GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Special Meeting of the Governing Board
December 21, 2017, 5:30 p.m.

Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02.
The meeting's location is the Board Room in the District Office, 7301 North 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

GOVERNING BOARD PRIORITIES

- Student Achievement
- Quality Teachers and Staff
- Financial Stability
- Community Engagement

OUR GOALS

Increase Student Achievement Eliminate the Achievement Gap

1. **Call to Order and Roll Call**

2. **Opening Exercises**
   a. Offer of Spanish Interpretation
   b. Moment of Silence
   c. Pledge of Allegiance
   d. Adoption of Agenda
   e. Approval of Acting Clerk (if necessary)

3. **Call to the Public**
   The public is invited to address the Board on any issue within its jurisdiction, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

   Those wishing to address the Board should complete a "Call to the Public" form and submit it to the Board Secretary prior to the start of the meeting. Each speaker will be provided three (3) minutes to address the Board, unless provided other direction by the Board. At the outset of the speaker's remarks, the speaker should state their name and the Board requests that the speaker provide his/her address.

4. **Special Recognition**
   a. Student Performance
      Third grade choir students from Bicentennial South School will perform under the direction of Ms. Mary Bennett.

   b. School Recognition
      The Governing Board will recognize the school with the highest teacher attendance rate from November 2, 2017 through December 15, 2017.

   c. School Recognition
      The Governing Board will recognize the school with the highest student attendance rate from November 2, 2017 through December 15, 2017.

5. **Consent Agenda**
   a. Approval of Minutes
      The minutes of the November 9, 2017 Regular Meeting, November 30, 2017 Special Meeting and November 30, 2017 Executive Session are submitted for approval.

b. Ratification of Vouchers
It is recommended the Governing Board approve the expense and payroll vouchers as presented.

c. Acceptance of Gifts
It is recommended the Governing Board ratify and approve acceptance of gifts offered to the District as presented.

d. Certified Personnel Report
It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

e. Classified Personnel Report
It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

f. Surplus Property Disposal/Donation
It is recommended the Governing Board approve the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

g. Auxiliary Fund Statement
It is recommended the Governing Board approve the Auxiliary Fund Balance Statement for October, 2017 as presented.

h. Student Activity Fund Statement
It is recommended the Governing Board approve the Student Activity Fund Balance Statement for October, 2017 as presented.

i. Fundraiser Activity Requests
It is recommended the Governing Board ratify and approve the list of fundraiser activity requests as presented.

j. Approval of Travel
It is recommended the Governing Board approve the requests for employee out-of-county travel as presented.

6. Reports and Information Items

a. Superintendent's Progress Report
The Superintendent will provide the Governing Board with a progress report.

7. Action Items

a. Evaluation Handbooks
It is recommended the Governing Board approve the Performance Evaluation Handbooks for Teachers, Social Emotional Learning Specialists, Achievement Advisors, Psychologists, Occupational Therapists, Physical Therapists, Speech Therapists, Classified Staff, and District Leadership as presented.

b. Employment of Director
It is recommended the Governing Board approve the employment of Ms. Valerie Caraveo as Director of Finance for Glendale Elementary School District, with no change in salary or benefits.

c. Employee Contracts and Work Agreement
It is recommended the Governing Board approve the employee contracts and work agreement as presented for the 2018-2019 school year.

d. Medical Insurance Renewal
It is recommended the Governing Board approve the medical insurance increase and absorb the cost increase using its reserves for one-year (2018-2019) only.

e. Board Interests for Meet and Confer
It is recommended the Governing Board approve interests for the Meet and Confer process.

8. Future Meetings and Events

a. Future Meetings
The Governing Board will review the list of upcoming Board meetings and potential agenda topics.

b. Agenda Item Requests
Governing Board Members will request items to be included on future meeting agendas for discussion, information and/or action.

9. Summary of Current Events

a. Superintendent Report
The Superintendent will present a brief summary of current events.

b. Governing Board Report
Governing Board Members will present brief summaries of current events, as necessary.

10. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.A. TOPIC: Approval of Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Mr. Joseph Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

The minutes of the November 9, 2017 Regular Meeting, November 30, 2017 Special Meeting and November 30, 2017 Executive Session are submitted for approval.

RATIONALE:

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
November 7, 2017

Present: Ms. Mary Ann Wilson, President
Mr. Jamie Aldama, Clerk
Ms. Brenda Bartels, Member
Ms. Monica Pimentel, Member
Ms. Sara Smith, Member

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Wilson at 6:00 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES
Ms. Wilson welcomed everyone and thanked them for coming. She called for a moment of silence followed by the Pledge of Allegiance.

Mr. Aldama moved to adopt the meeting agenda with this change and Ms. Bartels seconded the motion. Upon call to vote, the motion carried.

CALL TO THE PUBLIC
None at this time.

RECOGNITION

School Recognition — The Governing Board recognized the school with the highest teacher attendance rate from August 7, 2017 through November 1, 2017. Mr. Quintana announced Bicentennial North to be the school honored this month. He noted Bicentennial South, Desert Spirit and Landmark were close behind North.

School Recognition — The Governing Board recognized the school with the highest student attendance rate from August 7, 2017 through November 1, 2017. Mr. Quintana announced Discovery to be the school honored this month. He noted Bicentennial North, Coyote Ridge, Landmark, Bicentennial South and Horizon were also very close behind Discovery.

CONSENT AGENDA
Ms. Smith moved to approve the agenda and Ms. Bartels seconded the motion. Upon call to vote, the motion carried and the following items were approved:

Approval of Minutes — The Governing Board approved the minutes of the October 26, 2017 Regular Meeting.

Ratification of Vouchers — The Governing Board approved the expense and payroll vouchers as presented.

Acceptance of Gifts — The Governing Board ratified and approved acceptance of the following gifts offered to the District:

Donor	Gift	Recipient
Kroger Community Rewards	$45.77 Student Transportation	Burton
Challenger School PTSA	$150 Substitute for Professional Development Training	Challenger
Kroger Community Rewards	$6.90 Gift to School	Challenger
Donors Choose	"High Interest Novels for Struggling Readers" Project Est value $75	Challenger
Donors Choose	"Furthering Engagement" Project Est value $530	Challenger
Lanini Management Inc	$258 for Student Council	Discovery
Color Me Bella	4 $50 Gift certificates for Employee incentives	District Office
Donors Choose	"Fabulously Focused With Our Flexible Seating – Round Two" Project Est value $108	Horizon
Donors Choose	"Firsties Can Be Independent Learners" Project, Est value $369.80	Imes

Donor	Gift	Recipient
Bechtel Corporation	$1500 PBIS t-shirts and prizes	Imes
Bechtel Employees Club	$648 Technology for classrooms	Imes
Theodore Thomas & Elisha Niemeyn Novosad	$852 Technology for classrooms	Imes
Inter-State Studio & Publishing Co	$372 Gift to School	Jack
Peter Piper Pizza Inc	$222.61 Gift to School	Landmark
Coca Cola	$37.41 Employee Incentive Fund	Mensendick
Kroger Community Rewards	$53.40 Student Incentives	Sine
Dorian Studios	$340.59 Student Incentives	Sine
Kroger Community Rewards	$37.44 Gift to School	Smith

Certified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment

Kinzler, Andrea	Teacher	$28, 873.10	09/22/17

Resignation

Doyle, Courtney*	Teacher	Family Reason	10/31/17
Greening, Bruce*	Teacher	Personal Reason	10/24/17
Morris, Whitney*	Teacher	Personal Reasons	11/21/17
Walker, Julianne*	Teacher	Personal Reason	10/27/17

*Liquidated damages fee assessed

Guest Teacher – New Hire

Sanders, Susan	Guest Teacher	10/16/17
Haley, Laura	Guest Teacher	09/08/17

Guest Teacher – Resignation

Ros, Sokun	Student Intern	Personal Reasons	10/25/17

Retirement

Evans, Lynda	Teacher	Retirement	11/29/17

Classified Personnel The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel:

New Employment

Dominguez, Guadalupe	Cleaner II	$10.00	10/30/17
Kopachik, Amine	Educational Assistant	$10.00	11/06/17
Mogel, Anne	Trainee School Bus Driver	$12.07	11/06/17
Olfert, Emma	Campus Monitor	$10.00	11/06/17
Panerio, Heather	Educational Asst.	$11.89	10/30/17
Rodriguez, Idalia	Campus Monitor	$10.00	11/06/17
Sahagun, Gissela N.	Food Service Worker	$10.00	10/30/17
Taylor, Andrew	Trainee School Bus Driver	$12.07	11/06/17
Villegas, Jonathan	EA Special Education Resource	$10.00	10/30/17

Position Change

Entzminger, Albert	From Trainee School Bus Driver to Bus Monitor	$10.00	10/30/17
Flores, Dan	From Bus Monitor to School Bus Driver	$14.00	10/30/17
Ramirez, Juanita	From Food Service Sp. To Food Serv Mgr.	$14.65	10/30/17

Resignation

Burton, Deborah	School Secretary	Personal	07/03/17
Chavez, Sara	Campus Monitor	Personal	10/31/17
Harvey, Cynthia	Food Service Worker	Personal	10/25/17

Perez, Alexandra Campus Monitor Other Employment 10/27/17

Surplus Property Disposal/Donation — The Governing Board approved the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

Auxiliary Fund Statement — The Governing Board approved the Auxiliary Fund Balance Statement for September, 2017 as presented.

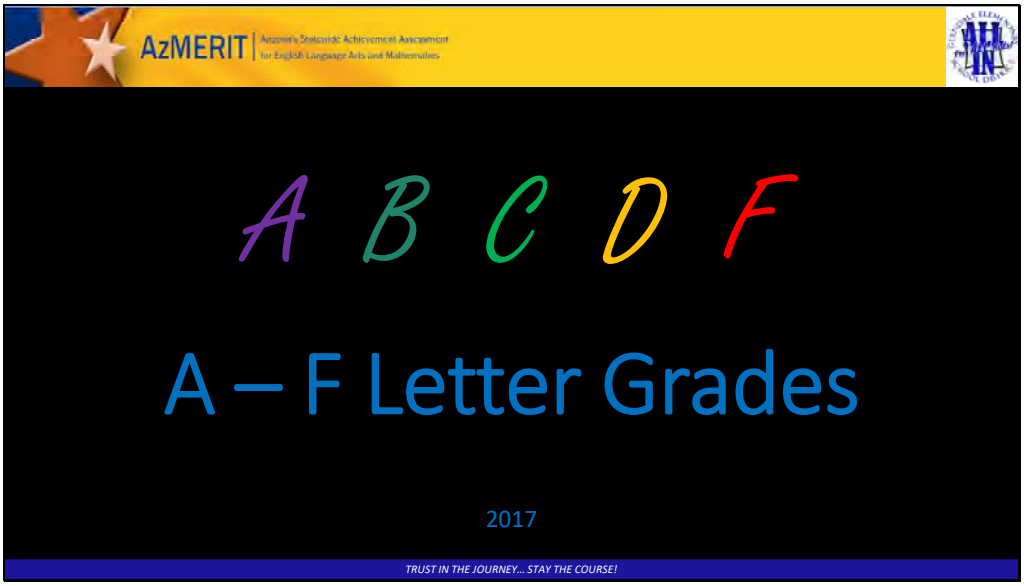
Student Activity Fund Statement — The Governing Board approved the Student Activity Fund Balance Statement for September, 2017 as presented.

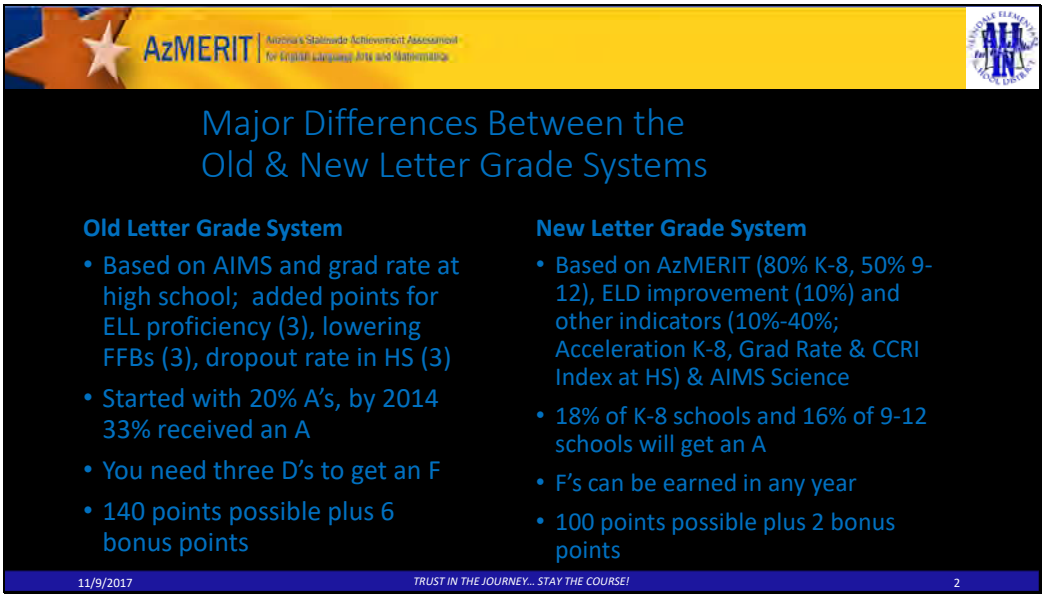
Fundraiser Activities — The Governing Board approved and ratified the fundraiser activity requests as presented.

REPORTS AND INFORMATION ITEMS

Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT)

Data Presentation — Administration provided the Governing Board with assessment data from the Spring, 2017 administration of the AzMERIT. Mr. Quintana noted Dr. Petersen-Incorvaia would be presenting the report. The following presentation was reviewed:





AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

The System Is Pretty Straight Forward

Calculating the letter grade involves weights and percentages and statistical comparisons.

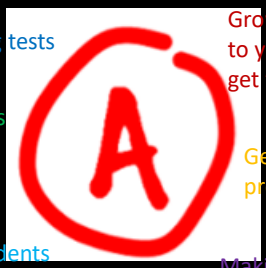
But the system boils down to this:

- Get students to pass
- In year-to-year growth, make sure students are not in the bottom third of their academic peer group
- Make sure students are on track to be proficient or stay proficient.
- Get ELL students to English fluency.
- K-8: Help subgroups improve, challenge students in math, have fewer MP in 3rd reading, lower chronic absences

Passing tests

Growing enough from year to year and be on target to get to proficient

Challenging students and helping all groups improve



Getting students to proficiency in English

Helping students graduate on time

Making students ready for college or a career

11/9/2017 TRUST IN THE JOURNEY… STAY THE COURSE! 3

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

What Does Each Letter Grade Mean?

Annually every elementary, middle and high school will receive a letter grade.

Descriptions of the grades are as follows

A	Excellent
B	Highly Performing
C	Performing
D	Minimally Performing
F	Falling

Source: Arizona State Board of Education

11/9/2017 TRUST IN THE JOURNEY… STAY THE COURSE! 4

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

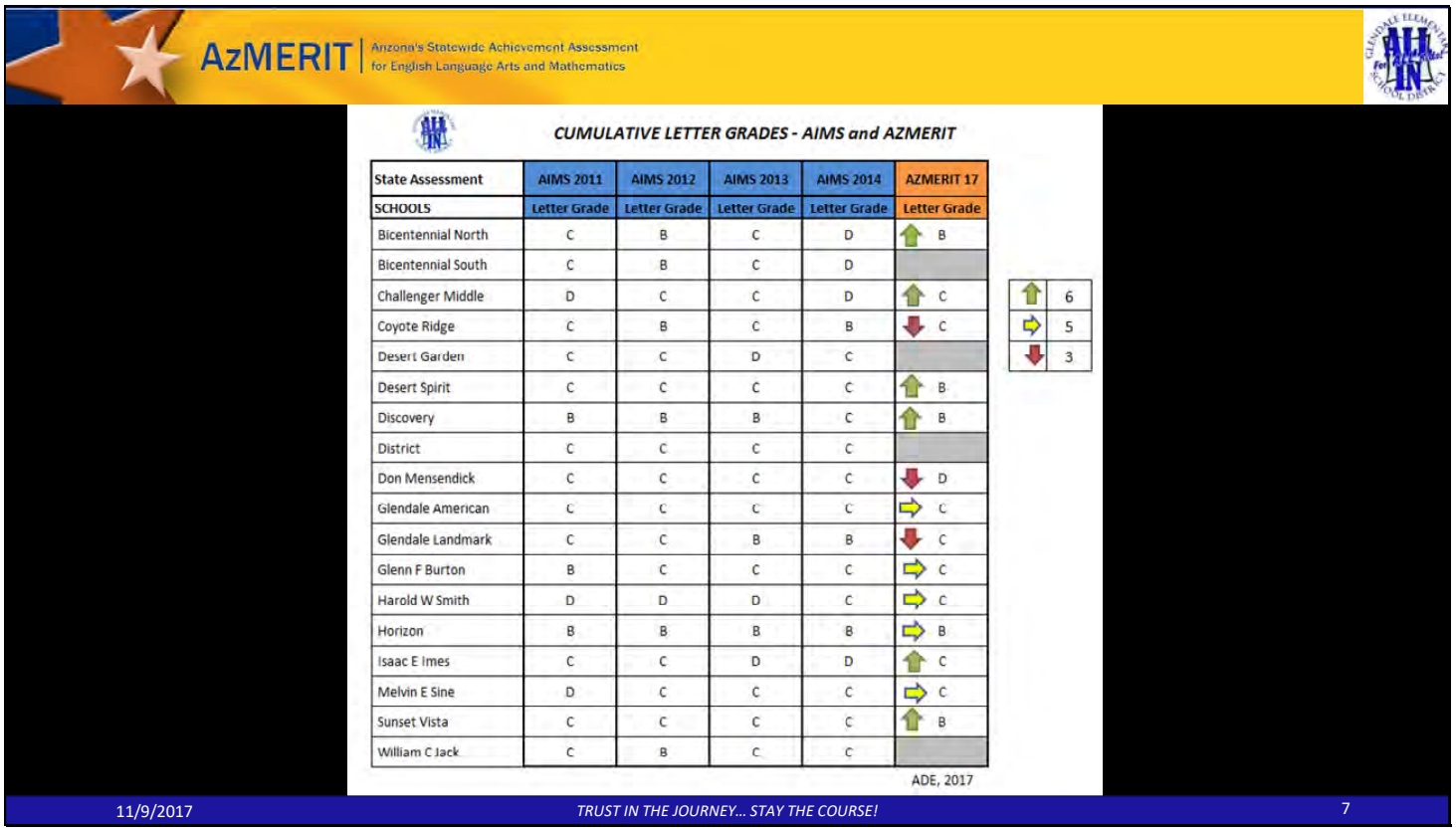
How Many Points Are Needed For An A?

K-8 Points Needed (12 point intervals)

- **>= 86% ➡ A**
- **74-85.99% ➡ B**
- **62-73.99% ➡ C**
- **50-61.99% ➡ D**
- **<= 49.99% ➡ F**

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

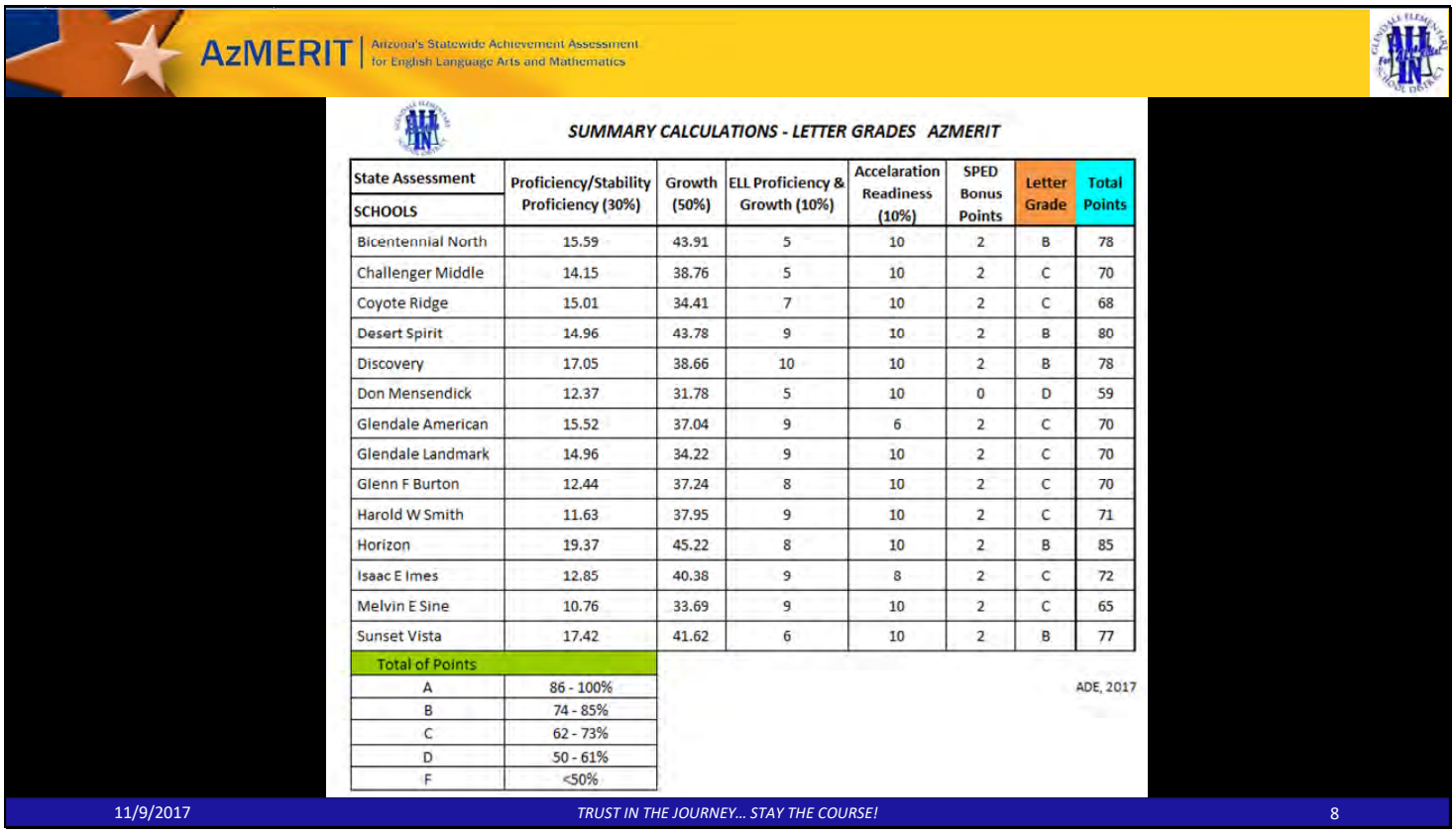
K-8 Accountability Measures



State Assessment	AIMS 2011	AIMS 2012	AIMS 2013	AIMS 2014	AZMERIT 17
SCHOOLS	Letter Grade	Letter Grade	Letter Grade	Letter Grade	Letter Grade
Bicentennial North	C	B	C	D	B
Bicentennial South	C	B	C	D	
Challenger Middle	D	C	C	D	C
Coyote Ridge	C	B	C	B	C
Desert Garden	C	C	D	C	
Desert Spirit	C	C	C	C	B
Discovery	B	B	B	C	B
District	C	C	C	C	
Don Mensendick	C	C	C	C	D
Glendale American	C	C	C	C	C
Glendale Landmark	C	C	B	B	C
Glenn F Burton	B	C	C	C	C
Harold W Smith	D	D	D	C	C
Horizon	B	B	B	B	B
Isaac E Imes	C	C	D	D	C
Melvin E Sine	D	C	C	C	C
Sunset Vista	C	C	C	C	B
William C Jack	C	B	C	C	

↑	6
→	5
↓	3

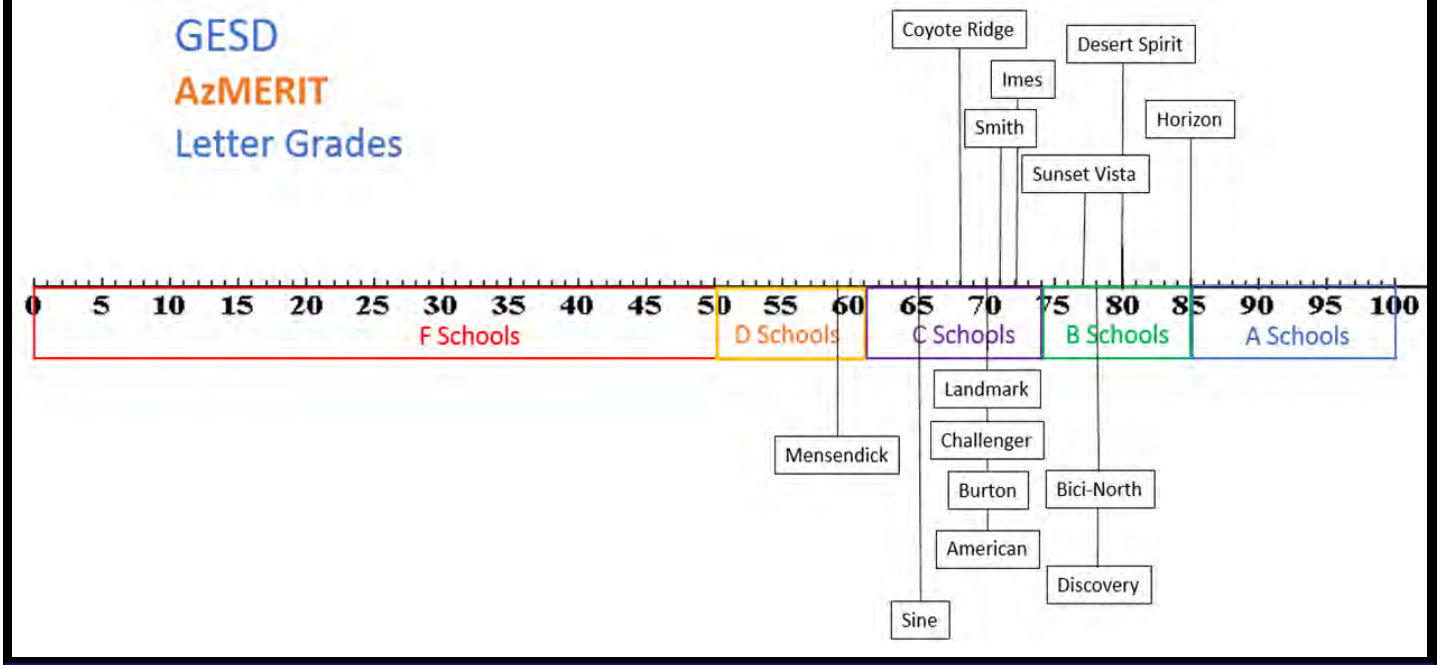
Ms. Bartels inquired whether letter grades would be calculated in the future for K-3 schools. Dr. Petersen-Incorvaia reported there are discussions in process about determining a system for this. He also shared estimated letter grades that had been calculated for the K-3 schools based upon available data.



