Introduction

The information contained in this handbook defines and explains the Certified Teacher Performance Evaluation System. It is expected and intended that the guidelines and procedures will be evaluated, revised and improved through an ongoing, systematic process. Questions regarding the information contained in this handbook should be directed to the qualified evaluator or to the human resources director.
Purpose of Evaluation

The purpose of performance evaluation is to "improve instruction and maintain instructional strengths" (A.R.S. 15-537). The evaluation of teaching performance in the Washington Elementary School District is a cooperative process between the qualified evaluator and the teacher. Throughout the school year, the qualified evaluator and the teacher work together to ensure that appropriate instruction occurs. The qualified evaluator observes the teacher in the instructional setting. The qualified evaluator then uses data from a variety of sources to complete the Certified Teacher Performance Evaluation Instrument.

The expectation of the Washington Elementary School District is that the assessment system will assist in promoting instructional excellence. The following outcomes are the expectations of the system:

1. To ensure the highest possible levels of student achievement and growth
2. To improve the teaching process
3. To communicate performance expectations to teachers and administrators
4. To provide feedback to teachers about the extent to which they are meeting and/or exceeding the stated expectations/criteria
5. To provide a basis for professional growth
6. To meet requirements of Arizona Revised Statutes (A.R.S.)
7. To assist in the decision to retain or dismiss a teacher
Qualified Evaluator Definition and Description

Qualified evaluators are designated by the Governing Board. Qualified evaluator training is provided on an annual basis with additional training provided as necessary. The following are qualifications for persons who evaluate teachers:

1. KNOWLEDGE
   - Knowledge of policies, laws, rules related to evaluation
   - Knowledge of effective evaluation processes
   - Knowledge of District evaluation systems
   - Knowledge of teacher evaluation criteria

2. EVALUATION PROCESS
   - Communicate clearly the timelines, content and expectations of the District evaluation process.
   - Plan and implement evaluation tasks within an appropriate timeline.
   - Plan and implement observations during the school year.
   - Demonstrate motivational strategies throughout the evaluation process.
   - Document evaluation tasks performed.

3. DATA RECORDING AND ANALYSIS
   - Gather and record data correctly and objectively.
   - Distinguish between highly effective, effective, developing and ineffective behaviors.
   - Identify behaviors that require areas of improvement and deficiencies.
   - Indicate desired performance outcomes and supporting resources.

4. CONFERENCE AND IMPROVEMENT PLANS
   - Seek input from teachers regarding evaluation and preparation of improvement plans.
   - Communicate areas of instructional strength to the teacher.
   - Specify areas of improvement and collaboratively develop improvement plans, including performance outcomes and supporting resources.
   - Monitor improvement plans, and provide feedback to the teacher.
The Evaluation Process

The qualified evaluator is responsible for the evaluation of teachers whom he or she supervises. The evaluator utilizes various sources of data to arrive at his or her judgment. The judgment is substantiated by the data collected from observations, walk-throughs, interviews, work samples, student achievement and growth data, and other related evidence and information. After consulting with the human resources director, the evaluator and/or teacher may seek advice, counsel and/or additional observation data from other qualified evaluators after. In instances where either a directed growth plan or an improvement plan is needed, the plan is developed by the qualified evaluator and the teacher. The plan may designate peers, District staff and/or mentors who are to assist the teacher in making the necessary improvements. In the event that the plan cannot be jointly determined, it is the responsibility of the qualified evaluator to ensure that a plan is devised and carried out.

1. Each certified employee is evaluated using the Certified Teacher Performance Evaluation Instrument specific to the employee’s position. Evaluation due dates are determined annually by the Human Resources Department.

2. Teachers are evaluated a minimum of once per school year.

3. Classroom Observations for Probationary, Non-Continuing Teachers
   a. A classroom observation is defined as the observation of a teacher by the qualified evaluator for the duration of a complete and uninterrupted lesson. An interruption is defined as an emergency or unexpected circumstance that causes the class to be disrupted for an extended period of time or causes the qualified evaluator to leave the classroom and not return for an extended period of time.
   b. The qualified evaluator is to conduct a minimum of two classroom observations per teacher during the school year.
      i. A minimum of one classroom observation per teacher should be completed by mid-October if teacher began at the start of the school year. If a teacher is to be evaluated mid-year resulting in an improvement plan, the qualified evaluator must conduct two classroom observations of the teacher prior to completing the Certified Teacher Performance Evaluation Instrument. Two additional classroom observations must be conducted for the purposes of completing the subsequent performance reevaluation.
      ii. A minimum of two classroom observations are to be held by the qualified evaluator for each teacher hired on or after December 1 of the current school year.
   c. At least one classroom observation per teacher during the school year must be unscheduled, i.e., the teacher must not be notified of the observation in advance of its occurrence.
   d. The qualified evaluator and the teacher may preconference before a scheduled observation, if deemed necessary by either party.
   e. There must be at least sixty calendar days between a given teacher’s first and last classroom observations during the school year.
   f. The qualified evaluator must provide written feedback to the teacher within ten business days following each observation; however, providing written feedback within five business days is preferable.
   g. The qualified evaluator and the teacher may post conference after each observation either by the request of the teacher or the preference of the qualified evaluator.
   h. The qualified evaluator must provide a mid-year conference with each teacher if qualified evaluator did not complete post conference after each observation.
   i. Classroom observations cannot be held within two instructional days of Fall Break, Winter Break, Spring Break or Summer Break.

