - Evaluator or teacher may request preconference prior to scheduled observation
 - Cannot preconference for unscheduled observation



Post Conference

- Post observation Conference
 - Required
 - Face to face conference after each observation
 - May be submitted before written requirement



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Walk-Throughs

- Required Formal Walk-Throughs
 - At least two (2) walk-throughs of 5 or more continuous minutes are to be held
 - Included in evaluation



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Walk-Throughs

- Required Formal Walk-Throughs
 - Written feedback required within 10 business days after each walk-through
 - Preferred within 5 business days
 - Requires approved stems
 - Describe the lesson strengths and/or effective strategies observed.
 - Describe areas to develop and/or refine.
 - Can occur at any time **during any business day**



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Non Classroom Teachers

- Requires two observations
- No formal walk-throughs required
- Positions include:
 - School Program Coach
 - Student Service Specialists
 - CCB Intervention Specialists
 - Speech Pathologists / Therapists



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Assigned to Multiple Schools

- School with greatest FTE
 - Responsible for evaluation
 - Must complete minimum of two observations
 - Must complete walk-throughs as assigned by HR director
 - Other school(s) may be assigned walk-throughs to be included in evaluation
 - Consult with other principal(s)



Assigned to Multiple Schools

- Equal FTE between schools
 - Evaluator determined by HR Director
 - May be assigned multiple years
 - Effort to fairly distribute
 - Evaluator must complete minimum of two observations
 - Other school(s) responsible for minimum of two walk-throughs
 - Consult with other principal(s)



Performance Evaluation



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HIGHLY EFFECTIVE

EFFECTIVE

PERFORMANCE
RATINGS

DEVELOPING

INEFFECTIVE

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Performance Ratings

**HIGHLY
EFFECTIVE**

Teacher consistently and effectively performs the behaviors with instinctive effort, exceeds performance expectations, demonstrates deep understanding and full command of desired practices as they relate to each behavior, and serves as a **distinguished model**.



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Performance Ratings

EFFECTIVE

Teacher effectively performs the behaviors with deliberate effort, meets and sometimes exceeds performance expectations, and integrates desired practices as they relate to each behavior.



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Performance Ratings

DEVELOPING

Depending on overall teaching experience:

[a] The teacher inconsistently performs the behaviors with tentative effort, struggles to meet performance expectations, and does not demonstrate deep understanding or commitment to integrating desired practices as they relate to each behavior; or

[b] The teacher inconsistently performs the behaviors with reasonable effort, shows desire to meet performance expectations, and attempts to integrate desired practices as they relate to each behavior.



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Performance Ratings

INEFFECTIVE

The teacher inconsistently and ineffectively performs the behaviors with limited effort, does not exhibit ability or competency to meet performance expectations, and demonstrates little to no commitment to integrating desired practices as they relate to each behavior.



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Point System

HIGHLY EFFECTIVE	=	3
EFFECTIVE	=	2
DEVELOPING	=	1
INEFFECTIVE	=	0



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Domains, Standards and Behaviors

Domains
(4)

Standards
(10)

Behaviors
(38)



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Domains, Standards and Behaviors

- Aligns with InTASC Model Core Teaching Standards
 - As recommended by Arizona Framework for Measuring Educator Effectiveness (§ 15-203)
- Reflects WESD culture and processes
 - E.g. Productive culture rubric, TSP, etc.



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Domains, Standards and Behaviors

- Completing Evaluation
 - Domain
 - Write overall analysis for each domain
 - Performance Behaviors
 - Select performance rating for all 38 performance behaviors
 - 12 of 38 are from the productive culture rubric
 - **Maximum of 114 points** can be earned
 - Assumes 38 behaviors marked as highly effective (38 x 3)



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Salary and Incentives

- Teachers on an improvement plan are not eligible for...
 - Salary increase
 - Performance pay
 - Other bonus pays (e.g. one-time bonus)
- If successfully removed, teacher will be paid retroactively



Rebuttal vs. Appeal



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Rebuttal vs. Appeal

- If an employee disagrees with the evaluation and/or the improvement plan, the employee may file a rebuttal or an appeal as provided in Regulation GCO-R/GDO-R



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Rebuttal

- Written statement of concerns which may be attached to the evaluation before it is submitted to HR
 - Employee must submit to supervisor
 - Within 10 working days after receiving the evaluation
- No response is necessary by supervisor



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Appeal

- Written appeal regarding the contents of the evaluation to include:
 - Explain what specifically the employee disagrees with on the evaluation and the reasons why
 - Employee must submit to supervisor
 - Within 10 working days after receipt of the evaluation



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Appeal

- Upon receiving the appeal from the employee, the supervisor...
 - Must meet within 10 working days of receipt of the appeal
 - Review employee's concerns
 - After the meeting, supervisor has three options
 - Revise the evaluation,
 - Reevaluate the employee, or
 - Make no changes to the evaluation



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Appeal

- If supervisor does not revise the evaluation or reevaluate the employee...
 - Provide written response within 10 working days of the meeting
 - Explain the reasons for the decision



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Appeal

- If employee is dissatisfied with the decision of the supervisor, the employee may invoke the provisions of Level II of the grievance procedures
 - Appeals the decision to the Superintendent or designee within 10 working days from receipt of supervisors decision



Important Timelines



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October 7

- First observation for probationary teachers are due



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December 15

- First observation for tenured teachers are due



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April 22

- Evaluations are due



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