

TRADITIONAL
TEACHER
EVALUATION
HANDBOOK

Glendale Elementary Schools
2010-2011

ALL TEACHERS are expected to review Governing Board Policy GCO and Administrative Regulation GCO-R as well as related evaluation materials to familiarize themselves with the system.

- You can view policies @ www.azsba.org
- On the left hand side of the page you will see “School District Policy Manuals”. You will need to click on that.
- On the ASBA page you will click on “Publicly Available Manuals” at the top of the page. (You do NOT need a password)
- Click on the “red cross” next to Glendale Elementary School District in the list of districts at the left
- Click on Section G
- You will then click on policy GCO.

GLENDALE ELEMENTARY SCHOOLS
TEACHER EVALUATION HANDBOOK

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PHILOSOPHICAL OVERVIEW

Administrators and supervisors have an obligation to assist teachers in their professional growth. Teachers have a responsibility to participate in the evaluation of their own performance in order to make necessary improvements. The purpose of the District's Teacher Evaluation System is to improve the quality of instruction, and to work toward common goals for the improvement of education. The "Teacher Evaluation System" provides for increased: teacher competency through improved communication between teacher and principal, improved instructional skills, extra assistance where needed, and a system for dismissal which complies with the law. Effective evaluation is based on accurate information.

Objectives:

- Safeguard and improve the quality of instruction received by the students.
- Provide the teacher with opportunities for professional growth or strategies for improvement.
- Clarify expectations relative to job performance for all certified teachers.
- Comply with Arizona Revised Statutes.

Basis of Evaluation

The basis for the Glendale Elementary Teacher Evaluation System is the Arizona Professional Teaching Standards as adopted by the State Board of Education.

Evaluation(s) shall be based on but not limited to:

- Job expectations within the District
- Instruments for assessment
- Personal observation
- Data collection

The district believes that teacher evaluation is an ongoing process throughout the teacher's professional tenure. The District embraces the **National Board of Professional Teaching Standards (NBPTS), Standards for Arizona Teachers, and GESD Professional Teacher Standards** which seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments as reflected in the following five core propositions.

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers know the subjects they teach and how to teach those subjects to students.
4. Teachers are responsible for managing and monitoring student learning.
5. Teachers think systematically about their practice and learn from experience.

STANDARDS FOR ARIZONA TEACHERS

Arizona Department of Education

STANDARD 1: DESIGNS AND PLANS INSTRUCTION

The teacher designs instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

PERFORMANCE CRITERIA – The extent to which the teacher's planning:

1. Focuses instruction on Arizona's student standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses physical, mental, social, cultural, or community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

STANDARD 2: CREATES AND MAINTAINS A LEARNING CLIMATE

The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

PERFORMANCE CRITERIA – The extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment, and other resources appropriately
10. Applies to daily practice the ethics of the profession

STANDARD 3: IMPLEMENTS AND MANAGES INSTRUCTION

The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards.

PERFORMANCE CRITERIA – The extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skill, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, with multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning with a high level of success
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students.

STANDARD 4: ASSESS LEARNING AND COMMUNICATES RESULTS

The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

PERFORMANCE CRITERIA – The extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

STANDARD 5: COLLABORATES WITH COLLEAGUES, PARENTS, AND OTHERS

The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition for school work.

PERFORMANCE CRITERIA – The extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

STANDARD 6: ENGAGES IN PROFESSIONAL DEVELOPMENT

The teacher reviews and evaluates his or her overall performance and implements a professional development plan.

PERFORMANCE CRITERIA – The extent to which the teacher:

1. Reviews his or her practice and evaluates its influences on students growth and learning
2. Designs a professional development plan for improving instruction and student learning
3. Engages in relevant activities consistent with the professional development plan
4. Uses employer’s documentation of his or her performance in the development of a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

STANDARD 7: DEMONSTRATES CONTENT KNOWLEDGE

The teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area sufficient to develop student knowledge and performance in the Arizona academic standards.

KNOWLEDGE CRITERIA – The extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject areas
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area being taught.
2. Major facts and assumptions that are central to the discipline
3. Debates and processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge of the subject areas
5. Connections between knowledge of the subject areas and real life situations at the level of students being taught

STANDARD 8: DEMONSTRATES PROFESSIONAL KNOWLEDGE

The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

PROFESSIONAL KNOWLEDGE CRITERIA – The extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area at the secondary level.
2. Interdisciplinary learning experiences that integrate knowledge, skills and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theory, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Areas of exceptionality in learning
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work

8. Effective evaluation of curriculum materials and resources for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for valuating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Appropriate services or resources to meet exceptional learning needs and how to access them
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

STANDARD 9: IMPLEMENTS SPECIAL EDUCATION COMPONENTS

In collaboration with other professionals, the special education teacher participates in the design, implementation, and assessment of individual education programs.

PERFORMANCE CRITERIA – The extent to which the special education teacher:

1. Demonstrates knowledge of disabilities and their educational implications
2. Demonstrates knowledge of state and federal special education laws and regulations
3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning
4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability
5. Assists in the design and implementation of individual educational programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques
6. Utilizes Para educators and Para therapists effectively through training and supervision

GESD PROFESSIONAL TEACHING STANDARDS

Descriptors and Indicators

Items written in italics may be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance.

A. PLANNING

A.1.* Maintains accurate records and uses them to guide instructional decisions.

- a. Lesson Plans
- b. Attendance, grades, assessments, etc.
- c. Assists in developing IEPs in an accurate and timely manner
- d. Portfolios and/or treasuries

A.2.* Prepares for substitute teachers.

Maintains up-to-date:

- a. Lesson plans
- b. Available materials
- c. Listing of special area classes
- d. Current class list
- e. Duties
- f. Classroom procedures

A.3. Addresses the district student outcomes and district and state standards in lesson planning and instruction.

- a. Demonstrates lessons consistently focused on the district's academic standards
- b. Plans instruction reflecting district outcomes and district's academic standards
- c. Plans instruction reflecting Arizona's academic standards
- d. Addresses any physical, mental, social, cultural, and community differences among learners
- e. Includes learning experiences and strategies that are developmentally appropriate for learners
- f. Includes learning experiences that address a variety of cognitive levels

A.4. Demonstrates curricular integration in lesson planning and instruction.

- a. Provides opportunities for student input in curricular planning
- b. Connects lesson content to real life situations when appropriate using district approved materials
- c. Maintains lesson plans which correlate to learning outcomes and academic standards
- d. Utilizes student reflection to guide planning and instruction

A.5. Plans state content objectives.

- a. Provides specific learner objectives for each lesson based on long-range plans set by the teacher/teams and includes student input
- b. Determines those long-range objectives based on: teacher assessment, child growth and development, district standards, student input, and district or school goals

B. INSTRUCTION

B.1. Uses multiple assessment tools to monitor student progress.

- a. Selects materials and procedures for assessment that will utilize both verbal and written skills such as District assessments, peer assessments, self-evaluations, and daily observations of student performance
- b. Utilizes ongoing assessment which includes student reflection
- c. Promotes student self-assessment
- d. Uses a variety of appropriate formal and informal assessments aligned with instruction

B.2. Teaches to the content and language objectives.

- a. Develops information relevant to the instructional objective
- b. Develops questions relevant to the instructional objective
- c. Develops activities relevant to the instructional objective
- d. Responds relevantly to student effort/questions
- e. Develops specific language objectives
- f. Posts standard content objectives, and language objectives

B.3.* Utilizes principles of human motivation and behavior

- a. Provides students with a purpose for the learning objective
- b. Provides opportunities for challenge and success in planned lesson
- c. Provides consistent feedback to students
- d. Uses various motivational strategies, i.e., relating to students' past experiences

- B.4.** Actively engages students both mentally and physically in the learning process.
- Uses a variety of effective teaching strategies/activities to engage students simultaneously in learning
 - Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
- B.5** Utilizes questioning/instructional strategies to encourage higher-level thinking skills.
- Asks questions which probe and clarify student's understanding of a skill or concept
 - Provides activities and asks questions which go beyond lower level thinking skills of knowledge comprehension
 - Understands and utilizes the process of inquiry
 - Provides opportunities for students to practice analysis, synthesis and evaluation
- B.6.** Uses differentiated instructional strategies that increase skill of all students (see also Appendices O & P)
- Models the skills, concepts, attributes, or thinking processes to be learned
 - Provides opportunities for guided practice during the lesson
 - Facilitates the student construction of meaning
 - Teacher provides opportunity for ongoing practice
 - Incorporates differentiated instruction which address the diverse needs of learners, and demonstrates multicultural sensitivity, i.e., SIOP, multiple intelligences, inquiry, best practices
 - Modification of instructor's speech
 - Links learning with students prior knowledge, experiences and backgrounds
 - Efficiently begins and ends a lesson
- B.7.** Monitors students' learning and adjusts instruction based on feedback from students.
- Checks student progress and adjusts pace and the learner objectives if necessary
 - Recognizes and accommodates the needs of exceptional children (special ed., gifted, second language learner)
- B.8.** Exhibits knowledge of the subject matter as well as current teaching and learning research.
- Demonstrates knowledge of current teaching and learning research and uses this knowledge in the classroom to foster student success
 - Shares this knowledge with other staff members at the school or district level
 - Demonstrates knowledge of the appropriate uses of technology and a variety of instructions resources to support curriculum
 - Understands and utilizes integration of content area knowledge
 - Demonstrates understanding of learning theories, subject matter, curriculum development and student development and how to use this knowledge in planning instruction to meet curriculum goals
 - Demonstrates knowledge of the influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
 - Helps students develop English language skills within content area instruction