4. Classroom Observations for Tenured, Continuing Teachers
a. A **classroom observation** is defined as the observation of a teacher by the qualified evaluator for the duration of a complete and uninterrupted lesson. An **interruption** is defined as an emergency or unexpected circumstance that causes the class to be disrupted for an extended period of time or causes the qualified evaluator to leave the classroom and not return for an extended period of time.

b. The qualified evaluator is to conduct a minimum of two classroom observations per teacher during the school year; the observations must be conducted before the evaluator completes the teacher’s Certified Teacher Performance Evaluation Instrument.

c. At least one classroom observation per teacher during the school year must be unscheduled, i.e., the teacher must not be notified of the observation in advance of its occurrence.

d. The qualified evaluator and the teacher may preconference before a scheduled observation, if deemed necessary by either party.

e. There must be at least sixty calendar days between a given teacher’s first and last classroom observations during the school year.

f. The qualified evaluator must provide written feedback to the teacher within ten business days following each observation; however, providing written feedback within five business days is preferable.

g. The qualified evaluator and the teacher may post conference after each observation either by the request of the teacher or the preference of the qualified evaluator.

h. The qualified evaluator must provide a mid-year conference with each teacher if qualified evaluator did not complete post conference after each observation.

i. Classroom observations cannot be held within two instructional days of Fall Break, Winter Break, Spring Break or Summer Break.

5. **Walk-Throughs**

a. A **walk-through** is defined as a brief, informal, unscheduled, yet focused classroom visit by the qualified evaluator.

b. The qualified evaluator must conduct two walk-throughs, of five or more continuous minutes each, per teacher prior to completing the teacher’s Certified Teacher Performance Evaluation Instrument. The qualified evaluator is to provide written feedback to the teacher following each of the two walk-throughs.

c. Additional walk-throughs conducted by the qualified evaluator need not be of a specified duration.

d. Preferably, the qualified evaluator will provide oral or written feedback to the teacher upon completion of each additional walk-through. Written feedback is mandatory, however, if walk-through results are to be included as part of the teacher’s Certified Teacher Performance Evaluation.

e. Walk-throughs may occur at any time during any work day.

f. Non classroom teachers such as program coaches, student service specialist, and speech pathologists/therapists do not require walk-throughs.

6. Teachers assigned to more than one school are evaluated at the school where their full-time equivalency (FTE) assignment is greatest, or if FTE assignments are equal, the primary evaluator is determined by the human resources director after consulting with the respective principals. The assigned qualified evaluator must complete a minimum of two observations while the other shared school(s) may be required to complete the required walk-throughs as determined by the human resources director. Regardless, qualified evaluators who share a teacher between schools are to work cooperatively throughout the evaluation process.

7. The qualified evaluator conducts an evaluation conference with the teacher and completes the evaluation forms in compliance with appropriate timelines and Arizona Revised Statutes.

8. The outcome of the teacher’s Certified Teacher Performance Evaluation determines the growth plan for which he or she is eligible.
9. If, at the time that a Governing Board salary increase takes effect, a teacher’s Certified Teacher Performance Evaluation indicates that an aspect of his/her job performance is currently ineffective, resulting in an Improvement Plan, that teacher will not be granted a salary adjustment and is not eligible for performance pay or any other incentive or bonus pay. However, when the teacher successfully accomplishes the goals outlined in his or her Improvement Plan, the teacher will retroactively receive the applicable salary increase, performance pay, and incentive or bonus pay. If a teacher’s current Certified Teacher Performance Evaluation indicates that an aspect of his or her job performance is ineffective and that employee resigns, is terminated, or has his or her contract non-renewed, that teacher is not eligible for the salary adjustment or for the performance pay or any other incentive or bonus pay.

