

**STANDARDS BASED  
TEACHER  
EVALUATION  
HANDBOOK**

Glendale Elementary Schools  
2011-2012

**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](http://www.azsba.org)

**On the left hand side of the page, click on “School District Policy Manuals”.**

➤ **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.**

# TEACHER EVALUATION HANDBOOK

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# PHILOSOPHICAL OVERVIEW

Administrators, i.e., qualified evaluators, 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 evaluating 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**

## **Domains, and Elements**

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

### **A. PLANNING**

- a) Aligned Objectives
- b) End of Lesson Assessment
- c) Task Analyzed Sub-Objectives
- d) Data Driven Decision Making
- e) Progress Monitoring (Optional for Special Areas)
- f) Long-Range Planning adjustment
- g) Collaboration
- h) Materials
- i) Technology (Optional for P.E.)

### **B. FACILITATION**

- a) Teaching to the Objective
- b) Task Analyzed Sub-Objective
- c) Meaning: Understanding
- d) Meaning: Value and Purpose
- e) Modeling OR Constructing Knowledge
- f) Practice/Aligned Activity
- g) Monitor and Adjust
- h) Feedback
- i) End of Lesson Assessment

### **C. ENGAGEMENT**

- a) Active Participation
- b) Interactive Language Development (Optional for P.E. and Band)
- c) Critical Thinking
- d) Formation and Function of Groups

### **D. ENVIRONMENT**

- a) Procedures
- b) Monitoring and Reinforcement
- c) Monitoring and Response to Misbehavior
- d) Motivation: Level of Concern, Success, Interest, Relationships
- e) Responsibility for Learning
- f) Community

# **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.

### **PROBATIONARY TEACHER (Teacher employed 3 or fewer years)**

1. Probationary teachers must have at least 2 (two) formative assessments before April 15;
2. The first formative evaluation will be completed by November 15<sup>th</sup> unless there are concerns with classroom performance.
3. If there are concerns with performance with Probationary 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.

#### **TENURED TEACHER (TEACHER EMPLOYED MORE THAN 3 YEARS)**

1. Tenured 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 with the appropriate training.

THE QUALIFICATIONS REQUIRED OF A 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 & individual professional development plan
- Communicates areas of instructional strength to teacher
- Specifies areas of refinement to teacher
- Provides systematic, ongoing support for teachers in implementing improvement plans
- Monitors improvement plan implementation and provides feedback

#### **RELIABILITY**

- Qualified evaluators must meet expected inter-rater reliability expectations established by the district
- Training & reliability testing will be provided for qualified evaluators annually.

### **INDIVIDUAL GOAL PLAN**

#### **PURPOSE:**

- To set instructional improvement goals, one of which integrates elements identified on the Facilitation or Engagement rubrics with content needs identified in the School Improvement Plan in order to plan for the assessment of professional growth.

#### **MATERIALS TO PROVIDE/BRING TO FORMATIVE CONFERENCES:**

- Completed Self-Scored-rubrics

- Self-scored rubrics
- Planning documents
- Communication documents
- Progress Monitoring/Assessment plan documents

While the Self Scored-rubrics are for the sole use of the teacher and are 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.

#### **DURING THE INDIVIDUAL GOAL PLAN:**

1. Discuss the self scored-rubric as a source of goals, objectives, and targets for observations with emphasis on teaching.
2. After goals have been set, teacher and administrator will discuss data to document the goals. The goal will be based on identified elements within the Facilitation or Engagement rubrics. A second goal area may be added from other rubrics to support the facilitation domain.
3. Ask and answer questions about the steps and events involved in the evaluation process.
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 (pre) summative conference, observe during the observation and take part in the (post) summative 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 tenured (4 or yrs of experience in the district 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 unless justification for not using that person is indicated on the Peer Observer Request Form when sent to the Assistant Superintendent for HR.

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.

### **SUMMATIVE ASSESSMENT CONFERENCE (Optional)**

1. The summative evaluation discussion should be arranged by mutual agreement between administrator and evaluatee.
2. The pre-observation will be scheduled by the site Administrator.
3. The summative conference may be waived by the teacher.
4. The conference should include the evaluatee and the observation's team administrator and if requested, the Peer Observer. If a peer observer is requested, the Peer Observer Request Form must be filled out prior to the conference.
5. Appropriate topics for the conference may include the following: reviewing the process, answering questions about expectations, reviewing artifacts, lesson plans, progress monitoring, and/or grade and grade book. The teacher may ask the administrator to pay attention to a specific area that he/she may want the administrator to observe. Additional areas of discussion may include previous observations, IGP, and goals and objectives.
6. Each tenured teacher and probationary teacher may be evaluated more than the minimum number of times prescribed by Arizona law.
7. The observation team should consist of the principal or designee and a Peer Observer, provided the evaluatee requested a Peer Observer by filling out the Peer Observer Request form when they were informed of the date and time they would be observed.
8. 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.
9. 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. The observation agreed upon by both parties will be the observation that counts.