State Assessment / SCHOOLS	Proficiency/Stability Proficiency (30%)	Growth (50%)	ELL Proficiency & Growth (10%)	Accelaration Readiness (10%)	SPED Bonus Points	Letter Grade	Total Points
Bicentennial North	15.59	43.91	5	10	2	B	78
Challenger Middle	14.15	38.76	5	10	2	C	70
Coyote Ridge	15.01	34.41	7	10	2	C	68
Desert Spirit	14.96	43.78	9	10	2	B	80
Discovery	17.05	38.66	10	10	2	B	78
Don Mensendick	12.37	31.78	5	10	0	D	59
Glendale American	15.52	37.04	9	6	2	C	70
Glendale Landmark	14.96	34.22	9	10	2	C	70
Glenn F Burton	12.44	37.24	8	10	2	C	70
Harold W Smith	11.63	37.95	9	10	2	C	71
Horizon	19.37	45.22	8	10	2	B	85
Isaac E Imes	12.85	40.38	9	8	2	C	72
Melvin E Sine	10.76	33.69	9	10	2	C	65
Sunset Vista	17.42	41.62	6	10	2	B	77

Total of Points	
A	86 - 100%
B	74 - 85%
C	62 - 73%
D	50 - 61%
F	<50%

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics



11/9/2017 TRUST IN THE JOURNEY... STAY THE COURSE! 9

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

Schools Letter Grades

District	# of Schools	A	B	C	D	F
Alhambra	18	2	4	8	3	1
Balsz	4		1		3	
Cartwright	20	1	7	10	2	
Creighton	9		1	5	3	
Glendale Elem.	14		6	7	1	
Isaac	10		1	5	4	
Pendergast	12		4	5	3	
Phoenix Elem.	13	1	2	6	4	
Roosevelt	18		2	6	8	2
Washington	32	1	16	13	2	

Source: ADE, 2017

There is no overall district letter grade this year

11/9/2017 TRUST IN THE JOURNEY... STAY THE COURSE! 10

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

AzMERIT - Students Scoring 100%

ELA	2015	2016	2017
3rd Grade	0	2	0
4th Grade	0	3	2
5th Grade	0	0	4
6th Grade	0	4	0
7th Grade	1	2	1
8th Grade	1	2	1
TOTAL	2	13	8

MATH	2015	2016	2017
3rd Grade	6	26	27
4th Grade	4	4	11
5th Grade	1	0	4
6th Grade	1	4	3
7th Grade	3	2	6
8th Grade	2	2	8
Algebra I	0	4	9
Geometry	0	0	0
TOTAL	17	42	68

11/9/2017 *TRUST IN THE JOURNEY… STAY THE COURSE!* 11

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

AzMERIT – Percent of Students Passing

ELA	2015	2016	2017
3rd Grade	18%	21%	24%
4th Grade	21%	27%	28%
5th Grade	16%	27%	25%
6th Grade	14%	21%	25%
7th Grade	19%	25%	31%
8th Grade	21%	21%	23%
TOTAL	18%	24%	26%

MATH	2015	2016	2017
3rd Grade	20%	32%	30%
4th Grade	22%	30%	32%
5th Grade	21%	29%	34%
6th Grade	15%	21%	26%
7th Grade	16%	20%	24%
8th Grade	22%	23%	28%
Algebra I	84%	77%	93%
Geometry	62%	82%	80%
TOTAL	33%	39%	43%

11/9/2017 *TRUST IN THE JOURNEY… STAY THE COURSE!* 12

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

AzMERIT – Students Scoring Highly Proficient

ELA	2015	2016	2017
3rd Grade	32	50	56
4th Grade	26	55	65
5th Grade	13	60	66
6th Grade	10	31	16
7th Grade	25	29	82
8th Grade	57	49	68
TOTAL	163	274	353

MATH	2015	2016	2017
3rd Grade	50	132	108
4th Grade	36	62	87
5th Grade	55	83	96
6th Grade	42	79	107
7th Grade	62	75	162
8th Grade	92	121	175
Algebra I	73	72	151
Geometry	9	8	10
TOTAL	419	632	896

11/9/2017 *TRUST IN THE JOURNEY… STAY THE COURSE!* 13

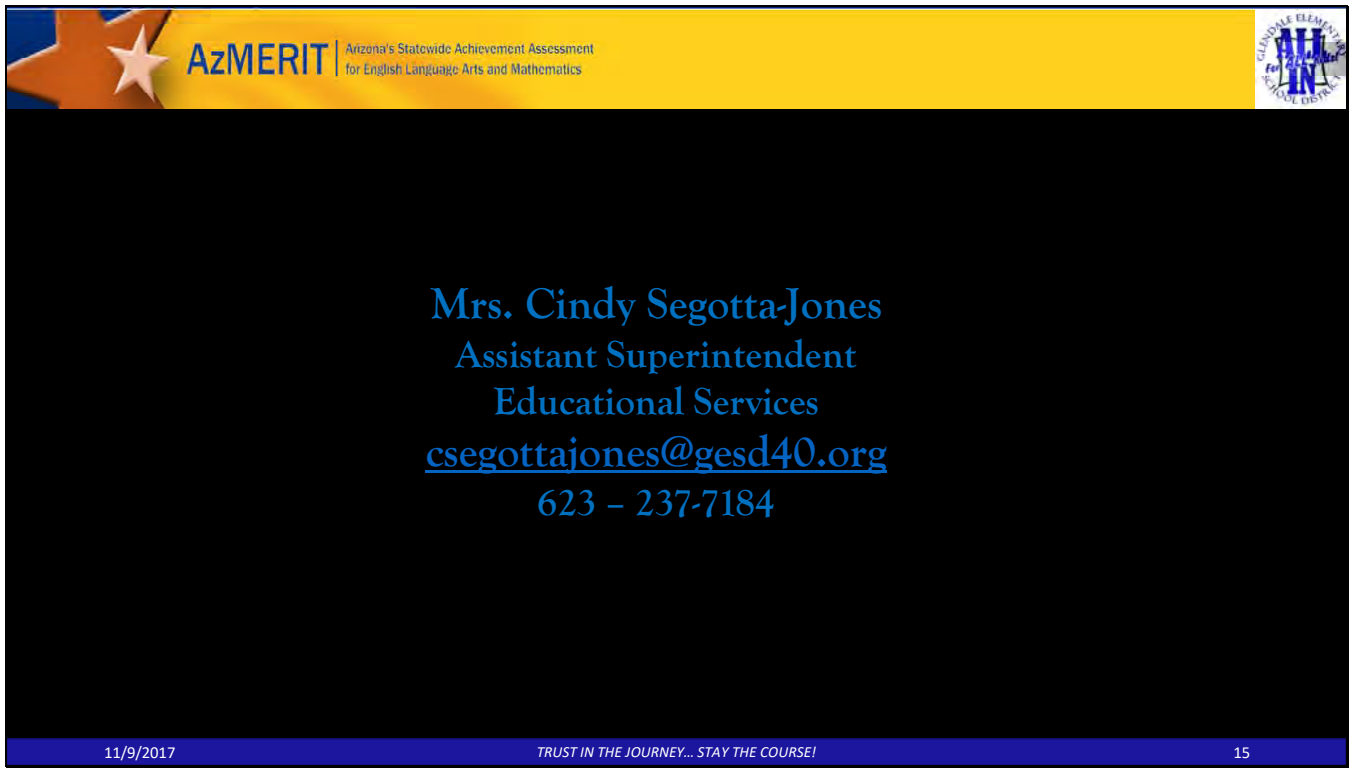
AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

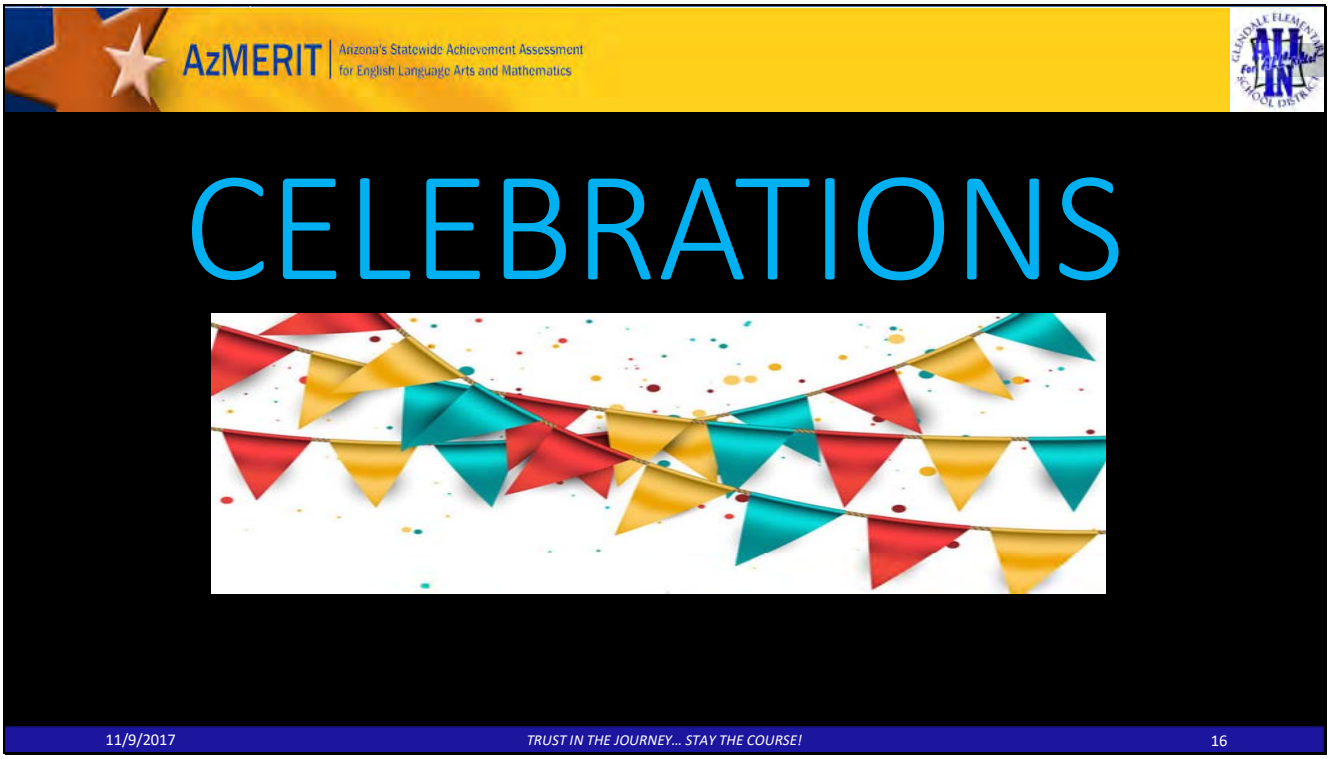
School	Current Letter Grade	# Points to Letter Grade B	# Points to Letter Grade A
Imes	C	2	14
Smith	C	3	15
American	C	4	16
Burton	C	4	16
Challenger	C	4	16
Landmark	C	4	16
Coyote Ridge	C	6	18
Sine	C	9	21
Mensendick	D	15	27

To Get a Letter Grade A

School	Current Letter Grade	# Points to Letter Grade A
Horizon	B	1
Desert Spirit	B	6
Bici-North	B	8
Discovery	B	8
Sunset Vista	B	9

11/9/2017 *TRUST IN THE JOURNEY… STAY THE COURSE!* 14

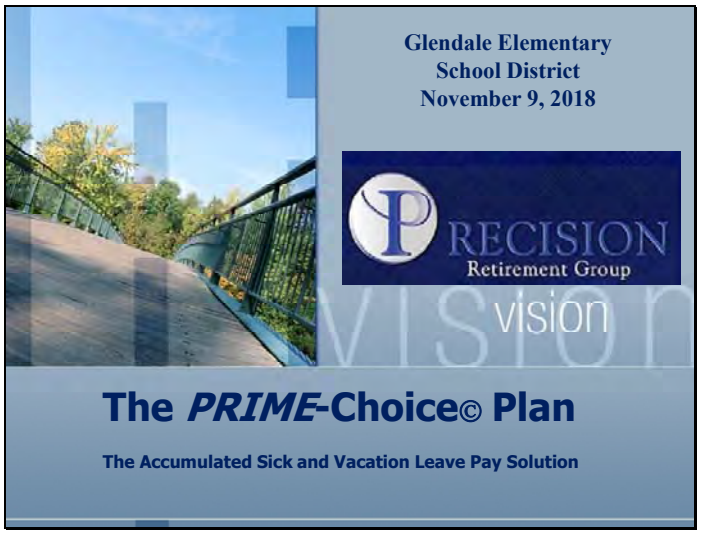




Ms. Wilson asked if changes are expected to the letter grade system. Dr. Petersen-Incorvaia responded changes are likely as many districts across the state are not pleased with the new system.

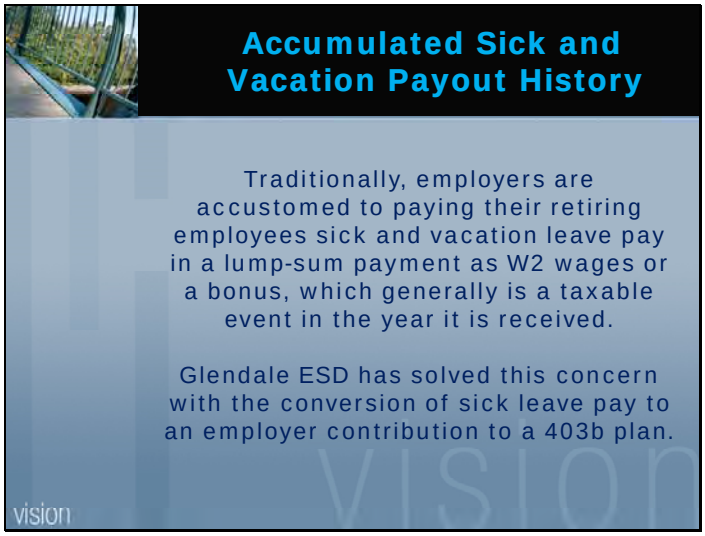
Post Retirement Incurred Medical Expenses (PRIME) Plan

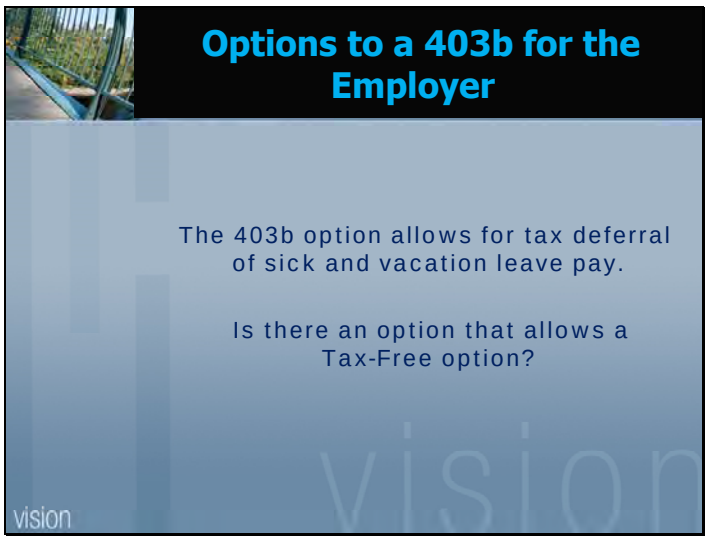
Administration provided the Governing Board with information regarding proposed revisions to Policy GCCA – *Professional/Support Staff Sick Leave* to include the PRIME Plan as a benefit to eligible employees who are leaving the District through resignation or retirement. The following presentation was reviewed by Mark Powers from Precision Retirement Group:

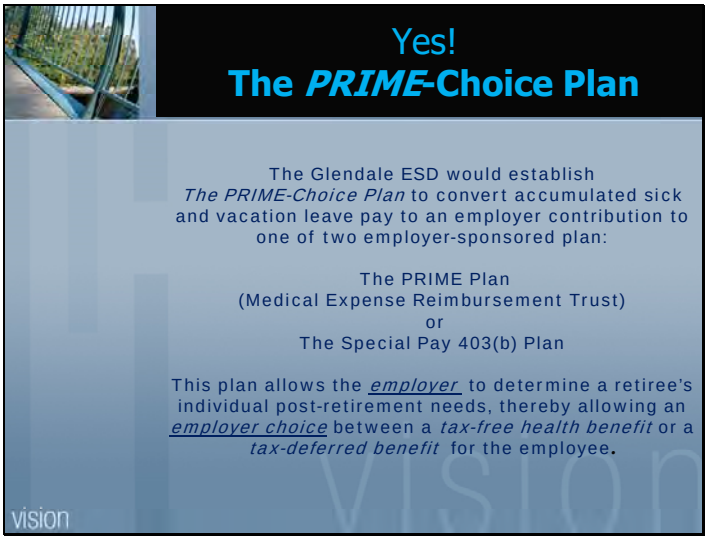

Glendale Elementary
School District
November 9, 2018
PRECISION
Retirement Group
vision
The *PRIME*-Choice© Plan
The Accumulated Sick and Vacation Leave Pay Solution

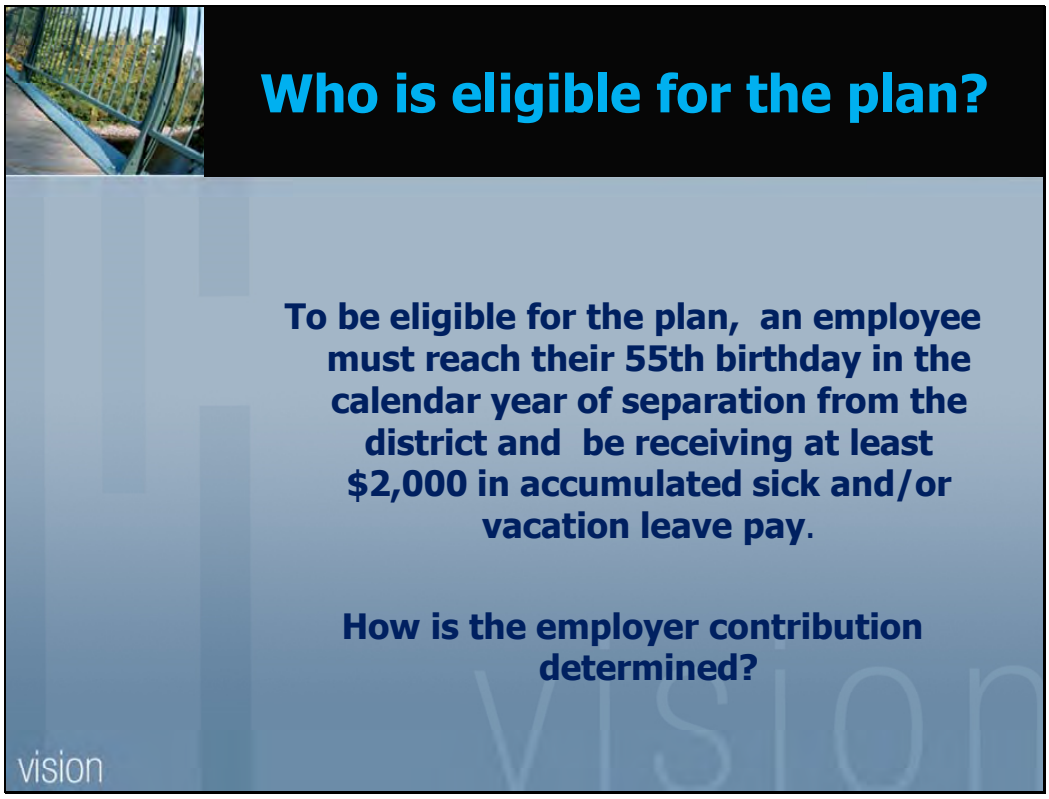
Who We Are…
Precision Retirement Group, Inc. (PRG)
We are a nationally recognized benefit plan consulting company, specializing in the public sector marketplace.
Our plan is in its 11h year with Arizona School Districts.
Tolleson UHSD, Chandler USD,
Scottsdale USD & Peoria USD
vision

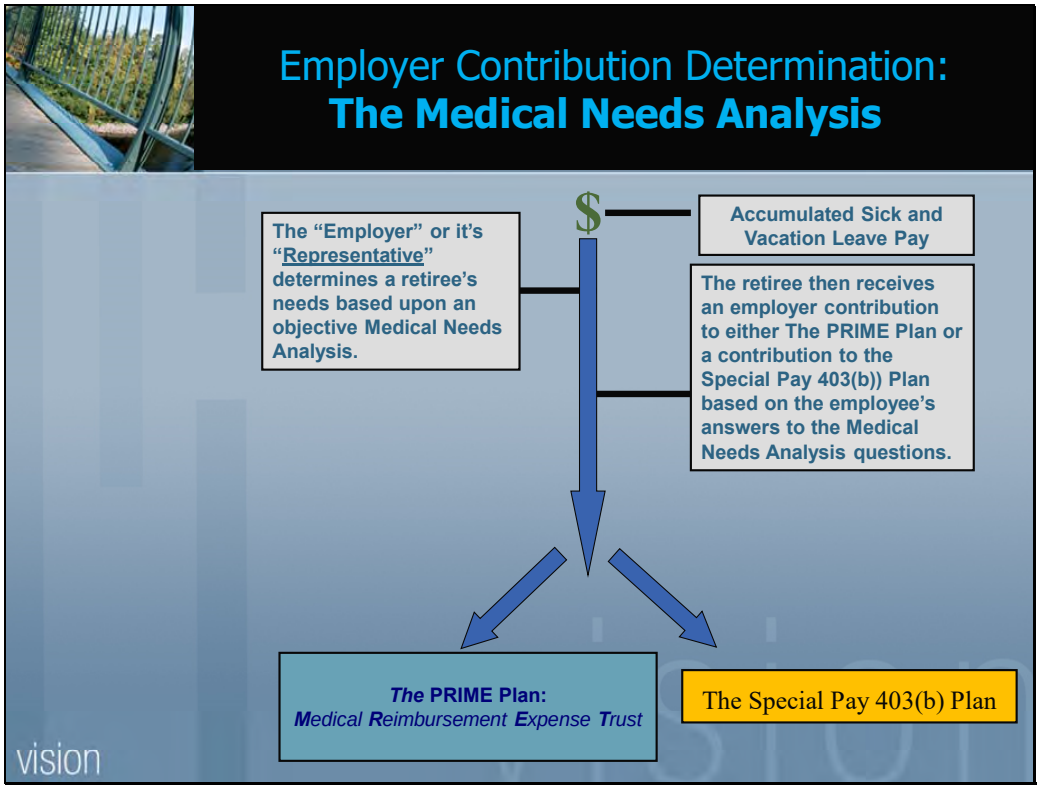
Who We Are…
Precision Retirement Group, Inc. (PRG)
The *PRIME*-Choice Plan has been implemented in AZ, CA, CO, CT, IA, NE, NV, UT and WI.
vision

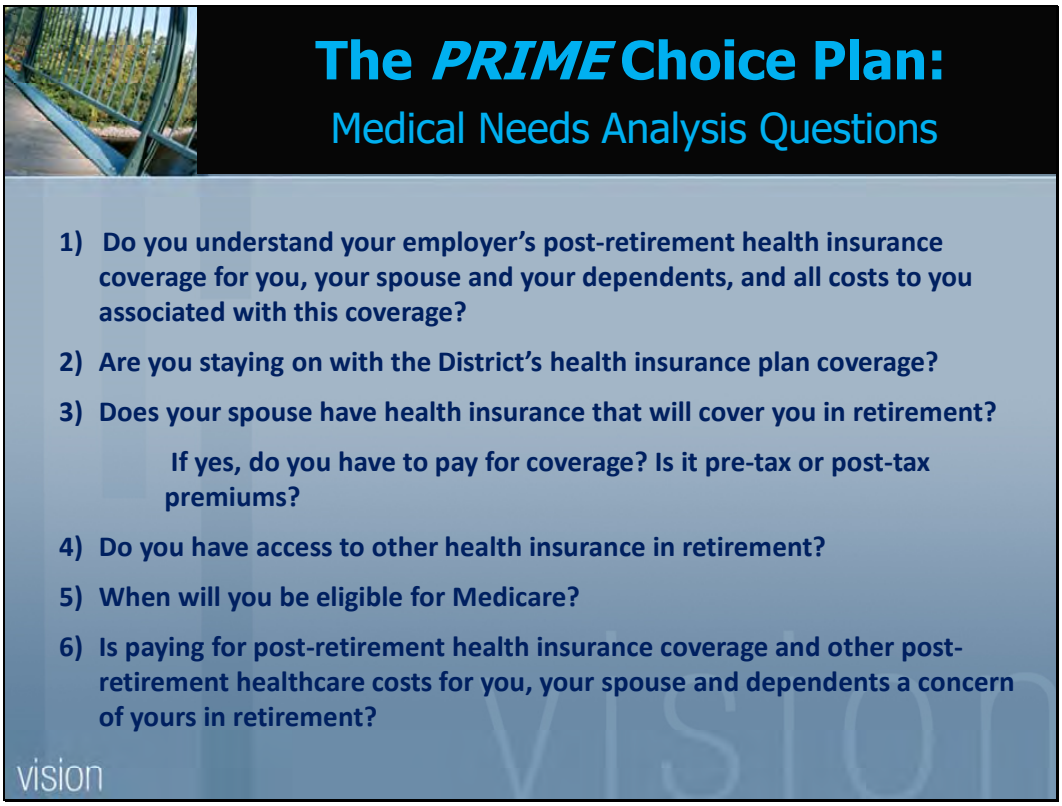

Accumulated Sick and Vacation Payout History
Traditionally, employers are accustomed to paying their retiring employees sick and vacation leave pay in a lump-sum payment as W2 wages or a bonus, which generally is a taxable event in the year it is received.
Glendale ESD has solved this concern with the conversion of sick leave pay to an employer contribution to a 403b plan.
vision

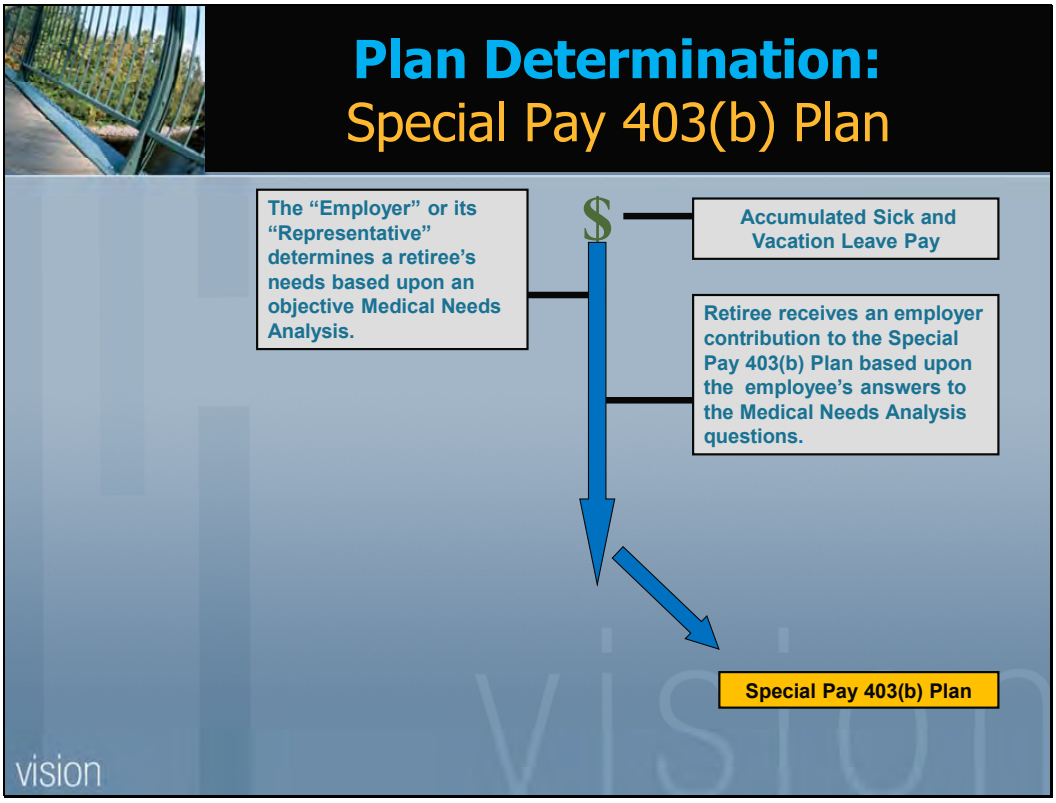

Options to a 403b for the Employer
The 403b option allows for tax deferral of sick and vacation leave pay.
Is there an option that allows a Tax-Free option?
vision