10. When a teacher’s Certified Teacher Performance Evaluation indicates that an aspect of his or her job performance is currently ineffective, resulting in an Improvement Plan, that teacher must remain in his or her current position until the teacher’s improvement justifies removing the ineffective mark(s) from the evaluation. Any deviation from this procedure requires approval from the superintendent or designee.
Teacher Responsibilities

The teacher is directly responsible to the school principal. The following are some of the teacher’s key responsibilities:

1. To identify needs of all students, including those from diverse cultural and ethnic backgrounds, the disabled and the gifted, on a regular basis and seek the assistance of other professional staff members in assessing and helping pupils solve learning, attitude, behavior and health problems.

2. To develop lesson plans, use a variety of instructional materials and techniques, and provide instruction that adapts curriculum to the needs of students and best utilizes the time for instruction.

3. To instruct pupils in skills, knowledge and behavior as specified by state law, Board policies, the District curriculum and administrative regulations.

4. To instruct assigned classes in locations and at the times designated by the principal/assistant principal.

5. To establish high expectations for student performance and provide motivation, management, instruction, guidance and support to assist students in meeting those expectations.

6. To establish and maintain positive, fair and just standards of pupil behavior needed to achieve a functional and safe learning environment conducive to learning in the classroom, on the playground and on school-sponsored trips.

7. To evaluate pupils’ growth in skills, knowledge and behavior; keep appropriate records required by law, District policy and administrative regulations; and report progress to parents through conferences and other District-approved procedures.

8. To maintain regular and punctual attendance.

9. To attend meetings called by the principal or designee as outlined in policy.

10. To be available to staff, students and parents for education-related purposes outside the instructional day when the need exists or when required or requested to do so by the principal/assistant principal as outlined in policy.

11. To participate cooperatively with the principal/assistant principal in long-range planning by developing objectives, creating implementation plans, developing, refining and modifying curriculum, and preparing and carrying out evaluation procedures.

12. To maintain and improve competence through professional development activities provided by the school, District and other sources.

13. To follow policies, administrative regulations and procedures established by the Board, superintendent, principal or assistant principal.

14. To communicate Board, administration and school goals and objectives, policies, priorities, programs and actions to parents and the general public.

15. To perform any additional duties and responsibilities as may be assigned by the principal/assistant principal.
16. **Arizona Revised Statute §15-521. Duties of teachers** states the following:

Every teacher shall:
1. Make student learning the primary focus of the teacher’s professional time.
2. Hold pupils to strict account for disorderly conduct.
3. Take and maintain daily classroom attendance.
4. Make the decision to promote or retain a pupil in grade in a common school or to pass or fail a pupil in a course in high school. Such decisions may be overturned only as provided in section 15-342, paragraph 11.
5. Comply with all rules and policies of the governing board that relate to the duties prescribed in this section.
Arizona Revised Statutes Related to Teacher Evaluation

15-536. Offer of contract to certificated teacher who has not been employed more than three consecutive school years; acceptance; notice to teacher of intention not to reemploy

A. Subject to sections 15-539, 15-540, 15-541, 15-544 and 15-549, the governing board shall offer a teaching contract for the next ensuing school year to each certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years or who is beginning the teacher's fourth year of employment and who has been designated in one of the two lowest performance classifications pursuant to section 15-203, subsection A, paragraph 38 and who is under a contract of employment with the school district for the current school year, unless the governing board, a member of the board acting on behalf of the board or the superintendent of the school district gives notice to the teacher of the board's intention not to offer a teaching contract or unless such teacher has been dismissed pursuant to section 15-538, 15-539, 15-541 or 15-544. The teacher's acceptance of the contract for the ensuing year must be indicated within fifteen business days from the date of the teacher's receipt of the written contract or the offer is revoked. Receipt under this subsection will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. 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.

B. Notice of the board's intention not to reemploy the teacher shall be 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 school district records. The notice shall incorporate a statement of reasons for not reemploying the teacher. If the reasons are charges of inadequacy of classroom performance as defined by the governing board pursuant to section 15-539, subsection D, the board or its authorized representative, at least ninety days prior to such notice, shall give the teacher written preliminary notice of inadequacy, specifying the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and overcome the grounds for such charge. The governing board may delegate to employees of the governing board the general authority to issue preliminary notices of inadequacy of classroom performance to teachers pursuant to this subsection without the need for prior approval of each notice by the governing board. In all cases in which an employee of the governing board issues a preliminary notice of inadequacy of classroom performance without prior approval by the governing board, the employee shall report its issuance to the governing board within five school days. The written notice of intention not to reemploy shall include a copy of any evaluation pertinent to the charges made and filed with the board.