### **POST CONFERENCE**

1. The post-conference shall be held within five (5) school days after the summative evaluation, unless waived by mutual agreement of both parties under extenuating circumstances. If five days is not met, the evaluation process is grievable. An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the certificated teacher within five days after completion of the evaluation. The certificated teacher may initiate a written reaction or response to the evaluation.
2. Written statements and discussion should include suggestions for improvement/enhancement and instructional strengths.
3. Any scheduled or unscheduled summative evaluations must include a post-conference.
4. Informal unscheduled observations require written feedback or a post-conference.

## **UNSCHEDULED OBSERVATIONS**

Unscheduled classroom observations of at least 15 minutes are considered part of the Teacher Evaluation System. Data collected during the unscheduled observation must be related to one or all of the rubric indicators. After an observation, be it a walk through or an observation of more than 20 minutes, there should ALWAYS be feedback given, either written or conferenced (verbal). Data from other unscheduled informal observations should be included in the summative evaluation.

Shared teaching positions will be evaluated and a summative evaluation will be held at the home school (the school where the teacher receives his/her paycheck.). An unscheduled observation may occur at the shared school. This observation from the shared school may be reviewed with the home school evaluator.

## **SUMMATIVE EVALUATION CONFERENCE**

1. The Administrator analyzes data & evaluates performance using the Teacher Evaluation rubrics. (Probationary teachers; twice a year with the first being prior to **November 15** and second being prior to April 15-Tenured Teachers;- prior to January 30 if possible)
2. The Administrator determines strengths and areas needing refinement based on Teacher Evaluation Rubric Scores. The Administrators will set up time with staff members for a summative evaluation conference.
3. The Administrator and teacher will discuss the rubric score and comments.
4. The Teacher may add areas needing refinement or enhancement.
5. During the second or last Summative Evaluation Conference for the year, the administrator and teacher will discuss growth from the fall to the spring on the summative and/or informal evaluations and evidence of progress on the teacher's Individual Goal Plan will be documented on the Summative Evaluation. A new goal will be selected for the upcoming school year and listed on the Summative Evaluation.
6. The Administrator and the teacher sign off on the Evaluation documents.
7. Teachers may address the contents of the evaluation by writing a response in the Evaluatee's Comment section.

## **SUPPORT TO STRUGGLING TEACHERS, PROBATIONARY & TENURED**

1. If the evaluator is concerned about a teacher, after the first evaluation, support will be given to the teacher with specific areas for refinement and specific feedback to be completed.
2. When an evaluator is concerned about a teacher, that 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. A thorough Individual Goal Plan with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation by the teacher and leadership team support members must be developed.
4. After four to six weeks of support, another evaluation will be performed to determine growth in the areas of concern.
5. If no growth or not enough growth has taken place, an improvement plan with Preliminary Notice will be developed.

## **PLAN OF IMPROVEMENT & PRELIMINARY NOTICE OF INADEQUATE CLASSROOM PERFORMANCE**

1. An evaluation is conducted.
2. When teacher performance does not meet the developing criteria, the administrator will designate this status by scoring a 1.0-1.9 in two or more rubrics or a score of 1.0-1.7 in one or more rubrics and outline a plan for improvement. With this designation, a Preliminary Notice of Inadequate Classroom Performance accompanied by an improvement plan, will be issued in accordance with Arizona Revised Statutes (ARS) 15-538/15-539 timelines.
3. As indicated on the “Plan of Improvement” form the plan includes:
  - Strengths to be maintained
  - 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/s be measured?
  - Miscellaneous (human and material resources, other suggestions, hinder factors, etc.)

## **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 GBK-R p. 1 of 3) Policy GBK-R provides in pertinent part: “Performance evaluation is not subject to the grievance policy, except for procedural violations. Comments or opinions offered by the evaluator cannot be grieved. In the event of a claim of procedural violation, the evaluatee may initiate a written response to the evaluation through existing channels as established by District policies. A complaint does not suspend any timeline concerning the remedial period or Board action concerning dismissal or non-renewal.”
2. Evaluators will be appointed who have been trained in the evaluation procedures and use of criteria. The teacher has a right to submit a written response to the evaluation per Policy GCO-R. Policy GCO-R provides in pertinent part: The teacher may initiate a written reaction or response to the written evaluation. The teacher’s response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the teacher has received a copy of the evaluation. A copy of the teacher’s response will be attached to the evaluation.
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. The agreed upon evaluation will be the accepted one.

## **LEGAL CRITERIA**

Arizona Revised Statutes (15-537) Section E 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 no later than March.