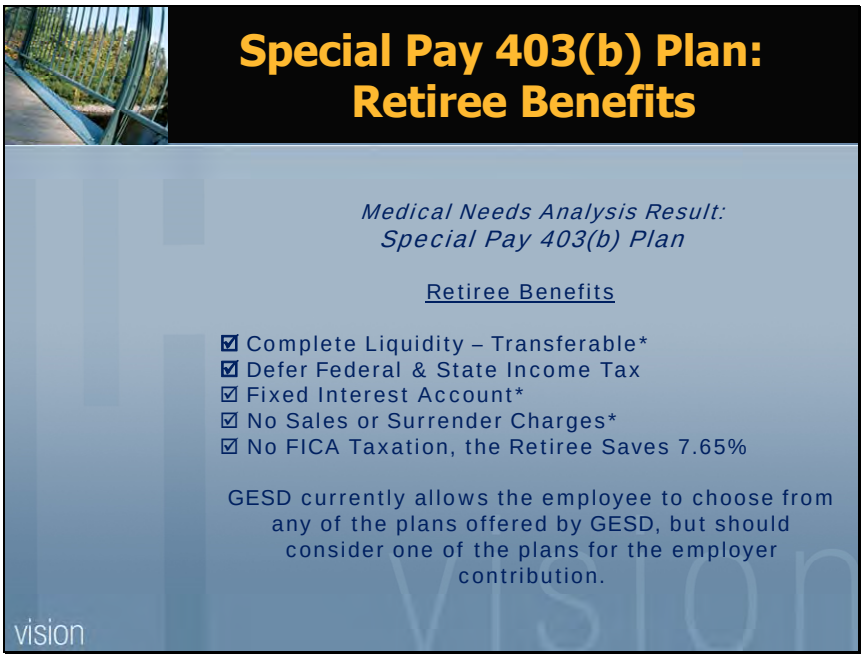

Yes!
The *PRIME*-Choice Plan
The Glendale ESD would establish *The PRIME-Choice Plan* to convert accumulated sick and vacation leave pay to an employer contribution to one of two employer-sponsored plan:
The PRIME Plan
(Medical Expense Reimbursement Trust)
or
The Special Pay 403(b) Plan
This plan allows the *employer* to determine a retiree's individual post-retirement needs, thereby allowing an *employer choice* between a *tax-free health benefit* or a *tax-deferred benefit* for the employee.
vision

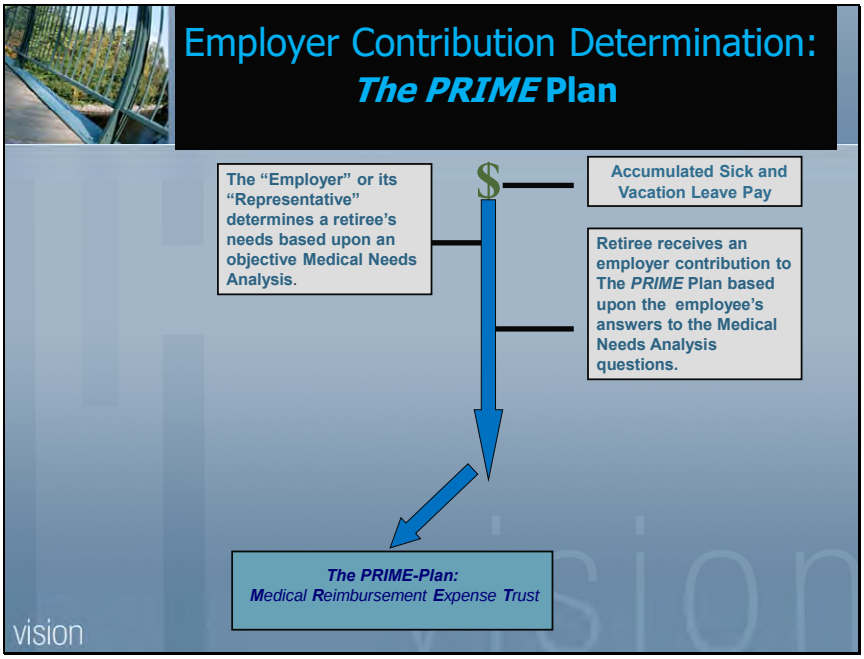

Who is eligible for the plan?
To be eligible for the plan, an employee must reach their 55th birthday in the calendar year of separation from the district and be receiving at least $2,000 in accumulated sick and/or vacation leave pay.
How is the employer contribution determined?
vision

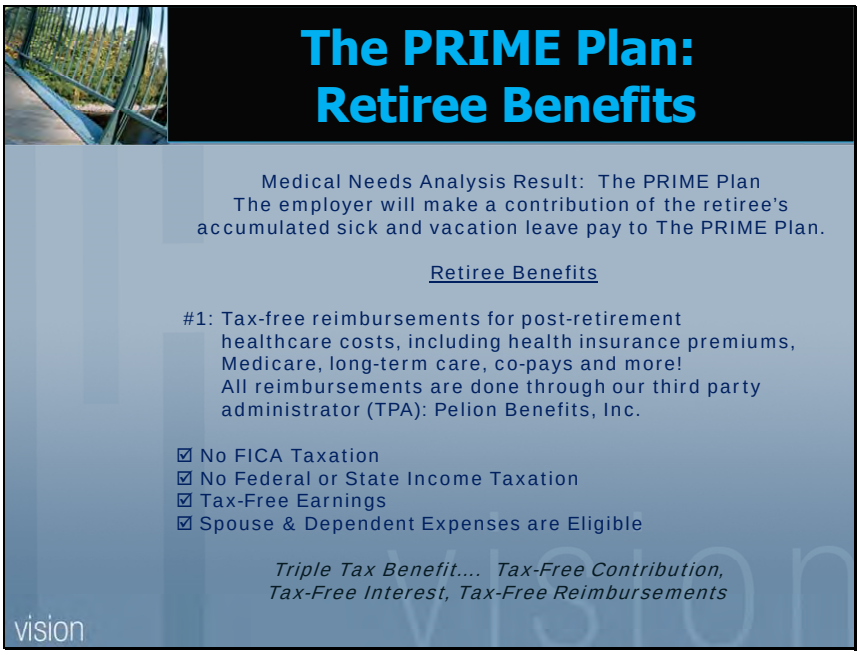

Employer Contribution Determination:
The Medical Needs Analysis
The "Employer" or it's "Representative" determines a retiree's needs based upon an objective Medical Needs Analysis.
$
Accumulated Sick and Vacation Leave Pay
The retiree then receives an employer contribution to either The PRIME Plan or a contribution to the Special Pay 403(b)) Plan based on the employee's answers to the Medical Needs Analysis questions.
The PRIME Plan:
Medical Reimbursement Expense Trust
The Special Pay 403(b) Plan
vision

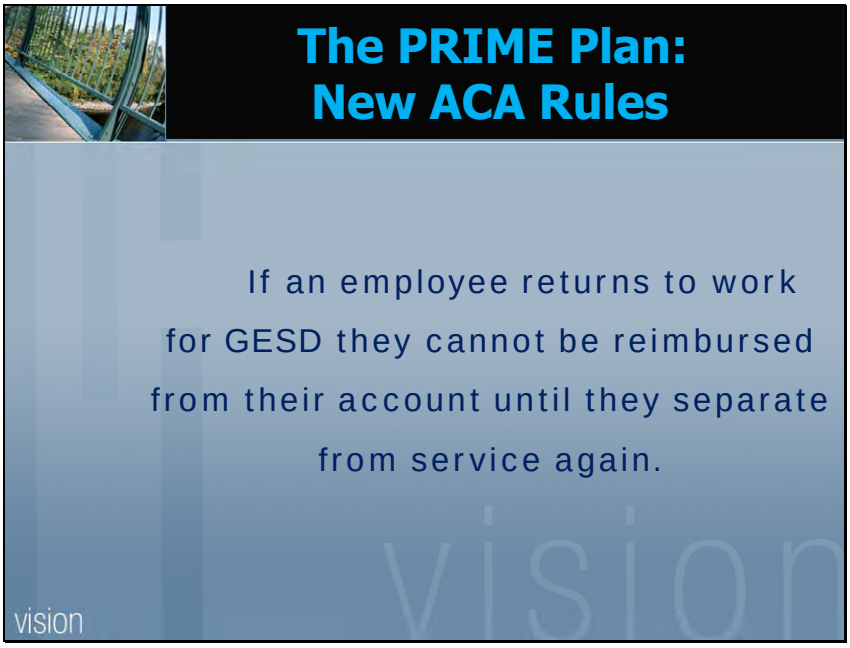

The *PRIME* Choice Plan:
Medical Needs Analysis Questions
1) Do you understand your employer's post-retirement health insurance coverage for you, your spouse and your dependents, and all costs to you associated with this coverage?
2) Are you staying on with the District's health insurance plan coverage?
3) Does your spouse have health insurance that will cover you in retirement?
If yes, do you have to pay for coverage? Is it pre-tax or post-tax premiums?
4) Do you have access to other health insurance in retirement?
5) When will you be eligible for Medicare?
6) Is paying for post-retirement health insurance coverage and other post-retirement healthcare costs for you, your spouse and dependents a concern of yours in retirement?
vision

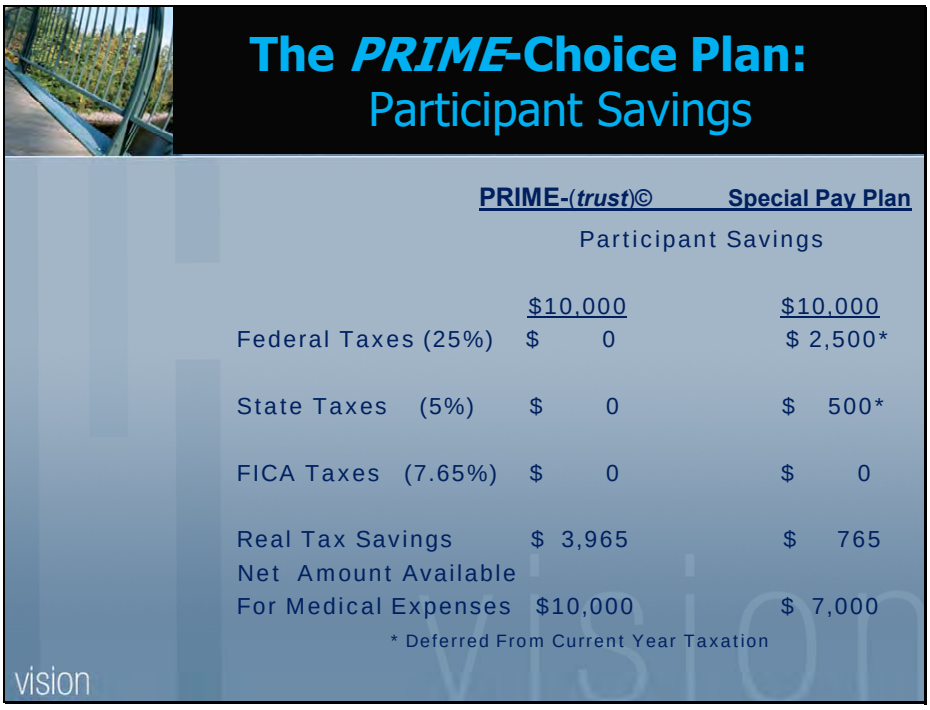

Plan Determination:
Special Pay 403(b) Plan
The "Employer" or its "Representative" determines a retiree's needs based upon an objective Medical Needs Analysis.
$
Accumulated Sick and Vacation Leave Pay
Retiree receives an employer contribution to the Special Pay 403(b) Plan based upon the employee's answers to the Medical Needs Analysis questions.
Special Pay 403(b) Plan
vision

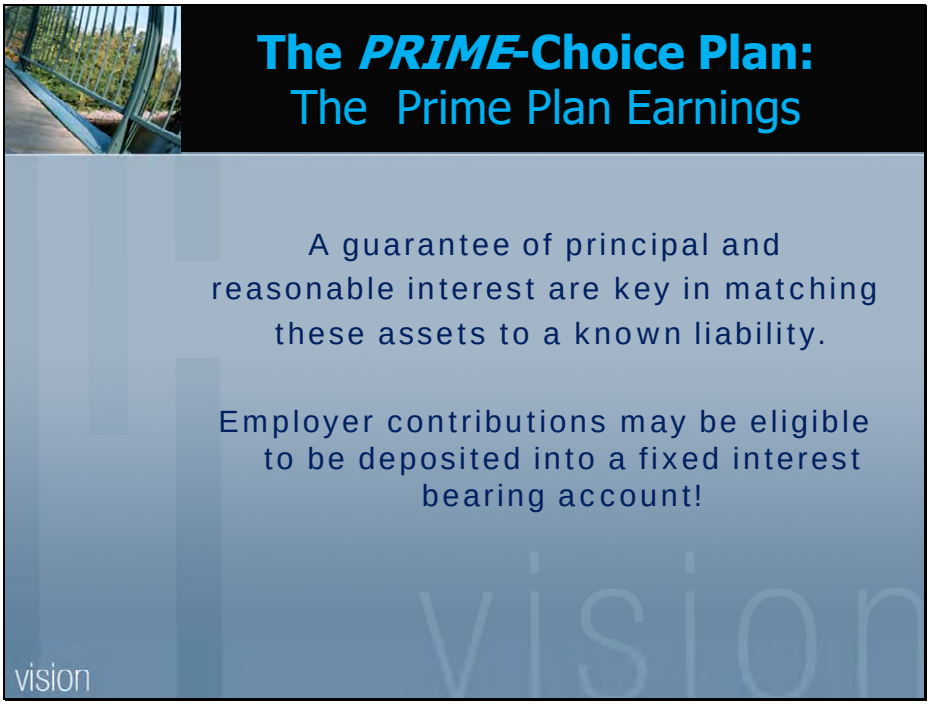

Special Pay 403(b) Plan:
Retiree Benefits
Medical Needs Analysis Result:
Special Pay 403(b) Plan
Retiree Benefits
☑ Complete Liquidity – Transferable*
☑ Defer Federal & State Income Tax
☑ Fixed Interest Account*
☑ No Sales or Surrender Charges*
☑ No FICA Taxation, the Retiree Saves 7.65%
GESD currently allows the employee to choose from any of the plans offered by GESD, but should consider one of the plans for the employer contribution.
vision


Employer Contribution Determination:
The PRIME Plan
The "Employer" or its "Representative" determines a retiree's needs based upon an objective Medical Needs Analysis.
$
Accumulated Sick and Vacation Leave Pay
Retiree receives an employer contribution to The PRIME Plan based upon the employee's answers to the Medical Needs Analysis questions.
The PRIME-Plan:
Medical Reimbursement Expense Trust
vision

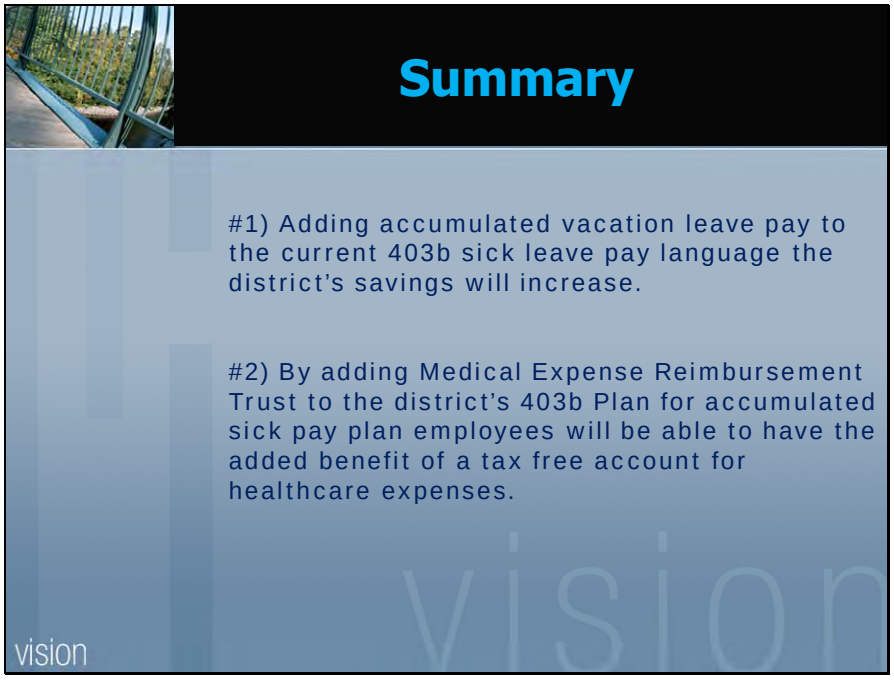

The PRIME Plan:
Retiree Benefits
Medical Needs Analysis Result: The PRIME Plan
The employer will make a contribution of the retiree's accumulated sick and vacation leave pay to The PRIME Plan.
Retiree Benefits
#1: Tax-free reimbursements for post-retirement healthcare costs, including health insurance premiums, Medicare, long-term care, co-pays and more!
All reimbursements are done through our third party administrator (TPA): Pelion Benefits, Inc.
☑ No FICA Taxation
☑ No Federal or State Income Taxation
☑ Tax-Free Earnings
☑ Spouse & Dependent Expenses are Eligible
Triple Tax Benefit.... Tax-Free Contribution, Tax-Free Interest, Tax-Free Reimbursements
vision


The PRIME Plan:
New ACA Rules
If an employee returns to work for GESD they cannot be reimbursed from their account until they separate from service again.
vision


The PRIME-Choice Plan:
Participant Savings
PRIME-(trust)© Special Pay Plan
Participant Savings
$10,000 $10,000
Federal Taxes (25%) $ 0 $ 2,500*
State Taxes (5%) $ 0 $ 500*
FICA Taxes (7.65%) $ 0 $ 0
Real Tax Savings $ 3,965 $ 765
Net Amount Available
For Medical Expenses $10,000 $ 7,000
* Deferred From Current Year Taxation
vision


The PRIME-Choice Plan:
The Prime Plan Earnings
A guarantee of principal and reasonable interest are key in matching these assets to a known liability.
Employer contributions may be eligible to be deposited into a fixed interest bearing account!
vision

Plan Administration Costs
Participant
The PRIME Plan
Special Pay 403(b) Plan
Monthly Administrative Cost
$5
$
Reimbursements
EFT (Electronic Funds Transfer)
$4
$
Check Mailed to Participant
$8
$
vision


Summary
#1) Adding accumulated vacation leave pay to the current 403b sick leave pay language the district's savings will increase.
#2) By adding Medical Expense Reimbursement Trust to the district's 403b Plan for accumulated sick pay plan employees will be able to have the added benefit of a tax free account for healthcare expenses.
vision

Mr. Quintana noted there would be a recommendation coming at a future meeting for policy revision to allow for the new plan.

ACTION ITEMS

Arizona School Boards Association (ASBA)

Bylaw Amendments The Governing Board discussed the proposed changes to Arizona School Boards Association bylaws and took action to provide direction in casting the Board's vote associated with these changes.

Proposal A ASBA Governance Committee proposes that if any director or officer on the ASBA Board of Directors misses more than one meeting in a calendar year it will be deemed that they have vacated their office.

All members voted to approve the item.

Proposal B ASBA Governance Committee proposes that a quorum of 60 percent of the ASBA member boards must vote and three-fourths of all votes must be in the affirmative to add, amend or repeal a bylaw.

All members voted to approve the item.

Proposal C Maricopa USD recommends that a bylaw may be amended or repealed by an affirmative vote of two-thirds of the ASBA member boards that vote.

All members voted opposed to the proposal.

Proposal D Tempe ESD proposes an amendment to the change the name of the ASBA Hispanic - Native American Indian Caucus (HNAIC) to the Hispanic - Native American Caucus.

All members voted to approve the item.

Proposal E Gila Bend USD proposes an amendment that will allow a seat on the ASBA Board of Directors for the President and Past President of the Hispanic-Native American Indian Caucus (HNAIC).

All members voted to approve the item.

Proposal F Concho ESD proposes that no action by any delegate or presiding authority shall end debate or discussion at the Delegate Assembly.

All members voted opposed to the item.

Proposal G — Concho ESD proposes an amendment to establish a Conservative Caucus to support and defend the constitution of the United States.

Ms. Smith, Ms. Bartels, Ms. Wilson and Mr. Aldama voted opposed to the proposal. Ms. Pimentel voted in favor of the proposal.

Proposal H — Littleton ESD proposes a recommendation that the ASBA Legislative Committee shall hold a delegate assembly workshop in advance of the delegate assembly to orient new or existing members in establishing the political agenda, moving items for floor action, and explaining the process.

Ms. Smith, Ms. Bartels, Ms. Wilson voted opposed to the proposal. Mr. Aldama and Ms. Pimentel voted in favor of the item. A suggestion for an instructional video to be produced will be sent in conjunction with the votes.

Ms. Smith moved to have votes cast according to the Board's discussion and Ms. Bartels seconded the motion. Upon call to a vote, the motion carried.

Gifted Scope and Sequence — Mr. Quintana recommended the Governing Board approve the renewal of the Gifted Scope and Sequence as presented.

Ms. Smith asked if the document reflected current best practices.

Ms. Smith moved to approve the item and Ms. Bartels seconded the motion. Upon call to vote, the motion carried.

2017-18 Revenue Budget — Mr. Quintana recommended the Governing Board approve the Fiscal Year 2017-18 Revenue Budget as presented. Ms. Bartels moved to approve the item and Ms. Pimentel seconded the motion. Upon call to vote, the motion carried.

FUTURE MEETINGS AND EVENTS

Future Meetings: A list of upcoming meetings was reviewed. Mr. Quintana noted the annual progress report is scheduled for the next meeting followed by a special meeting December 21st.

Agenda Item Requests: Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Bartels requested a study session regarding the Board Self-Evaluation process, possibly facilitated by ASBA (January). She would also like an update on the development of school year calendars (December). Mr. Aldama would like the Board to have the opportunity to provide administration with priorities for Meet and Confer.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Mr. Quintana noted Ms. Segotta-Jones was not present at tonight's meeting due to the impending birth of her grandson.

Ms. Pimentel thanked veterans for their service. She also wished Mr. Aldama a happy birthday.

Ms. Bartels gave shout outs to teachers at Challenger and Desert Garden for the thank you notes she received from her DonorsChoose support.

Mr. Aldama invited everyone to the City's Veteran's Day event at the Glendale Main Library this Saturday from 9 to 11 am. He also expressed his pleasure at the information presented about student achievement. He also invited everyone to Challenger's Thanksgiving Meal.

Ms. Wilson congratulated everyone on their letter grades and wished them a great three day weekend.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to a vote, the motion carried and the regular meeting adjourned at 7:32 p.m.

Submitted by:

_____

Elizabeth Powell, Executive Assistant

Approved by:

_____

Jamie Aldama, Clerk of the Board

Date: December 7, 2017

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
November 30, 2017

Present: Ms. Mary Ann Wilson, President
Mr. Jamie Aldama, Clerk
Ms. Brenda Bartels, Member
Ms. Sara Smith, Member
Ms. Monica Pimentel, Member

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Wilson at 4:30 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES
Ms. Wilson welcomed everyone and thanked them for coming.

Mr. Aldama moved to adopt the meeting agenda and Ms. Bartels seconded the motion. Upon call to vote, the motion carried.

Ms. Wilson asked if it would be possible to switch the order for the action item to be considered first. It was decided the Board would proceed with executive session first.

EXECUTIVE SESSION
At this time, Ms. Wilson called for a motion to recess the meeting in order to convene to executive session for the following purpose:

a. In accordance with A.R.S. § 38-431.03.A.5, for the purpose of consultation with or instruction to designated representatives as to negotiations regarding salaries or compensation in the form of benefits for District employees.

Ms. Bartels moved to convene to Executive Session as stated and Ms. Smith seconded the motion. Upon call to vote the motion carried and the meeting recessed to Executive Session at 4:31 p.m.

RECONVENE
Ms. Smith moved to reconvene the meeting to public session. Ms. Bartels seconded the motion. Upon call to vote the motion carried and the meeting reconvened at 5:00 p.m.

ACTION ITEMS
Board Interests for Meet and Confer

Mr. Quintana recommended the Governing Board create and approve interests for the Meet and Confer process. The Board reviewed a list of interests from prior years.

1. Attract and retain highly qualified and effective staff.
2. Maintain employment while honoring experience of current GESD employees.
3. Enhance employee knowledge and use of benefits.
4. Create a salary schedule that provides more flexibility.
5. Promote health and quality of life.
6. Examine all retiree benefits and make a recommendation.
7. Examine all substitute practices and teacher absences to protect continuity of learning.
8. Salary recommendations should not have a negative impact on classroom funding.
9. Protect resources directly impacting students.
10. Examine employee and community suggestions for potential financial and operational efficiencies.
11. Appropriately align positions with sustainable funding sources.
12. Develop structures to insure insurance solvency.
13. Develop a sustainable capital plan to address deficiencies within GESD.
14. Develop equitable staffing ratios based on enrollment and square footage.

Ms. Bartels suggested the focus remain on working conditions. Ms. Wilson stated she prefers salary increases remain a priority, budget permitting.

Mr. Aldama requested an interest: A salary increase for all GESD employees if budget allows.

Ms. Smith asked to include the District's capital needs in conjunction with salary increases.

Mr. Aldama asked to include item 13.

Ms. Smith noted she desires the community to have input in the process. Mr. Quintana suggested the community could be more involved in the discussion and development of the District's budget in a big-picture sense.

Mr. Quintana recommended the Board move to direct administration to wordsmith the interests disc d for the Board's review and approval. Ms. Smith so moved and Ms. Bartels seconded usse the motion. Upon call to vote, the motion carried.

The Board's final areas of interest:

- Attract and retain highly qualified and effective staff.
- Salary increase for all GESD employees if budget allows.
- Protect resources directly impacting students. / Develop a sustainable capital plan to address deficiencies within GESD.
- Working Conditions/ Promote health and quality of life.

Dr. Goodwin will wordsmith the interests for the Board's review and approval.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to a vote, the motion carried and the regular meeting adjourned at 5:17 p.m.

Submitted By: _____
Elizabeth Powell, Executive Assistant

Approved By: _____
Jamie Aldama, Clerk of the Board

Date: December 21, 2017

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5,B, TOPIC: Ratification of Vouchers

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the expense and payroll vouchers as presented.

RATIONALE:

In accordance with A.R.S. § 15-321G, the expense and payroll vouchers must be approved and ratified by the Governing Board. The attached vouchers summarize expense and payroll warrants that were issued by Glendale Elementary School District and reviewed by the Clerk of the Governing Board.

2017-2018 Fiscal Year Expense Vouchers:

DATE	VOUCHER #	AMOUNT
10/12/2017	2030	$6,668.95
10/12/2017	2034	$157,075.44
10/12/2017	2036	$94,867.76
10/19/2017	2037	$244,432.55
10/12/2017	2038	$3,265.95
10/19/2017	2039	$66,284.02
10/26/2017	2040	$432,952.82
10/26/2017	2041	$77,214.92

2017-2018 Fiscal Year Payroll Vouchers:

DATE	VOUCHER #	AMOUNT
10/05/2017	20	$1,949.19
10/17/2017	1008	$2,681,063.41
10/19/2017	21	$181,313.99

Source of Funding –
M & O Budget _____ State Grant _____ Federal Grant _____ Capital _____ Other _____

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.C. TOPIC: Acceptance of Gifts

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve acceptance of the following gifts offered to the District.