C. This section shall not be construed to provide a certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years and who has received notice of the board's intention not to offer a teaching contract or a certificated teacher who has not been employed for more than the major portion of four consecutive school years, who is under contract pursuant to this section and who has been designated in one of the two lowest performance classifications pursuant to section 15-203, subsection A, paragraph 38 with the right to a hearing pursuant to section 15-539, subsection G.
15-537. **Performance of certificated teachers; evaluation system**

A. The governing board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district that meets the requirements prescribed in section 15-203, subsection A, paragraph 38. The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths. The governing board shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system.

B. The school district governing board shall adopt teacher evaluation policies in a public meeting by school year 2013-2014. Before the adoption of teacher evaluation policies, the school district governing board shall provide opportunities for public discussion on the proposed policies. The policies shall describe:

1. Incentives for teachers in the highest performance classification, including multiyear contracts not to exceed three years. The policies shall specify that the offer and acceptance of a multiyear contract does not exclude that teacher from the application of section 15-538.01, 15-540, 15-541 or 15-549 and that the teacher may accept a multiyear contract offer or decline and accept a one year contract.

2. Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.

3. Protections for teachers who are transferred to schools that are assigned a letter grade of D or F pursuant to section 15-241.3. Protections for teachers who are transferred to schools that are assigned a letter grade of D or F pursuant to section 15-241.4. Protections for teachers if the principal of the school is designated in the lowest performance classification.

C. Beginning in school year 2015-2016, the policies prescribed in subsection B of this section shall describe:

1. Support and consequences for teachers designated in the lowest performance classification.

2. An intervention option for teachers designated in the lowest performance classification that includes the use of a performance improvement plan for those teachers pursuant to section 15-539. The policy shall specify that this intervention option may be used only once for each teacher.

3. Dismissal policies pursuant to section 15-539 for teachers who continue to be designated in the lowest performance classification after using the intervention option prescribed in paragraph 2 of this subsection.

4. Dismissal policies pursuant to section 15-539 for teachers who are not provided an intervention option pursuant to paragraph 2 of this subsection. The policies shall require that the school district governing board initiate the notice of inadequacy of classroom performance process pursuant to section 15-539 no later than the second consecutive year that the teacher is designated in the lowest performance classification.

D. A teacher who has been employed by the school district for the major portion of three or more consecutive school years and who is designated in the lowest performance classification for two consecutive school years shall not be transferred as a teacher to another school in that school district unless the school district has issued a notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher pursuant to section 15-539 and the governing board has approved the new placement as in the best interests of the pupils in the school. A teacher who continues to be designated in one of the two lowest performance classifications shall not be permitted to transfer to another school. A teacher shall not be transferred more than once pursuant to this subsection.

E. The governing board shall prescribe specific procedures for the teacher performance evaluation system pursuant to section 15-203, subsection A, paragraph 38, which shall include at least the following elements:
1. At least two actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the person observing the teacher. There shall be at least sixty calendar days between the first and last observations. Within ten business days after each observation, the person observing the teacher shall provide written feedback to the teacher.

2. Specific and reasonable plans for the improvement of teacher performance as provided in subsection H of this section.

3. Appeal procedures for teachers who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation.

F. The governing board shall designate persons who are qualified to observe teachers and to serve as evaluators for the district's teacher performance evaluation system. The governing board shall ensure that persons evaluating teachers are trained and qualified to evaluate teachers.

G. The results of an annual evaluation conducted as provided in this section shall be in writing, and a copy shall be transmitted to the certificated teacher within five days after completion of the evaluation. The certificated teacher may initiate a written reaction or response to the evaluation.

H. Each evaluation shall include recommendations as to areas of improvement in the performance of the certificated teacher if the performance of the teacher warrants improvement. After transmittal of an evaluation a board designee shall confer with the teacher to make specific recommendations as to areas of improvement in the teacher's performance. The board designee shall 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.

I. 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 or shown to any person except:

1. To the certificated teacher who may make any use of it.

2. To authorized district officers and employees for all personnel matters regarding employment and contracts and for any hearing that relates to personnel matters.

3. To school districts and charter schools that inquire about the performance of the teacher for employment purposes.

4. For introduction in evidence or discovery in any court action between the governing board and the certificated teacher in which either:

   a. The competency of the teacher is at issue.
   b. The evaluation and performance classification were an exhibit at a hearing, the result of which is challenged.

J. Any school district policy pertaining to the transfer of teachers from one school to another school in a school district shall take into consideration the current distribution of teachers across all of the performance classifications and the needs of the pupils in the school district.