### **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

Month	Evaluation Need
August/September	Begin evaluations and individual goal plans- Fall Conference
September	Continue Evaluations – Pay particular attention to those with concerns
September/October	Implement support with Individual Goal Plans for 4 to 6 weeks of intense support to those teachers with concerns – tenured/probationary teachers
September/October/November/December	Complete probationary teacher evaluations, begin some tenured teacher evaluations as time permits
Mid October	Reevaluate those teachers with concerns
<b>Mid October/Mid November</b>	<b>Create Improvement Plans/Meet with teachers who will be on a Plan of Improvement with Preliminary Notice. Be sure to involve HR as soon as concerns are known</b>
December/January/February March/April	Provide intense support to teachers on improvement plans with Preliminary Notice
<b>December 15</b>	<b>All probationary teacher’s first evaluations complete and due in HR</b>
October/November/December/January	Coaching/feedback on Goal area
January/February/March/April	Complete second evaluation for probationary teachers/Complete evaluation for tenured teachers; Develop Individual Goal Plans for 2011-2012 school year
<b>March/April 15</b>	<b>Re-evaluate teachers on Improvement Plans/determine success of plan</b>
<b>April 15</b>	<b>All evaluations complete and due in HR Probationary teachers taken to the Board for non-renewal other staff renewed</b>

# TERMS AND DEFINITIONS

# TERMS AND DEFINITIONS

## TERMS

## DEFINITIONS

**Commendations**

A complimentary message of one's teaching ability

**Communication**

Make known verbally or in writing. ???

**Tenured 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 portfolio anecdotal records, student work, photographs, surveys, videotapes, communication by peers or parents, or any other evidence to document the progress toward the goals established.

**Developing**

Evolving or growing into a proficient teacher

**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.

**Domain**

The five principles valued by GESD standards based evaluation tool, i.e., facilitation, engagement, environment, planning, professionalism

**Element**

A component of the domain

**Engagement**

Most of the students most of the time are involved throughout the lesson either overtly or covertly

**Environment**

The social and cultural forces that shape the classroom climate

**Evaluation**

The process of the improvement of the quality of instruction and the strengthening of the abilities of professional staff.

**Excelling**

Going above the expectation in certain or all areas

**Facilitation**

The act or process of assisting students throughout a lesson

**Formative Evaluation**

A combination of an observation and determination of instruction ability on the rubric with scores in each domain and an average score for each rubric

**Inadequacy of Classroom Performance**

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.

The District’s definition of “inadequate classroom performance” is as follows:

- A teacher’s classroom performance will be deemed “inadequate” if the teacher receives a rating of 1.0-1.9 in two or more domains or 1.0-1.7 in one or more domains.

**Individual Goal Plan**

A goal for growth chosen by the teacher with input from administration that includes action steps, support team members, timelines, and evidence of success.

**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

**Non-Probationary Teacher**

A Certified teacher that has been employed in the district for less than the major portion of three consecutive years.

**Non-Renewal**

A Probationary teacher is notified by the Governing Board they will not be re-employed for the following school year. The Governing Board takes action to not reemploy a probationary teacher on or before April 15 for the following school year.

**Objectives**

**Performance objective:**

statement of the conditions, learner’s behavior (action), and standard – criterion for prescribing desired learner performance.

**Content Objective:** A statement that describes what content the student will be expected to have learned as a result of the instruction. The statement will include:

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.

*Suggested Format:* The student will demonstrate (Bloom’s taxonomy) of (subject/topic) by (behavior).

*Example:* 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).

**Language objective:** 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:

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.

**Suggested Format:** The student will demonstrate application (cognition level) of (grammar) and (key vocabulary) by (function of language).

**Example:** The student will demonstrate application (cognition level) of prepositions (grammar) and key vocabulary (key vocabulary) by writing a step-by –step instruction manual (function of language).

<b>Observation</b>	A classroom observation of the whole lesson (30-80 min) by a qualified evaluator and peer observer (optional).
<b>Peer Observer</b>	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.
<b>Support Plan</b>	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.
<b>Planning</b>	A formal plan (lesson, unit, etc.) for specified learner outcomes.
<b>Post-Conference</b>	A meeting of the administrator, evaluatee and peer observer (optional) with-in five (5) days of the formative evaluation. It is recommended that it be held the same day. Discussion should include suggestions for improvement/enhancement and instructional strengths
<b>Pre-Conference</b>	A meeting held within two (2) weeks prior to the summative evaluation. It includes the administrator, person to be observed and a peer observer (optional). The purpose of the pre-conference is to discuss the expectations of the observation and formative evaluation. It is optional in the standards-based evaluation system.
<b>Professional Learning Community</b>	An extended learning opportunity to foster collaboration and data driven decision making among teachers.
<b>Professionalism</b>	Completing professional duties, e.d., record keeping, parent communication, progress monitoring, etc.
<b>Proficient</b>	Effective, competent in an area of teaching
<b>Qualified Evaluator</b>	An administrator who has gone through the evaluation training provided by the district and has been approved by the governing board.