C. CLASSROOM MANAGEMENT

- C.1.** Maintains effective classroom management
- Encourages students to demonstrate self-discipline and responsibility to themselves and others
 - Communicates classroom norms/ rules to students and parents
 - Models respect for others and the environment
 - Facilitates students working productively and cooperatively with each other
 - Establishes and maintains standards of mutual respect between teachers and students
 - Manages appropriate classroom participation, i.e., cooperative learning, class discussion, etc.
 - Listens thoughtfully and responsively to students
 - Manages materials, equipment, and other resources appropriately
- C.2.** Establishes positive, effective classroom community.
- Promotes cooperation among students through cooperative learning involving all children
 - Provides opportunities or spontaneous collaboration in the learning process

D. COMMUNICATION

- D.1** Communicates with students regarding expectations and progress.
- Uses a systematic timely approach to communicate with students regarding their progress and areas of needed improvement
 - Demonstrates effective written and oral communication
 - Uses appropriate language to communicate with learners clearly and accurately

- D.2*** Communicates with parents in a positive manner regarding expectations and student progress.
- a. Initiates and follows through on communications with parents on an ongoing basis regarding expectations, student progress and concerns through oral and written communications and may include, but are not limited to the following: conferences, report cards, portfolios, progress reports, newsletters, telephone calls and special recognition
 - b. Works with parents to enhance student learning at home and school

E. PROFESSIONAL CHARACTERISTICS

- E.1.* Works with other members of the staff in selecting materials and in planning instructional goals, objectives and methods
- a. Participates in all staff discussions which pertain to the implementation of the instructional program
 - b. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
 - c. Collaborates with colleagues to achieve school and district goals
- E.2. Works to meet established personal, school, and district goals.
- a. Collaborates with other professionals and agencies to improve the overall learning environment for students
 - b. Accesses community resources and services to foster student learning
 - c. Participates in school improvement
 - d. Demonstrates understanding of laws and ethics related to student, parent, and teacher rights and responsibilities
 - e. Demonstrates knowledge of second language acquisition process and can articulate ESL/SEI strategies used in each lesson
- E.3.* Responsibility to self and others.
- a. Pick up students on time
 - b. Have a positive attitude
 - c. Observe scheduled work hours and duties assigned.
 - d. Maintains professional judgment in attendance and punctuality
 - e. Reports absences to Sub-finder
 - f. Attends and is punctual to staff meetings, school improvement meetings, and serves on committees as requested by the school administrator
 - g. Submits requested forms in on time (i.e. assessments, grades, attendance)
- E.4. Reviews and evaluates his or her overall performance in respect to Self Assessment form, Fall Conference, Teacher Observation, Conference Form, Teacher Evaluation Narrative and Checklist.
- a. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
 - b. Designs and continually adapts a professional growth plan for improving instruction and student learning
 - c. Engages in activities that implement the professional growth plan as a life long learner (i.e., classes, workshops, peer observation, action research, etc.)
 - d. Uses employer's documentation of his or her performance to develop a professional growth plan

GESD LIBRARY MEDIA SPECIALIST PROFESSIONAL TEACHING STANDARDS ADDENDUM

Items may be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance

A. PLANNING

- A.6.** Recognizes the critical role of information literacy within the overall curriculum
- Develops short-and-long-range goals for LMC programs
 - Encourages the exploration of new technology and information-gathering by all members of the learning community
 - Facilitates access to resources beyond the library
- A.7.** Maintains a physical environment which allows for intellectual growth and effective use of the resources of the LMC
- Available material
 - Plans and arranges LMC facilities
 - Develops and implements the goals and policies of the LMC
- A.8.** Organizes and provides materials for maximum accessibility
- Maintains accurate records
 - Arranges the collection systematically
 - Weeds the collection to keep it current, appealing and appropriate
 - Completes inventory and reports on the collection status
 - Works toward building a fully centralized database of instructional materials and audiovisual equipment
 - Develops circulation policy and procedures for the school
 - Maintains the online system for check-out and return of materials and equipment
- A.9.** Prepares and administers budgets according to the needs and objectives of the LMC
- Appropriates allotted funds to meet identified needs and teacher requests
 - Demonstrates understanding of and compliance with budgeting procedures as established by the administration
- A.10.** Defines LMC expectations to students
- Informs students of behavioral expectations
 - Follows school-defined discipline policies
- A.11.** Respects the worth and dignity of each student
- Established good rapport with students
 - Provides encouragement and support
 - Encourages student responsibility and self-discipline
 - Understands and appreciates diversity in the learning community

B. INSTRUCTION

- B.9.** Promotes literacy and the enjoyment of reading, viewing and listening
- Develops activities which promote reading (book talks, booklists, read-alouds, story-times, etc.).
 - Provides appropriate reading guidance to students
 - Communicates with teachers regarding students' reading as needed
 - Demonstrates knowledge of literature appropriate for students
- B.10.** Uses a variety of materials and activities to stimulate and maximize learning to help students achieve educational and personal goals
- Actively involves students in the learning process
 - Emphasizes integration of information technologies and electronic information access
 - Enables students to evaluate and use information effectively

- B.11.** Provides support services and materials for teachers
- a. Meets spur-of-the moment requests for assistance and materials
 - b. Gathers materials in advance of classroom instruction upon teacher request
 - c. Identifies specific materials/strategies appropriate for the teacher's objectives and the students' needs
 - d. Schedules time with teachers to plan the use of the LMC materials for instruction
 - e. Plans units cooperatively with teachers and participates in the delivery of instruction
 - f. Assists teachers and students in the use of technology
- B.12.** Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff
- a. Develops students' ability to use the LMC independently
 - b. Promotes higher level thinking skills
 - c. Provides reference services, guiding users to the selection of appropriate resources
 - d. Serves as an instructional consultant to the faculty and administrators
 - e. Assists staff in individualizing instructional programs
 - f. Anticipates the needs of the staff
 - g. Encourages staff to use new instructional materials and services

C. CLASSROOM MANAGEMENT

- C.1.** Maintains effective classroom management
- i. Encourages students to demonstrate self-discipline and responsibility to themselves and others
 - j. Communicates classroom norms/ rules to students and parents
 - k. Models respect for others and the environment
 - l. Facilitates students working productively and cooperatively with each other
 - m. Establishes and maintains standards of mutual respect between teachers and students
 - n. Manages appropriate classroom participation, i.e., cooperative learning, class discussion, etc.
 - o. Listens thoughtfully and responsively to students
 - p. Manages materials, equipment, and other resources appropriately
- C.2.** Establishes positive, effective classroom community.
- a. Promotes cooperation among students through cooperative learning involving all children
 - c. Provides opportunities or spontaneous collaboration in the learning process

D. COMMUNICATION

- D.3.** Works cooperatively with all members of the school community
- a. Participates in parent-teacher groups and activities
 - b. Respects privileged information
 - c. Responds to parent inquiries
 - d. Understands and appreciates diversity in the learning community
- D.4.** Promotes the resources and programs of the LMC within the learning community
- a. Informs students and staff of new acquisitions
 - b. Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies

**GESD SPECIAL EDUCATION TEACHER
PROFESSIONAL TEACHING STANDARDS ADDENDUM
Descriptors and Indicators**

Items may be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance

A. **PLANNING**

A.6. Develop IEP's in an accurate and timely manner.

B. **INSTRUCTION**

B.9. Utilizes Special Education Assistants effectively through training and supervision

B.10 Demonstrates knowledge of disabilities and their educational implications

B.11 Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning

B.12. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability

B.13. Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques

PURPOSE OF EVALUATION

The primary purposes of the teacher evaluation system are to provide for increased teacher competency through improved communication between teacher and principal, to improve instructional skills, to provide extra assistance where needed, and to provide a system for dismissal which complies with the law.

OUTLINE OF EVALUATION PROCESS

TRAINING

1. New teachers are trained in the evaluation process during their induction week to the District.
2. The evaluation process is reviewed with all teachers within the first three weeks of the start of school at the school buildings.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

1. Teachers will self-assess utilizing the teacher evaluation rubrics prior to the formative conference. The self assessment is for the sole use of the teacher and is not used for formal documentation in the evaluation process. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between teacher and administrator.
2. Each teacher will collaborate with the administrator to develop an Individual Goal Plan (IGP) in the spring after their Summative conference for 2011-2012. The IGP for 2010-2011 will be developed in the fall of 2010.
3. After instructional goals have been set, teacher and administrator will discuss data to document the goals. The instructional goal will be based on identified elements within the Facilitation or Engagement domains. A second goal area may be added from other domains.
4. When teacher performance is designated as an average score of 1.0-1.6 in two rubrics or an average score of 1.0-1.4 in one rubric, a Preliminary Notice of Inadequate Classroom Performance accompanied by an improvement plan will be issued in accordance with Arizona Revised Statutes (ARS) 15-538 timelines.
5. An improvement plan and timeline for an opportunity to correct the inadequacy will be established to accompany the Preliminary Notice of Inadequate Classroom Performance when issued.
6. In the event the teacher is unable to correct performance deficiencies, it is the responsibility of the principal to proceed toward the non-renewal of the teacher by making that recommendation to the Superintendent.