RATIONALE:

Donor	Gift	Recipient
Kona Ice	$60 Student Council	American
Petsmart	360 Stuffed Animal Toys Est value $3,600	American
Coca Cola	$44 Employee Incentive Fund	Burton
Kona Ice	$50 Student Transportation	Burton
Coca Cola	$12.49 Employee Incentive Fund	Challenger
Challenger PTSA	$551 Gift to School for Library Use	Challenger
Peoria Public Library	4 Books Est value $20	Coyote Ridge
Donors Choose	"No More Sick Days" Project, Est value $150	Coyote Ridge
Coca Cola	$61.74 Employee Incentive Fund	Desert Spirit
Discovery PTSA	$419.17 Gift to School for Library Use	Discovery
Coca Cola	$91.74 Employee Incentive Fund	Discovery
Color Me Bella	$50 Gift certificates for Employee Incentives	District Office
Joyce Paasch	10 Arizona from the Sky book for 4th grade Est value $199.50	Districtwide
Hungry for Music	Seven Clarinets, Four Flutes Est value $6,010	Imes
Camelback Vending	$71.94 Gift to School	Landmark
Lowes Home Improvement	Plant donations for career camp Est value $500	Landmark
Donors Choose	"Reading will take us Around the World" Project Est value $219	Mensendick
Coca Cola	$203.82 Employee Incentive Fund	Sine
Sine Booster Club	$312.71 Gift to School for Library Use	Sine
Peter Piper Inc	$99.26 for Student Council	Sine
Employee Network	32" Flat screen TV for Wellness incentive Est value $250	Wellness

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Cathey Mayes, Director of Human Resources

RECOMMENDED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations, and/or contract renewals of certified personnel.

New Employment

1. Allen, Jonathon	Teacher	$36,000*	12/13/17
2. Bandura, Brady	Teacher	$36,000*	01/16/18
3. Berg, Terri	Teacher	$36,000*	11/06/17
4. Boston, Courtney	Teacher	$38,250	12/14/18
5. Chornomaz, Sarah	Teacher	$36,000*	01/08/18
6. Eiman, Jessica	Teacher	$36,000*	01/08/18
7. Kitnick, Emma	Teacher	$36,000*	12/13/17
8. Mayhew, Lesley	Teacher	$36,000*	01/08/18
9. Ortega, Cesiah	Teacher	$36,000*	01/08/18
10. Rai, Allison	Teacher	$36,000*	11/20/17

* Salary is subject to change pending employment and transcript verification

Resignation

1. Alonzo, Benjamin*	Teacher	Other Employment	12/22/17
2. Bargeron, Shamara*	Psychologist	Personal Reasons	11/21/17
3. Bolster, Charmel*	Teacher	Personal Reasons	12/12/17
4. Campbell, Maria*	Teacher	Personal Reasons	12/22/17
5. Jenkins, Cheryl	Teacher	Personal Reasons	12/22/17
6. Morris, Whitney*	Teacher	Personal Reasons	11/21/17
7. Palmer, Kelly*	Teacher	Moved	12/08/17
8. Ramirez, Robert*	Teacher	Moved	12/22/17
9. Rock, Candace	Teacher	Health Reasons	02/04/18
10. Tubbesing, Sarah*	Teacher	Personal Reasons	12/22/17

*Recommend liquidated damages fee applied per contract

Change in Position

1. Thompson, Aimee	From Guest Teacher to Teacher	$23,573.60	11/09/17

Guest Teacher – Resignation

1. Gilmore, Wendy	Guest Teacher	Personal Reasons	12/07/17
2. Waltrip, Kayla	Student Intern	Personal Reasons	12/22/17

Leave of Absence

1. Gardner, Lisa	Speech Pathologist	11/08/17-12/22/17
2. Hensel, Michele	Teacher	10/20/17-05/25/17
3. Herb, Kristen	Teacher	02/06/18-05/25/18
4. Parmer, Kelicia	Teacher	10/16/17-01/10/17
5. Steinkamp, Dori	Teacher	11/14/17-12/04/17

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Ms. Jacqueline Horine, Coordinator for Classified Human Resources

RECOMMENDED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment

1.	Ahmed, Bafrin	Ext. Day Activity Leader	$10.00	11/27/17
2.	Barron, David	School Bus Driver	$15.15	12/11/17
3.	Campos, Rosa	Campus Monitor	$10.00	11/27/17
4.	Cordova, Mia	Educational Asst. Resource	$10.00	11/20/17
5.	Diaz, Gloria	Attendance Secretary	$11.24	12/11/17
6.	Garcia-Chavez, Yesica	Campus Monitor	$10.00	11/20/17
7.	Harper, Kevin	Educational Asst. Resource	$13.39	11/20/17
8.	Higuera, Miguel	Security Maintenance	$12.07	11/20/17
9.	Juarez, Maria	Campus Monitor	$10.00	11/27/17
10.	Longoria, May	Ed. Assist. Ortho	$10.18	12/04/17
11.	Montes, Veronica	Cleaner II	$10.00	12/11/17
12.	Obie, Florinda	Family Services Advocate	$10.21	11/06/17
13.	Parker, Reshika	Campus Monitor	$10.00	11/13/17
14.	Tobias, Annastasia	Campus Monitor	$10.00	12/11/17
15.	Urias, Luz	Cleaner II	$10.00	11/13/17
16.	Valenzuela, Cassandra	Campus Monitor	$10.00	12/11/17
17.	Wagner, Curtis	Bus Monitor	$10.00	12/11/17
18.	Waltosz, Tia	Ed. Assistant Special Ed	$10.00	11/20/17

Position Change

1.	Basave, Juan	EA Ortho to EA Autism	$12.25	11/06/17
2.	Carballo, Petra	Cleaner II to Lead Custodian	$14.85	11/20/17
3.	Mellouk, Moez	From Trainee School Bus Driver to School Bus Driver	$13.65	12/11/17
4.	Pasos, Sabrina	From Bus Monitor to Admin Secretary	$14.00	12/04/17
5.	Pope, Shane	From Bus Monitor to Trainee School Bus Driver	$12.07	11/20/17
6.	Prado, Teresa	From Cleaner to Lead Custodian	$16.08	11/20/17
7.	Steel-Thaxton, Angela	From EA Ortho Impaired to EA-CCMD	$12.86	11/27/17

Resignation

1.	Aguilar Alvarez, Yudith	School Secretary	Personal Reasons	12/22/17
2.	Beltran, Cynthia	Bus Monitor	Personal Reasons	12/15/17
3.	Castro-Amarillas, Lisa	Food Services Worker	Health Reasons	11/02/17
4.	Cortez-Salazar, Consuelo	Cleaner I	Personal Reasons	05/25/17
5.	Czerwinski, Susan	Food Service Worker	Personal Reasons	12/15/17
6.	Duncan, Carleesa	Ed. Assist-Special Ed.	Personal Reasons	11/09/17
7.	Durazo, Rosangela	Campus Monitor	Education	12/13/17
8.	Garnder, Lisa	SLPA	Personal Reasons	12/01/17
9.	Garza, Vanessa	Campus Monitor	Moved	12/01/17
10.	Griego, Nicole	Campus Monitor	Reason Unknown	11/06/17
11.	Hernandez, Alessandra	Campus Monitor	Personal Reasons	11/08/17

12. Lara, Elena	Campus Monitor	Other Employment	05/25/17
13. Lobianco, Anthony	Campus Monitor	Personal Reasons	12/01/17
14. Marquez, Leticia	Bus Driver	Moved	12/13/17
15. Munoz, Angela	Campus Monitor	Other Employment	11/21/17
16. Munoz, Nancy	Campus Monitor	Other Employment	11/21/17
17. Olfert, Emma	Campus Monitor	Personal Reasons	12/22/17
18. Perez, Alexandra	Bus Monitor	Other Employment	10/27/17
19. Perez, Sonia	Cleaner I	Personal Reasons	12/22/17
20. Quirindongo, Jose	Cleaner I	Personal Reasons	12/01/17
21. Reyes, Martin	Sub Cleaner	Inactive Sub	05/30/14

Retirement

1. Dent, Claudia	Food Service Cashier	12/22/17
2. Echerivel, Maria	Library Clerk	12/22/17

Leave of Absences

1. Moore, Jeffery	Unit Manager	01/08/18-01/26/18
2. Ramirez, Stephanie	Food Service Worker	11/22/17-02/02/18
3. Urias, Ana	Food Service Worker	Extension from 10/31 to 11/03

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.F. TOPIC: Disposal/Donation of Surplus Property

SUBMITTED BY: Mr. Tony Remo, Fixed Assets Specialist

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

RATIONALE:

The District is currently using Public Surplus Online Auction for surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable. It should be noted technology devices such as PC's, laptops, tablets, etc. are rendered unusable to ensure potentially private information as may be contained in such devices is not inadvertently released.

District ID#	Description	District ID#	Description
327958	Laptop cart	328747	Laptop cart
328745	Laptop cart	328522	Laptop cart
328748	Laptop cart	325080	Floor machine
327723	Scrubber	333803	Floor machine
321011	Floor machine		

Source of Funding –

M & O Budget _____ State Grant _____ Federal Grant _____ Capital _____ Other _____

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.G. TOPIC: Auxiliary Fund Balance Statement

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Auxiliary Fund Balance Statements for October, 2017 as presented.

RATIONALE:

Source of Funding –

M & O Budget	State Grant	Federal Grant	Capital	Other
_____	_____	_____	_____	_____

AUXILIARY OPERATIONS BOARD REPORT

FOR MONTH ENDING October 31, 2017

UNIT	SCHOOL LOCATION	CARRYOVER BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	$2,957.43	$0.00	$0.00	$2,957.43
102	ISAAC IMES	$3,498.62	$223.57	($72.89)	$3,795.08
103	HAROLD W. SMITH	$571.42	$41.69	$0.00	$613.11
104	MELVIN E. SINE	$5,144.83	$75.00	$0.00	$5,219.83
105	WILLIAM C. JACK	$1,323.37	$0.00	$0.00	$1,323.37
106	DON MENSENDICK	$1,862.63	$0.00	$0.00	$1,862.63
107	GLENN F. BURTON	$1,449.21	$0.00	$0.00	$1,449.21
108	GLENDALE AMERICAN	$6,998.41	$172.12	$171.59	$6,998.94
109	BICENTENNIAL NORTH	$62.51	$0.00	$0.00	$62.51
110	HORIZON	$5,672.91	$235.19	$0.00	$5,908.10
111	CHALLENGER	$240.36	$0.00	$0.00	$240.36
112	BICENTENNIAL SOUTH	$2,592.31	$0.00	$0.00	$2,592.31
113	DISCOVERY	$125.94	$0.00	$0.00	$125.94
114	DESERT GARDEN	$8,377.45	$60.26	$0.00	$8,437.71
115	COYOTE RIDGE	$2,309.79	$0.00	$0.00	$2,309.79
116	DESERT SPIRIT	$616.89	$0.00	$0.00	$616.89
117	SUNSET VISTA	$805.23	$2,384.33	$0.00	$3,189.56
	TOTAL:	$44,609.31	$3,192.16	$98.70	$47,702.77

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.H. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statements for October, 2017 as presented.

RATIONALE:

Source of Funding –

M & O Budget	State Grant	Federal Grant	Capital	Other
_____	_____	_____	_____	_____

STUDENT ACTIVITY BOARD REPORT

FOR MONTH END October 31, 2017

UNIT	SCHOOL LOCATION	CARRYOVER BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	$13,491.01	$715.07	$700.00	$13,506.08
102	ISAAC IMES	$7,910.52	$1,180.15	$56.07	$9,034.60
103	HAROLD W. SMITH	$4,000.70	$7.55	$0.00	$4,008.25
104	MELVIN E. SINE	$4,932.96	$336.26	$0.00	$5,269.22
105	WILLIAM C. JACK	$1,814.65	$3.42	$0.00	$1,818.07
106	DON MENSENDICK	$2,391.88	$4.51	$0.00	$2,396.39
107	GLENN F. BURTON	$4,535.82	$2,147.88	$55.45	$6,628.25
108	GLENDALE AMERICAN	$4,027.08	$2,373.64	$0.00	$6,400.72
109	BICENTENNIAL NORTH	$790.66	$1.49	$0.00	$792.15
110	HORIZON	$3,706.41	$6.99	$0.00	$3,713.40
111	CHALLENGER	$5,712.25	$1,050.10	$388.63	$6,373.72
112	BICENTENNIAL SOUTH	$1,495.67	$2.82	$0.00	$1,498.49
113	DISCOVERY	$1,670.42	$660.15	$172.38	$2,158.19
114	DESERT GARDEN	$8,054.74	$15.20	$0.00	$8,069.94
115	COYOTE RIDGE	$4,032.78	$7.61	$0.00	$4,040.39
116	DESERT SPIRIT	$4,983.09	$79.41	$0.00	$5,062.50
117	SUNSET VISTA	$983.86	$1.86	$0.00	$985.72
	TOTAL:	$74,534.50	$8,594.11	$1,372.53	**$81,756.08**

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.I. TOPIC: Fundraiser Activity Requests

SUBMITTED BY: Various Schools

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board ratify and approve the list of fundraiser activity requests as presented

RATIONALE:

School	Event	Purpose
Bicentennial North	Yearbook Sales	Student Motivation
Bicentennial North	Holiday Grams	Build School Culture & Spirit
Bicentennial North	School T-Shirts	Building School Spirit
Bicentennial North	Winter & Spring School Dance	Build School Culture & Spirit
Coyote Ridge	Valentine's Dance	School Dance
Coyote Ridge	Box Tops for Education	Raising Funds for Field Trips
Desert Spirit	School T-Shirts	Build Morale and Community Spirit
Discovery	Chipotle 50% Profit	Raising Funds for Field Trips
Discovery	Sweetheart Grams	Raising Funds for Field Trips
Discovery	Parent Night Out	Raising Funds for Field Trips
Discovery	Teacher vs Student Basketball Game	Raising Funds for Field Trips
Discovery	Sky Zone	Raising Funds for Field Trips
Discovery	Smencils	Raising Funds for Field Trips
Discovery	Time for Teacher Contest	Raising Funds for Field Trips
Glendale American	Scholastic Book Fair	Raising Funds to Purchase Books
Coyote Ridge	Polar Express Event	Raising Funds for Shades & School Activities
Coyote Ridge	Neon Dance	Raising Funds for End of Year STUICO Trip
Coyote Ridge	Holiday Grams	Raising Funds for Student Council Shirts
Desert Spirit	Family Craft & Movie Night	Raising Funds for Washington D.C. Trip
Desert Spirit	McDonald's Night	Raising Funds for Washington D.C. Trip
Desert Spirit	Free Movie Night w/Concessions	Raising Funds for Washington D.C. Trip
Discovery	Parent Night Out/Gift Wrapping	Raising Funds for Various School Activities
Glendale American	Canned Food Drive	Assist Families in our Community
Glendale American	Donuts with Santa	Raising Funds for Middle School Activities
Melvin E. Sine	Sell Water During Turkey Trot	Raising Funds for Field Trips

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.J. TOPIC: Approval of Travel

SUBMITTED BY: Mr. Joe Quintana, Superintendent

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve and ratify the requests for employee out-of-county travel as presented.

Traveler	Purpose/Location	Dates	Cost
Shannon Gleave	School Nutrition Association Block Grant Task Force Arlington, VA	Dec 4-6	*No Cost*
Emilie Heles	UAPPC School Healthcare Training Tucson, AZ	Jan 26-27	$147 *M&O*
Alfredo Barrantes	Illuminate National User Conference San Diego, CA	Jan 31-Feb 2	$1,473 *Title I*
Shannon Gleave	School Nutrition Association Legislative Action Conference Washington, DC	March 3-6	$2,100 *Food Service*
Kate Laser Rachael O'Flaherty Samantha Moyer Rachel Hernandez Megan McCave Christine Eustace	International Literacy Association West Conference San Diego, CA	March 15-17	$8,362 *Title I*
Teresa Wong Jill Winn Finance Employee TBD	Tyler Technologies Conference Boston, MA	April 22-25	$2,625/person *M&O, Food Service*
Joanna Morse	NAU/AZ Trust Summer Academy Flagstaff, AZ	June 13-15	$619 *Worker's Comp Trust*

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food & Nutrition

Reason for Travel: School Nutrition Association Legislative Action Conference

Traveling to: Washington DC

Dates of Travel: 3/3/2018-3/6/2018

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	None required	$ 0	
Charge Registration to:	510.100.3100.6360.580.0000	$ 500.00	
Charge Airline/Bus to:	510.100.3100.6580.580.0000	$ 400.00	
Charge Meal/Lodging to:	510.100.3100.6580.580.0000	$1,200.00	
Charge Auto Mileage to:		$ 0	
	Total Cost of Travel	$ 2,100.00	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
Date

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Shannon Gleave

Conference/Workshop Title: School Nutrition Association Legislative Action Conference (LAC)
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

   Will provide topics related to work responsibilities. Topics include: Operations, communications, marketing, and nutrition. This conference will allow me to learn the proposed regulation for child nutrition reauthorization in 2018. Food and Nutrition will use this information to ensure that our schools are in compliance with rules and regulations of National School Lunch Program.

2. How will employee(s) share information with colleagues?

   Through meetings, district website and implementation of federal regulations

3. How is the conference/workshop related to district, school or department goals and or objectives?

   By attending LAC the Food & Nutrition Department will be prepared for changes of federal regulations to NSLP and ensure that the Food and Nutrition Department is in compliance in administrating the National School Lunch Program and continued implementation of the Healthy Hunger-Free Kids Act. This updated information with prepare us for our upcoming audit

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Emilie Heles, RN

Working at School/Department: GESD Lead Nurse

Reason for Travel: UAPPC 10th Annual School Healthcare Training

Traveling to: Tucson, AZ

Dates of Travel: 1/26/18-1/27/18

Substitute Needed/Dates: No sub required

	Code	Cost	Requisition Number
Charge Sub to:	N/A	$ 0	
Charge Registration to:	001.100.2570.6360.560.0000	$ 25.00	
Charge Airline/Bus to:	001.100.2570.6360.560.0000	$	
Charge Meal/Lodging to:	001.100.2570.6360.560.0000	$ 66.00	
Charge Auto Mileage to:		$ 56.00	
	Total Cost of Travel	$147.00	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
Date

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Emilie Heles, RN

Conference/Workshop Title: UAPPC 10th Annual School Healthcare Training
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:
Target audience:
School Nurses
District Nurses
Health Assistants
Health Aides
Office Staff
PE Teachers
Coaches

2. How will employee(s) share information with colleagues?
Information from the training will be presented at 2018 GESD school nurse meetings.

3. How is the conference/workshop related to district, school or department goals and or objectives?
Working agenda:
School Health 101
Special Session by ADE and School Nurses Association of Arizona
Recognizing & Responding to Adolescent Depression
Understanding LGBTQ
Legal & Ethical Issues for School Medication
Medication in Schools & Stock Inhaler

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Alfredo Barrantes Santamaria

Working at School/Department: District Office-Ed Services-Research and Development

Reason for Travel: Illuminate National User Conference

Traveling to: San Diego, CA

Dates of Travel: January 31-February 2

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	None required	$ 0	
Charge Registration to:	100.100.2570.6360.567.0000	$ 599	
Charge Airline/Bus to:	100.100.2570.6580.567.000	$ 250	
Charge Meal/Lodging to:	100.100.2570.6580.567.0	$632	
Charge Auto Mileage to:	None required	$ 0	
	Total Cost of Travel	$1473.00	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
date

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Alfredo Barrantes Santamaria

Conference/Workshop Title: Illuminate National User Conference (Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Sessions will cover topics related to Illuminate Data & Assessment (DnA), Special Education (ISE), and Student Information System (ISI).

2. How will employee(s) share information with colleagues?

The participant will return and share as well as implement the tools and information gathered with the Research and Development department as well as all in Educational Services. The participant will also share relevant information with school administration as it applies to their use of Illuminate.

3. How is the conference/workshop related to district, school or department goals and or objectives?

Attending this conference directly aligns with the Governing Board goals of Increasing Student Achievement and Eliminating the Achievement Gap. The information gained will enhance our use of the Illuminate product in the areas of data and assessment and how it connects to subgroups and our Student Information System. Learning how Illuminate can support current trends and best practices in education today will help build and engaged learning community.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food and Nutrition

Reason for Travel: School Nutrition Association Block Grant Task Force

Traveling to: Arlington, VA

Dates of Travel: 12/4/2017-12/6/2017

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	None required	$ 0	
Charge Registration to:	510.100.3100.6360.580.0000	$ 0	
Charge Airline/Bus to:	510.100.3100.6612.580.0000	$ 0	
Charge Meal/Lodging to:	510.100.3100.6612.580.0000	$ 0	
Charge Auto Mileage to:		$ 0	
	Total Cost of Travel	$ 0	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
Date

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Shannon Gleave

Conference/Workshop Title: School Nutrition Association Block Grant Task Force
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

   I will be representing Glendale Elementary School District as the National Nutrition Committee Chair with the School Nutrition Association. We will be researching, learning and discussing topics related to the National School Lunch Program and the Breakfast Program.

2. How will employee(s) share information with colleagues?

   Through meetings, district website and implementation of federal regulations

3. How is the conference/workshop related to district, school or department goals and or objectives?

   By attending the national committee meeting with SNA it will provide my department with the necessary tools to ensure we are following all USDA regulations. It will also provide our district with a positive image of being experts in the field.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Kate Laser, Rachael O'Flaherty, Samantha Moyer, Rachel Hernandez, Megan McCave, Christine Eustace

Working at School/Department: Bicentennial South

Reason for Travel: International Literacy Association West Conference

Traveling to: San Diego, CA

Dates of Travel: March 15-17, 2018

Substitute Needed/Dates: March 16, 2018

	Code	Cost	Requisition Number
Charge Sub to:	100.100.2213.6113.112.0000	$400.00	
Charge Registration to:	100.100.2213.6360.112.0000	$1195.00	
Charge Registration to:	100.100.2570.6360.112.0000	$249.00	
Charge Airline/Bus to:	100.100.2213.6580.112.0000	$1600.00	
Charge Airline/Bus to:	100.100.2570.6580.112.0000	$300.00	
Charge Meal/Lodging to:	100.100.2213.6580.112.0000	$3865.00	
Charge Meal/Lodging to:	100.100.2570.6580.112.0000	$753.00	
Charge Auto Mileage to:		$0	
	Total Cost of Travel	$ 8,362	

APPROVED BY: _____ **DATE** _____

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Catherine Laser, Rachael O'Flaherty, Samantha Moyer, Rachel Hernandez, Megan McCave, Christine Eustace

Conference/Workshop Title: International Literacy Association West Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

   The focus of this workshop/conference is closing the achievement gap for minority and low income students. We do this work daily on our preK-3 grade campus. Sessions during the conference will demonstrate ideas and examples illustrating how to make equitable learning a reality for every student.

2. How will employee(s) share information with colleagues?

   Attendees will be sharing their new learning through their collaborative team time (PLC…there is one team member per grade level, K-3, attending along with our Literacy AA and Principal) and through staff PD on early release days.

3. How is the conference/workshop related to district, school or department goals and or objectives?

   What can you do to help close the achievement gap for minority and low-income students? And what role does literacy play in these efforts? These are the guiding questions of this conference.

   Participant will work with others in hands-on workshops to answer these three questions. In the teacher and coaches sessions, they will explore close reading, visible learning in literacy, quality instruction for English learners and vocabulary instruction. Each session will provide participants with ideas they can implement immediately.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Teresa Wong, Jill Winn & 1 Additional Finance Person- TBD

Working at School/Department: Human Resources/ Finance

Reason for Travel: Tyler Technologies National Conference

Traveling to: Boston, Massachusetts

Dates of Travel: April 22, 2018 – April 25, 2018

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:		$	
Charge Registration to:	001.100.2570.6360.552.0000 001.100.2570.6360.572.0000	$ 925.00	
Charge Airline/Bus to:	570.100.2570.6580.552.0000 570.100.2570.6580.552.0000	$ 500.00	
Charge Meal/Lodging to:	570.100.2570.6580.552.0000 570.100.2570.6580.552.0000	$ 1,100.00	
Charge Auto Mileage to:	570.100.2570.6580.552.0000 570.100.2570.6580.552.0000	$ 100.00	
	Total Cost of Travel	$ 2,625.00 per person	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
date

Revised July 2017

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Teresa Wong, Jill Win & 1 Additional Finance Person- TBD

Conference/Workshop Title: Tyler Technologies National Conference, Boston, Massachusetts
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

   This annual conference is offered to current users of Tyler software products. Infinite Visions is GESD's primary human resources and finance (HR & Finance), payroll software. The conference will provide training on the various modules that make up this critical system. Each employee will attend education the tracks related to their work responsibilities to increase our knowledge and maximize utilization of the software's features.

2. How will employee(s) share information with colleagues?

   The employees will share information learned at the conference with colleagues via departmental meetings and through in-house training workshops as appropriate.

3. How is the conference/workshop related to district, school or department goals and or objectives?

   This conference will provide a basis for staff to improve work processes and provide better customer service to the District's employees and other departments, as well as to meet federal reporting requirements.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Joanna Morse

Working at School/Department: District Office Risk Management

Reason for Travel: NAU/AZ Trust Summer 2018 Academy

Traveling to: Flagstaff, AZ

Dates of Travel: June 13, 2018 – June 15, 2018

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:		$	
Charge Registration to:	952.100.2570.6360.575.0000	$ 375.00	
Charge Airline/Bus to:		$	
Charge Meal/Lodging to:	952.100.2570.6580.575.0000	$ 120.00	
Charge Auto Mileage to:	952.100.2570.6580.575.0000	$ 124.60	
	Total Cost of Travel	$ 619.60	

APPROVED BY: _____ **DATE** _____

_____

_____Approved _____ Not Approved By the Governing Board on _____
Date

Revised July 1998

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Joanna Morse

Conference/Workshop Title: NAU/AZ Trust Summer 2018 Academy
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

   This interactive law conference is designed to address our district's current legal risk and develop, key leadership skills in risk management.

2. How will employee(s) share information with colleagues?

   I will share this information with our schools and district staff through Safety Committee Meetings. It will improve knowledge and understanding in risk management, administration and governance.

3. How is the conference/workshop related to district, school or department goals and or objectives?

   This conference will strengthen our district's safety awareness by addressing potential risk. This will impact our students in a positive way because it enhances focus on achieving academic excellence in our students. To inspire learners, our students need to trust that they can come to school in a safe environment. What I learn will be disseminated to our staff as education for a safer, orderly and welcoming environment.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Evaluation Handbooks

SUBMITTED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Performance Evaluation Handbooks for Teachers, Social Emotional Learning Specialists, Achievement Advisors, Psychologists, Occupational Therapists, Physical Therapists, Speech Therapists, Classified Staff, Site Administrator, and District Leadership as presented.

RATIONALE:

Outstanding employees make a difference in the life of a student! Great classroom teaching, student support, and district leadership are strong predictors of student development and achievement.

The majority of the legislative changes have been incorporated into current GESD Evaluation Handbooks, however we continue to review, revise and edit our evaluations as changes are made at the state level. In addition, each evaluation committee meets annually with their stakeholder group to gather data and feedback and incorporate the suggested changes.