<b>Self-Assessment</b>	The rubric form completed by all teachers to evaluate their skills prior to the Individual Professional Goal Planning session. It is an act of reflection which is part of professional growth.
<b>Strengths to be Maintained</b>	Classroom performance that enhances student learning and demonstrates research-based best practice instructional skills.
<b>Sub Objectives</b>	Incremental learning, i.e., the small steps taken in route to the WHOLE objectives
<b>Summative Evaluation</b>	The compilation of formal observation/s and all informal observations that have been recorded.
<b>Task Analysis</b>	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.
<b>Teacher Action</b>	What action the teacher will take throughout the lesson
<b>Teacher Evaluation</b>	A meeting for the purpose of reviewing performance using the rubrics. Tenured teachers do this by April 15. Probationary teachers do this twice, once by Dec. 15 <sup>th</sup> and again by April 15 <sup>th</sup>
<b>Unscheduled Observation</b>	Must be related to one of the district's professional teaching standards and must include a post-conference. It may occur at any time.
<b>Walk thru</b>	An unscheduled visit of 4-10 minutes or more where notes may or may not be taken.
<b>Whole Objectives</b>	W=What the student will learn (content) H=How they will learn it (process) O=Observable LE=Learner Evidence (End of lesson assessment)

## GESD Glossary of Instructional Elements

<b>DOMAIN: FACILITATION</b>					
<b>Elements</b>	<b>Definitions</b>	<b>Clarifying Questions</b>	<b>Steps, Attributes, Or Examples</b>	<b>Benefits to Students</b>	<b>Benefits to Teachers</b>
<p><b>Facilitation</b> Teaching to the Objective</p>	<p>The ability of the teacher to teach content or skills one sub-objective at a time.</p>	<p>Have I constructed a lesson objective that has both content and process? Does the objective align to grade-level curriculum? Is it at the correct level of difficulty? Do all my actions align to the objective?</p>	<p>Steps: 1. Construct lesson objectives aligned to curriculum objectives for content and process. 2. Plan information, model, questions, and activity to match the objective.</p>	<p>1. Increases learning 2. Maintains challenge 3. Lowers frustration level</p>	<p>1. Increases learning 2. Student accomplish objectives more quickly</p>
<p><b>Facilitation</b> Check for Understanding (Informal Assessment)</p>	<p>The ability of the teacher to plan overt demonstrations of learning to check student progress during a lesson.</p>	<p>What strategies will I use to quickly check each student's success with the sub-objective? (i.e. signaling, response wheels, response boards) What will I do if some students are not successful?  If the class is ready to move on to the next sub-objective, how will I intervene with those who are not successful?</p>	<p>Steps: 1. Elicit overt behavior after each sub-objective 2. Check the behavior 3. Interpret the behavior 4. Determine whether to ret each sub-objective or move on to next sub-objective</p>	<ul style="list-style-type: none"> <li>• Catches errors quickly</li> <li>• Facilitates feedback</li> <li>• Evidence of success</li> <li>• Avoids repetition of mistakes</li> </ul>	<p>1. Saves time 2. Provide information to teacher on student learning.</p>

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Facilitation</b> Task Analyzed Sub-Objectives	The ability of the teacher to chunk and sequence the lesson objective into manageable steps.	Have I broken down the objective into small enough steps or components?  Are my sub-objectives measurable, accurate, sequenced and aligned to the objective?  Have I considered content process, vocabulary and background knowledge and application of skills?	Steps: 1. Check the lesson objective for content and process. 2. List all steps to accomplish the objectives, including vocabulary, process skills, directions, content, and application of new learning? 3. Plan teacher input - information, model, and questions for each sub-objective. 4. Plan aligned activity for each step of sub-objective.	1. Makes the learning more manageable. 2. Increases clarity of expectation.	1. Increases number of students who learn through first instruction. 2. Provides opportunity to check for understanding after each sub-objective. 3. Allows opportunities to make adjustments within the lesson.
<b>Facilitation</b> Meaning: Understanding	The ability of the teacher to help students comprehend the information and concepts more clearly.	What can I do to make learning comprehensible and accessible to my students? Will a graphic organizer anchor chart, analogy pictorial representation increase conceptual understanding? How can I increase the number of sensory pathways to the brain?	Examples: - Anchor charts, clear directions or information - Language aligned to proficiency level of students - Pictures, video, role play, Total Physical Response (TPR) - Graphic Organizers - Manipulative - Analogies	1. Clarifies concepts 2. Speeds learning 3. Increases success	1. Makes attributes or elements explicit 2. Speeds learning 3. Less reteaching