NON-CONTINUING TEACHER (Teacher employed 3 or fewer years)

1. Non-continuing teachers must have at least 2 (two) formative assessments before April 15;
2. The first formative evaluation will be completed by November 15th unless there are concerns with classroom performance.
3. If there are concerns with performance with non-continuing teachers in September/October, a formative assessment will take place and areas of concern will be supported with specific improvements expected, a timeline, measurements and human and material resources. Another formative assessment will take place four to six weeks after the final assessment. If the concerns are not corrected, the teacher will be placed on an improvement plan with Preliminary Notice of Inadequate Classroom Performance.
4. Once placed on the Improvement Plan with the Preliminary Notice of Inadequate Classroom Performance, the teacher has 90 calendar days to improve.
5. If the teacher is not successful she/he must be notified in writing of the district's intent not to re-employ (non-renew) on or before April 15.

CONTINUING TEACHER (TEACHER EMPLOYED MORE THAN 3 YEARS)

1. Continuing teachers are required to have 1 (one) formative evaluation, prior to April 15. If all rubrics earn 2.6 or higher, a second formative evaluation is completed in the domain identified in the Instructional Goal Plan. Teachers earning 2.5 or less on any rubric must have a second formative evaluation focusing on the one rubric that **scored at less than 2.5**.
2. Formative evaluations should not be within 2 days of a school break of 1 week or more.
3. If there are concerns with performance with the continuing teachers by October 1, a formative assessment will take place and areas of concern will be supported with specific improvements expected, a timeline, measurements and human and material resources. Another formative assessment will take place four to six weeks after the first evaluation and specific support. If the concern/s has/have continued, the teacher will be placed on an improvement plan with Preliminary Notice of Inadequate Classroom Performance.
4. If Preliminary Notice of Inadequate Classroom Performance is given, the teacher has 60 instructional days to improve. The teacher receives at least 10 instructional days prior to the beginning of the 60 day period where the teacher demonstrates corrections.
5. By May 15, if the teacher continues to demonstrate inadequate classroom performance, a Statement of Charges is presented to the Board by the Superintendent. The Board votes to dismiss/not dismiss. If the vote is to dismiss, the dismissal occurs at the end of 10 days, unless the teacher requests a hearing.

EVALUATION PROCEDURES

QUALIFIED EVALUATORS

Each teacher will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate teachers to serve as evaluators for the District's teacher performance evaluation system.

The Governing Board shall ensure that persons evaluating teaching are qualified to evaluate teachers, by delegating to the Administration the responsibility for ensuring that evaluators are provided.

The qualifications required of qualified evaluators are as follows:

Knowledge

- Knowledge of district's Professional Teaching Standards
- Knowledge of district evaluation system
- Knowledge of policies, laws, and regulations related to teacher evaluation

Evaluation Process

- Orients and communicates the evaluation process to employees
- Completes evaluation tasks within required timelines
- Completes observations within required timelines
- Maintains a record of evaluation tasks performed
- Gathers and records data objectively

Conference and Improvement Plans

- Seeks input from teachers regarding their evaluation
- Communicates areas of instructional strength to teacher
- Specifies areas of needed improvement/enhancement when appropriate
- Provides ongoing support for teachers in implementing improvement plans
- Monitors improvement plans implementation and provides feedback

Training will be provided for qualified evaluators annually.

FALL CONFERENCE (page 25)

Purpose: To set professional goals, one of which ties directly to your school's School Improvement Plan (may be the same as the action research), to plan for the assessment of professional growth.

MATERIALS TO BRING TO THE FALL CONFERENCE (Prior to the fall conference, the "descriptors and indicators" from pages 9, 10, and 11 will be distributed)

1. Completed Self-Assessment Form
 - Self-Assessment Form – page 25
 - Media Specialist Self-Assessment Forms – page 29
 - Special Education Self-Assessment Forms – page 31

While the checklist is for the sole use of the teacher and is not used for formal documentation in the evaluation process, the act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between the teacher and the administrator. After goals are set, teacher and administrator will discuss the collection of "data" to document the goals.

2. Completed Fall Conference Form – Page 32
3. Prior knowledge of the Teacher Job Description – Page 45

DURING THE FALL CONFERENCE, THE TEACHER AND ADMINISTRATOR:

1. Discuss the self-assessment as a source of goals, objectives, and targets for observations with emphasis on teaching.
2. Develop the goal(s), one of which must be directly tied to School Improvement, for the year. The goal statement(s) is/are written on the Fall Conference Form. Page 32
3. Ask and answer questions about the steps and events involved in the evaluation process. A general time during which required observations will take place may be selected during the Fall Conference.
4. Discuss forms and possible sources of evidence and data for goals.

PEER OBSERVERS

Peer observers are continuing teachers who have gone through peer observer training and are approved by the Governing Board. They are not qualified evaluators approved by the Board; therefore, they are not part of the evaluation process. After the observation, they may create a statement of their own observations at the request of the evaluatee to help provide informal assistance to the observed teacher. They may accompany the evaluatee at the formative conference, observe during the observation and take part in the formative evaluation conference in regards to the observation only.

1. A list of Board approved Peer Observers will be posted in every building and on the District's intranet web by September 15.
2. Peer observers will be selected through an application process. In order to be considered for selection, a teacher must have continuing status.
3. Training will be scheduled for new peer observers on an annual basis. Experienced peer observers will receive additional training as required by an update of the evaluation system.
4. In order to continue on the Peer Observer list, an e-mail must be sent to the Assistant Superintendent of HR by September 1.
5. The option of whether or not to have a peer observer participate in an observation is determined by the evaluatee.
6. To request a Peer Observer, the Peer Observer Request Form must be filled out at the time the administrator indicates the teacher will be observed.
7. It is the responsibility of the evaluatee to contact the peer observer for the dates and times of the observation. If there is not a trained Peer Observer on the evaluatee's campus, the Assistant Superintendent of HR will assist with selecting a trained Peer Observer from another campus from those individuals noted on the Peer Observer Request Form. If there is a Peer Observer in the school where the evaluatee teaches, another Peer Observer will not be used from another school. However, if the teacher justifies the use of someone on another campus on the Peer Observer Request Form, the Assistant Superintendent for HR will make that accommodation.
8. If a peer observer is needed from another school, the Assistant Superintendent for HR will work with the principal from a school that has a peer observer to arrange dates and times. If need be, HR will provide a substitute for the school from which the Peer Observer is coming.
9. Each peer observer may not have more than five observations per school year.

PRE-CONFERENCE (page 34)

1. The pre-conference should be arranged by mutual agreement between administrator and evaluatee.

2. The pre-conference should be held within two school days prior to the observation. This timeline may be waived by mutual agreement under extenuating circumstances.
3. The pre-conference should include the evaluatee and the observation's team (administrator and/or peer observer) provided a peer observer is requested on the Peer Observer Request Form (see Page 36).
4. Appropriate topics for the pre-conference may include previous observations and goals and objectives for the planned observation.

SCHEDULED OBSERVATION (page 36)

- All scheduled observations will include the following elements:
 - Pre-conference
 - Peer Observer-if requested by the evaluatee
 - Classroom Observation of at least 30 minutes
 - Post-Conference
- Each continuing teacher may be evaluated more than the minimum number of times prescribed by Arizona law.
- The observation team should consist of the principal or designee and a teacher peer, provided a peer observer is requested by the evaluatee on the peer observer request form (see page 36) prior to the pre-conference.
- The principal may appoint an alternate qualified evaluator as a member of the observation team. The teacher should be notified of this change prior to the observation.
- The evaluatee may request one (1) additional observation that shall occur within the school year; however, such a request does not suspend the requirement to meet remedial expectations, nor will the request delay board action on non-renewal or dismissal.

POST CONFERENCE (page 35)

1. The post-conference should be held within five (5) school days after the observation. This timeline may be waived by mutual agreement under extenuating circumstances.
2. Written statements and discussion should include suggestions for improvement/enhancement and instructional strengths, with the observation team.
3. Any scheduled or unscheduled observations, which are to be considered as part of the teacher evaluation system, must include a post-conference.
4. Observation data must be made known to the teacher through verbal and written feedback.

UNSCHEDULED OBSERVATIONS

Unscheduled classroom observations are considered part of the Teacher Evaluation System, provided that the required form and a post-conference are completed. Data collected during the unscheduled observation must be related to one or all of the district's Professional Teaching Standards descriptors and indicators. Shared teaching positions will be evaluated and a formal observation will be held at the home school. An unscheduled observation may occur at the shared school. This observation from the shared school may be reviewed with the home school evaluator. A post conference should **ALWAYS** be held.

EVALUATION CONFERENCE (page 37)

- Administrator completes the Teacher Evaluation Checklist and Narrative using data collected over the evaluation period. The "descriptors and indicators" from pages 9, 10, and 11, will be reviewed when feedback is given to teachers in their evaluation.
- Continuing teachers evaluation must be completed prior to April 15.

