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 at least fifty percent (50%) of his time to classroom teaching.

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

C. **Performance classifications** means the four (4) performance classifications for teachers and principals adopted by the Governing Board.

D. **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 teacher performance evaluation system will do the following:

A. Be designed to improve teacher 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; and

C. Include four (4) designated as highly effective, effective, developing and ineffective.

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.

B. A copy of the evaluation system will be made available to each teacher in the District.

C. The District will provide specific training requirements for qualified evaluators.

D. The Superintendent will annually recommend qualified evaluators to the Board for approval.

E. The Board will designate qualified evaluators.

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

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

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

**Inadequacy of Classroom Performance**

A certificated teacher's classroom performance is inadequate if:

A. During the school year, a certificated teacher receives:

1. One (1) rating of “ineffective” during a formal observation by the primary evaluator on one (1) or more component(s) of classroom
performance standards one (1) through six (6) on the District's formal observation instrument; and/or

2. Three (3) or more ratings of “developing” during a formal observation by the primary evaluator on one (1) or more component(s) of classroom performance standards one (1) through six (6) on the District's formal observation instrument; and/or

3. One (1) rating of “ineffective” or three (3) or more ratings of “developing” on the District’s summative evaluation.

B. The certificated teacher receives a performance classification of “ineffective” on the District’s evaluation system.

C. The certificated teacher receives a performance classification of “developing” on the District’s evaluation system for two (2) consecutive years.

Preliminary Notice of Inadequate Classroom Performance

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; 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’s dismissal or non-renewal procedures shall provide a certificated teacher with an opportunity to improve inadequate classroom performance.

The District shall issue a 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.

Prior approval by the Board is not required for each notice of inadequacy. The Assistant Superintendent for Human Resources or the Assistant Superintendent for Human Resources’ designee is authorized to issue notices of inadequacy of classroom performance, subject to approval by the Superintendent. When a notice is issued without prior Board approval, the Board shall be notified within ten (10) 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 or the Superintendent’s designee.
Evaluation of Principals, other Administrators and Psychologists

The District shall establish and maintain a system for the evaluation of the performance of principals, other school administrators, and psychologists. The District will seek advice from District administrators and psychologists in the development of the performance evaluation system for each of these employee classifications.

Principal Evaluation

The District’s principal evaluation system shall be:

A. 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; and
   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.

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-503 of each principal in the School 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. The Superintendent will make
recommendations to the Governing Board for approval of the evaluation system for other administrators. 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 observation or 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.

Adopted: June 23, 2020

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