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Facilitation</b> Meaning: Value	The ability of the teacher to link new learning to students background knowledge and provide purpose for learning.	How do I help students make connections between what they already know and what will be presented to them?  How do I help students see the value of what they are learning?	Attributes: - Activity to connect to new learning - Aligned to the objective - Past Experience - Connected to real life	1. Helps transfer 2. Increases speed of learning 3. Directs students to focus on objective 4. Adds meaning/relevance to the lesson	1. Connects new learning to old 2. Deepens discussion 3. Reduces confusion
<b>Facilitation</b> Modeling or Construction Knowledge	Modeling (procedural) The ability of the teacher to show and explain a process one step at a time.  Modeling (meta-cognitive) The ability of the teacher to explain their thought processes while showing those processes overtly.  Constructing Knowledge The ability of the teacher to develop student conceptual knowledge through student-directed inquiry experiences and questioning.	Do I need to show and tell a procedure or process or do I need to provide students opportunity to explore or problem solve? What do I need to show and tell? How can I make a complex problem or product more explicit by explaining and showing what I am thinking? How can I plan an experience or activity that allows students to develop their own knowledge or apply strategies? Have I provided students opportunities to explore the concept before formal instruction?	Attributes of Model: - Shows the correct performance - Labels what makes the example correct - Explains and shows meta-cognition for process skills or higher-level thinking - Done by the teacher to ensure accuracy and clarity  Attributes of Constructing Knowledge: - Provides an aligned activity at the conceptual level. - Situated in real life learning task - Allows students time to explore, apply strategies, and construct ideas and solutions. - Guides student exploration and conjectures through aligned questions that require further exploration and justification. - Clarifies misconceptions and labels the learning.	Modeling 1. Clarifies the task and expectations 2. Speeds learning 3. Increases retention  Constructing Knowledge 1. Allows time to apply strategies with support 2. Builds personal connections 3. Allows multiple approaches	Modeling 1. Saves time 2. Reduces confusion 3. Results in higher quality student production or performance  Constructing Knowledge 1. Allows time to monitor and/or asses students application of strategies 2. Increases awareness of student thinking

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Facilitation</b> Guided Practice	The ability of the teacher to use prompts and questions to scaffold accurate and quality practice.	How will I provide opportunities for students to practice individual sub-objective with guidance? How will I provide opportunities for students to practice the entire lesson objective with guidance?	Attributes: - Aligned to instruction - Meaningful amount - Scaffold support-under teacher supervision	1. Eliminate incorrect learning 2. Cements the learning 3. Provides success	1. Reduce errors and misconception 2. Speeds learning
<b>Facilitation</b> Independent Practice	The ability of the teacher to design a meaningful opportunity to demonstrate independent performance of an objective.	How much practice do my students need individually? How do I differentiate the practice? Have I made sure that the takes are clearly aligned and do not introduce anything new?	Attributes: - Aligned to objective - Meaningful amount - Independent - without teacher supervision - Can be homework, but does not require the assistance of others	1. Cements the learning from the lesson 2. Aids in long-term retention 3. Provides success	1. Allows opportunity to check individual student learning 2. Results of practice guide instructional decisions
<b>Facilitation</b> Massed Practice	The ability of the teacher to engage in the learning multiple times within a short period of time.	What skills or concepts have students been learning that still require additional practice to ensure automaticity or understanding? How can I build into my lessons short bursts of practice back to back for the same objective?	Attributes: - Aligns to objective - Provides continued practice of same skill or concept to ensure learning - Practice opportunities are close together  	1. Develops automaticity of learning 2. Aids retention	1. Increases accuracy 2. Builds mastery

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Facilitation</b> Distributed Practice	The ability of the teacher to spiral additional practice opportunities over time.	How can I use bell work to provide practice time for previously learned skills? How can I take advantage of short periods of remaining time to provide additional practice?	Attributes: -Previously mastered content or skill - Practice is spread out over time with initial practice opportunities close together followed by increases in amount of time between practices  	1. Increases retention 2. Promotes transfer of learning	1. Reduces need to reteach 2. Saves time
<b>Facilitation</b> Feedback	The ability of the teacher to provide timely and specific responses that clarify or reinforce learning and performance.	Did I respond with precise language? Does my response reinforce student accuracy or provide corrective questions or information?	Attributes: - Immediate - Specific - Aligned to the objective	1. Reinforce correct learning 2. Clarifies misconceptions 3. Motivates	1. Increases likelihood that students repeat behavior 2. Cements learning 3. Refines concept or performance 4. Reduces confusion
<b>Facilitation</b> End of Lesson Assessment	The ability of the teacher to design and aligned activity that measures student learning of the lesson objective.	What do I want students to know and be able to do? Does my lesson assessment align to my objective? Have I required my students to apply their learning through analysis or knowledge utilization?	Attributes: - Performance or product - Measurable for both quantitative and qualitative criteria. - Includes content and process	1. Students can measure their own success 2. Future instruction is more likely to be at the correct level of difficulty	1. Provides opportunity to check mastery of information or skill 2. Provides formative grade information