The updated handbooks, which support the philosophy of using a performance evaluation as an ongoing and continuous growth process, are being presented in their final form. All recommended changes were communicated to stakeholders and will be in use for the 18-19 school year.

2018-19 Achievement Advisor Handbook

2018-19 Teacher Handbook

No Changes were made

Changes will be made in the 2018-19 School Year

Glendale Elementary School District #40

Achievement Advisor Observation and Evaluation Handbook

Adopted by the Governing Board

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

- **You can view policies on our webpage at www.gesd40.org**
- **On the left hand side of the page, click on "GESD Policy Manual"**
- **Scroll down and click on the "red cross" (+) next to Glendale Elementary School District in the list of districts at the left.**
- **Click on Section G.**
- **Click on policy GCO.**

~~**HOW TO ACCESS THE TEACHER EVALUATION HANDBOOK ONLINE**~~**Accessing Evaluation Handbooks:**

1. Visit GESD's website – www.gesd40.org
2. ~~Select '*Human Resources*' on the navigation menu (left hand side)~~Click '*Employees*' to access the Internal Website
3. ~~Under '*Teacher Evaluation Handbooks*', select '*Achievement Advisor Observation Handbook*' to view the entire handbook.~~Sign into the website using your network username and password
4. Under '*Employee Resources*' click '*Employment Handbooks and Information*'
5. Click '*Evaluation Handbooks*' and then the title of the evaluation handbook you would like to review

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ACHIEVEMENT ADVISOR EVALUATION HANDBOOK

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SECTION 1: INTRODUCTION

District Philosophy

GESD believes the achievement advisor evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the learning of our students. The observation rubric is a document that was created to be used as a point of discussion between evaluator peers, teacher peers, and between the evaluator and evaluatee. Each domain is made up of elements which then have indicators to explain that element throughout four levels of performance. Each of the indicators supports that level of performance. The indicators are to not be used as a checklist to determine that level of performance, but rather the indicators should be looked at in a holistic manner when deciding level of performance.

Statement of Purpose

The purpose of the Achievement Advisor (AA) observation/evaluation system is to build and sustain effectiveness in the multidimensional role of coach, mentor, instructional leader, team member, and professional development facilitator.

Reference to "student" in the Evaluation Rubric

The references to students in the Evaluation Rubric may refer to a student or a teacher receiving instruction or coaching from an achievement advisor.

Teaching Standards

The District embraces the National Board of Professional Teaching Standards (NBPTS), Standards for Arizona Teachers and GESD Professional Teacher Standards.

National Board of Professional Teaching Standards (NBPTS)

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 are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

Standards for Arizona Teachers

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.

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.

Standard 3: Implements and Manages Instruction
The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards.

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.

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.

Standard 6: Engages in Professional Development

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

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.

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.

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.

Arizona Revised Statutes Criteria

The Achievement Advisor Observation and Evaluation Handbook aligns with current AZ Revised Statutes.

Evaluation System Review
The Achievement Advisor Evaluation Committee will meet each year to consider the development and periodic evaluation of the 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.
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. To school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes. A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district or charter school.
4. For introduction in evidence or discovery in any court action between the Governing Board and the certificated teacher in which either:
    a. The competency of the teacher is at issue
    b. The assessment and evaluation were an exhibit at a hearing, the result of which is challenged

GESD Criteria

Probationary Teachers	Continuing Teachers
1 announced observation	1 announced observation
1 unannounced observation	1 unannounced observation
1 summative evaluation	1 summative evaluation

Elements of Evaluation

1. Comply with State Board of Education-approved model framework for teacher evaluations, which requires that student academic progress account for 33% to 50% of evaluation.
2. Teacher evaluated into one of four performance classifications: highly effective, effective, developing, ineffective. By December 1, 2012, SBOE adopts qualitative definition of performance classifications. By start of 2012-2013 school year, Governing Board adopts quantitative definitions of performance classifications. A.R.S. § 15-203 (1)(38).

Summative Evaluation Frequency
All teachers – at least once each year

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Time of Observation

1. No observation within two (2) instructional days of a school break of one week or more. A.R.S. § 15-539(C)
2. Sixty (60) calendar days between first and last observation

Communications with Achievement Advisor

Evaluator must provide:

- Written feedback to AA within ten (10) business days after an informal observation and five (5) business days after a formal observation.
- Copy of written summative evaluation within five (5) business days after its completion.

After AA receives evaluation, Board designee, or a qualified evaluator, must:

- Confer with teacher regarding specific recommendations for areas of improvement and professional development opportunities.
- Follow up with AA after a reasonable period of time to determine whether the AA is demonstrating adequate performance.

Evaluation Report Contents

Evaluation report must include:

- Achievement Advisor's performance classification
- Recommendations for areas of improvement if performance warrants improvement.

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SECTION 2: THE EVALUATION SYSTEM

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Observation and Evaluation Process and Procedures for an Employee on a Teacher Contract

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

Qualified Evaluator Training

- Each achievement advisor will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate those on teacher contracts to serve as evaluators for the District's teacher and achievement advisor performance evaluation system.
- The Governing Board shall ensure that evaluators are qualified to evaluate those on teacher contracts, 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.

Teacher and Achievement Advisor Training

- New AAs are trained in the evaluation process during their induction week to the District.
- The evaluation process is reviewed with all teachers and achievement advisors within the first three weeks of the start of school year at the school buildings with the appropriate qualified evaluator(s).

Evaluation Components

The final achievement advisor evaluation classification will be determined using a combination of achievement advisor performance and student achievement. Achievement Advisor performance will account for 67% and student achievement (pending State of Arizona guidance) will account for 33% of the final performance classification.

Achievement Advisor Performance

Achievement Advisor performance will be a result of data collected from at least two observations of complete and uninterrupted lessons. Additional data may be collected from pre/post-conferences, mid-year conference/feedback session, and additional artifacts. As a result of the data collected each Element from the Achievement Advisor Evaluation Rubric will receive an individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification (Table 1).

The domain classifications will then be used to determine the overall achievement advisor performance classification (Table 2).

Table 1. Number of Elements and Domain Classifications

Domain	Highly Effective	Effective	Developing	Ineffective
Facilitation	3~~3~~- Highly Effective No Developing No Ineffective	3~~3~~-Effective/Highly Effective No Ineffective	3~~3~~-Developing 1-Ineffective	2-Ineffective
Engagement	4~~4~~-Highly Effective No Developing No Ineffective	5~~5~~-Effective/Highly Effective No Ineffective	4~~4~~-Developing 1-Ineffective	2-Ineffective
Planning	2~~2~~-Highly Effective No Developing No Ineffective	2-Effective/Highly Effective No Ineffective	3-Developing 1-Ineffective	2-Ineffective
Professionalism	3- Highly Effective No Developing No Ineffective	3-Effective/Highly Effective No Ineffective	2~~2~~-Developing 1-Ineffective	2~~1~~- Ineffective
~~**Compliance/Admin Support (District-level AAs only)**~~	~~Majority of classifications are Highly Effective with no Developing or Ineffective~~	~~Majority of classifications are Highly Effective or Effective with no Developing~~	~~Majority of classifications are Developing with no Ineffective~~	~~4- Ineffective~~

Table 2. Number of Domains and Performance Classification

Domains	Highly Effective	Effective	Developing	Ineffective
4 Domains	2~~2~~- Highly Effective/Effective No Developing	2~~2~~-Effective/Highly Effective No Ineffective	3-Developing 1-Ineffective	2-Ineffective
~~5 Domains (District-level AAs only)~~	~~3-Highly Effective No Developing No Ineffective~~	~~3-Effective/Highly Effective No Ineffective~~	~~4-Developing 1-Ineffective~~	~~2-Ineffective~~

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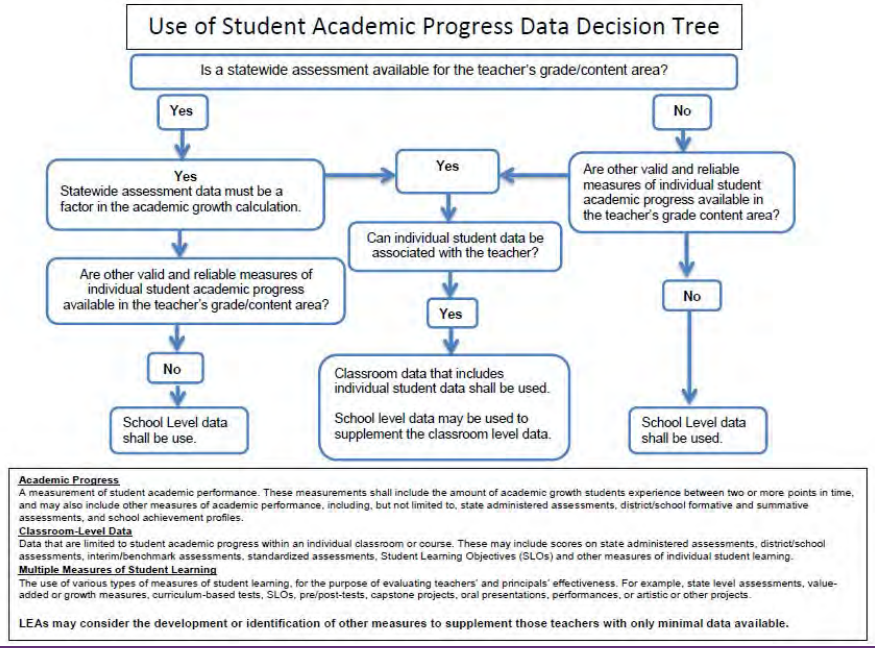

- The administrator analyzes data & evaluates performance using the AA observation rubrics.
- The administrator determines strengths and areas needing refinement based on AA Evaluation Rubric Classification. The administrators will set up time with staff members for a Summative Evaluation conference.
- The administrator and AA will discuss the rubric classification and comments.
- The AA may add areas needing refinement or enhancement.
- During the Summative Evaluation Conference for the year, the administrator and AA will discuss growth from the fall to the spring on the announced and/or unannounced observations and evidence of progress on the teacher's Individual Goal Plan will be documented on the Summative Evaluation. A new goal will be selected developed by the Evaluator and Evaluatee for the upcoming school year and listed on the Summative Evaluation.
- The administrator and the AA sign off on the Summative Evaluation documents.
- AAs may address the contents of the evaluation by writing a response in the Evaluatee's Comment section.

Classifications for the levels of performance:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.

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Developing: A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

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~~**Peer Observers**~~

- ~~An achievement advisor may request to have a Peer Observer.~~
- ~~The purpose of the Peer Observer is to ensure the formal observation process is adhered to according to state and district guidelines.~~
- ~~A Peer Observer is an achievement advisor who:~~
  - ~~has a minimum 3 years of successful teaching experience in GESD. Successful is defined as a teacher who has not been on an Intervention Plan or Performance Improvement Plan for two (2) consecutive years~~
  - ~~has completed annual Peer Observer training~~
  - ~~has been approved by the Governing Board~~
  - ~~is a current 1.0 FTE classroom teacher~~
  - ~~is not a qualified evaluator; therefore, not part of the evaluation process~~
- ~~If a peer observer is requested, the Peer Observer Request Form must be filled out prior to the pre-observation conference and submitted at the time the formal observation is scheduled.~~
- ~~Once a peer observer is requested, they will observe the entire formal observation process including the pre-observation conference, the formal observation, and the post-observation conference using the Peer Observation Notes Form.~~

Final Teacher Classification based on Classroom Performance and Student Achievement

Student Achievement 33% (pending State of Arizona guidance)	Classroom Performance 67%			
	Highly Effective	**Effective**	**Developing**	**Ineffective**
Highly Effective	Highly Effective	Effective	Developing	Ineffective
Effective	Highly Effective	Effective	Developing	Ineffective
Developing	Effective	Effective	Developing	Ineffective
Ineffective	Effective	Effective	Developing	Ineffective

How to Figure out the 33% of Student Achievement Data

All teachers will receive a classification based on the following percentages:

- 67% of a certified staff member's evaluation will be based on their performance evaluation rubric.
- 33% of a certified staff member's evaluation will be based on the student achievement data as described below:
  - **Highly Effective: YES in both areas**
  - **Effective: YES in Area 2 and NO in Area 1**
  - **Developing: YES in Area 1 and NO in Area 2**
  - **Ineffective: NO in both areas**

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Group	Student Achievement			
	AREA 1 (20% of the 33% total)	Yes/No	**AREA 2 (13% of the 33% total)**	Yes/No
Teacher Group A (has taught the same grade level, content area, at the same school for 2 years and teaches in an AzMERIT or AIMS tested subject)	• 5% of Full Academic Year classroom students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 5% increase of Full Academic Year classroom students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 10% decrease of Full Academic Year classroom students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science. AND • 2% of Full Academic Year school students going up 1 performance classification level in AzMERIT ELA, Math OR AIMS Science OR • 2% increase of Full Academic Year school students in P/HP classification in AzMERIT ELA, Math OR AIMS Science OR • 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N Y/N Y/N Y/N Y/N Y/N	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • 51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree" OR • 95% of students or above tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meets AZELLA reclassification rate	Y/N Y/N Y/N Y/N Y/N
Teacher Group B	• 2% of Full Academic Year school students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 2% increase of Full Academic Year school students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N Y/N Y/N	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • 51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree" OR • 95% of students or above tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meets AZELLA reclassification rate	Y/N Y/N Y/N Y/N Y/N

EVALUATION PROCESS, PROCEDURES & RESPONSIBILITIES

Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal Setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and AA	Returning teachers – Spring New teachers- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data Collection through Observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th Unannounced before April 1st. Throughout the year.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference
Data Collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and AA	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference
Mid-year Conference/Feedback Session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and AA	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative Evaluation	Provide written final classification to the teacher and facilitate a conference with the AA. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set instructional improvement goals, which must integrate at least one (1) element identified on the Facilitation or Engagement domain with content needs identified in the School Improvement Plan in order to plan for the assessment of professional growth.
- Materials to provide/bring to post conferences:
  - Completed Self-Classified-rubrics (optional)
  - Planning documents
  - Communication documents
  - Progress Monitoring/Assessment plan documents
  - Additional Artifacts
- The self-classified rubrics are for the sole use of the achievement advisor, and are not for formal documentation in the evaluation process. The act of reflection is an essential part of professional growth and should assist in the goal setting process between the AA and the administrator(s).
- Discuss the self-classified rubric as a source of goals, objectives, and targets for observations with emphasis on teaching.
- Each AA will collaborate with the administrator(s) to develop an Individual Goal Plan in the spring after their summative conference.

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- Each first-year achievement advisor will collaborate with the administrator(s) to develop an Individual Goal Plan in the fall.
- After goals have been set, the AA and administrator(s) will discuss data collection to document the goals. A second goal area may be added from other domains.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the AA evaluation rubric.
- The administrator will assign classifications to each instructional element, for each domain based on observations, artifacts and mid-year conferences/feedback. Based on element and domain classifications the AA will receive an overall classroom performance classification. The final AA classification will be determined from classroom performance (67%) and student achievement (33%) data.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrators will set up time with staff members for a summative evaluation conference.
- The administrator and AA will discuss the rubric classification and comments.
- The AA may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and AA will discuss growth from the fall to the spring on the (un)announced observations, mid-year conferences/feedback, additional artifacts. Evidence of progress on the AA's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be developed by the evaluator and AA for the upcoming school year and documented on the summative evaluation.
- The administrator and the AA sign the summative evaluation documents.
- AAs may address the evaluation feedback by writing a response in the AA's comment section OR
- The AA may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.
- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the certificated AA within five (5) days after completion of the evaluation.

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SECTION 3: DATA COLLECTION MECHANISMS

OBSERVATION TYPES & PROCEDURES

- All teachers, both probationary and continuing, are required to have two observations unless they are subject to an exception as permitted by statute. The first observation will be an announced observation, and the second observation may be announced or unannounced.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December15th, and all unannounced observations should be completed prior to April 1st.
- Each teacher may be observed more than the minimum number of times prescribed by Arizona law.
- The administrators(s) may appoint an alternate and/or include an additional qualified evaluator. The teacher should be notified of this change prior to the observation.
- The AA 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.

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Observation Type	Pre-Conference	Post-Conference	Deadline	Feedback
Announced	Yes at least 2 days prior to observation *(See description below)*	Yes within 5 days following observation *(See description below)*	Prior to December 15th	written within 10 days of observation
Unannounced	No	Yes within 5 days following observation *(See description below)*	Prior to April 1st	written within 10 days of observation

Announced Observation (prior to December 15th)

Evaluator will schedule a time to observe the achievement advisor during a complete and uninterrupted lesson. During the observation the evaluator will collect data about instructional elements within the Facilitation, and Engagement Domains of the Achievement Advisor Rubric. The announced observation is preceded with a pre-conference and is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st)

The evaluator does not need to schedule a time with the AA for an unannounced observation. The unannounced observation should be of a complete and uninterrupted lesson. During the observation the evaluator will collect data about instructional elements within the Facilitation, and Engagement Domains of the Achievement Advisor Rubric. The unannounced observation will be followed by a post-conference within 5 business days and written feedback within 10 days of the observation.

Pre-Observation Conference

- The pre-conference discussion for any announced observation should be arranged by mutual agreement between administrator and AA. The pre-conference for an announced observation must be scheduled at least two business days prior unless mutually agreed upon.
- If requested, the announced observation pre-conference will be scheduled by the site Administrator.
- The announced observation pre-conference should include the AA 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 pre-observation conference and submitted at the time the observation is scheduled.
- Appropriate topics for the announced observation pre-conference may include items on the Pre-Observation Conference Form and possibly the following: reviewing the process, questions about expectations, reviewing artifacts, lesson plans, progress monitoring, and grading practices. The AA 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, Intervention Support Plan, Performance Improvement Plans, and goals and objectives.

Post-Observation Conference

- Unannounced observations must include a post-conference.
- Achievement Advisors may self-assess utilizing the evaluation rubric prior to the (Un) announced post-observation conference. The self-assessment is for the sole use of the AA and is not used for formal documentation in the evaluation. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between AA and administrator.
- The (Un)announced post- observation conference shall be held within five (5) business days after the (Un) announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the AA within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/ enhancement or refinement/reinforcement and instructional strengths.
- If there are concerns with performance of probationary/continuing Achievement Advisors, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

MID-YEAR CONFERENCE/FEEDBACK SESSION

- All AAs will have a mid-year conference/feedback session by January 30th with their evaluator each school year.
- Mid-year conference/feedback session of at least thirty (30) minutes are considered part of the Achievement Advisor Evaluation System. Data from the mid-year conference/feedback should be included in the summative evaluation.

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ADDITIONAL ARTIFACTS

The evaluator may use additional artifacts to inform their decision regarding the achievement advisor's performance. Information gained from these artifacts should align to the elements and domains of the AA Evaluation Rubric. Data may include, but is not limited to,

- Classroom Walk-through
- Professional Learning Communities
- Instructional Conferences
- Committee Work
- Surveys
- Awards/Recognitions
- Video Taped Lessons
- School/District Projects
- Professional Development Activities
- Extra-Curricular/Community Outreach
- Student/Parent-Teacher Conferences
- Professional Interactions/Responsibilities

~~OBSERVATION TYPES & PROCEDURES~~

~~**Unannounced Observations**~~

- ~~All achievement advisors receive at least one unannounced observation each school year.~~
- ~~Unannounced classroom observations of at least thirty (30) minutes are considered part of the Teacher Evaluation System. Data collected during the unannounced observation must be related to one or more of the rubric indicators. After an observation, there should ALWAYS be written feedback given. Data from observations should be included in the summative evaluation.~~
- ~~The Administrator(s) may classify one (1) or more element(s) as not applicable (N/A) if not observed and/or the absence does not impede the effectiveness of the lesson.~~
- ~~Unless extenuating circumstances exist, all unannounced observations should be completed prior to April 1st.~~

~~**Announced Observation Pre-Observation Conference**~~

- ~~The formal pre-observation conference discussion, which may be waived by the achievement advisor, should be arranged by mutual agreement between administrator and evaluatee. The formal pre-observation must be scheduled at least two business days prior unless mutually agreed upon.~~
- ~~If requested, the pre-observation conference will be scheduled by the site or district Administrator.~~
- ~~The pre-observation 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 pre-observation conference and submitted at the time the formal observation is scheduled.~~
- ~~Appropriate topics for the pre-observation conference may include the following: reviewing the process, answering questions about expectations, reviewing artifacts, planning documents, and progress monitoring. The achievement advisor 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, Performance Improvement Plans, and goals and objectives.~~

- Each AA may be observed more than the minimum number of times prescribed by Arizona law.
- The administrators(s) may appoint an alternate and/or include an additional qualified evaluator. 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.

Formal Observation Process

Probationary Teacher • Probationary teachers must have at least 1 announced observation. • The first announced observation will be completed by December 15th. • If there are concerns with performance of probationary teachers or AAs, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern. • If the teacher or AA is not successful she/he must be notified in writing of the district's intent not to re-employ (non- renew). **Continuing Teacher** • Continuing teachers or AAs are required to have at least 1 (one) announced observation. • If there are concerns with performance of continuing teachers, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern. • 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. • AAs may return to probationary status based upon classification received.	

Post-Announced Observation Conference

- Scheduled formal observations must include a post-conference.
- Achievement Advisors may self-assess utilizing the AA evaluation rubrics prior to the post-observation conference. The self-assessment is for the sole use of the AA and is not used for formal documentation in the observation process. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between AA and administrator.
- The post-announced observation conference shall be held within five (5) business days after the announced observation, unless waived by mutual agreement of both parties under extenuating circumstances. An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the AA within five (5) days after completion of the evaluation. The AA may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.
- Written statements and discussion should include suggestions for improvement/enhancement or refinement/reinforcement and instructional strengths.

Classifications for the levels of performance:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

Intervention Support Plan

1. In any observation, if an achievement advisor is classified less than "Effective" in any element, support may be given to the AA in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
2. An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
3. After four to six weeks of support, an announced observation will be performed to determine growth in the areas identified.
4. One of the following actions will occur:

a. If the goal(s) have been met, the Intervention Support Plan is complete.
a. If the goals(s) have been met, but other elements are classified as less than "Effective," a

new plan may be created and implemented following steps 2-4.
- If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary

Notice of Inadequate Classroom Performance will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

1. If an achievement advisor is placed on a Performance Improvement Plan, the teacher is entitled to specific recommendations as to areas of improvement shall provide assistance and opportunities for the certificated AA to improve his/her performance and follow up with the AA after a reasonable period of time for the purpose of ascertaining that the AA is demonstrating adequate classroom performance. A.R.S. § 15-538
2. A Preliminary Notice of Inadequate Classroom Performance accompanied by a Performance Improvement Plan with implementation timeline may be issued in accordance with A.R.S. § 15-538 timelines when AA performance is inadequate as defined by Governing Board Policy GCO.
3. A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and

evidence for achieving each action step with documentation.

4. After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
5. One of the following actions will occur:
   - If the goal(s) have been met, the Performance Improvement Plan is complete.
   - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may

     be created and implemented following steps 3-5.
   - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance

     Improvement Plan may be extended.
   - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.

Inadequacy of Classroom Performance

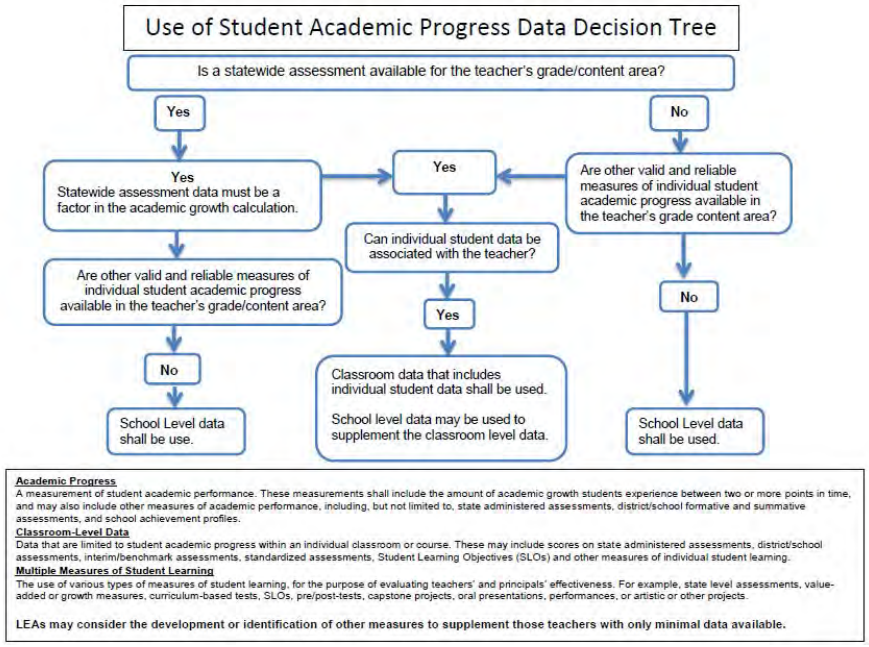
A teacher's classroom performance is inadequate if:

- The teacher receives a rating of "*ineffective*" in any of the five (5) Domains on any observation; or
- The teacher receives a rating of "*ineffective*" with respect to the District's evaluation instrument as a whole; or
- during each year of two (2) consecutive school years, the certificated teacher receives a rating of "*ineffective*" or "*developing*" rating with respect to the evaluation instrument as a whole.

Summative Evaluation Conference

- Teachers are labeled as a Group A or Group B teacher.
- Group A teachers include any teacher who has been in GESD for at least 2 consecutive years with the same teaching assignment in the following AzMERIT and AIMS Science tested subjects:
  - Reading teachers grade 3-8
  - Math teachers grade 3-8
  - Science teachers grades 4 and 8

- All other teachers and achievement advisors are Group B teachers.