K. For the purposes of this section, "performance classification" means the four performance classifications adopted by the state board of education pursuant to section 15-203, subsection A, paragraph 38.
15-538. Preliminary notice of inadequacy of classroom performance

A. The governing board of any school district shall give any certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years notice of intention to dismiss or not to reemploy if such intention is based on charges of inadequacy of classroom performance as defined by the governing board pursuant to section 15-539, subsection D. The governing board, or its authorized representative, shall, at least ninety days prior to such notice, give the teacher written preliminary notice of his inadequacy, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct his inadequacies and overcome the grounds for such charge. The governing board may delegate to employees of the governing board the general authority to issue preliminary notices of inadequacy of classroom performance to teachers pursuant to this section without the need for prior approval of each notice by the governing board. In all cases in which an employee of the governing board issues a preliminary notice of inadequacy of classroom performance without prior approval by the governing board, the employee shall report its issuance to the governing board within five school days. The written notice of intention to dismiss or not to reemploy shall include a copy of any evaluation pertinent to the charges made and filed with the governing board.

B. If the preliminary notice required in subsection A of this section is issued as a result of an intention to dismiss, such preliminary notice shall be given at least ninety days prior to service of notice of the intention to dismiss. If the preliminary notice is issued as a result of an intention not to reemploy, such preliminary notice shall be given no later than January 15.

15-538.01. Offer of contract to certificated teacher employed more than three consecutive school years

A. Subject to sections 15-539, 15-540, 15-541, 15-544 and 15-549, the governing board shall offer to each certificated teacher who has been employed by the school district for more than the major portion of three consecutive school years and who is under contract of employment with the school district for the current year or who is not designated in the lowest performance classification pursuant to section 15-203, subsection A, paragraph 38 and was offered a contract in the prior year pursuant to section 15-536 a contract renewal for the next ensuing school year unless the governing board, a member of the board acting on behalf of the board or the superintendent of the school district gives notice to the teacher of the board's intent not to offer a contract and to dismiss the teacher as provided in section 15-539.

B. The teacher's acceptance of the contract must be indicated within fifteen business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked. Receipt under this subsection will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. The teacher accepts the contract by signing the contract and returning it to the governing board or by making a written instrument that 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.

**DEFINITION OF INADEQUACY OF CLASSROOM PERFORMANCE**

Inadequacy of classroom performance is defined as one or more ineffective ratings on the Certified Teacher Performance Evaluation Instrument.
SECTION ONE: PERFORMANCE EVALUATION

PURPOSE

The Certified Teacher Performance Evaluation is to be completed for the following purposes:

- **Annual Review**

  At least once each school year, the qualified evaluator is to review each of the teachers for whom he or she is responsible, using the Certified Teacher Performance Evaluation Instrument. Qualified evaluators may evaluate teachers at any time during the year, and they are encouraged to do so if a teacher is not meeting performance expectations. Qualified evaluators are encouraged to implement the Certified Evaluation System to promote individual teacher development throughout the year.

  Final due dates for teacher evaluations are determined each year by the Human Resources Department.

- **Reevaluation**

  During a given school year, the qualified evaluator must reevaluate each teacher who has been placed on an Improvement Plan. The timeline for the reevaluation is included as part of the teacher’s Improvement Plan.

CERTIFIED TEACHER PERFORMANCE EVALUATION INSTRUMENT

Teacher performance is measured according to the WESD Certified Teacher Performance Evaluation Instrument. As required by the Arizona Framework for Measuring Educator Effectiveness, this rubric aligns with the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards. Within its 4 domains and 10 standards, the instrument outlines performance behaviors that collectively describe “what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world…[The] standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.”


PERFORMANCE DOMAINS AND STANDARDS

WESD’s Certified Teacher Performance Evaluation Instrument is comprised of the following performance domains and standards, the descriptions of which are reproduced from the source cited above:

- **DOMAIN I: THE LEARNER AND LEARNING**

  Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a
variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- **Standard 1: Learner Development**
  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 2: Learner Differences**
  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard 3: Learning Environments**
  The teacher works with others to create environments that support individual and Collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**DOMAIN II: CONTENT**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- **Standard 4: Content Knowledge**
  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5: Application of Content**
  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**DOMAIN III: INSTRUCTIONAL PRACTICE**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of
formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- **Standard 6: Assessment**
  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- **Standard 7: Planning for Instruction**
  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard 8: Instructional Strategies**
  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITY**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- **Standard 9: Professional Learning and Ethical Practice**
  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), adapts practice to meet the needs of each learner, and follows compliance with federal and state laws and District policies and procedures.