## GESD Glossary of Instructional Elements

<b>DOMAIN: ENGAGEMENT</b>					
<b>Elements</b>	<b>Definitions</b>	<b>Clarifying Questions</b>	<b>Steps, Attributes, Or Examples</b>	<b>Benefits to Students</b>	<b>Benefits to Teachers</b>
<b><u>Engagement</u></b> Active Participation	The teachers ability to consistently engage all students throughout the lesson.	What will I do to help students effectively interact with new knowledge? How can I formulate my questions and use wait time to ensure thinking by all the students? What overt response can I elicit from all the students? How will I ensure that most students are interacting with the lesson content during pairs and groups?	Attributes: - Most of the students - Most of the time - Mental processing of information that promotes learning of the objective - Questions and activities are elicited by the teacher - Participation is mandatory	1. Aids meaning 2. Increases time on task 3. Increases speed of learning	1. Minimizes discipline problems 2. Assists in monitoring and adjusting 3. Decreases need for review 4. Increases success
<b><u>Engagement</u></b> Interactive Language Development	The teachers ability to develop expressive oral and written language of students.	Am I structuring opportunities for students to use specific vocabulary? Am I expecting students to apply higher-levels of language structures while interacting? How can I structure the articulation of learning to ensure increased proficiency in expressive language?	Attributes: - Students are required to speak in complete sentences. - Student to student conversations occur 50% of the time or 50% of the sub-objectives in each lesson. - Students justify their Responses.	1. Increases academic language proficiency 2. Articulates thinking to cement learning 3. Clearly expresses justification 4. Develops higher cognitive structures of thought	1. Increases learning through articulation and process 2. Builds vocabulary 3. Allows time to check depth of knowledge

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Engagement</b> Formation and Function of Groups	The ability of the teacher to use grouping to meeting individual learning needs of students.	Do most of the students in the group need these skills or concepts? Did I structure partners or cooperative groups to support learning for all? What do I need to do to make the information or text accessible for all? What does data tell me about the specific needs of students?	Attributes: - Whole groups instruction to move the majority of the students forward. - Small, flexible groups meet individual needs for reteaching, application, or enrichment and acceleration. - Student to student and small groups provide support for learning.	1. Continuous progress for all students 2. Adjustment for individual needs.	1. Provides success for all 2. Increases desire to learn 3. Reduces discipline and time off task
<b>Engagement</b> Critical Thinking	The ability of the teacher to provide learning opportunities at a range of cognition levels. (Marzano)	Am I designing objectives at higher cognition levels? Do my lesson objectives increase in cognition level toward a culminating activity that requires analysis or knowledge utilization?	Attributes: - Knowledge Retrieval - Comprehension - Analysis - Knowledge Utilization	1. Develops students' cognitive ability and experiences. 2. Builds deeper understanding of content.	1. Develops deeper understanding of content. 2. Apply knowledge in variety of contexts to increase connection to real life.

## GESD Glossary of Instructional Elements

<b>DOMAIN: ENVIRONMENT</b>					
<b>Elements</b>	<b>Definitions</b>	<b>Clarifying Questions</b>	<b>Steps, Attributes, Or Examples</b>	<b>Benefits to Students</b>	<b>Benefits to Teachers</b>
<b>Environment</b> Procedures	The teachers ability to teach, monitor, and reinforce classroom routines.	What routines are needed to distribute materials? What routines transition students from one learning activity and/or location to another?	1. Label the routine and state the purpose of benefit to students. 2. Model the routine. 3. Practice and refine routine. 4. Reinforce using consistent feedback. 5. Gradually Increase student responsibility.	1. Clarifies teacher expectations. 2. Reduces conflicts.	1. Minimizes discipline. 2. Provides increased time for academics.
<b>Environment</b> Monitoring and Reinforcement	The teachers ability to check and provide feedback to continue behaviors.	How well are students completing the routine? What feedback is needed for students to continue the routine?	Check routine of class and/or students. Provide specific and immediate feedback. Consistently require and reinforce precise routine.	1. Clarifies teacher expectations. 2. Motivates students to continue behavior.	1. Minimizes discipline. 2. Provides increased time for academics.
<b>Environment</b> Monitoring and Response to Behavior	The teachers ability to check and provide corrective feedback to refine behaviors.	How well are students completing the routine? What refinements do students need to make? What support do students need to complete required routines?	Check routine of class and/or students. Provide corrective information to refine the routine. Provide support including teaching social skill.	1. Clarifies teacher expectations. 2. Provides appropriate social skills information to replace inappropriate behavior.	1. Minimizes discipline. 2. Provides increased time for academics. 3. Refines behavior.

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<p><b>Environment</b> Motivation</p>	<p>The teachers ability to increase the students' desire to learn.</p>	<p>How can I influence students to give their best effort?</p> <p>What statement can I make that will increase students concern about how what they must complete or learn?</p> <p>How can I use time to help students pace their efforts? Where can I stand to increase student focus?</p> <p>How can I explicitly show students the progress they are making?</p> <p>How can I connect the lesson information or objective to topics that are appealing to students?</p> <p>What unusual or sensory experience (color, tactile, role play or drama, pictures) would increase enthusiasm for the lesson objective or content?</p> <p>How can I adjust the</p>	<p>Attributes:</p> <ul style="list-style-type: none"> <li>- Level of concern (accountability, time, proximity)</li> <li>- Success (faster, more accurate, new learning, higher quality)</li> <li>- Interest (vividness, novelty, importance to students)</li> <li>- Feeling Tone (pleasant, unpleasant, neutral)</li> </ul>	<ol style="list-style-type: none"> <li>1. Increases participation</li> <li>2. More enjoyable</li> <li>3. Increases attentiveness</li> <li>4. Maximizes achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduces discipline problems</li> <li>2. Increases time on task</li> <li>3. Makes class time more enjoyable</li> </ol>

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Environment</b> Community	The teachers ability to develop a mutually respectful environment.	What specific actions and words demonstrate respect? How can students learn to understand and appreciate each other? What will make our classroom risk free?	Respectful words, actions, attitudes. Appreciate multiple perspectives. Safe environment for risk taking.	1. Mutually supportive environment. 2. Reduces conflicts and bullying. 3. Builds relationships.	1. Reduces need for behavioral interventions. 2. Increases learning.