- ~~The administrator analyzes data & evaluates performance using the AA observation rubrics.~~
- ~~The administrator determines strengths and areas needing refinement based on AA Evaluation Rubric Classification. The administrators will set up time with staff members for a Summative Evaluation conference.~~
- ~~The administrator and AA will discuss the rubric classification and comments.~~
- ~~The AA may add areas needing refinement or enhancement.~~
- ~~During the Summative Evaluation Conference for the year, the administrator and AA will discuss growth from the fall to the spring on the announced and/or unannounced observations and evidence of progress on the teacher's Individual Goal Plan will be documented on the Summative Evaluation. A new goal will be selected developed by the Evaluator and Evaluatee for the upcoming school year and listed on the Summative Evaluation.~~
- ~~The administrator and the AA sign off on the Summative Evaluation documents.~~
- ~~AAs may address the contents of the evaluation by writing a response in the Evaluatee's Comment section.~~

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Final Teacher Classification based on Classroom Performance and Student Achievement

Student Achievement 33% (pending State of Arizona guidance)	Classroom Performance 67%			
	Highly Effective	Effective	Developing	Ineffective
Highly Effective	Highly Effective	Effective	Developing	Ineffective
Effective	Highly Effective	Effective	Developing	Ineffective
Developing	Effective	Effective	Developing	Ineffective
Ineffective	Effective	Effective	Developing	Ineffective

How to Figure out the 33% of Student Achievement Data

All teachers will receive a classification based on the following percentages:

- 67% of a certified staff member's evaluation will be based on their performance evaluation rubric.
- 33% of a certified staff member's evaluation will be based on the student achievement data as described below:
  - **Highly Effective: YES in both areas**
  - **Effective: YES in Area 2 and NO in Area 1**
  - **Developing: YES in Area 1 and NO in Area 2**
  - **Ineffective: NO in both areas**

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Group	Student Achievement			
	AREA 1 (20% of the 33% total)	Yes/No	AREA 2 (13% of the 33% total)	Yes/No
Teacher Group A (has taught the same grade level, content area, at the same school for 2 years and teaches in an AzMERIT or AIMS tested subject)	5% of Full Academic Year classroom students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N	Current school letter grade of A, B, C, or D based off of prior year data	Y/N
	OR		OR	
	5% increase of Full Academic Year classroom students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N	An increase of (>1) in total current school points based off of prior year data	Y/N
	OR		OR	
	10% decrease of Full Academic Year classroom students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N	51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree"	Y/N
	AND		OR	
	2% of Full Academic Year school students going up 1 performance classification level in AzMERIT ELA, Math OR AIMS Science	Y/N	95% of students or above tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N
	OR		OR	
	2% increase of Full Academic Year school students in P/HP classification in AzMERIT ELA, Math OR AIMS Science	Y/N	Meets AZELLA reclassification rate	Y/N
	OR			
	10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N		
Teacher Group B	2% of Full Academic Year school students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N	Current school letter grade of A, B, C, or D based off of prior year data	Y/N
	OR		OR	
	2% increase of Full Academic Year school students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N	An increase of (>1) in total current school points based off of prior year data	Y/N
	OR		OR	
	10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N	51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree"	Y/N
			OR	
			95% of students or above tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science	Y/N
			OR	
			Meets AZELLA reclassification rate	Y/N

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set instructional improvement goals, must integrate at least one (1) element 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-Classified rubrics (optional)
  - Planning documents
  - Communication documents
  - Progress Monitoring/Assessment plan documents
- While the Self Classified rubrics are for the sole use of the AA 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 AA and the administrator(s).
- Discuss the self-classified rubric as a source of goals, objectives, and targets for observations with emphasis on teaching, coaching, and facilitating.
- Each AA will collaborate with the administrator(s) to develop an Individual Goal Plan in the spring after their Summative Conference.
- Each first-year AA will collaborate with the administrator(s) to develop an Individual Goal Plan in the fall based on New Teacher Induction requirements.
- After goals have been set, AA and administrator(s) 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.

Evaluatee Safeguards

- 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 states in 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."
- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- The AA has a right to submit a written response to the evaluation per Policy GCO-R. Policy GCO-R states in part: The AA may initiate a written reaction or response to the written evaluation. The AA's response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the AA has received a copy of the evaluation. A copy of the AA's response will be attached to the evaluation.
- Both evaluator and evaluatee may use pre and post observation conferences for identification and resolution of extenuating circumstances.
- 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.

Evaluation Components

The final achievement adviser evaluation classification will be determined using a combination of achievement adviser performance and student achievement. Achievement Adviser performance will account for 67% and student achievement (pending State of Arizona guidance) will account for 33% of the final performance classification.

Achievement Advisor Performance

Achievement Adviser performance will be a result of data collected from at least two observations of complete and uninterrupted lessons. Additional data may be collected from pre/post conferences, mid-year conference/feedback session, and additional artifacts. As a result of the data collected each Element from the Achievement Advisor Evaluation Rubric will receive an individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification (Table 1).

The domain classifications will then be used to determine the overall achievement advisor performance classification (Table 2).

Table 1. Number of Elements and Domain Classifications

Domain	Highly Effective	Effective	Developing	Ineffective
Facilitation	3- Highly Effective No Developing No Ineffective	3-Effective/Highly Effective No Ineffective	3-Developing 1-Ineffective	2-Ineffective
Engagement	4-Highly Effective No Developing No Ineffective	5-Effective/Highly Effective No Ineffective	4-Developing 1-Ineffective	2-Ineffective
Planning	2-Highly Effective No Developing No Ineffective	2-Effective/Highly Effective No Ineffective	3-Developing 1-Ineffective	2-Ineffective
Professionalism	3- Highly Effective No Developing No Ineffective	3-Effective/Highly Effective No Ineffective	2-Developing 1-Ineffective	1- Ineffective
Compliance/Admin Support (District-level AAs only)	Majority of classifications are Highly Effective with no Developing or Ineffective	Majority of classifications are Highly Effective or Effective with no Developing	Majority of classifications are Developing with no Ineffective	4- Ineffective

Table 2. Number of Domains and Performance Classification

Domains	Highly Effective	Effective	Developing	Ineffective
4 Domains	2- Highly Effective No Developing No Ineffective	2-Effective/Highly Effective No Ineffective	3-Developing 1-Ineffective	2-Ineffective
5 Domains (District-level AAs only)	3-Highly Effective No Developing No Ineffective	3-Effective/Highly Effective No Ineffective	4-Developing 1-Ineffective	2-Ineffective

Final Teacher Classification based on Classroom Performance and Student Achievement

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Highly Effective	Highly Effective	Effective	Developing	Ineffective
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Ineffective	Effective	Effective	Developing	Ineffective

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  - **Ineffective: NO in both areas**

Group	Student Achievement			
	AREA 1 (20% of the 33% total)	Yes/No	AREA 2 (13% of the 33% total)	Yes/No
Teacher Group A (has taught the same grade level, content area, at the same school for 2 years and teaches in an AzMERIT or AIMS tested subject)	• 5% of Full Academic Year classroom students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • 5% increase of Full Academic Year classroom students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • 10% decrease of Full Academic Year classroom students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science. AND • 2% of Full Academic Year school students going up 1 performance classification level in AzMERIT ELA, Math OR AIMS Science OR • 2% increase of Full Academic Year school students in P/HP classification in AzMERIT ELA, Math OR AIMS Science OR • 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	Y/N Y/N Y/N Y/N Y/N Y/N	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • 51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree" OR • 95% of students or above tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meets AZELLA reclassification rate	Y/N Y/N Y/N Y/N Y/N
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SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

Peer Observers

- An achievement advisor may request to have a Peer Observer.
- The purpose of the Peer Observer is to ensure the formal observation process is adhered to according to state and district guidelines.
- A Peer Observer is an achievement advisor who:
  - has a minimum 3 years of successful teaching experience in GESD. Successful is defined as a teacher who has not been on an Intervention Plan or Performance Improvement Plan for two (2) consecutive years
  - has completed annual Peer Observer training
  - has been approved by the Governing Board
  - is a current 1.0 FTE classroom teacher
  - is not a qualified evaluator; therefore, not part of the evaluation process
- If a peer observer is requested, the Peer Observer Request Form must be filled out prior to the pre-observation conference and submitted at the time the formal observation is scheduled.
- Once a peer observer is requested, they will observe the entire formal observation process including the pre-observation conference, the formal observation, and the post-observation conference using the Peer Observation Notes Form.

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Intervention Support Plan

1. In any observation, if an achievement advisor is classified less than "Effective" in any element, support may be given to the AA in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
2. An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
3. After four to six weeks of support, an announced observation will be performed to determine growth in the areas identified.
4. One of the following actions will occur:
   - o If the goal(s) have been met, the Intervention Support Plan is complete.
   - o If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4.
   - o If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary

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Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

1. If an achievement advisor is placed on a Performance Improvement Plan, the teacher is entitled to specific recommendations as to areas of improvement shall provide assistance and opportunities for the certificated AA to improve his/her performance and follow up with the AA after a reasonable period of time for the purpose of ascertaining that the AA is demonstrating adequate classroom performance. A.R.S. § 15-538
2. A Preliminary Notice of Inadequate Classroom Performance accompanied by a Performance Improvement Plan with implementation timeline may be issued in accordance with A.R.S. § 15-538 timelines when AA performance is inadequate as defined by Governing Board Policy GCO.
3. A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and

evidence for achieving each action step with documentation.

4. After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
5. One of the following actions will occur:
   - o If the goal(s) have been met, the Performance Improvement Plan is complete.
   - o If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5.
   - o If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
   - o If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.

Inadequacy of Classroom Performance

A ~~teacher's~~n AA's classroom performance is inadequate if:

- The ~~teacher~~AA receives a rating of "*ineffective*" in any of the five (5) Domains on any observation; *or*
- The AA ~~teacher~~ receives a rating of "*ineffective*" with respect to the District's evaluation instrument as a whole; *or*
- during each year of two (2) consecutive school years, the ~~certificated teacher~~AA receives a rating of "*ineffective*" or "*developing*" rating with respect to the evaluation instrument as a whole.

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set instructional improvement goals, must integrate at least one (1) element 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:
  - o Completed Self-Classified-rubrics (optional)
  - o Planning documents
  - o Communication documents
  - o Progress Monitoring/Assessment plan documents

- While the Self Classified-rubrics are for the sole use of the AA 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 AA and the administrator(s).
- Discuss the self-classified rubric as a source of goals, objectives, and targets for observations with emphasis on teaching, coaching, and facilitating.
- Each AA will collaborate with the administrator(s) to develop an Individual Goal Plan in the spring after their Summative Conference.
- Each first-year AA will collaborate with the administrator(s) to develop an Individual Goal Plan in the fall based on New Teacher Induction requirements.
- After goals have been set, AA and administrator(s) 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.

Evaluatee Safeguards

- 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 states in 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."
- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- The AA has a right to submit a written response to the evaluation per Policy GCO-RA. Policy GCO-RA states in part: The AA may initiate a written reaction or response to the written evaluation. The AA's response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the AA has received a copy of the evaluation. A copy of the AA's response will be attached to the evaluation.
- Both evaluator and evaluatee may use pre and post-observation conferences for identification and resolution of extenuating circumstances.
- 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.

Incentives

Incentives for teachers and AAs in one of the two highest performance classifications, Effective or Highly Effective, pursuant to section 15-203, subsection A, paragraph 38, may include at the discretion of the Superintendent:

- Multiyear contracts pursuant to section 15-503.
- Incentives to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
- Transfer and contract processes for teachers and AAs designated in the lowest performance classification pursuant to section 15-203, subsection A, paragraph 38.
- If a continuing teacher or AA receives an overall designation of "highly effective" in the area of classroom performance in the current year, he/she would have the option to waive the requirement for the second classroom observation in the following year.

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~~Summative Evaluation Conference~~

- ~~Teachers are labeled as a Group A or Group B teacher.~~
- ~~Group A teachers include any teacher who has been in GESD for at least 2 consecutive years with the same teaching assignment in the following AzMERIT and AIMS Science tested subjects:~~
  - ~~Reading teachers grade 3-8~~
  - ~~Math teachers grade 3-8~~
  - ~~Science teachers grades 4 and 8~~

- ~~All other teachers and achievement advisors are Group B teachers.~~

Performance Pay

As pursuant to ARS 15-977, in Glendale Elementary School District, the Pay for Performance Framework and the Teacher Evaluation Framework are two distinct frameworks. While both frameworks use similar data to indicate performance, they are not the same. For example, in the Teacher Evaluation Framework, the teacher performance classification is 67% of the final classification. However, the teacher performance classification shall be a component within the total Pay for Performance Framework.

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Peer Observer Procedures

1
- The application process for the Peer Observer position will be posted by August 1st.
- Potential candidates will have 2 work weeks to apply for the position.
- Renewing Peer Observers will send an email to the Assistant Superintendent of Human Resources by August 17th.

2
- Training will occur for those Peer Observer candidates who meet the definition and criteria to be a Peer Observer.
- Each Peer Observer must be trained 1x per year.

3
- A list of Governing Board approved Peer Observers will be posted in every building and on the District's intranet website by August 24th.

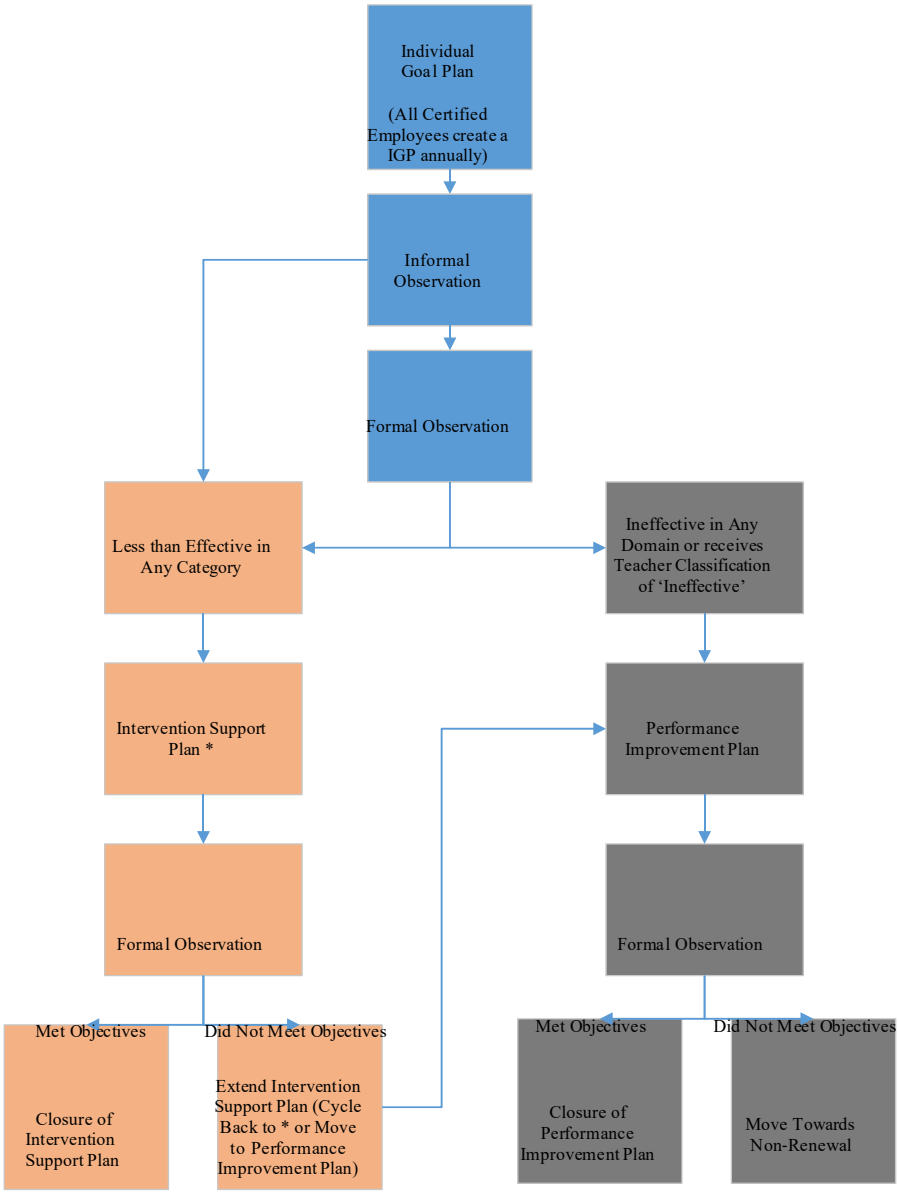
4
- Peer observers may be requested for formal observations.
- The option of whether or not to have a Peer Observer participate in an observation is determined by the evaluatee. A teacher may request a Peer Observer for only the formal observation process.
- To request a Peer Observer, the Peer Observer Request Form must be filled out at the time the administrator indicates the teacher will be observed.

5
- Each Peer Observer may not have more than 5 formal observation cycles per school year.

6
- The Assistant Superintendent of Human Resources will notify the evaluatee of approval within 4 business days once the form has been submitted.
- If there is not a trained Peer Observer on the evaluatee's campus, the Assistant Superintendent of Human Resources will assist with selecting a trained Peer Observer from another campus from those noted on the Peer Observer Request Form. If there is a Peer Observer in the school where the evaluatee teachers, 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 of Human Resources is approved.
- If a Peer Observer is needed from another school, the Assistant Superintendent for Human Resources 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.

7
- It is the responsibility of Human Resources to contact the peer observer for the dates and times of the observation and conferences.
- During the observation, the Peer Observer must fill out the Peer Observation Notes Form.

Process of Assistance



SECTION 5: OBSERVATION RUBRIC

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Teaching to the Objective	• Objective is not clear or teaching is not at the correct level of difficulty. • Sub-objectives are not evident or may include irrelevant or confusing sub-objectives. • Information is not aligned to objective, is inaccurate, and/or impedes learning. • Content-specific information is not accurate.	• Communicates an objective, but objective or teaching may not be at the correct level of difficulty for most students. • Some essential sub-objectives may be missing or may not be completely sequenced or aligned. • Sub-objectives are not taught one at a time. • Some information, responses, activities, and questions are aligned, but critical information may be missing. • Content-specific information is accurate.	• Communicates a clearly stated objective and teaching is at the correct level of difficulty for most students. • Learning evidence is clear for student performance. • Sub-objectives are measurable, sequenced, and aligned to the objective and to one another. • All essential sub-objectives are taught one at a time. • Most information, responses, activities, and questions are accurate and aligned to objective so sub-objective is evident in teacher statements or statement is needed for students to accomplish the sub-objective. • Content-specific information is accurate.	• Communicates clearly stated **and referenced student friendly** objective to ensure teaching at the correct level of difficulty. • Learning evidence for student performance is clearly communicated or rubric is referenced. • Sub-objectives are consistently measurable, sequenced, aligned to the objective, aligned to one another, and connected to prior learning. All essential content and process sub-objectives and additional sub-objectives for vocabulary or procedures are taught one at a time, and sub-objectives anticipate misconceptions. • Information, responses, activities, and questions are accurate and consistently aligned to objective so sub-objective is evident in teacher statements or statement is needed for students to accomplish the sub- objective. • Content-specific information is accurate.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Meaning: Understanding	Teacher does not make learning meaningful because... • Directions are unclear and may contribute to confusion. • Single modalities are used. • Teacher's spoken and written language is incorrect or at an inappropriate level.	Teacher attempts to develop meaning but learning is not strengthened because... • Some directions are not clear for students or may contain confusing or irrelevant information. • Multisensory strategies are used but not simultaneously **OR** more than a few students do not have access **OR** strategies do not effectively promote stronger meaning. Teacher's spoken and written language is not always correct and aligned to student's language proficiency level.	Meaning is strengthened with understanding because... • Directions are logical, clear, and concise for students with all relevant information. • Teacher promotes learning with **simultaneous** multisensory strategies: nearly all students have access to see (graphic organizers, pictures), touch (manipulatives), discuss/listen (meaningful examples), and/or write to enhance correct learning of the objective. • Teacher's language is correct and aligned to student language proficiency level, is expressive, and appropriately paced.	Meaning is strengthened with understanding because... • Directions are logical, clear for students, concise, and **anticipate possible student misunderstanding with all relevant information.** • Teacher promotes learning with simultaneous multisensory strategies: all students have access to see (~~regalia,~~ graphic organizers, pictures), touch (**real-life** manipulatives), discuss/listen (meaningful examples, **analogies, comparisons**), and/or write to enhance learning of the objective. • Teacher's spoken and written language is correct and expressive, **utilizes precise vocabulary,** aligns to student language proficiency level, **scaffolds sentence complexity**, **models expression**, and is appropriately paced.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Meaning: Value and Purpose	Teacher does not make learning purposeful because... • Teacher does not activate prior knowledge or connect student experience with the learning experience or the connections detract from the learning experience. • Teacher does not make connections between the learning experience and real life.	Teacher attempts to develop value and purpose*, but learning is not strengthened because... • Teacher attempts to activate prior knowledge or connect student experience with the learning experience. • Teacher relays connection between the learning experience and real life, but the purpose for learning (content or skill) may not be fully established. **Purpose based on cognitive level appropriate for Special Education classes.*	Meaning is strengthened with value and purpose* because... • Teacher activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary, experiences, or reading. • Teacher establishes purpose for learning (importance of content or skill), across content areas, and/or connects learning to real life. **Purpose based on cognitive level appropriate for Special Education classes.*	Meaning is **consistently** strengthened with value and purpose* **throughout** because... • Teacher activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary, experiences, or reading to connect key concepts and underlying themes within and across the curriculum supporting cross- curricular learning. • Teacher systematically promotes students connecting for themselves new learning with big ideas, patterns, and/or other concepts. • Teacher fosters student ownership of the work, student articulation of value for learning, connections to other content areas, and/or connection to real life. • Teacher situates learning in authentic, real-life learning experiences. **Purpose based on cognitive level appropriate for Special Education classes.*

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Modeling OR Constructing Knowledge	Teacher ineffectively models or does not model correct performance. **OR** Ineffectively guides conceptual development. **OR** New learning does not occur.	Teacher attempts to model correct performance and labels steps or parts with explanation **AND/OR** Attempts to guide conceptual development through questioning and constructing learning experiences, but questions do not effectively guide understanding and correct learning is not labeled to solidify learning at the end.	Teacher explicitly models correct performance and labels steps or parts with explanation of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear labels.	Teacher explicitly models correct performance and labels steps or parts with precise academic vocabulary and clear metacognition of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions **with increasing complexity or depth of content for class and specific learners so that nearly all individual learners gain thorough** understanding and clarify misunderstandings. Solidifies learning after constructed experience with clear labels **and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels.**

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Practice / Aligned Activity	Teacher assigns independent practice without adequate guided practice **OR** omits practice of the objective.	Teacher provides opportunity for students to practice the objective before independent practice is assigned. **AND/OR** Teacher inconsistently guides and scaffolds individual students.	Teacher provides sufficient, aligned practice or aligned activity to support successful learning of the objective before independent practice is assigned or engages students in a constructed learning experience. **AND/OR** Teacher actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g. referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning).	**For each sub-objective** or constructed inquiry learning experience, the teacher engages students in sufficient, aligned practice or learning activities for students to practice correctly before independent practice is assigned. **AND/OR** Teacher effectively guides and scaffolds students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. **Students may also provide support for one another.** Distributed practice for prior learning is evident in bell work, sponge activities, enrichment, work stations, etc.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitor and Adjust	Does not check for understanding. **OR** Teacher does not adjust instruction to facilitate successful new learning for most of the students.	Attempts to check for understanding with some but not all students. Teacher attempts to adjust instruction; however many students are not successful.	Checks understanding from all students (signaling, short answer, product, or presentation) to move to the next sub-objective or from guided to independent practice. **AND** Based on evidence of accuracy or quality of response, teacher adjusts instruction as needed to facilitate successful new learning for most of the students (Reteach the sub-objective within the task analysis, reteach with a different instructional strategy, or change the cognition level).	**For each essential sub-objective**, the teacher checks for understanding based on overt responses from all students. **AND** As needed, the teacher demonstrates content and instructional flexibility to ensure successful new learning for **all students by adjusting more than one of the following:** o Content task analysis or reteaches the sub-objective o Instructional strategies (e.g. pacing, guided practice, questioning, knowledge of results, grouping, etc.) o Cognition level
Feedback	Feedback is not provided in a timely manner or lacks specificity to be instructive to the learner.	Inconsistently provides quality feedback during instruction that is corrective, references a specific level of skill or knowledge, and is timely.	Consistently provides quality feedback during instruction that is corrective to the student about what is correct and incorrect, references a specific level of skill or knowledge, and is timely to promote learning and retention.	Consistently provides **quality** feedback during instruction that is aligned to sub-objective content**, precise with labels,** specific to the learner, and immediate to promote learning and retention. **Provision is made for students to learn to use feedback in their own learning or with their peers.**

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
End of Lesson Assessment	Shows evidence that less than half of students understand the taught objective **OR** end of lesson assessment is missing.	Shows evidence that more than half of students understand the taught objective.	Shows evidence from a formal or informal assessment that the **majority*** of students articulate/ demonstrate individual proficiency of the lesson objective. Teacher may also adjust end of lesson assessment performance level or product for individual needs. ** Approximately 75% to 80% or more. Independent Practice may be the assessment.*	Shows evidence from a formal or informal assessment that **nearly ALL** students can individually articulate/justify/demonstrate proficiency of the lesson objective and its criteria **as well as connect to the big idea or real life within a cognitive closure.** Teacher may also adjust end of lesson assessment performance level or product for individual needs.

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Active Participation	The teacher infrequently elicits participation that may or may not align to the learning objective because the teacher… • Does not ask or expect responses to questions. • Infrequently or never provides wait time. • Does not use strategies that impact level of concern. • Does not expect mandatory participation. • Implements activities of limited interest and/or materials • Does not hold students accountable for work in centers or groups.	Some of the time the teacher elicits participation through questioning and activities that align to the learning objective because the teacher... • Calls typically on volunteers and directs questions to individuals. • Provides inconsistent wait time. • Level of concern is inconsistent or ineffective. • Inconsistently expects participation. • Implements activities that inconsistently sustain interest and/or incorporates a limited range of materials or resources • Inconsistently hold students accountable for work in centers or groups. •	Throughout the lesson the teacher elicits mandatory participation through effective questioning and activities that promote learning aligned to the objective because the teacher... • Calls on volunteers and non-volunteers and a balance of students based on ability, gender, and background. • Uses questioning strategies that require covert thinking and provides sufficient wait time before calling on individual students. • Uses questioning strategies that elicit an overt activity such as choral response, response boards, signaling, etc. • Implements activities that sustain interest, elicit thinking, and incorporate technology, manipulatives, **or** other resources. • Adjusts the student's level of concern through time, pacing, proximity, and/or performance checks. • Holds students accountable for work in centers or groups.	Throughout the lesson, the teacher elicits mandatory **overt and covert** participation through effective questioning and activities that promote learning aligned to the objective because the teacher... • Provides activities and questions that systematically and purposefully promote learning of the objective. • Elicits engagement from students with an aligned activity and sufficient questions within each sub-objective. • Ensures that students equally participate and/or hold one another accountable for engagement in activities and responses in whole group, small group, and independent work.