- **Standard 10: Leadership and Collaboration**
  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Note: Standards 9 and 10 incorporate elements from the District’s prior teacher evaluation process; specifically, features of the Teacher Development Plan are reflected in Standard 9, while portions of the Productive Culture Rubric are replicated in Standard 10.*
PERFORMANCE BEHAVIORS/PERFORMANCE RATING SCALE

Each of the 10 standards that comprise the WESD Certified Teacher Performance Evaluation Instrument is further defined by one or more performance behaviors. Each performance behavior identifies an observable, measurable action that supports the teacher’s successful implementation of the given standard. The degree to which the teacher achieves each particular performance behavior is assessed by the qualified evaluator based on available evidence, including collected documentation, witnessed accounts, student data and other pertinent information. For teachers who have a majority of three or more years of total teaching experience, the qualified evaluator rates each teacher’s performance behavior outcomes using a four-tier continuum from “highly effective” to “ineffective.” The four rating levels are defined as follows:

- **Highly Effective**
  The 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.

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

- **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 it relates 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.

- **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.

SECTION TWO: PERFORMANCE GROWTH

PERFORMANCE GROWTH OPPORTUNITIES

Two performance growth plans are available for WESD teachers:

1. Teacher Development Plan, *Including Addendum for New WESD Teachers*
2. Improvement Plan

The outcome of the teacher’s Certified Teacher Performance Evaluation determines the growth plan for which he or she is eligible. A detailed description of each plan follows.
TEACHER DEVELOPMENT PLAN

A teacher whose behavior performance ratings on the Certified Teacher Performance Evaluation Instrument includes no ineffective performance ratings will be placed on a Teacher Development Plan. Teachers who receive one or more ineffective performance rating are not eligible for this plan.

- **OVERVIEW**

  The purpose of the Teacher Development Plan is to provide goals for teachers to acquire or enhance a skill, ability, knowledge or other characteristic as it relates to his or her job performance and/or to the mission and vision of the District.

  The Teacher Development Plan is comprised of four parts:
  - Part One: Goals and Behaviors
  - Part Two: Objective
  - Part Three: Task Analysis
  - Part Four: Related Activities (Knowledge Building, Implementation and Evaluation)

  The plan is generated by the teacher in collaboration with the qualified evaluator. The typical duration of a Teacher Development Plan is two to three years. The extended time commitment enables the teacher to acquire a significant depth of understanding and knowledge related to the goals and behaviors he or she has identified. Also, this plan requires that the teacher implement and evaluate a variety of strategies and methods.

  A copy of the teacher’s Teacher Development Plan is to be kept in the teacher’s site file.

- **SELF-ASSESSMENT/IDENTIFICATION OF GOALS AND BEHAVIORS**

  In order to identify the specific teacher performance standard(s) and behavior(s) that will be the focus of his or her Teacher Development Plan, the teacher begins by completing a self-assessment of his or her knowledge and skills, student growth data and other pertinent information, including input provided by the qualified evaluator and solicited from colleagues. The targeted standard(s)/goal(s) and behavior(s) should be ones that will have the most immediate positive impact on student learning and on the teacher’s professional growth.

- **OBJECTIVE**

  The objective is a statement of what the teacher will accomplish through his or her Teacher Development Plan.

- **TASK ANALYSIS**

  The task analysis is the list of steps the teacher will take to accomplish his or her objective. These steps do not describe specific activities; rather, they delineate the sequence of cognitive tasks that the teacher must master in order to achieve his or her plan objective.
• RELATED ACTIVITIES

The following three phases can occur simultaneously, and one phase is not necessarily dependent on another. All phases can be adjusted throughout the Teacher Development Plan.

• Phase I: Knowledge Building
  This phase requires the teacher to complete in-depth research and capacity building specific to the goals and behaviors that he or she has identified in the Teacher Development Plan. Throughout this phase, the teacher applies the knowledge he or she has acquired to identify the specific strategies and methods that are most applicable in the live environment.

• Phase II: Implementation
  This phase requires the teacher to take action steps, during which he or she applies the knowledge acquired in the live environment. Throughout this phase, there will be many strategies of implementation.

• Phase III: Evaluation
  This phase requires the teacher to assess the degree to which his or her knowledge building and implementation have been successful. Throughout this phase, the teacher evaluates the plan’s success both from his or her own perspective and from that of students and the school.

• ANNUAL PROGRESS REPORTING

Each school year, the teacher is required to complete the Teacher Annual Progress Report (designated as Attachment A) and submit it to the qualified evaluator. At a minimum, the teacher’s progress report is to include the following information:

• Domain, standard(s) and behavior(s) targeted in the teacher’s Teacher Development Plan that were addressed during the given year
• Description of the plan-related professional growth activities in which the teacher participated during the given year
• Description of the outcomes that were achieved as a result of the teacher’s professional growth activities
• Description of resources that the teacher used to achieve the outcomes
• Description of findings that emerged when the teacher reflected on his or her outcomes
• Description of the next steps (action) that will be taken by the teacher as a result of his or her outcomes