- Administrator determines strengths and areas needing refinement based on data collected on the Teacher Evaluation Checklist. (examples: lesson plan rubrics, newsletters, scheduled and unscheduled classroom observations, timely responsibilities)
- Administrator sets up time with the staff member for the evaluation conference.
- Administrator and teacher discuss the contents of the Evaluation Checklist and Narrative. (page 37)
- Teacher may add areas needing refinement or enhancement.
- Administrator and teacher sign off on the Evaluation documents.
- Teachers may address the contents of the evaluation by writing a response in the Evaluatee's Comment section.

PLAN OF IMPROVEMENT & PRELIMINARY NOTICE OF INADEQUATE CLASSROOM PERFORMANCE (page 40)

1. An evaluation is conducted.
2. If the evaluation indicates “improvement expected” or “inadequacies”, the teacher is entitled to “...specific recommendations as to areas of improvement ...shall provide assistance and opportunities for the certificated teacher to improve his/her performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate classroom performance.” (A.R. S. § 15-537.F)
3. If the evaluation indicates 3 or more checkmarks in “improvement expected” or 1 or more checkmarks in “inadequacy”, this may start the process of Preliminary Notice of Inadequate Classroom Performance which must include an improvement plan.
4. As indicated on the “Plan of Improvement” form (page 40), the plan includes:
 - Area of concern/s
 - Description of area/s of concern (why is improvement desired/needed?)
 - Description of steps/skills to improve, timeline
 - What outcome is to be expected? By what date?
 - How will outcome be measured?
 - Miscellaneous (human and material resources, other suggestions, hinder factors, etc.)
 - This may be accomplished on the evaluation narrative or the “Plan of Improvement/Assistance” itself.

EVALUATEE SAFEGUARDS

The following procedures will be a part of every evaluation:

1. In the event of a claim of a violation of procedure or process, the evaluatee may initiate a grievance through existing channels as established by board policy. (Policy GCO-R p. 3 of 4) A pending complaint does not suspend any timeline concerning the remedial period or board action concerning dismissal or non-renewal. The content of an evaluation is not subject to the grievance policy. What was said during this process or opinions expressed cannot be grieved.
2. Evaluators will be appointed who have been trained in the evaluation procedures and use of criteria. If a claim of bias or conflict of interest arises, the evaluatee may initiate a written response through existing channels as established by board policy. The written response will be attached to the evaluation and placed in the personnel file. (Policy GCO-R p. 3 of 4)
3. Both evaluator and evaluatee may use pre and post conferences for identification and resolution of extenuating circumstances.
4. The evaluator will attempt to resolve any disagreement regarding evaluation results during the post observation conference. If unresolved, the evaluatee may ask for one additional observation time during the school year according to board-adopted procedures.

LEGAL CRITERIA

Arizona Revised Statutes (15-537) Section A states that in the development of guidelines and procedures for the evaluation of certified teachers, the Governing Board shall avail itself of the advice of its certificated teachers.

EVALUATION SYSTEM REVIEW

The Teacher Evaluation Committee will meet each year to consider the development and periodic evaluation of the teacher performance evaluation system by May.

ASSURANCES

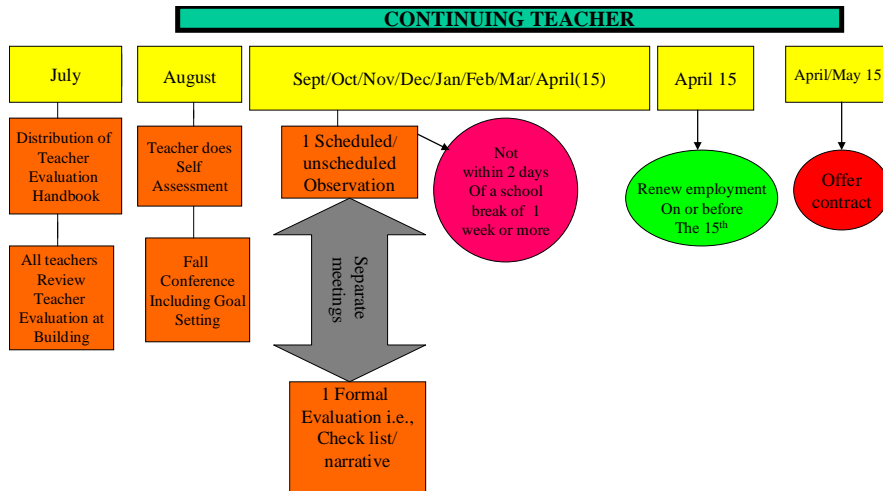
The Glendale Elementary School District evaluation system documents have been formally approved by the Governing Board.

CONFIDENTIALITY A.R.S.-15-537-G

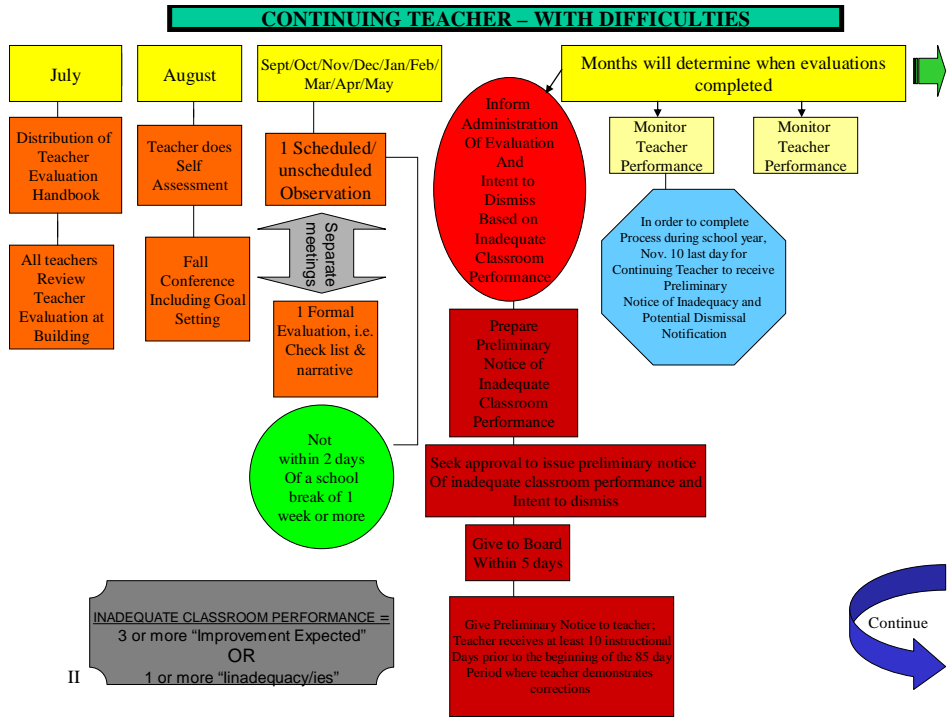
Copies of the assessment and evaluation report of a certificated teacher retained by the Governing Board are confidential, do not constitute a public record and shall not be released or shown to any person except:

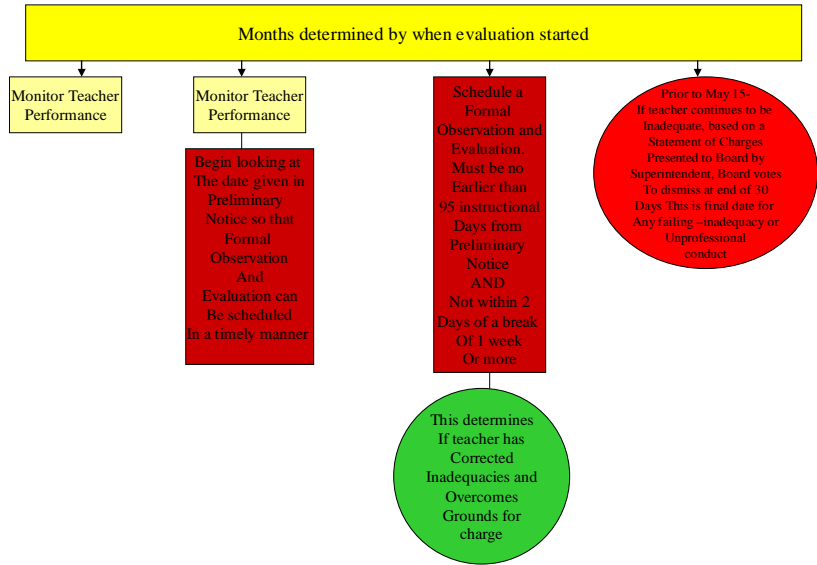
1. To the certified teacher who may make any use of it except any portion that may lead to the identification of students.
2. To the authorized district officers and employees for all personnel matters regarding employment and contracts and for any hearing, which relates to personnel matters.
3. For 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 assessment and evaluation were an exhibit at a hearing, the result of which is challenged

FLOW CHARTS



I





III

DEFINITIONS AND TERMS

TERMS

Classroom Management	A highly effective behavior system for <u>all</u> students, which does not rely on rewards or coercion, encourages intrinsic motivation, decreases disruptive behavior, and promotes long-term change while focusing on individual accountability.
Communication	Make known verbally or in writing.
Continuing Teacher	A Certified teacher who has been employed in the district for the major portion of 3 consecutive years.
Data	A broad range of evidence and may include such things as teacher portfolios, anecdotal records, student work, photographs, surveys, videotapes, communication by peers or parents, or any other evidence to document the progress toward the goals established.
Differentiated Instruction	Differentiated instruction is a teacher reacting responsively to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all students in it were basically the same. Differentiated instruction is also a teacher actively and positively responding to the learning needs of students. Differentiated instruction is NOT providing a choice of assignments...but rather such actions as understanding a student's need to work in a group, to have additional teaching on particular skills, to delve more deeply into a particular topic or even to have guided help with a reading passage.
Walk thru	An unscheduled visit of 4-10 minutes or more where notes may or may not be taken.
Enhancement	Increased effectiveness.
Evaluation	The process of the improvement of the quality of instruction and the strengthening of the abilities of professional staff.
Qualified Evaluator	The Governing Board shall annually designate persons who are qualified to evaluate teachers to serve as evaluators for the District's teacher performance evaluations system.