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Interactive Language Development	Teacher ineffectively structures, scaffolds, and expands expressive language because the instructional activities are not aligned to speaking and/or language standards OR the activities: • Do not provide any opportunity for students to engage in conversations during the lesson • Are not developmentally appropriate; • Do not identify and clarify the correct use of English language rules; • Do not require the use of any academic vocabulary; • Do not allow for the use of technology for communication based on instructional and/or individual student requirements	Teacher somewhat effectively structures, scaffolds, and expands expressive language because the instructional activities are not aligned to speaking and/or language standards OR the activities: • Provide limited opportunities to participate in conversation with one partner; • Are sometimes developmentally appropriate • Have an unclear expectation of building on and/or expressing ideas; • Inconsistently identify and clarify the correct use of English language rules; • Promote the use of only the academic vocabulary taught during the lesson; • Inconsistently allow for the use of technology for communication based on instructional and/or individual student requirements	Teacher effectively structures, scaffolds, and expands expressive language in speaking and/or writing by providing developmentally appropriate instructional activities aligned to speaking and/or language standards AND which: • Provide opportunities to participate in a range of conversations and collaborations with diverse partners; • Establish an expectation to build on other's ideas; • Establish an expectation to express their own ideas clearly and persuasively; • Explicitly teach the use of spoken and/or written language appropriate to the task, purpose, and audience of the communication; • Ensure demonstrating command of formal English when indicated or appropriate; • Promote the use of domain-specific academic vocabulary taught both during and previous to the lesson • Allow for the use of appropriate technology for communication based on instructional and/or individual student requirements	Teacher effectively structures, scaffolds, and expands expressive language in speaking and/or writing by providing developmentally appropriate instructional activities aligned to speaking and/or language standards AND which: • Establish an expectation that students independently participate in a range of conversations and collaborations, as developmentally appropriate, without the need for a specific prompt. • Provide opportunities for student to express their knowledge and thinking in learning conversations within half of the sub-objectives or more than 50% of the time. • Establish an expectation for students to justify their responses with thinking or citations from text. • Establish an expectation to adapt speech to a variety of context and communication tasks. • Promote the use of both general and domain-specific academic vocabulary. • Students may self-select appropriate technology for communication based on instructional and/or individual student requirements

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Critical Thinking	The teacher ineffectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Rarely uses questions and activities which require the expected level of critical thinking • Questions remain at one level of thinking as the lesson progresses. • Does not provide opportunities for students to engage in thinking. • Provides materials which are not aligned with the correct level of critical thinking. • Does not provide opportunities for students to provide justification or rationale for their thinking • Does not make adjustments to the level of critical thinking to allow students to demonstrate their thinking at the highest level which is developmentally appropriate.	The teacher somewhat effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Sometimes uses questions and activities which require the expected level of critical thinking • Questions remain at one level of thinking as the lesson progresses. • Opportunities for students to engage in thinking do not build student understanding toward being able to engage in higher levels of critical thinking. • Provides materials which are not aligned with the correct level of critical thinking. • Rarely expects students to provide justification or rationale for their thinking • Makes adjustments to the level of critical thinking which do not allow students to demonstrate their thinking at the highest level which is developmentally appropriate.	Throughout the lesson, the teacher effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Uses questions and activities which require the expected level of critical thinking • Deepens level of questioning as the lesson progresses. • Provides students opportunities to engage in lower level critical thinking only as a means of building student understanding toward being able to engage in higher levels of critical thinking. • Provides materials which readily allow students to interact at the correct level of critical thinking. • Expects students to periodically provide justification or rationale for their thinking • Makes adjustments to the level of critical thinking which allow students to demonstrate their thinking at the highest level which is developmentally appropriate.	Throughout the lesson, the teacher effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Expects students to make the connections between the daily lesson and long-range learning plans • Expects students to engage in an additional level of critical thinking beyond the expectation in the standard which deepens student understanding of the content. • Expects students to connect what they are learning to experiences or situations significant in their daily lives, both inside and outside of school. • Expects students to consistently provide justification or rationale for their thinking

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Grouping Strategies	Does not attempt or ineffectively structures group(s) to meet student learning needs. **AND** • Instruction is not modified or accommodated as needed to promote learning for sub-groups **OR** • Provides distributed or independent practice in work stations, skill groups, or centers that has not adequately been previously taught **OR** • Cooperative learning experiences are not attempted or detract from the learning.	Attempts to structure group(s) based on needs, and **some** students advance learning. **AND** utilize at least one grouping purpose. • Modifications (leveled instruction, guided reading) **OR** • Accommodations for sub-groups or individuals for objective **OR** • Distributed or independent practice of previously taught skills (workstations) **OR** • Cooperative learning experiences are attempted but lack structure to promote principles (see effective).	Effectively structures group(s) for content needs, materials, affective needs, and size (whole class, small group, pairs, individual) which enables **most** students to advance learning using ***at least one grouping purpose:*** • Modifications (process, content, or product) **OR** • Accommodations for sub-groups or individuals for objective **OR** • Distributed or independent practice of previously taught skills **OR** • Cooperative learning is structured to promote social skills, positive interdependence, individual accountability, equal participation, and /or simultaneous interaction.	Effectively structures **and monitors** groups for content level needs, materials, affective needs, size (whole class, small group, pairs, individual) **based on pre-assessment data or in-class assessment data** which enables **nearly all** students to advance learning using at least one grouping purpose: • **Effective** modifications (leveled instruction, guided reading) **OR** • Effective accommodations for sub-groups or individuals for objective **OR** • Motivating and cognitively challenging distributed or independent practice of previously taught skills (workstations, centers, skill groups) **OR** • Cooperative Learning activities promote authentic social group engagement where teacher provides structure only as needed to ensure principles of social skills, positive interdependence, individual accountability, equal participation, and simultaneous interaction **resulting in success with group goals**. **Students flexibly respond to shifts in conversations and explore the topic. Different members may emerge as experts.**

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Aligned Objectives	Uses available textbooks and resources to develop learning objectives without alignment to appropriate content standards Arizona Common Core State Standards, Arizona State Standards and/or district curriculum.	Establishes learning objectives that occasionally align or reference appropriate content standards Arizona Common Core State Standards, Arizona State Standards and/or district curriculum. Objectives may not include content and/or process to promote critical thinking. Objective may not be at the correct level of difficulty.	Establishes measurable learning objectives aligned and referenced to appropriate content standards Arizona Common Core Standards, Arizona State Standards and/or district curriculum, Alternative Standards or ELP Standards & DSI, district curriculum, overall classroom and state assessment data, and knowledge of pre-requisite content/skills. Objectives include content and process to promote critical thinking. Objectives are appropriate for grade level and reflect correct level of difficulty for most students. **ELD - include component labels and minutes to satisfy state requirements.*	Establishes **explicit** and measurable learning objectives aligned and referenced to appropriate content standards (Common Core State Standards, Arizona State Standards and/or district curriculum.) or ELP Standards & DSI, district curriculum, developmental needs of students identified within the instructional plan, and **knowledge of pre-requisite content/skills.** Objectives include content and process to promote deliberate skill development in critical thinking, **problem solving, and linguistic growth**. Objectives are appropriate for grade level and reflect correct level of difficulty for all students and **integrates and links learning objectives throughout content areas within a meaningful, culminating task and aligns to weekly/unit objectives.** **ELD - include component labels and minutes to satisfy state requirements.*

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
End of Lesson Assessment	Objectives are missing end of lesson assessment.	Objectives include end of lesson assessment criteria but may be unaligned. **OR** End of lesson assessment is included but does not accommodate for diverse learners.	Objectives include clearly defined end of lesson assessment criteria for quality and accuracy. End of lesson assessment accommodates for diverse learners.	Objectives include clearly defined end of lesson assessment criteria for quality and accuracy which is differentiated to meet the needs of diverse learners. **Assessments are designed for student self-reflection on learning. Students may have contributed to the development of the criteria.**
Task Analyzed Sub-Objectives	Sub-objectives are rarely listed for at least one subject or listed sub-objectives lack sequencing or alignment.	Daily lesson objectives for one subject or class period are inconsistently task analyzed to include sub-objectives. Sequences sub-objectives to support student learning. Sub-objectives align to lesson objective. Some essential sub-objectives are included, but some may be missing or out of sequence.	Daily lesson objectives for one subject or class period are task analyzed to include sub-objectives. Sequence develops lesson from simple to complex cognition to support student learning. Sub-objectives align to lesson objective and build upon students' prior knowledge. Most essential sub- objectives for content, skills, and vocabulary are included.	Daily lesson objectives for more than one subject or period are consistently task analyzed to include sub-objectives. Sequence develops lesson appropriate to subject matter, complexity (simple to complex cognition), and inter-relatedness to coherently require students to demonstrate learning in a culminating performance or product. Sub-objectives include meaningful tasks that are highly relevant to students, align to lesson objective, build upon students' prior knowledge, and extend language and cultural experiences. All essential sub-objectives for content, skills, vocabulary and modifications/accommodations are included. Teacher anticipates problematic concepts or steps.

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Data Driven Decision Making	Data from teacher primarily relies on end of chapter or end of unit tests to determine mastery of content for the class as a whole. IEPs, ILLPs, and/or differentiated gifted plans are incorrectly interpreted.	Uses data from diagnostic, formative, and/or summative assessments to determine mastery of content for the class as a whole and for diverse groups to inform future content instruction.	Data from teacher-developed tests, District benchmarks, and/or state assessments are used to determine mastery of content for the class as a whole and for diverse groups to inform future content instruction. IEPs, ILLPs, and/or differentiated gifted plans are correctly developed and interpreted.	**Assessments provide ample and varied opportunities for all students to demonstrate what they know and teachers use instructional decision making based on both real-life performance based tasks and objective format items.** **Concept or performance objective analysis of State, District, and classroom assessments are used to inform the content instruction for the class as a whole, diverse groups, and individuals.** IEPs, ILLPs, 504 Plans, and/or differentiated gifted plans are correctly developed and interpreted with collaboration from students, families and colleagues for individual needs.

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Materials and Technology	Limits selection of materials from available textbooks and resources to develop learning objectives. Materials do **not** consistently align to the objective or provide adequate practice. Technology integration limited to occasional use of Smart Board use by teacher or no technology integration	Inconsistently or ineffectively uses aligned instructional materials and resources to enhance the learning or materials provide insufficient practice. Teacher sometimes utilizes technology to facilitate instruction in the presentation and/or assessment of concepts and skills. Some of the time plans for student use of technology resources (if available) to enhance the learning of the objective.	Selects and utilizes appropriate aligned instructional materials to present concepts and skills. The problems, complexity of text, and/or vocabulary within materials are controlled for the correct level of difficulty. Teacher usually utilizes technology to facilitate instruction in the presentation and/or assessment of concepts and skills. Most of the time plans for student use of technology resources (if available) to enhance the learning of the objective.	Consistently, adapts and creates a wide range of **relevant, highly aligned** instructional materials to facilitate, extend, and enrich student learning and achievement **that are equally accessible for all students. Materials may be self-selected or adapted by students.** The problems, complexity of text, and/or vocabulary within materials are controlled for the correct level of difficulty. **Teacher utilizes school, district, and community resources.** **Teacher consistently integrates a variety of technology resources to facilitate, extend, and enrich student learning.** **Teacher plans for the integration of Arizona Common Core Standards and technology performance objectives in the learning.** **Students consistently use a variety of technology resources in the learning process for maximum student learning with available resources or creative utilization of other resources (or creative utilization of other resources.)**

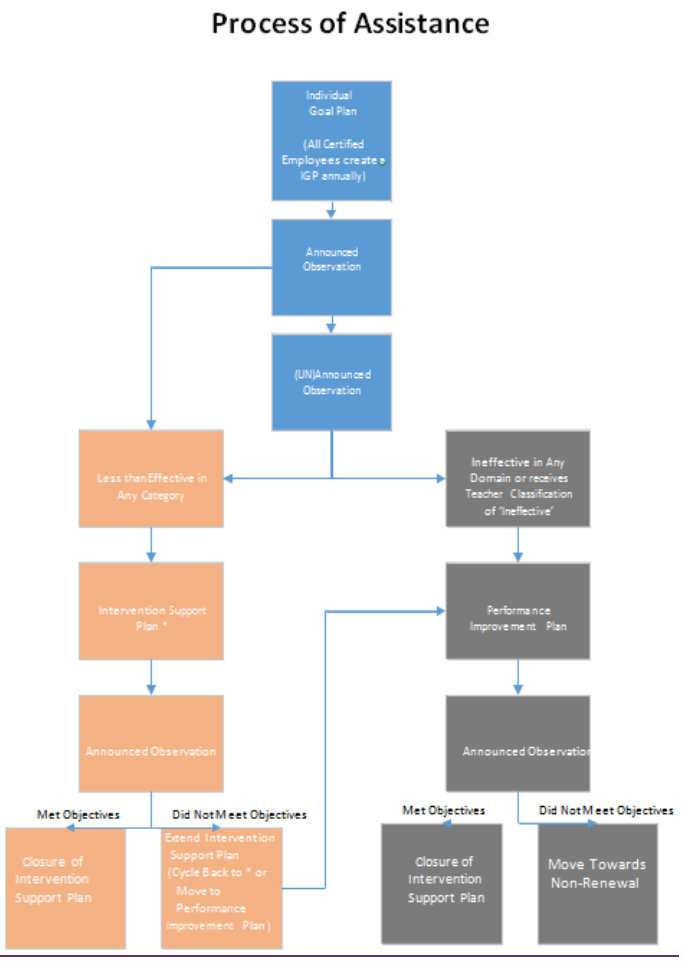
Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Compliance with Policy (e.g. Attendance, timelines, dress code, duties, responsibilities, leave policies, etc.)	Teacher refuses deliberately after repeated directions. Teacher makes no attempt to comply.	Teacher makes some attempt to comply but does not follow through. There are lapses in consistency with policy compliance.	Teacher consistently follows policy.	Teacher consistently and clearly understands and implements policies. Teacher assists others in understanding and following policies.

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Individual Professional Growth	Develops but does not implement his/her annual Individual Goal Plan and/or asks little assistance, if any, from Leadership Team Members and does not increase a rubric classification. Teacher resists or makes little attempt to implement training strategies or school initiatives.	Develops and implements his/her annual Individual Goal Plan although an increase in rubric classification may not be realized. Teacher participates in professional activities but implementation is limited.	Develops and implements the requirements of his/her Individual Goal Plan as evidenced by an increased rubric classification in the goal area. (only applicable for 2nd formative) Teacher participates in professional activities and strives to effectively implement new learning.	Develops and **fulfills** all requirements of her/his annual Individual Goal Plan as evidenced by an increased Rubric classification in the goal area(s). **Teacher seeks out opportunities for professional development beyond school-based trainings and strives to effectively implement new learning.**

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Collaboration	Teacher makes decisions based on self-serving interests and often is closed to team decisions. May participate with team but contributions are minimal to products or work to monitor student learning and/or design interventions. Teacher displays disrespect or rudeness to other staff members.	Teacher's decisions are based on limited though genuinely professional consideration. Teacher is sometimes open-minded to team decision making. Participates as a team member but inconsistently contributes planning, data analysis, or common assessments to assist the team in monitoring student learning and/or design interventions. Teacher is not consistently respectful and congenial with other staff members.	Collaborates with colleagues to support the mission, vision, and goals of the school or district and specific grade or content area goals to support the needs of students. Contributes to the success of the grade-level/content area in planning, data analysis, development of common assessments, and/or designing interventions (as applicable). Maintains an open mind and participates in team decision making. Teacher demonstrates professional respect for staff members and displays active listening and responding.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards and align to the mission, vision, and goals of the school and specific PLC goals to support the needs of students. Teacher takes leadership in team or PLC planning, data analysis, development of common assessments, and/or designing interventions. Encourages equal participation of all members and promotes consensus decision making. Volunteers to participate in at least one school/district event or project each semester making a substantial contribution. Teacher demonstrates professional respect for all staff members, displays active listening, responding skills, and encourages a positive school climate.

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Appropriate Student Interaction (Teacher/ Student)	Lapses in mutual respect diminish learning climate and/or positive relationships. Some interactions may be negative, demeaning, sarcastic, or inappropriate to the age or the culture of the students. **OR** Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit inconsistent respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. Teacher maintains appropriate listening and responding relationships with students.	Teacher demonstrates **genuine caring** and respect for individual students. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher **as an individual, beyond that for the role.** Teacher maintains appropriate listening and responding relationships with students. **Supports students in developing skills to listen and respond.**

***Professionalism Domain elements are not considered for inadequate classroom performance.**



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Glendale Elementary School District #40

Teacher Performance Evaluation Handbook

Adopted by the Governing Board
~~07/27/17~~

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 on our webpage at www.gesd40.org**
- **~~On the left hand side of the page, click on "GESD Policy Manual"~~Click on 'Community' and then 'Governing Board'**
- **On the left hand side of the page, click on 'Policy Manual'**
- **Scroll down and click on the "red cross" (+) next to Glendale Elementary School District in the list of districts at the left~~.~~**
- **Click on Section G.**
- **Click on policy GCO.**

~~HOW TO ACCESS THE TEACHER EVALUATION HANDBOOK ONLINE~~Accessing Evaluation Handbooks:

1. Visit GESD's website – www.gesd40.org
2. ~~Select '*Human Resources*' on the navigation menu (left hand side)~~Click '*Employees*' to access the Internal Website
3. Sign into the website using your network user name and password
4. Under '*Employee Resources*' click '*Employee Handbooks and Information*'~~Under '*Teacher Evaluation Handbooks*', select '*Teacher Observation Handbook*' to view the entire handbook or '*Teacher Rubric Only*' to view only the rubrics.~~
5. Click '*Evaluation Handbooks*' and then the title of the evaluation handbook you would like to review

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TEACHER PERFORMANCE EVALUATION HANDBOOK
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SECTION 1: INTRODUCTION

District Philosophy

GESD believes the teacher evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the learning of our students. The observation rubric is a document that was created to be used as a point of discussion between evaluator peers, teacher peers, and between the evaluator and evaluatee. Each domain is made up of elements which then have indicators to explain that element throughout four levels of performance. Each of the indicators support that level of performance. The indicators are to not be used as a checklist to determine that level of performance, but rather the indicators should be looked at in a holistic manner when deciding level of performance.

Statement of Purpose

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 student learning.

The Teacher Evaluation System:

- safeguards and improves the quality of instruction received by the students.
- structures professional dialogue and feedback between teacher and administrator.
- provides the teacher with opportunities for professional growth, strategies for improvement, or extra assistance as needed.
- clarifies expectations relative to job performance for all certified teachers.
- increases teacher competency.
- includes procedural due process for dismissal.
- complies with Arizona Revised Statutes.

Teaching Standards

The District embraces the National Board of Professional Teaching Standards (NBPTS), Standards for Arizona Teachers and GESD Professional Teacher Standards.

National Board of Professional Teaching Standards (NBPTS)

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 are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

Standards for Arizona Teachers

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.

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.

Standard 3: Implements and Manages Instruction
The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards.

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.

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.

Standard 6: Engages in Professional Development
The teacher reviews and evaluates his or her overall performance and implements a professional development plan.

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.

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.

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.

GESD Professional Teaching Domains

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Planning

- Aligned Objectives
- End of Lesson Assessment
- Data Driven Decision Making
- Progress Monitoring
- Long-Range Planning Adjustment
- Collaboration
- Materials
- Technology

Facilitation

- Teaching to the Objective
- Meaning: Understanding
- Meaning: Value and Purpose
- Modeling or Constructing Knowledge
- Practice/Aligned Activity
- Monitor and Adjust
- Feedback
- End of Lesson Assessment

Engagement

- Active Participation
- Interactive Language Development
- Critical Thinking
- Grouping Strategies

Environment

- Procedures
- Monitoring and Reinforcement
- Monitoring and Response to Misbehavior
- Motivation: Level of Concern, Success, Interest, Relationships
- Responsibility for Learning
- Community

Professionalism

- Professional Behavior
- Record Keeping
- Professional Growth and Development
- Communication
- Collaboration
- Appropriate Student Interaction (Teacher/Student)

Arizona Revised Statutes Criteria

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Arizona Revised Statues (A.R.S.) § 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 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.
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. To school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes. A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district or charter school.
4. For introduction in evidence or discovery in any court action between the Governing Board and the certificated teacher in which either:
    a. The competency of the teacher is at issue
    b. The assessment and evaluation were an exhibit at a hearing, the result of which is challenge

Elements of Evaluation

1. Comply with State Board of Education-approved model framework for teacher evaluations, which requires that student academic progress account for 33% to 50% of evaluation.
2. Teacher evaluated into one of four performance classifications: highly effective, effective, developing, ineffective. By December 1, 2012, SBOE adopts qualitative definition of performance classifications. By start of 2012-2013 school year, Governing Board adopts quantitative definitions of performance classifications. A.R.S. § 15-203(1) (38).

Summative Evaluation Frequency
All teachers – at least once each year

Observations
Two observations for all teachers demonstrating teaching skills in a complete and uninterrupted lesson.

Time of Observation

1. No observation within two (2) instructional days of a school break of one week or more. A.R.S. § 15-539(C)
2. Sixty (60) calendar days between first and last observation

Communications with Teacher
Evaluator must provide:

- Written feedback to teacher within ten (10) business days after an observation.
- Copy of written summative evaluation within five (5) business days after its completion. After teacher receives evaluation, Board designee, or a qualified evaluator, must:

- Confer with teacher regarding specific recommendations for areas of improvement and professional development opportunities.
- Follow up with teacher after a reasonable period of time to determine whether the teacher is demonstrating adequate performance.

Evaluation Report Contents

Evaluation report must include:

- Teacher's performance classification
- Recommendations for areas of improvement if performance warrants improvement.

Appeal

Teachers who disagree with their summative evaluation may file an appeal if permitted to do so under Arizona law and Board policy.

This evaluation system aligns with requirements outlined in ARS §15-536 to 539.

SECTION 2: THE EVALUATION SYSTEM

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.

Evaluation System Training

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Qualified Evaluator Training

- 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 evaluators 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 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
    - 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
        - Meets expected inter-rater reliability expectations established by the district
        - Participates in training annually

Teacher Training

- The evaluation process is reviewed with all teachers within the first three weeks of the start of school year at the school buildings with a qualified evaluator(s).

Evaluation Components

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The final teacher evaluation classification will be determined using a combination of classroom performance and student achievement. Teacher classroom performance will account for 67% and student achievement (pending State of Arizona guidance) will account for 33% of the final teacher performance classification.

Teacher Classroom Performance

Teacher classroom performance will be a result of data collected from at least two classroom observations of complete and uninterrupted lessons. Additional data may be collected from pre/post-conferences, mid-year conference/feedback session, and additional artifacts. As a result of the data collected each Element from the Teacher Evaluation Rubric will receive an individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification (Table 1).

The domain classifications will then be used to determine the overall teacher classroom performance classification (Table 2).

Table 1. Number of Elements and Domain Classifications

Domain/Classification	Highly Effective	Effective	Developing	Ineffective
Facilitation	3- Highly Effective No Developing No Ineffective	5-Effective/Highly Effective No Ineffective	4-Developing 1-Ineffective	2-Ineffective
Engagement	1-Highly Effective No Developing No Ineffective	2-Effective No Ineffective	2-Developing 1-Ineffective	2-Ineffective
Environment	2- Highly Effective No Developing No Ineffective	4- Effective/Highly Effective No Ineffective	3-Developing No Ineffective	1-Ineffective
Planning	3-Highly Effective No Developing No Ineffective	4- Effective/Highly Effective No Ineffective	5-Developing 1- Ineffective	2-Ineffective
Professionalism	4- Highly Effective No Developing No Ineffective	5-Effective/Highly Effective No Ineffective	2-Developing No Ineffective	1- Ineffective

Table 2. Number of Domains and Teacher Classroom Performance Classification

Highly Effective	2-Highly Effective Domains No Developing Domains No Ineffective Domains
Effective	3- Effective/ Highly Effective Domains No Ineffective Domains
Developing	3- Developing Domains No Ineffective Domains
Ineffective	1- Ineffective Domain

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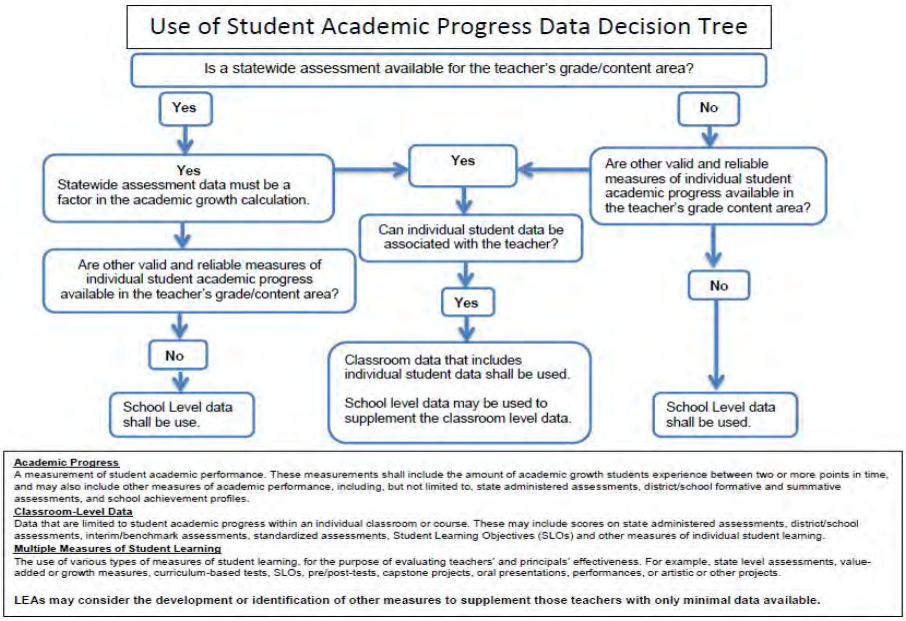
Student Achievement

Teachers are labeled as a Group A or Group B teacher.

- Group A teachers include any teacher who has been in GESD for at least 2 consecutive years with the same teaching assignment in the following AzMERIT and/or AIMS tested subjects:
  - Reading teachers grade 3-8
  - Math teachers grade 3-8
  - Science teachers grades 4 and 8
- All other teachers and achievement advisors are Group B teachers.



Final Classifications for the levels of performance:

- As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:
  - **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
  - **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.
  - **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be

assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

Final Teacher Classification based on Classroom Performance and Student Achievement

Classroom Performance 67%

Student Achievement 33% (pending State of Arizona guidance)	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Highly Effective	Highly Effective	Effective	Developing	Ineffective
Effective	Highly Effective	Effective	Developing	Ineffective
Developing	Effective	Effective	Developing	Ineffective
Ineffective	Effective	Effective	Developing	Ineffective

How to Figure out the 33% of Student Achievement Data

All teachers will receive a classification based on the following percentages:

- 67% of a certified staff member's evaluation will be based on their performance evaluation rubric.
- 33% of a certified staff member's evaluation will be based on the student achievement data as described below:
    - **Highly Effective: YES in both areas**
    - **Effective: YES in Area 2 and NO in Area 1**
    - **Developing: YES in Area 1 and NO in Area 2**
    - **Ineffective: NO in both areas**

Group	Student Achievement			
	AREA 1 (20% of the 33% total)	Yes/No	**AREA 2 (13% of the 33% total)**	Yes/No
Teacher Group A (has taught the same grade level, content area, at the same school for 2 years and must have classroom data based on AzMERIT ELA, Math and/or AIMS Science)	• 5% of Full Academic Year classroom students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 5% increase of Full Academic Year classroom students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 10% decrease of Full Academic Year classroom students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science. OR • Maintain the percentage of students at or above "Proficient" in prior year AzMERIT ELA OR AZMERIT Math OR AIMS Science AND • 2% of Full Academic Year school students going up 1 performance classification level in prior year AzMERIT ELA, Math OR AIMS Science OR • 2% increase of Full Academic Year school students in P/HP classification in prior year AzMERIT ELA, Math OR AIMS Science OR • 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Maintain the percentage of students at or above "Proficient" in prior year AzMERIT ELA OR AZMERIT Math OR AIMS Science	Y/N Y/N Y/N Y/N Y/N Y/N Y/N Y/N	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • 51% of the overall ratings on the current year parent school survey marked as "agree" or "strongly agree" OR • 95% of students or above were tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meets AZELLA reclassification rate	Y/N Y/N Y/N Y/N Y/N
Teacher Group B	• 2% of Full Academic Year school students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 2% increase of Full Academic Year school students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Maintain the percentage of students at or above "Proficient" in prior year AzMERIT ELA OR AZMERIT Math OR AIMS Science	Y/N Y/N Y/N Y/N	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • The majority (51%) of the ratings on the current year parent school survey classified as "agree" or "strongly agree" OR • 95% of students or above were tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meets AZELLA reclassification rate	Y/N Y/N Y/N Y/N Y/N

EVALUATION PROCESS, PROCEDURES & RESPONSIBILITIES

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Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal Setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and Teacher	Returning teachers – Spring New teachers- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data Collection through Observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th Unannounced before April 1st. Throughout the year.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference
Data Collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and Teacher	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference
Mid-year Conference/Feedback Session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and Teacher	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative Evaluation	Provide written final classification to the teacher and facilitate a conference with the teacher. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set instructional improvement goals, which must integrate at least one (1) element identified on the Facilitation or Engagement domain with content needs identified in the School Improvement Plan in order to plan for the assessment of professional growth.
- Materials to provide/bring to post conferences:
  - Completed Self-Classified-rubrics (optional)
  - Planning documents
  - Communication documents
  - Progress Monitoring/Assessment plan documents
  - Additional Artifacts
- The self-classified rubrics are for the sole use of the teacher, and are not for formal documentation in the evaluation process. The act of reflection is an essential part of professional growth and should assist in the goal setting process between the teacher and the administrator(s).
- Discuss the self-classified rubric as a source of goals, objectives, and targets for observations with emphasis on teaching.
- Each teacher will collaborate with the administrator(s) to develop an Individual Goal Plan in the spring after their summative conference.