## GESD Glossary of Instructional Elements

<b>DOMAIN: PLANNING</b>					
<b>Elements</b>	<b>Definitions</b>	<b>Clarifying Questions</b>	<b>Steps, Attributes, Or Examples</b>	<b>Benefits to Students</b>	<b>Benefits to Teachers</b>
<b>Planning</b> Aligned Objectives	The teachers ability to construct a lesson objective that matches AZ content standards.	Have I included content and process? Is the objective aligned to AZ standards? Is the objective measureable?	Measurable Expectation of ADE Content & process	1. Clarity of student expectations. 2. Learning includes information and process skill.	1. Easier to align information, model, questions, and responses. 2. Increases student focus.
<b>Planning</b> End of Lesson Assessment	The teachers ability to construct an aligned activity that measures student learning.	What do I want students to know and be able to do? How will I measure quality of the learning or product? How many do I students need to complete?	Write aligned lesson objective. Determine criteria for demonstrating learning.	1. Clarity of student expectations. 2. Provides opportunity to demonstrate learning.	1. Measures students learning. 2. Provides information prior to next lesson.
<b>Planning</b> Task Analyzed Sub-objectives	The teachers ability to break the lesson objectives into steps or chunks.	What steps are needed to accomplish the lesson objective? Do the students need background knowledge or vocabulary? Have I considered content and process steps?	1. Brainstorm or list all steps needed to accomplish he objective. 2. Sequence, delete, and add steps as needed. 3. Construct sub-objectives with observable behaviors.	1. Increases clarity of lesson. 2. Makes learning manageable. 3. Provides opportunities to demonstrate learning throughout lesson.	1. Increases success of lesson objective. 2. Provides opportunities to check learning throughout lesson.

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Planning</b> Progress Monitoring	The ability of the teacher to continually check student learning and document increased achievement.	What skills or content need to be monitored? What assessments can I use to monitor the students? How can I document their increased learning or lack of progress to ensure that all students are receiving the specific instruction they need?	Attributes: - Uses assessments that are valid and reliable - Checks learning systematically - Uses documentation that clearly defines learning - Adjusts instruction for continuous progress	1. Progress toward learning goals are clear 2. Continuous learning	1. Curricular adjustments are more precise 2. Can label student progress toward goal
<b>Planning</b> Long-Range Planning Adjustment	The ability of the teacher to backwards plan, make needed adjustments, and document planning and changes.	How do I combine objectives that are related in topic or performance? Did I talk analyze the long-range objective? How did I determine the timeline for the lessons and calendar my planning? How do I document my instruction for future analysis? How do I adjust my timeline to account for student needs?	Steps: 1. Analyze curriculum documents to determine long-range outcome. 2. Brainstorm, revise, and sequence objectives toward the outcome. 3. Calendar long-range plan. 4. Document instruction on curriculum documents 5. Make adjustments to planning documents based on pace of student learning	1. Increases retention with connected lessons 2. Provides a long-term goal for students	1. Increases alignment 2. increases student achievement 3. Provides documentation for future data analysis

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Planning</b> Materials	The ability of the teacher to select and use resources that align with the objective and enhance the learning.	Does this resource align with the lesson objective? Is this resource appropriate for the lesson? Did I select relevant resources for the students?	Attributes: - Resources are closely aligned to lesson objective in both content and process. - Problems, level of text, and/or vocabulary is controlled to meet students' learning needs.	1. Supports learning through interest and level of difficulty 2. Meets students diverse needs 3. Provides for student use of technology	1. Increases student success 2. Motivates students 3. Reduces confusion and frustration
<b>Planning</b> Technology	The ability of the teacher to use technology effectively.	Can I use technology resources to enhance learning? Are the students using the technology resources? Does the resource support and align to the content objective?	Attributes: - Aligned to objective - Supports learning of content - Students use the technology	1. Develops 21st Century technology skills 2. Increases interest and motivation	1. Increases interest and ease of use 2. Increases student independence