### TEACHER DEVELOPMENT PLAN: ADDENDUM FOR NEW WESD TEACHERS

• BEGIN Program Participants

The Teacher Development Plan process is embedded in WESD’s three-year BEGIN program. BEGIN I and BEGIN II teachers gain knowledge about the domains, standards and performance behaviors upon which the District’s Certified Teacher Performance Evaluation Instrument is based. With guidance provided during the third year of BEGIN, each BEGIN III teacher creates a Teacher Development Plan. While learning about teacher evaluation and the Teacher Development Plan through the BEGIN program, participants also communicate regularly with their qualified evaluator regarding these topics.
TEACHER DEVELOPMENT PLAN: ADDENDUM FOR NEW WESD TEACHERS
(continued)

- **New Hire Teachers Not in BEGIN Program**

  A new hire teacher who either does not qualify to participate in BEGIN or chooses not to do so is required to attend a class to learn about WESD’s Certified Teacher Performance Evaluation Instrument and Teacher Development Plan. The teacher is to work collaboratively with his or her qualified evaluator to create a Teacher Development Plan and submit it to the qualified evaluator by the end of the semester during which he or she was hired. If the teacher is hired late in the semester, the qualified evaluator may extend the deadline for plan development and submission.

- **Teachers Who Terminated BEGIN Prior to Completing the Three-Year Program**

  A teacher who initially participated in BEGIN but did not complete the full three-year program is required to attend a class to learn about WESD’s Certified Teacher Performance Evaluation Instrument and Teacher Development Plan. The teacher is to work collaboratively with his or her qualified evaluator to create a Teacher Development Plan. The teacher must submit the plan to the qualified evaluator within one week of having completed the required class.
**IMPROVEMENT PLAN**

A teacher who receives one or more *ineffective* performance ratings on the Certified Teacher Performance Evaluation Instrument must be placed on an Improvement Plan.

The teacher’s Teacher Development Plan is suspended while he or she is on an Improvement Plan.

- **OVERVIEW**

  The purpose of the Improvement Plan is to outline a program to assist the teacher in correcting identified performance behavior deficiencies, designated as such by *ineffective* performance ratings on the teacher’s Certified Teacher Performance Evaluation Instrument.

  The Improvement Plan is comprised of four parts:
  - Part One: General Statement for Plan of Assistance
  - Part Two: Statement of Deficiency
  - Part Three: Program to be Followed for Deficiency
  - Part Four: Monitoring System

  The Improvement Plan is developed by the qualified evaluator in collaboration with the teacher.

  One copy of the teacher’s Improvement Plan is to be kept at the site, and a second copy is to remain in the teacher’s personnel file located in the Human Resources Department.

- **GENERAL STATEMENT FOR PLAN OF ASSISTANCE**

  The *general statement for plan of assistance*
  - states the purpose of the teacher’s Improvement Plan;
  - defines the roles and responsibilities of the teacher, the qualified evaluator and other individuals referenced in the Improvement Plan;
  - provides the teacher specific direction, strategies and timelines for accomplishing the plan objective(s);
  - specifies the consequences that will occur if he or she fails or is unwilling to correct the deficiencies outlined in the Improvement Plan.

- **STATEMENT OF DEFICIENCY**

  The *statement of deficiency* is an overview of the teacher’s ineffective performance behavior(s) that have been identified on his or her Certified Teacher Performance Evaluation Instrument.

  The qualified evaluator must complete a unique *statement of deficiency* for each of the teacher’s performance behaviors designated with an *ineffective* performance rating.
• **PROGRAM TO BE FOLLOWED FOR DEFICIENCY**

A program to be followed for deficiency must be developed to address each statement of deficiency.

The program details the teacher’s Improvement Plan responsibilities and the specific, measurable outcomes that he or she must achieve in order to satisfy the Improvement Plan requirements.

The program also describes resources that will be provided to the teacher by the qualified evaluator and the District. Specified resources are identified by the qualified evaluator, with input from the teacher, as ones that will directly assist the teacher in achieving the plan requirements.

• **MONITORING SYSTEM**

The monitoring system clarifies the responsibility of the qualified evaluator to oversee the teacher’s progress toward achieving the intended plan outcomes. The monitoring system communicates how the qualified evaluator will monitor the teacher’s performance and on what basis he or she will determine whether the teacher accomplishes or fails to accomplish the Improvement Plan objectives.

As part of the monitoring system, the qualified evaluator arranges periodic meetings with the teacher, during which verbal and written feedback is shared. The frequency and scheduling of meetings is mutually determined by the evaluator and the teacher.

• **REEVALUATION**

During a given school year, the qualified evaluator must reevaluate a teacher who has been placed on an Improvement Plan.