Fall Conference	A meeting between the teacher and administrator for the purpose of setting goals and planning for the assessment of professional growth.
Inadequate	The teacher does not demonstrate evidence of the skills and/or does not adequately perform the duties set forth in sections A-D on the teacher evaluation instrument and /or does not demonstrate professional growth.
Inadequacy of Classroom Performance	<p>Inadequate classroom performance means the teacher’s inability to implement those teaching skills necessary for creating a successful learning environment for all students; or a teacher’s failure to have sufficient knowledge of the subject matter or the basic skills needed to impart that knowledge to the students.</p> <p>The District’s definition of “inadequate classroom performance” is as follows:</p> <ul style="list-style-type: none"> • Inadequate classroom performance means the teacher’s inability to implement or consistently implement those teaching skills necessary for creating a successful learning environment for all students; or a teacher’s failure to have sufficient knowledge of the subject matter or the basic skills needed to import that knowledge to the students. • The criteria of instructional responsibilities are those listed under each standard on the Evaluation of Instructional Responsibilities. A teacher’s classroom performance will be deemed “inadequate” if the teacher receives a rating of “improvement expected” on any three (3) or more of the criteria or a rating of “inadequate” on one (1) or more criteria set forth in sections: A-Planning; B-Instruction, C-Classroom Management, or D-Communication.
Improvement Expected	Teacher appears to understand and attempts to implement all skills and duties set forth in sections A-D on the teacher evaluation instrument, but the understanding and/or implementation is sporadic, intermittent or other wise not entirely successful.
Instructional Skills	See section B on the Self-Assessment Form
Instructional Strategies	Those strategies that affect student achievement such as but not limited to identifying similarities and differences, i.e., summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses and questions, cues, and advance organizers. Marzano, 2001
Meets Criteria	The teacher clearly understands and consistently and successfully performs all skills and duties set forth in sections A-D on the teacher evaluation instrument.

Narrative	A meeting held once a year for continuing teachers and once each semester with non-continuing teachers. The purpose of the meeting is to discuss strengths to be maintained, areas needing refinement/ enhancements and commendations.
Non-Renewal	A teacher is notified by the Governing Board they will not be re-employed for the following school year.
Objectives	<p><u>Performance objective:</u> statement of the conditions, learner’s behavior (action), and standard – criterion for prescribing desired learner performance.</p> <p><u>Content Objective:</u> A statement that describes what content the student will be expected to have learned as a result of the instruction. The statement will include:</p> <ol style="list-style-type: none"> 1. The level of learning to be demonstrated using Bloom’s taxonomy. 2. The subject or topic. 3. The behavior the student will demonstrate as evidence of achieving the stated level of mastery of the content. 4. Each Objective will be assessed. <p><u>Suggested Format:</u> The student will demonstrate (Bloom’s taxonomy) of (subject/topic) by (behavior).</p> <p><u>Example:</u> The student will demonstrate evaluation (Bloom’s taxonomy) of the importance of water conservation (subject/topic) by comparing how Arizona acquires drinking water with other states (behavior).</p> <p><u>Language objective:</u> A statement that describes what language knowledge/skills and key vocabulary the student will be expected to have learned as a result of the instruction. The statement will include:</p> <ol style="list-style-type: none"> 1. The expectation that students will demonstrate the application level of learning using Bloom’s taxonomy. 2. The grammar component. 3. The key vocabulary. 4. The behavior the student will demonstrate as evidence of achieving the stated level of mastery of the language knowledge/skills and key vocabulary. <p><u>Suggested Format:</u> The student will demonstrate application (Bloom’s taxonomy) of (grammar) and (key vocabulary) by (function of language).</p> <p><u>Example:</u> The student will demonstrate application (Bloom’s taxonomy) of prepositions (grammar) and key vocabulary (key vocabulary) by writing a step-by –step instruction manual (function of language).</p>
Observation	A classroom observation of at least 30 minutes following the pre-conference (optional) by a qualified evaluator and peer observer (optional).
Peer Observer	A continuing teacher who has gone through the training and is approved by the Board as a peer observer. Peer observers are not qualified evaluators.

Plan of Assistance/ Improvement	A plan written by the administrator to identify areas in need of improvement, level of performance expected and how to measure, skills or knowledge needed to meet expectations.
Post-Conference	A meeting of the administrator, evaluatee and peer observer (optional) with-in five (5) days of the observation. It is recommended that it be held the same day. Discussion should include suggestions for improvement/enhancement and instructional strengths.
Pre-Conference	A meeting held within two (2) prior to the observation. It includes the administrator, person to be observed and a peer observer (optional). The purpose of the pre-conference is to discuss the goals and objectives of the lesson to be observed.
Professional Characteristics	See section E on the Self-Assessment Form
Qualified Evaluator	An administrator who has gone through the evaluation training provided by the district and has been approved by the governing board.
Scheduled Observation	A planned observation of at least 30 minutes in length. A non-continuing teacher must have 1 per semester. A continuing teacher must have 1 per year.
Self-Assessment	A form that is for all teachers to fill out prior to the fall conference. It is an act of reflection which is part of professional growth but not used for formal documentation.
Strengths to be Maintained	Classroom performance that enhances student learning and demonstrates research-based best practice instructional skills.
Teacher Evaluation	A meeting for the purpose of reviewing performance using the checklist. Continuing teachers do this by April 15. Non-continuing teachers do this twice, once by Dec. 15 th and again by April 15 th
Task Analysis	The process of breaking down the objective into its essential sub-objectives. It could include vocabulary, fact/information, why the learning is important, when the learning is used and the steps for doing the task (thought process) is the task application level or higher.
Unscheduled Observation	Must be related to one of the district's professional teaching standards and must include a post-conference. It may occur at any time. **Unplanned narrative of at least 30 minutes by a qualified evaluator.

Glendale Elementary School District No. 40

SELF-ASSESSMENT OF PROFESSIONAL GROWTH FORM

Name _____ School Year _____ Date _____

DIRECTIONS: Your performance responsibilities are shown below. Please review each descriptor and indicator and place a check in the appropriate box. “Area of Strength” means you believe your performance in that descriptor is one of your strong points. “Satisfactory” means you are satisfied with your performance. If you are not satisfied with your performance, check “Target for Growth.” You may also check “Target for Growth” for performance responsibilities where you also feel you are performing at a satisfactory level. Underline, highlight or circle indicators you would like to improve. Remember, this is a **SELF-ASSESSMENT**

and must reflect your judgment. It is recommended you select or target at least 3 to 5 descriptors to become the basis for the goals you prepare in the Fall Conference with your evaluator. Throughout the school year you will need to gather evidence to show progress within a descriptor and/or indicator.

This self-assessment is solely for your personal use.

Descriptor Applicable	Area of Strength	Satisfactory Growth	
A. PLANNING			
A.1.* <u>Maintains accurate records and uses them to guide instructional decisions.</u>			
a. Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attendance, grades, assessments, etc.			
c. Assists in developing IEPs in an accurate and timely manner			
d. Portfolios and/or treasuries			
A.2.* <u>Prepares for substitute teachers.</u>			
Maintains up-to-date:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Lesson plans			
b. Available materials			
c. Listing of special area classes			
d. Current class list			
e. Duties			
f. Classroom procedures			
A.3. <u>Addresses the district student outcomes and district and state standards in lesson planning and instruction.</u>			
a. Demonstrates lessons consistently focused on the district’s academic standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Plans instruction reflecting district outcomes and district’s academic standards			
c. Plans instruction reflecting Arizona’s academic standards			
d. Addresses any physical, mental, social, cultural, and community differences among learners			
e. Includes learning experiences and strategies that are developmentally appropriate for learners			
f. Includes learning experiences that address a variety of cognitive levels			
A.4. <u>Demonstrates curricular integration in lesson planning and instruction.</u>			
a. Provides opportunities for student input in curricular planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Connects lesson content to real life situations when appropriate using district approved materials			
c. Maintains lesson plans which correlate to learning outcomes and academic standards			
d. Utilizes student reflection to guide planning and instruction			
A.5. <u>Plans state learning objectives.</u>			
a. Provides specific learner objectives for each lesson based on long-range plans set by the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- teacher/teams and includes student input
- b. Determines those long-range objectives based on: teacher assessment, child growth and development, district standards, student input, and district or school goals