## GESD Glossary of Instructional Elements

<b>DOMAIN: UNIT PLANNING</b>					
<b>Elements</b>	<b>Definitions</b>	<b>Clarifying Questions</b>	<b>Steps, Attributes, Or Examples</b>	<b>Benefits to Students</b>	<b>Benefits to Teachers</b>
<b>Unit Planning</b> Big Ideas	The ability of the teacher to plan and articulate the central idea of the learning that transfers to real life.	<ul style="list-style-type: none"> <li>• Do my Big Ideas lead to conceptual understanding?</li> <li>• Will my students be able to apply the Big Idea to other learning?</li> <li>• Will my Big Idea stand the “test of time”?</li> <li>• What “common thread” runs through all these performance objectives?</li> <li>• Is my Big Idea written in clear, concise language?</li> </ul>	Attributes: <ul style="list-style-type: none"> <li>• Brief</li> <li>• Conceptual</li> <li>• Open-ended</li> <li>• Enduring</li> </ul> Guidelines for Determining each Big Idea <ul style="list-style-type: none"> <li>• Applies to more than one area of learning</li> <li>• Appears in other grade levels</li> <li>• Stand “test of time”- will remain</li> <li>• Memorable long after instruction ends</li> <li>• Answers the essential questions</li> </ul>	1. Enhances meaning: understanding and valuing 2. Increases relevancy 3. Increases retention	1. Provide long range focus 2. Helps develop the sequence of instruction.
<b>Unit Planning</b> Selecting the Objective at the Correct Level of Difficulty (SOCLD)	The ability of the teacher to backwards plan a unit, pre-assess, and determine the teaching place to begin with the students based on data.	What do my students already know?  What do they still need to know and be able to do?  Are there groups or individuals that will require a different level of instruction?	Five Steps: <ol style="list-style-type: none"> <li>1. Formulate a Lesson Objective</li> <li>2. Develop task analysis</li> <li>3. Preassess</li> <li>4. Interpret and analyze results</li> <li>5. Determine where to begin</li> </ol>	1. Increases success rate 2. Maintains challenge 3. Lowers frustration level	1. Organized way of planning 2. Saves time

## GESD Glossary of Instructional Elements

Elements	Definitions	Clarifying Questions	Steps, Attributes, Or Examples	Benefits to Students	Benefits to Teachers
<b>Unit Planning</b> Language Objective	The ability of the teacher to write a learning goals with observable behavior focused on language development in expressive language orally and in writing.	What literacy skills can be integrated with content area lesson objective?	Attributes: Content or process skill included Consider how students receive and express information. Plan explicit oral or written expression.	1. Articulation thinking clarifies learning.  2. Attach precise terminology or academic vocabulary	1. Increase retention through processing 2. Saves time

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

**Teacher Job Description**  
**7301 North 58th Avenue**  
**Glendale, Arizona 85301**  
**(623) 237-4000**

**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.

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40  
**PEER OBSERVER REQUEST FORM**

(Please Print)

\_\_\_\_\_ \_\_\_\_\_  
**Teacher** **School**

**From the district list of peer observers, I have made the following choices:**

**First Choice** \_\_\_\_\_ \_\_\_\_\_  
**School**

**Second Choice** \_\_\_\_\_ \_\_\_\_\_  
**School**

**Third Choice** \_\_\_\_\_ \_\_\_\_\_  
**School**

**I authorize one of the above peer observers to be involved in my evaluation hereby waiving my right of evaluation confidentiality. Please check**

\_\_\_\_\_ \_\_\_\_\_  
**Teacher's Signature** **Date**

**Justification for not choosing a Peer Observer at my site:**

\_\_\_\_\_ \_\_\_\_\_  
**Principal Signature** **Date**

SUBMIT COMPLETED FORM TO PRINCIPAL

## GESD Summative Teacher Evaluation 2011-12

Teacher Name		School			Administrator Name	
Grade Level:	Non Continuing: _____					
Subject:	Continuing: _____					
Domains	Formal Date:	Formal Date:	Informal Average :	Formal Date:	Average	Gain
Instruction Observation						
Facilitation:						
Engagement:						
Environment:						
Cumulative Documentation						
Planning						
<b>Average</b>						
<b>FORMAL Date:</b>						
Reinforcement:						
Refinement:						
Comments:						
<b>FORMAL Date:</b>						
Reinforcement:						
Refinement:						
Comments:						

**GESD Summative Teacher Evaluation  
2011-2012**

<b>FORMAL Date:</b>	
Reinforcement:	
Refinement:	
Comments:	
<b>Current School-year Individual Goal Plan Results:</b>	
<b>Individual Goal For Next Year:</b>	
Teacher Signature:	Date:
_____	_____
<input type="checkbox"/> Check here if you wish to attach additional information to the evaluation.	
Administrator Signature:	Date:
_____	_____

## INDIVIDUAL GOAL PLAN

INDIVIDUAL GOAL PLAN				
Date	School	Teacher Name	Administrator Name	
Refinement Goal				
Objectives/Steps	Action	Who	When	Evaluation Evidence
Develop lesson plans with element				
Deliver lesson with element				
Student Achievement				
(Optional)				
(Optional)				
(Optional)				

## GESD Individual Goal Plan Support

Teacher Name	School	Support Team Members:					Administrator Evaluator:			
Domains	Support	Support	Support	Support	Support	Support	Support	Support	Support	Support
<b>Facilitation</b>										
<b>Engagement</b>										
<b>Environment</b>										
<b>Planning</b>										
Teacher Signature:		Date:								
Administrator Signature:		Date:								

**PLAN OF 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.

**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**