In reevaluating the teacher, the qualified evaluator completes the Certified Teacher Performance Evaluation Instrument; therefore, the reevaluation addresses the teacher’s overall performance as well as the outcome of his or her Improvement Plan. The qualified evaluator shares the reevaluation results and plan outcomes during a scheduled reevaluation conference with the teacher.

In accordance with Arizona Revised Statute, placing a teacher on an Improvement Plan may prompt the issuance of Preliminary Notice of Inadequacy of Classroom Performance to the teacher. If so, the timeline for the teacher’s reevaluation will align with statutory requirements.

• **SIGNATURES**

The Improvement Plan is effective immediately upon presentation to the teacher. The teacher, the qualified evaluator and, if applicable, the qualified evaluator designee must sign the Improvement Plan. The plan is submitted to the Human Resources Department with the teacher’s Certified Teacher Performance Evaluation Instrument for placement in the employee’s personnel file. Failure to sign the Improvement Plan does not delay the effective date of the plan.

• **ANNUAL PROGRESS REPORTING**

Each school year, the teacher is required to complete the Teacher Evaluation Process Annual Progress Report (designated as Attachment A) and submit it to the qualified evaluator. At a minimum, the teacher’s progress report is to include the following information:

- Domain, standard(s) and behavior(s) targeted in the teacher’s Improvement Plan that were addressed during the given year
• Description of the plan-related professional growth activities in which the teacher participated during the given year
• Description of the outcomes that were achieved as a result of the teacher’s professional growth activities
• Description of resources that the teacher used to achieve the outcomes
• Description of findings that emerged when the teacher reflected on his or her outcomes
• Description of the next steps (action) that will be taken by the teacher as a result of his or her outcomes
SECTION THREE: APPEAL OPPORTUNITIES

A teacher who disagrees with the contents of his or her Certified Teacher Performance Evaluation, and/or Improvement Plan may pursue one of the following two options.

- **Option I: Rebuttal**

  Within 10 days after receiving his or her Certified Teacher Performance Evaluation and/or Improvement Plan, the teacher may provide the qualified evaluator with a written statement of concerns. At the teacher’s discretion, he or she may include artifacts or other evidence in support of the rebuttal statement. The written statement will be attached to the teacher’s performance evaluation documents before they are submitted to the Human Resources Department.

- **Option 2: Appeal**

  Within 10 days after receiving his or her Certified Teacher Performance Evaluation and/or Improvement Plan, the teacher may submit a written appeal to the qualified evaluator regarding the contents of the evaluation and/or plan. The appeal must explain what specifically the teacher disagrees with on the Certified Teacher Performance Evaluation and/or Improvement Plan and the associated reasons. At the teacher’s discretion, he or she may include artifacts or other evidence in support of the appeal. Within 10 work days after receiving the appeal, the qualified evaluator will meet with the teacher to review his or her concerns. Based on the presented information, the qualified evaluator will proceed with one of the following actions:

  - The qualified evaluator may revise the Certified Teacher Performance Evaluation and/or Improvement Plan.
  - The qualified evaluator may reevaluate the teacher.
  - The qualified evaluator may make no changes to the Certified Teacher Performance Evaluation and/or Improvement Plan. If the qualified evaluator chooses this option, then within 10 work days of the meeting, he or she will provide the teacher a written explanation of his or her reasons for choosing neither to revise the Certified Teacher Performance Evaluation and/or Improvement Plan nor to reevaluate the teacher.

  If the teacher is dissatisfied with the decision of the qualified evaluator, the teacher may, within ten work days after receiving the written response, submit a written appeal to the superintendent.

  Improvement Plans become effective immediately upon presentation to the teacher. A pending appeal does not negate nor delay the effective date of either plan.
Teacher Development Plan (TDP)

ANNUAL PROGRESS REPORT

To be completed by the teacher and submitted to the qualified evaluator and designee along with the Teacher Rubric.

<table>
<thead>
<tr>
<th>Name</th>
<th>School Year</th>
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<tbody>
<tr>
<td>Qualified Evaluator</td>
<td>Date</td>
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<tr>
<th>Domain:</th>
<th>Standard:</th>
<th>Behavior:</th>
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Describe the professional growth activities related to your plan development in which you participated.
(Attach additional pages as necessary.)

What results/outcomes were achieved through these activities?

What resources were used to achieve these results/outcomes?

Reflecting on your outcomes, describe any findings that emerged. (What else needs to be done? What else happened that was not planned? What new discovery? You may want to add something you missed. What emerged without planning?)

Describe the next step/action that will be taken. (What actions will you take as a result of your outcomes?)

Other comments or reflections:

__________________________  __________________________  ____________
EM#                          Teacher Signature               Date