Descriptor Applicable	Area of Strength	Satisfactory	Growth
B. INSTRUCTION			
B.1. <u>Uses multiple assessment tools to monitor student progress.</u>			
a. Selects materials and procedures for assessment that will utilize both verbal and written skills such as District assessments, peer assessments, self-evaluations, and daily observations of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Utilizes ongoing assessment which includes student reflection			
c. Promotes student self-assessment			
d. Uses a variety of appropriate formal and informal assessments aligned with instruction			
B.2. <u>Teaches to the learning and language objectives.</u>			
a. Develops information relevant to the instructional objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops questions relevant to the instructional objective			
c. Develops activities relevant to the instructional objective			
d. Responds relevantly to student effort/questions			
e. Develops specific language objectives.			
f. Posts standard content objectives, and language objectives.			
B.3.* <u>Utilizes principles of human motivation and behavior.</u>			
a. Provides students with a purpose for the learning objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides opportunities for challenge and success in planned lesson			
c. Provides consistent feedback to students			
d. Uses various motivational strategies, i.e., relating to students' past experiences			
B.4. <u>Actively engages students both mentally and physically in the learning process.</u>			
a. Uses a variety of effective teaching strategies/activities to engage students simultaneously in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students			
B.5 <u>Utilizes questioning/instructional strategies to encourage higher-level thinking skills.</u>			
a. Asks questions which probe and clarify student's understanding of a skill or concept			
b. Provides activities and asks questions which go beyond lower level thinking skills of knowledge comprehension			
c. Understands and utilizes the process of inquiry			
d. Provides opportunities for students to practice analysis, synthesis and evaluation			
B.6. <u>Uses differentiated instructional strategies that increase skill of all students (see also Appendices O & P)</u>			
a. Models the skills, concepts, attributes, or thinking processes to be learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides opportunities for guided practice during the lesson			
c. Facilitates the student construction of meaning			
d. Teacher provides opportunity for ongoing practice			
e. Incorporates differentiated instruction which address the diverse needs of learners, and demonstrates multicultural sensitivity, i.e., SIOP, multiple intelligences, inquiry, best practices.			
f. Modification of instructor's speech.			
g. Links learning with students prior knowledge, experiences and backgrounds			
h. Efficiently begins and ends a lesson			
B.7. <u>Monitors students' learning and adjusts instruction based on feedback from students.</u>			
a. Checks student progress and adjusts pace and the learner objectives if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b. Recognizes and accommodates the needs of exceptional children (special ed., gifted, second language learner).

Descriptor Applicable	Area of Strength	Satisfactory Growth
<p>B.8. <u>Exhibits knowledge of the subject matter as well as current teaching and learning research.</u></p> <ul style="list-style-type: none"> a. Demonstrates knowledge of current teaching and learning research and uses this knowledge in the classroom to foster student success b. Shares this knowledge with other staff members at the school or district level c. Demonstrates knowledge of the appropriate uses of technology and a variety of instructions resources to support curriculum d. Understands and utilizes integration of content area knowledge e. Demonstrates understanding of learning theories, subject matter, curriculum development and student development and how to use this knowledge in planning instruction to meet curriculum goals f. Demonstrates knowledge of the influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning g. Helps students develop English language skills within content area instruction 	<input type="checkbox"/>	<input type="checkbox"/>

C. CLASSROOM MANAGEMENT

<p>C.1. <u>Maintains effective classroom management in accordance with established District policy.</u></p> <ul style="list-style-type: none"> a. Encourages students to demonstrate self-discipline and responsibility to themselves and others b. Communicates classroom norms/ rules to students and parents c. Models respect for others and the environment. d. Facilitates students working productively and cooperatively with each other e. Establishes and maintains standards of mutual respect between teachers and students f. Manages appropriate classroom participation, i.e., cooperative learning, class discussion, etc. g. Listens thoughtfully and responsively to students. h. Manages materials, equipment, and other resources appropriately 	<input type="checkbox"/>	<input type="checkbox"/>
<p>C.2. <u>Establishes positive, effective classroom community.</u></p> <ul style="list-style-type: none"> a. Promotes cooperation among students through cooperative learning involving all children b. Provides opportunities or spontaneous collaboration in the learning process 	<input type="checkbox"/>	<input type="checkbox"/>

D. COMMUNICATION

<p>D.1 <u>Communicates with students regarding expectations and progress.</u></p> <ul style="list-style-type: none"> a. Uses a systematic timely approach to communicate with students regarding their progress and areas of needed improvement b. Demonstrates effective written and oral communication c. Uses appropriate language to communicate with learners clearly and accurately 	<input type="checkbox"/>	<input type="checkbox"/>
<p>D.2.* <u>Communicates with parents in a positive manner regarding expectations and student progress.</u></p> <ul style="list-style-type: none"> a. Initiates and follows through on communications with parents on an ongoing basis regarding expectations, student progress and concerns through oral and written communications, and may include, but are not limited to the following: conferences, report cards, portfolios, progress reports, newsletters, telephone calls and special recognition b. Works with parents to enhance student learning at home and school 	<input type="checkbox"/>	<input type="checkbox"/>

Descriptor
Applicable

Area of Strength

Satisfactory
Target for
Growth

E. PROFESSIONAL CHARACTERISTICS

E.1.* Works with other members of the staff in selecting materials and in planning instructional goals, objectives and methods

- a. Participates in all staff discussions which pertain to the implementation of the instructional program
- b. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
- c. Collaborates with colleagues to achieve school and district goals

E.2. Works to meet established personal, school, and district goals.

- a. Collaborates with other professionals and agencies to improve the overall learning environment for students
- b. Accesses community resources and services to foster student learning
- c. Participates in school improvement
- d. Demonstrates understanding of laws and ethics related to student, parent, and teacher rights and responsibilities
- e. Demonstrates knowledge of second language acquisition process and can articulate ESL/SEI strategies used in each lesson.

E.3. Responsibility to self and others.

- a. Pick up students on time
- b. Have a positive attitude
- c. Observe scheduled work hours and duties assigned.
- d. Maintains professional judgment in attendance and punctuality.
- e. Reports absences to Subfinder.
- f. Attends and is punctual to staff meetings, school improvement meetings, and serves on committees as requested by the school administrator.
- g. Submits requested forms in on time (i.e. assessments, grades, attendance)

E.4.* Reviews and evaluates his or her overall performance in respect to Self Assessment form, Fall Conference, Teacher Observation, Conference Form, Teacher Evaluation Narrative and Checklist.

- a. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
 - b. Designs and continually adapts a professional growth plan for improving instruction and student learning
 - c. Engages in activities that implement the professional growth plan as a lifelong learner (i.e., classes, workshops, peer observation, action research, etc.)
 - d. Uses employer's documentation of his or her performance to develop a professional growth plan
-

**May be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance.*

COMMENTS:

**GLENDALE ELEMENTARY SCHOOL DISTRICT
LIBRARY MEDIA SPECIALIST
SELF-ASSESSMENT AND EVALUATION FORM**

Descriptor Applicable	Area of Strength	Satisfactory	Growth
A. PLANNING			
A.6. <u>Recognizes the critical role of information literacy within the overall curriculum</u> a. Develops short-and-long-range goals for LMC programs b. Encourages the exploration of new technology and information-gathering by all members of the learning community c. <i>Facilitates access to resources beyond the library</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.7. <u>Maintains a physical environment which allows for intellectual growth and effective use of the resources of the LMC</u> a. Available materials b. Plans and arranges LMC facilities c. Develops and implements the goals and policies of the LMC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.8. <u>Organizes and provides materials for maximum accessibility</u> a. <i>maintains accurate records</i> b. <i>Arranges the collection systematically</i> c. <i>Weeds the collection to keep it current, appealing and appropriate</i> d. <i>Completes inventory and reports on the collection status</i> e. <i>works toward building a fully centralized database of instructional materials and audiovisual equipment</i> f. <i>Develops circulation policy and procedures for the school</i> g. <i>maintains the online system for check-out and return of materials and equipment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.9. <u>Prepares and administers budgets according to the needs and objectives of the LMC</u> a. <i>Appropriates allotted funds to meet identified needs and teacher requests</i> b. <i>Demonstrates understanding of and compliance with budgeting procedures as established by the administration</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.10. <u>Defines LMC expectations to students</u> a. Informs students of behavioral expectations b. <i>Follows school-defined discipline policies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.11. <u>Respects the worth and dignity of each student</u> a. Established good rapport with students b. Provides encouragement and support c. Encourages student responsibility and self-discipline d. Understands and appreciates diversity in the learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. INSTRUCTION			
B.9. <u>Promotes literacy and the enjoyment of reading, viewing and listening</u> a. Develops activities which promote reading (book talks, booklists, read-alouds, story-times, etc.). b. Provides appropriate reading guidance to students c. <i>Communicates with teachers regarding students' reading as needed</i> d. Demonstrates knowledge of literature appropriate for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Descriptor Applicable	Area of Strength	Satisfactory	Growth
B.10. <u>Uses a variety of materials and activities to stimulate and maximize learning to help students achieve educational and personal goals</u> a. Actively involves students in the learning process b. Emphasizes integration of information technologies and electronic information access c. Enables students to evaluate and use information effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.11. <u>Provides support services and materials for teachers</u> a. Meets spur-of-the moment requests for assistance and materials b. Gathers materials in advance of classroom instruction upon teacher request c. Identifies specific materials/strategies appropriate for the teacher's objectives and the students' needs d. Schedules time with teachers to plan the use of the LMC materials for instruction e. Plans units cooperatively with teachers and participates in the delivery of instruction f. <i>Assists teachers and students in the use of technology</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.12. <u>Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff</u> a. Develops students' ability to use the LMC independently b. Promotes higher level thinking skills c. Provides reference services, guiding users to the selection of appropriate resources d. Serves as an instructional consultant to the faculty and administrators e. <i>Assists staff in individualizing instructional programs</i> f. <i>Anticipates the needs of the staff</i> g. <i>Encourages staff to use new instructional materials and services</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. COMMUNICATION			
D.3. <u>Works cooperatively with all members of the school community</u> a. <i>Participates in parent-teacher groups and activities</i> b. <i>Respects privileged information</i> c. <i>Responds to parent inquiries</i> d. <i>Understands and appreciates diversity in the learning community</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4. <u>Promotes the resources and programs of the LMC within the learning community</u> a. Informs students and staff of new acquisitions b. <i>Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Items written in italics may be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance.

**GLENDALE ELEMENTARY SCHOOL DISTRICT
SPECIAL EDUCATION TEACHER
SELF-ASSESSMENT FORM**

Descriptor Applicable	Area of Strength Satisfactory	Target for Growth	
A. PLANNING			
A.6. <u>Develop IEP's in an accurate and timely manner.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. INSTRUCTION			
B.9. <u>Utilized for educators and for therapists effectively through training and supervision</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.10. <u>Demonstrates knowledge of disabilities and their educational implications</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.11. <u>Demonstrates knowledge of and the ability to use a variety of assistance devices that support student learning</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.12. <u>Applies specialized diagnostic and assessment procedures to assist in determining Special education eligibility for all areas of suspected disability</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.13. <u>Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Items written in italics may be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance.

Glendale Elementary School District No. 40
Teacher Evaluation System

FALL CONFERENCE FORM

Date of Conference _____

Teacher's Name _____

Name of Supervising Administrator

Name of Designated Evaluator
(if applicable)

Peer Observer _____

Goals & Sources of Evidence
(see back of form for guidelines)

Teacher's Signature

Evaluator's Signature

Supervising
Administration Initial _____

Signature does not necessarily mean agreement.

The Fall Conference (to be held by the end of the sixth full week of school)

1. The teacher prepares for the Fall Conference
 - a. Review the job description.
 - b. Complete the (Self) Assessment Form.
 - c. Target teaching areas from the self-assessment form to be used as a focus for the evaluation process, relating them to the:
 1. individual goals, and
 2. past evaluation, targeting areas the teacher wants to improve
 3. complete a rough draft of goals.
2. The supervising administrator prepares for the Fall/Initial Conference
 - a. Review past evaluations for each teacher.
 - b. Establish observers and evaluators with the teacher.
 - c. Set time and date and invite teacher (and evaluator if different from the supervising administrator).
3. The supervising administrator meets with each assigned teacher in the Fall/Initial Conference
 - a. Review the job description, making modifications as appropriate.
 - b. Discuss the self-assessment as a source for goals, objectives, and targets for observations. Emphasis should be placed on the teaching act.
 - c. Develop goal(s) for the year, the number to be dependent on scope and complexity. The goals statement(s) are written on the Fall Conference Form.
 - d. Discuss generally all of the steps and events involved in the evaluation process. General target dates for the classroom evaluation process. General target dates for the classroom observation(s) may be set.
 - e. Complete the Fall/Initial Conference Form.
 - f. Establish sources of evidence such as portfolios, anecdotal records, audio/visual recordings, lesson plans, assessment data, surveys, calendars, etc. to document accomplishment of goals.

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
PRE-OBSERVATION FORM

Teacher: _____

Date: _____

School: _____

Grade/Subject: _____

I. CURRICULUM AREA(S) TO BE OBSERVED _____

II. STATE STANDARD/S TO BE OBSERVED _____

Content Objective

Language Objective

III. TASK ANALYSIS (What skills did your students need to know for you to teach this lesson?)

V. DESCRIBE STRATEGIES (What will you and the students be doing?)

VI. HOW WILL YOU KNOW THE STUDENTS HAVE ACCOMPLISHED THE CONTENT OBJECTIVE?

VII. ADDITIONAL PERTINENT INFORMATION

Evaluated Teacher's Signature

Date

Peer Observer's Signature (If applicable)

Date

Administrator's Signature

Date

Scheduled Observation

Unscheduled Observation

(Check One)

**GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
POST OBSERVATION CONFERENCE FORM**

Teacher: _____

Date: _____

School: _____

Grade/Subject: _____

Time In: _____

Time Out: _____

**I. STATE STANDARDS OBSERVED, CONTENT OBJECTIVE, AND
LANGUAGE OBJECTIVE POSTED (What objectives were observed?)**

**II. TEACHER REFLECTION/SELF ANALYSIS (To be completed during the
conference.)**

III. INSTRUCTIONAL STRENGTHS (What did the teacher do?)

**IV. SPECIFIC SUGGESTIONS FOR IMPROVEMENT OR
ENHANCEMENT**

COMMENTS:

Evaluated Teacher's Signature

Date

Signature does not necessarily mean agreement.

Peer Observer's Signature (If applicable)

Date

Administrator's Signature

Date

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
TEACHER EVALUATION NARRATIVE

Evaluatee _____

Evaluator _____

Assignment _____

Date _____

Evaluator's summary of achievement and recommendations based on the criteria for instructional skills and general teaching responsibilities: (use additional sheet if needed)

RECOMMENDATIONS:

- a. Strengths to be maintained.

- b. Areas needing refinement/enhancements.

RECOMMENDATIONS:

EVALUATEE'S COMMENTS:

Evaluator's Signature

Date

I have read and received a copy of this Teacher Performance Evaluation Report and acknowledge that I have the right to attach a written response to this report.

Evaluatee's Signature

Date

Signature does not necessarily mean agreement
(Original to personnel file, copy to supervisor, and teacher)

TEACHER EVALUATION CHECKLIST

Teacher: _____

Date: _____

Evaluator: _____

Probationary ()

Continuing ()

Grade or Subject Taught: _____

School: _____

Supervising Administrator: _____

*From Self Assessment form. Circle Job Description targets.

	Descriptor	Inadequate	Improvement Expected	Meets		Descriptor	Inadequate	Improvement Expected	Meets
A.1.*	Maintains accurate records and uses them to guide instructional decisions				C.2.	Establishes positive, effective classroom community			
A.2.*	Prepares for substitute teachers				D.1.	Communicates with students regarding expectations and progress			
A.3	Addresses the district and state standards in lesson planning and instruction				D.2.*	Communicates with parents in a positive manner regarding expectations and student progress			
A.4	Demonstrates curricular integration in lesson planning and instruction				E.1.*	Works with other members of the staff in selecting materials and in planning instructional goals, objectives and methods.			
A.5.	Plans state learning objectives				E.2.*	Works to meet established personal, school and district goals			
B.1.	Uses multiple assessment tools to monitor student progress				E.3.*	Responsibility to self and others			
B.2.	Teaches to the content and language objectives				E.4.	Reviews and evaluates his or her overall performance in respect to Self-Assessment form, Fall Conference, Teacher Observation, Conference Form, Teacher Evaluation Narrative and Checklist			
B.3.*	Utilizes principles of human motivation and behavior				F.1.*	Meets all responsibilities of school mentor positions.			
B.4.	Actively engages students both mentally and physically in the learning process.				G.1.*	Meets all responsibilities of Special Ed, G/T and SLTRAND, Library Media Specialists/Dual Language			
B.5.	Utilizes questioning/instructional strategies to encourage higher-level thinking skills								
B.6.	Uses differentiated instructional strategies that increase skills of all students								
B.7.	Monitors students' learning and adjusts instruction based on feedback from students								
B.8.	Exhibits knowledge of the subject matter as well as								

	current teaching and learning research							
C.1.*	Maintains effective classroom management							

* *May be indicative of inadequate performance or unprofessional conduct depending upon the basis for the non-performance.*

Notes:

- *Three (3) or more check marks in Improvement Expected may lead to Preliminary Notice of Inadequate Classroom Performance*
- *One (1) or more checkmarks in Inadequate may lead to Preliminary Notice of Inadequate Classroom Performance*
- *Expound on in part B of Narrative*

 Evaluator's Signature Date

 Supervisor's Signature Date

 Teacher's Signature Date

Signature does not necessarily mean agreement.
 (Original in personnel file, copy to supervisor and teacher)

PLAN OF ASSISTANCE/IMPROVEMENT

Teacher's Name _____ School _____

Date of Observation _____

Grade/Subject _____

Area of concern:

Description of area(s) of concern (why is improvement desired/needed?):

Description of steps/skills to improve, timeline:

What outcome is to be expected? By what date?

How will outcome be measured? (Include follow-up plans)

Miscellaneous (human and material resources, other suggestions, hindering factors, etc.):

*Failure to make necessary improvements or corrections may result in non-renewal or dismissal.

Evaluator's Signature

Teacher's Signature

Date

Signature does not necessarily mean agreement.

Excerpts from the Glendale Elementary School District Teacher Evaluation System applicable to this form.

E. Plan of improvement (for use with formal or unscheduled observations)

When the evaluator determines that the teacher's performance does not meet criteria and that the teacher has specific area in need of improvement, the evaluator will hold a conference with the teacher to:

- a. Identify specific areas in need of improvement
- b. Identify specific level of performance to be expected and how it is to be measured;
- c. Identify specific skills or knowledge needed to meet expectations;
- d. Identify potential methods helpful in overcoming noted areas needing improvement including:
 1. identifying as applicable role models, observers, or resource people within the school district
 2. defining role of each in the process including timeline and/or expected activity from each;
 3. Identifying equipment/materials and other resources to be used and outline of expected use.
- e. Arrange for follow-up monitoring plans, including additional observation cycles as appropriate

ACHIEVEMENT ADVISOR EVALUATION

Not Applicable	<u>Inadequate</u>	<u>Improvement Expected</u>	<u>Meets Criteria</u>	<p>Mentor: _____ Date: _____</p> <p>School: _____</p> <p><i>I: Area of Performance:</i></p>
				A.3. Addresses the district student outcomes and district and state standards in lesson planning and instruction.
				B.1. Uses multiple assessment tools to monitor student progress.
				B.2. Teaches to the learning objective.
				B.3. Utilizes principles of human motivation and behavior
				B.4. Actively engages students both mentally and physically in the learning process.
				B.5. Utilizes questioning/instructional strategies to encourage higher level thinking skills.
				B.6. Uses instructional strategies that increase skill.
				B.7. Monitors students' learning and adjusts instruction based on feedback from students.
				B.8. Exhibits knowledge of the subject matter as well as current teaching and learning research.
				C.1. Maintains effective classroom management in accordance with established District policy.
				C.2. Establishes positive, effective classroom community.
				E.1. Works with other members of the staff in selecting materials and in planning instructional goals, objectives and methods.
				E.2. Works to meet established personal, school and district goals.
				E.3. Responsibility to self and others.
				E.4. Reviews and evaluates his or her overall performance in respect to Self-Assessment Form, Fall Conference, Teacher Observation, Conference Form, Teacher Evaluation Narrative and Checklist.
				1. Assist in the process of instructional alignment to the AZ state standards at the building, grade and classroom level utilizing district alignment structures and procedures.
				2. Assist building teachers in the development of instructional units/lessons based on district standards (includes assistance in resource procurement, infusion of language acquisition strategies, technology integration, integration of content areas, etc.)
				3. Support teachers in the development of instructional delivery strategies resulting in enhanced student achievement levels for ALL students (includes, modeling, group and individual training demonstrations, team teaching, etc.)
				4. Coach teachers in strategies for classroom management to support learning.

				5. Serve on building and district level committees that affect learning and instruction as requested.
				6. Attend scheduled mentor meetings at the District Office.
				7. Assist with the organization, scheduling and training associated with state, district and building level testing. (Includes SAT9, AIMS, LEP testing, etc.)
				8. Assist with staff development that benefits the learning community of the school (individual, small group, whole group).
				9. Support and facilitate new teacher induction.
				10. Work collaboratively (as requested) with building bilingual mentors, gifted mentors, special education mentors and technology mentors to promote success for ALL students.
				11. Keeps abreast of the latest research for effective instruction and coaching skills (attends trainings, visits other programs, etc.)
				12. Perform other duties as assigned by the principal. _____ (List here)

II. Strengths:

III. Specific Suggestions for Improvement or Enhancement:

IV. Comments:

Evaluated Mentor Signature

Date

Administrator Signature

FACILITATOR EVALUATION

Not Applicable	<u>Inadequate</u>	<u>Improvement Expected</u>	<u>Meets Criteria</u>	<p>Facilitator: _____</p> <p>Date: _____</p> <p><i>I: Area of Performance:</i></p>
				1. Facilitate processes and procedures to develop, revise and refine curricula in all content areas.
				2. Facilitate processes and procedures to develop, revise and refine both interdisciplinary and content specific instructional units.
				3. Facilitate processes and procedures to develop, revise and refine assessments in all content areas.
				4. Facilitate, plan, prepare and deliver professional development activities and events that support the implementation of curriculum and assessments in all content areas.
				5. Participate in the materials adoption process.
				6. Oversee and conduct the necessary research to ensure that program development and implementation practices are consistent with the literature.
				7. Provide input into budget preparation.
				8. Assist in the identification and clarification of professional needs of individuals, schools and administrative staff.
				9. Assist individuals, building-based professional development teams and administrative staffs in planning for professional development experiences.
				10. Assist in the delivery of professional development experiences to support the implementation of district curriculum.
				11. Collaborates with administrative services staff to support district and building level school improvement efforts.
				12. Performs other duties as assigned by the Assistant Superintendent for Administrative Services. _____ (list here)

II. Strengths:

III. Specific Suggestions for Improvement or Enhancement:

IV. Comments:

Evaluated Facilitator Signature

Date

Administrator Signature

Date

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

**Teacher Job Description
7301 North 58th Avenue
Glendale, Arizona 85301
(623) 842-8100**

TITLE: Teacher

GENERAL RESPONSIBILITIES:

To lead students toward the fulfillment of their potential by translating the district curriculum goals and objectives into learning experiences for each individual student in the district.

QUALIFICATIONS:

Required:

- Bachelor's degree or above from an accredited four-year college or university.
- Valid Arizona teacher's Certificate for the appropriate grade level and/or subject matter.
- Meet North Central Association requirements for subject area assigned.
- Possess special area endorsements as required by state and/or federal regulations or District policy and procedures.
- Ability to productively manage groups of students
- Accountability for student growth in all areas consistent with District developed objectives.
- Evidence of a comprehensive background in child development, instructional strategies, classroom curricular implementation, learning theory and effective school research.

SUPERVISED BY: Principal

EVALUATION: At least annually by the Principal in accordance with the policy of the Governing Board.

MAJOR TASKS:

Instructional

- Plans and implements the district approved program of study that, as much as possible, meets the individual needs, interests and abilities of students with the district curriculum.
- Uses effective teaching techniques and materials to implement established curriculum goals and objectives and uses techniques and materials that motivate the desire to learn.

- Prepares a weekly written lesson plan describing daily learning experiences. This weekly lesson plan is to be correlated with the aims and/or objectives in the curriculum guide and/or course outline.
- Monitors and assesses student progress and communicates the same on a regular basis to students and their parents.
- Diagnoses, instructs and evaluates specific student needs and SEEKS assistance of district specialists as required.
- Communicates aims and/or objectives to students in a well-planned, organized manner using clear and precise language.

Climate

- Creates a classroom environment that is cognizant of the dignity of the teacher, students and other staff.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Assists the administration in implementing all policies and rules governing the development of proper student behavior.
- Develops and implements reasonable classroom rules of behavior and procedure which are conducive to learning in a fair and just manner.

Student Relationships

- Creates educational experiences that provide each student the opportunity to develop his/her potential in the areas of personal-social adjustment, decision-making, positive self-image and other life skills.

Professional

- Promotes and follows the adopted school district philosophy, policies, regulations and administrative procedures.
- Communicates concerns and ideas with colleagues, students, parents and community in a positive, professional and ethical manner.
- Opens lines of communication with students and parents on the academics and behavioral processes of students.
- Assumes legal responsibility for the supervision of students on school property or in attendance at school sponsored activities.
- Maintains and strives to improve professional competence.
- Assumes individual responsibilities which may be assigned by the principal/supervisor and which may relate to committee work, student activities, student supervision or other planning and professional assignments.
- Maintains accurate, complete, legible and correct records as required by law, district policy and administrative regulation.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.

- Cooperates with other members of the staff in planning instructional goals, objectives, methods and in selecting materials.
- Plans and supervises assignments and activities for teacher assistant or volunteer.
- Attends staff meetings and serves on staff committees as required.
- Performs other related duties as may be assigned.
- Treats the public courteously.
- Is alert to hazardous or dangerous conditions that could threaten the safety of students and staff.

Personal

- Maintains consistent and punctual attendance.
- Conducts one's self in a business like and/or task oriented manner.
- Makes provision for being available to students and parents for education-related purposes outside the regular instructional day when such encounters are required or requested under reasonable terms.
- Good employee as well as an effective teacher.
- Maintains a positive solution seeking manner in actions with others and is efficient and effective in duties despite stressful and/or contentious situations.
- Must be able to work effectively with people, individually and in groups, must be able to provide cooperation with groups, work through disputes and develop consensus.
- Must be alert, aware and focused while on duty, free from alcohol or illegal drugs during the working day or if outside the normal working day while on duty.
- Refrain from possessing or consuming alcohol or illegal drugs on district property; at school events or while on duty.

To perform this job successfully an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LANGUAGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to write routine reports, newsletters and correspondence. Ability to speak effectively before groups of students, parents or employees of the organization.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of abstract and concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral and diagram or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, talk and hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit and use hands to finger, handle or feel objects. The employee is frequently required to stoop, bend or crouch.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions and extreme heat.

The noise level in the work environment is usually moderate and frequently low.

TEACHER EVALUATION SYSTEM HANDBOOKS

I understand that by signing below I acknowledge that I can access the Glendale Elementary School District “Teacher Evaluation System Handbooks” in the following ways:

- **A link to HR on the G.E.S.D. web page**

TEACHER SIGNATURE

DATE