- Each first-year teacher will collaborate with the administrator(s) to develop an Individual Goal Plan in the fall based on New Teacher Induction requirements.
- After goals have been set, teacher and administrator(s) will discuss data collection to document the goals. A second goal area may be added from other domains.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the teacher evaluation rubric.
- The administrator will assign classifications to each instructional element, for each domain based on observations, artifacts and mid-year conferences/feedback. Based on element and domain classifications the teachers will receive an overall classroom performance classification. The final teacher classification will be determined from classroom performance (67%) and student achievement (33%) data.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrators will set up time with staff members for a summative evaluation conference.
- The administrator and teacher will discuss the rubric classification and comments.
- The teacher may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and teacher will discuss growth from the fall to the spring on the (un)announced observations, mid-year conferences/feedback, additional artifacts. Evidence of progress on the teacher's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be developed by the evaluator and teacher for the upcoming school year and documented on the summative evaluation.
- The administrator and the teacher sign the summative evaluation documents.
- Teachers may address the evaluation feedback by writing a response in the teacher's comment section OR
- The teacher may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.
- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation.

SECTION 3: DATA COLLECTION MECHANISMS

OBSERVATION TYPES & PROCEDURES

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- All teachers, both probationary and continuing, are required to have two observations unless they are subject to an exception as permitted by statute. The first observation will be an announced observation, and the second observation may be announced or unannounced.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December15th, and all unannounced observations should be completed prior to April 1st.
- Each teacher may be observed more than the minimum number of times prescribed by Arizona law.
- The administrators(s) may appoint an alternate and/or include an additional qualified evaluator. The teacher should be notified of this change prior to the observation.
- The teacher 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.
- Shared teaching positions will be assigned a home school however the teacher may be observed and data may be collected at either site. The summative evaluation will be completed at the home school.

Observation Type	Pre-Conference	Post-Conference	Deadline	Feedback
Announced	Yes at least 2 days prior to observation *(See description below)*	Yes within 5 days following observation *(See description below)*	Prior to December 15th	written within 10 days of observation
Unannounced	No	Yes within 5 days following observation *(See description below)*	Prior to April 1st	written within 10 days of observation

Announced Observation (prior to December 15th)

Evaluator will schedule a time to observe the teacher during a complete and uninterrupted lesson. During the observation the evaluator will collect data about instructional elements within the Environment, Facilitation, and Engagement Domains of the Teacher Instructional Rubric. The announced observation is preceded with a pre-conference and is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st)

The evaluator does not need to schedule a time with the teacher for an unannounced observation. The unannounced observation should be of a complete and uninterrupted lesson. During the observation the evaluator will collect data about instructional elements within the Environment, Facilitation, and Engagement Domains of the Teacher Instructional Rubric. The unannounced observation will be followed by a post-conference within 5 business days and written feedback within 10 days of the observation.

Pre-Observation Conference

- The pre-conference discussion for any announced observation should be arranged by mutual agreement between administrator and teacher. The pre-conference for an announced observation must be scheduled at least two business days prior unless mutually agreed upon.
- If requested, the announced observation pre-conference will be scheduled by the site Administrator.
- The announced observation pre-conference should include the teacher 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 pre-observation conference and submitted at the time the observation is scheduled.
- Appropriate topics for the announced observation pre-conference may include items on the Pre-Observation Conference Form and possibly the following: reviewing the process, questions about expectations, reviewing artifacts, lesson plans, progress monitoring, and grading practices. 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, Intervention Support Plan, Performance Improvement Plans, and goals and objectives.

Post-Observation Conference

- Unannounced observations must include a post-conference.
- Teachers may self-assess utilizing the teacher evaluation rubric prior to the (Un) announced post-observation conference. The self-assessment is for the sole use of the teacher and is not used for formal documentation in the evaluation. 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.
- The (Un)announced post- observation conference shall be held within five (5) business days after the (Un) announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the teacher within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/ enhancement or refinement/reinforcement and instructional strengths.
- If there are concerns with performance of probationary/continuing teachers, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

MID-YEAR CONFERENCE/FEEDBACK SESSION

- All teachers will have a mid-year conference/feedback session by January 30th with their evaluator each school year.
- Mid-year conference/feedback session of at least thirty (30) minutes are considered part of the Teacher Evaluation System. Data from the mid-year conference/feedback should be included in the summative evaluation.
- Shared teaching positions may participate in the mid-year conference/feedback session at the shared school.

  This mid-year conference/feedback session from the shared school may be reviewed with the home school evaluator.

ADDITIONAL ARTIFACTS

The evaluator may use additional artifacts to inform their decision regarding teacher's classroom performance. Information gained from these artifacts should align to the elements and domains of the Teacher Evaluation Rubric. Data may include, but is not limited to,

- Classroom Walk-through
- Professional Learning Communities
- Instructional Conferences
- Committee Work
- Surveys
- Awards/Recognitions
- Video Taped Lessons
- School/District Projects
- Professional Development Activities
- Extra-Curricular/Community Outreach
- Student/Parent-Teacher Conferences
- Professional Interactions/Responsibilities

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SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

Peer Observers

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- A teacher may request to have a Peer Observer.

 The purpose of the peer observer is to ensure the formal observation process is adhered to according to state and district guidelines.

 A peer observer is a continuing teacher who:
  - has a minimum 3 years of successful teaching experience in GESD. Successful is defined as a teacher who has not been on an Intervention Support Plan or Performance Improvement Plan for two (2) consecutive years
  - has completed annual Peer Observer Training
  - has been approved by the Governing Board
  - is a current 1.0 FTE classroom teacher
  - is not a qualified evaluator; therefore, not part of the evaluation process

 If a peer observer is requested, the Peer Observer Request Form must be filled out prior to the pre-observation conference and submitted at the time the observation is scheduled.

 Once a peer observer is requested, they will observe the entire formal observation process including the pre- observation conference, the observation, and the post-observation conference using the Peer Observation Notes Form.

Intervention Support Plan

1. In any observation, if a teacher is classified less than "Effective" in any element, support may be given to the Teacher in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
2. An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
3. After four to six weeks of support, an announced observation will be performed to determine growth in the areas identified.
4. One of the following actions will occur:
   - If the goal(s) have been met, the Intervention Support Plan is complete.
   - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4 or the teacher may be placed on a Performance Improvement Plan.
   - If no growth or insufficient growth has taken place, a Performance Improvement Plan will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

1. In accordance with state law and Governing Board Policy GCO, a Preliminary Notice of Inadequate Classroom Performance will accompany the Performance Improvement Plan.
2. If a teacher is placed on a Performance Improvement Plan, the teacher is entitled to "…specific recommendations as to areas of improvement …shall (be) provide(d) 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. § 15-536 and § 15-538

3. A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
4. After forty-five (45) instructional days, another announced observation will be performed to determine performance in the areas identified.
5. One of the following actions will occur:
   - If the goal(s) have been met, the Performance Improvement Plan is complete.
   - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5 or recommendation for dismissal may be initiated.
   - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
   - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.
6. If the teacher continues to demonstrate inadequate classroom performance at the conclusion of the Performance Improvement Plan, a Statement of Charges may be presented to the Board by the Superintendent or the Superintendent may recommend the non-renewal of the teacher. The Board may vote to adopt the statement of charges, if one is required by statute. If the vote is to adopt the statement of charges, the dismissal occurs at the end of 10 days, unless the teacher requests a hearing.

Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if:

- the teacher receives a rating of "*ineffective*" in any of the five (5) Domains on any observation; *or*
- the teacher receives a rating of "*ineffective*" with respect to the District's evaluation instrument as a whole; *or*
- during each year of two (2) consecutive school years, the certificated teacher receives a rating of "*ineffective*" or "*developing*" rating with respect to the evaluation instrument as a whole.

7. A Continuing Teacher may be returned to probationary status based upon their classification received as per Arizona statute.

Safeguards

- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the Governing Board.

In the event of a claim of a violation of procedure or process, the teacher may initiate a grievance through existing channels as established by board policy. (Policy GBK-R p. 1 of 3) Policy GBK-R states in 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 teacher 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 Governing Board action concerning dismissal or non-renewal."

Special Education:

- When observing special education teachers it is imperative to note that they are teaching a different population and class make up than their general education counterparts. Although special education teachers maintain high expectations for their students they must teach at the individualized levels of their students. Teaching in the special education classroom is based on the cognition and language level of the students, which may not be at their grade level. Therefore, special education teachers may adjust the cognition and language level appropriate to the students' ability levels. An example of differentiation can be demonstrated through the function and formation of groups with the teacher utilizing a variety of methodologies. Special education classrooms may also need additional monitoring, prompts, and cues within the classroom as compared to their general education counterparts. The observer may need to differentiate the elements of interactive language development and critical thinking because students may need to use alternative modes of communication and adjust the level of critical thinking to the knowledge or comprehension level.

The teacher has a right to submit a written response to the evaluation per Policy GCO-RA. Policy GCO-RA states in 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.

- Both evaluator and teacher may use pre and post-observation conferences for identification and resolution of extenuating circumstances.
- The evaluator will attempt to resolve any disagreement regarding evaluation results during the post-observation conference. If unresolved, the teacher may ask for one additional observation time during the school year according to board-adopted procedures.

Incentives

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Incentives for teachers in one of the two highest performance classifications, Effective or Highly Effective, pursuant to section 15-203, subsection A, paragraph 38, may include at the discretion of the Superintendent:

- Multiyear contracts pursuant to section 15-503.
- Incentives to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
- Transfer and contract processes for teachers designated in the lowest performance classification pursuant to section 15-203, subsection A, paragraph 38.
- If a continuing teacher receives an overall designation of "highly effective" in the area of classroom performance in the current year, he/she would have the option to waive the requirement for the second classroom observation in the following year.

Performance Pay

As pursuant to ARS 15-977, in Glendale Elementary School District, the Pay for Performance Framework and the Teacher Evaluation Framework are two distinct frameworks. While both frameworks use similar data to indicate performance, they are not the same. For example, in the Teacher Evaluation Framework, the teacher performance classification is 67% of the final classification. However, the teacher performance classification shall be a component within the total Pay for Performance Framework.

SECTION 5: OBSERVATION RUBRIC

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Teaching to the Objective	• Objective is not clear or teaching is not at the correct level of difficulty. • Sub-objectives are not evident or may include irrelevant or confusing sub-objectives. • Information is not aligned to objective, is inaccurate, and/or impedes learning. • Content-specific information is not accurate.	• Communicates an objective, but objective or teaching may not be at the correct level of difficulty for most students. • Some essential sub-objectives may be missing or may not be completely sequenced or aligned. • Sub-objectives are not taught one at a time. • Some information, responses, activities, and questions are aligned, but critical information may be missing. • Content-specific information is accurate.	• Communicates a clearly stated objective and teaching is at the correct level of difficulty for most students. • Learning evidence is clear for student performance. • Sub-objectives are measurable, sequenced, and aligned to the objective and to one another. • All essential sub-objectives are taught one at a time. • Most information, responses, activities, and questions are accurate and aligned to objective so sub-objective is evident in teacher statements or statement is needed for students to accomplish the sub-objective. • Content-specific information is accurate.	• Communicates clearly stated **and referenced student friendly** objective to ensure teaching at the correct level of difficulty. • Learning evidence for student performance is clearly communicated or rubric is referenced. • Sub-objectives are consistently measurable, sequenced, aligned to the objective, aligned to one another, and connected to prior learning. All essential content and process sub-objectives and additional sub-objectives for vocabulary or procedures are taught one at a time, and sub-objectives anticipate misconceptions. • Information, responses, activities, and questions are accurate and consistently aligned to objective so sub-objective is evident in teacher statements or statement is needed for students to accomplish the sub- objective. • Content-specific information is accurate.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Meaning: Understanding	Teacher does not make learning meaningful because... • Directions are unclear and may contribute to confusion. • Single modalities are used. • Teacher's spoken and written language is incorrect or at an inappropriate level.	Teacher attempts to develop meaning but learning is not strengthened because... • Some directions are not clear for students or may contain confusing or irrelevant information. • Multisensory strategies are used but not simultaneously **OR** more than a few students do not have access **OR** strategies do not effectively promote stronger meaning. Teacher's spoken and written language is not always correct and aligned to student's language proficiency level.	Meaning is strengthened with understanding because... • Directions are logical, clear, and concise for students with all relevant information. • Teacher promotes learning with **simultaneous** multisensory strategies: nearly all students have access to see (graphic organizers, pictures), touch (manipulatives), discuss/listen (meaningful examples), and/or write to enhance correct learning of the objective. • Teacher's language is correct and aligned to student language proficiency level, is expressive, and appropriately paced.	Meaning is strengthened with understanding because... • Directions are logical, clear for students, concise, and **anticipate possible student misunderstanding with all relevant information.** • Teacher promotes learning with simultaneous multisensory strategies: all students have access to see (graphic organizers, pictures), touch (**real-life** manipulatives), discuss/listen (meaningful examples, **analogies, comparisons**), and/or write to enhance learning of the objective. • Teacher's spoken and written language is correct and expressive, **utilizes precise vocabulary,** aligns to student language proficiency level, **scaffolds sentence complexity**, **models expression**, and is appropriately paced.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Meaning: Value and Purpose	Teacher does not make learning purposeful because... • Teacher does not activate prior knowledge or connect student experience with the learning experience or the connections detract from the learning experience. • Teacher does not make connections between the learning experience and real life.	Teacher attempts to develop value and purpose*, but learning is not strengthened because... • Teacher attempts to activate prior knowledge or connect student experience with the learning experience. • Teacher relays connection between the learning experience and real life, but the purpose for learning (content or skill) may not be fully established. **Purpose based on cognitive level appropriate for Special Education classes.*	Meaning is strengthened with value and purpose* because... • Teacher activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary, experiences, or reading. • Teacher establishes purpose for learning (importance of content or skill), across content areas, and/or connects learning to real life. **Purpose based on cognitive level appropriate for Special Education classes.*	Meaning is **consistently** strengthened with value and purpose* **throughout** because... • Teacher activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary, experiences, or reading to connect key concepts and underlying themes within and across the curriculum supporting cross- curricular learning. • Teacher systematically promotes students connecting for themselves new learning with big ideas, patterns, and/or other concepts. • Teacher fosters student ownership of the work, student articulation of value for learning, connections to other content areas, and/or connection to real life. • Teacher situates learning in authentic, real-life learning experiences. **Purpose based on cognitive level appropriate for Special Education classes.*

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Modeling OR Constructing Knowledge	Teacher ineffectively models or does not model correct performance. **OR** Ineffectively guides conceptual development. **OR** New learning does not occur.	Teacher attempts to model correct performance and labels steps or parts with explanation **AND/OR** Attempts to guide conceptual development through questioning and constructing learning experiences, but questions do not effectively guide understanding and correct learning is not labeled to solidify learning at the end.	Teacher explicitly models correct performance and labels steps or parts with explanation of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear labels.	Teacher explicitly models correct performance and labels steps or parts with precise academic vocabulary and clear metacognition of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions **with increasing complexity or depth of content for class and specific learners so that nearly all individual learners gain thorough** understanding and clarify misunderstandings. Solidifies learning after constructed experience with clear labels **and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels.**

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Practice / Aligned Activity	Teacher assigns independent practice without adequate guided practice **OR** omits practice of the objective.	Teacher provides opportunity for students to practice the objective before independent practice is assigned. **AND/OR** Teacher inconsistently guides and scaffolds individual students.	Teacher provides sufficient, aligned practice or aligned activity to support successful learning of the objective before independent practice is assigned or engages students in a constructed learning experience. **AND/OR** Teacher actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g. referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning).	**For each sub-objective** or constructed inquiry learning experience, the teacher engages students in sufficient, aligned practice or learning activities for students to practice correctly before independent practice is assigned. **AND/OR** Teacher effectively guides and scaffolds students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. **Students may also provide support for one another.** Distributed practice for prior learning is evident in bell work, sponge activities, enrichment, work stations, etc.

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitor and Adjust	Does not check for understanding. **OR** Teacher does not adjust instruction to facilitate successful new learning for most of the students.	Attempts to check for understanding with some but not all students. Teacher attempts to adjust instruction; however many students are not successful.	Checks understanding from all students (signaling, short answer, product, or presentation) to move to the next sub-objective or from guided to independent practice. **AND** Based on evidence of accuracy or quality of response, teacher adjusts instruction as needed to facilitate successful new learning for most of the students (Reteach the sub-objective within the task analysis, reteach with a different instructional strategy, or change the cognition level).	**For each essential sub-objective**, the teacher checks for understanding based on overt responses from all students. **AND** As needed, the teacher demonstrates content and instructional flexibility to ensure successful new learning for **all students by adjusting more than one of the following:** o Content task analysis or reteaches the sub-objective o Instructional strategies (e.g. pacing, guided practice, questioning, knowledge of results, grouping, etc.) o Cognition level
Feedback	Feedback is not provided in a timely manner or lacks specificity to be instructive to the learner.	Inconsistently provides quality feedback during instruction that is corrective, references a specific level of skill or knowledge, and is timely.	Consistently provides quality feedback during instruction that is corrective to the student about what is correct and incorrect, references a specific level of skill or knowledge, and is timely to promote learning and retention.	Consistently provides **quality** feedback during instruction that is aligned to sub-objective content**, precise with labels,** specific to the learner, and immediate to promote learning and retention. **Provision is made for students to learn to use feedback in their own learning or with their peers.**

Domain: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
End of Lesson Assessment	Shows evidence that less than half of students understand the taught objective **OR** end of lesson assessment is missing.	Shows evidence that more than half of students understand the taught objective.	Shows evidence from a formal or informal assessment that the **majority*** of students articulate/ demonstrate individual proficiency of the lesson objective. Teacher may also adjust end of lesson assessment performance level or product for individual needs. ** Approximately 75% to 80% or more. Independent Practice may be the assessment.*	Shows evidence from a formal or informal assessment that **nearly ALL** students can individually articulate/justify/demonstrate proficiency of the lesson objective and its criteria **as well as connect to the big idea or real life within a cognitive closure.** Teacher may also adjust end of lesson assessment performance level or product for individual needs.

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Active Participation	The teacher infrequently elicits participation that may or may not align to the learning objective because the teacher… • Does not ask or expect responses to questions. • Infrequently or never provides wait time. • Does not use strategies that impact level of concern. • Does not expect mandatory participation. • Implements activities of limited interest and/or materials • Does not hold students accountable for work in centers or groups.	Some of the time the teacher elicits participation through questioning and activities that align to the learning objective because the teacher... • Calls typically on volunteers and directs questions to individuals. • Provides inconsistent wait time. • Level of concern is inconsistent or ineffective. • Inconsistently expects participation. • Implements activities that inconsistently sustain interest and/or incorporates a limited range of materials or resources • Inconsistently hold students accountable for work in centers or groups. •	Throughout the lesson the teacher elicits mandatory participation through effective questioning and activities that promote learning aligned to the objective because the teacher... • Calls on volunteers and non-volunteers and a balance of students based on ability, gender, and background. • Uses questioning strategies that require covert thinking and provides sufficient wait time before calling on individual students. • Uses questioning strategies that elicit an overt activity such as choral response, response boards, signaling, etc. • Implements activities that sustain interest, elicit thinking, and incorporate technology, manipulatives, **or** other resources. • Adjusts the student's level of concern through time, pacing, proximity, and/or performance checks. • Holds students accountable for work in centers or groups.	Throughout the lesson, the teacher elicits mandatory **overt and covert** participation through effective questioning and activities that promote learning aligned to the objective because the teacher... • Provides activities and questions that systematically and purposefully promote learning of the objective. • Elicits engagement from students with an aligned activity and sufficient questions within each sub-objective. • Ensures that students equally participate and/or hold one another accountable for engagement in activities and responses in whole group, small group, and independent work.

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Interactive Language Development	Teacher ineffectively structures, scaffolds, and expands expressive language because the instructional activities are not aligned to speaking and/or language standards OR the activities: • Do not provide any opportunity for students to engage in conversations during the lesson • Are not developmentally appropriate; • Do not identify and clarify the correct use of English language rules; • Do not require the use of any academic vocabulary; • Do not allow for the use of technology for communication based on instructional and/or individual student requirements	Teacher somewhat effectively structures, scaffolds, and expands expressive language because the instructional activities are not aligned to speaking and/or language standards OR the activities: • Provide limited opportunities to participate in conversation with one partner; • Are sometimes developmentally appropriate • Have an unclear expectation of building on and/or expressing ideas; • Inconsistently identify and clarify the correct use of English language rules; • Promote the use of only the academic vocabulary taught during the lesson; • Inconsistently allow for the use of technology for communication based on instructional and/or individual student requirements	Teacher effectively structures, scaffolds, and expands expressive language in speaking and/or writing by providing developmentally appropriate instructional activities aligned to speaking and/or language standards AND which: • Provide opportunities to participate in a range of conversations and collaborations with diverse partners; • Establish an expectation to build on other's ideas; • Establish an expectation to express their own ideas clearly and persuasively; • Explicitly teach the use of spoken and/or written language appropriate to the task, purpose, and audience of the communication; • Ensure demonstrating command of formal English when indicated or appropriate; • Promote the use of domain-specific academic vocabulary taught both during and previous to the lesson • Allow for the use of appropriate technology for communication based on instructional and/or individual student requirements	Teacher effectively structures, scaffolds, and expands expressive language in speaking and/or writing by providing developmentally appropriate instructional activities aligned to speaking and/or language standards AND which: • Establish an expectation that students independently participate in a range of conversations and collaborations, as developmentally appropriate, without the need for a specific prompt. • Provide opportunities for student to express their knowledge and thinking in learning conversations within half of the sub-objectives or more than 50% of the time. • Establish an expectation for students to justify their responses with thinking or citations from text. • Establish an expectation to adapt speech to a variety of context and communication tasks. • Promote the use of both general and domain-specific academic vocabulary. • Students may self-select appropriate technology for communication based on instructional and/or individual student requirements

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Critical Thinking	The teacher ineffectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Rarely uses questions and activities which require the expected level of critical thinking • Questions remain at one level of thinking as the lesson progresses. • Does not provide opportunities for students to engage in thinking. • Provides materials which are not aligned with the correct level of critical thinking. • Does not provide opportunities for students to provide justification or rationale for their thinking • Does not make adjustments to the level of critical thinking to allow students to demonstrate their thinking at the highest level which is developmentally appropriate.	The teacher somewhat effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Sometimes uses questions and activities which require the expected level of critical thinking • Questions remain at one level of thinking as the lesson progresses. • Opportunities for students to engage in thinking do not build student understanding toward being able to engage in higher levels of critical thinking. • Provides materials which are not aligned with the correct level of critical thinking. • Rarely expects students to provide justification or rationale for their thinking • Makes adjustments to the level of critical thinking which does not allow students to demonstrate their thinking at the highest level which is developmentally appropriate.	Throughout the lesson, the teacher effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Uses questions and activities which require the expected level of critical thinking • Deepens level of questioning as the lesson progresses. • Provides students opportunities to engage in lower level critical thinking only as a means of building student understanding toward being able to engage in higher levels of critical thinking. • Provides materials which readily allow students to interact at the correct level of critical thinking. • Expects students to periodically provide justification or rationale for their thinking • Makes adjustments to the level of critical thinking which allows students to demonstrate their thinking at the highest level which is developmentally appropriate.	Throughout the lesson, the teacher effectively elicits thinking at the correct level of difficulty which will allow students to demonstrate thinking at the level expected by the grade level standards because the teacher: • Expects students to make the connections between the daily lesson and long-range learning plans • Expects students to engage in an additional level of critical thinking beyond the expectation in the standard which deepens student understanding of the content. • Expects students to connect what they are learning to experiences or situations significant in their daily lives, both inside and outside of school. • Expects students to consistently provide justification or rationale for their thinking

Domain: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Grouping Strategies	Does not attempt or ineffectively structures group(s) to meet student learning needs. **AND** • Instruction is not modified or accommodated as needed to promote learning for sub-groups **OR** • Provides distributed or independent practice in work stations, skill groups, or centers that has not adequately been previously taught **OR** • Cooperative learning experiences are not attempted or detract from the learning.	Attempts to structure group(s) based on needs, and **some** students advance learning. **AND** utilize at least one grouping purpose. • Modifications (leveled instruction, guided reading) **OR** • Accommodations for sub-groups or individuals for objective **OR** • Distributed or independent practice of previously taught skills (workstations) **OR** • Cooperative learning experiences are attempted but lack structure to promote principles (see effective).	Effectively structures group(s) for content needs, materials, affective needs, and size (whole class, small group, pairs, individual) which enables **most** students to advance learning using ***at least one grouping purpose:*** • Modifications (process, content, or product) **OR** • Accommodations for sub-groups or individuals for objective **OR** • Distributed or independent practice of previously taught skills **OR** • Cooperative learning is structured to promote social skills, positive interdependence, individual accountability, equal participation, and /or simultaneous interaction.	Effectively structures **and monitors** groups for content level needs, materials, affective needs, size (whole class, small group, pairs, individual) **based on pre-assessment data or in-class assessment data** which enables **nearly all** students to advance learning using at least one grouping purpose: • **Effective** modifications (leveled instruction, guided reading) **OR** • Effective accommodations for sub-groups or individuals for objective **OR** • Motivating and cognitively challenging distributed or independent practice of previously taught skills (workstations, centers, skill groups) **OR** • Cooperative Learning activities promote authentic social group engagement where teacher provides structure only as needed to ensure principles of social skills, positive interdependence, individual accountability, equal participation, and simultaneous interaction **resulting in success with group goals**. **Students flexibly respond to shifts in conversations and explore the topic. Different members may emerge as experts.**

Domain: Environment				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Procedures	Procedures are not attempted **OR** Procedures are attempted, but instructional time is not conserved **OR** Classroom environment is not conducive for learning during transitions or non-instructional periods.	Procedures are implemented, but may not be effective or consistent, for transitions, non-instructional and instructional classroom tasks to maximize instructional time.	Procedures are effectively and consistently implemented and monitored for transitions, non-instructional and instructional classroom tasks to maximize instructional time.	Procedures are effectively **and** consistently utilized and internalized to maximize instructional time **and conserve the teachers' energy for instructional responsibilities.** **Students initiate well-established routines for performing non-instructional, instructional duties and transitions with ownership and value for efficient operation.**
Monitoring and Reinforcement	Reinforcements are inconsistent, ineffective, or missing.	Sometimes uses proximity and verbal reminders to encourage appropriate behavior. Attempts to reinforce positive behavior with some positive effect.	Consistently Uses proximity and verbal reminders to encourage appropriate behavior. Sometimes cues and encourages students to develop self-monitoring and reflective skills to maintain a positive and productive learning environment. Uses positive behavior reinforcement and positive behavior supports for class, groups, or identified students (i.e. social and privilege vs. tangible) as needed. Sometimes conveys the reason for the appropriate behavior to develop a collaborative community.	Monitoring by teacher is subtle and preventive. Students are guided to take a strong role in monitoring and maintaining their own behavior and may respectfully encourage correct peer behavior. Effectively reinforces positive behavior and provides behavior supports for class, groups, and identified students (i.e. social and privilege vs. tangible) as needed. Almost always conveys the reason for the appropriate behavior to develop a collaborative community.

Domain: Environment				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitoring and Response to Misbehavior	Monitoring and consequences are inconsistent and/or ineffective.	Sometimes monitors behavior and inconsistently uses effective/supportive strategies to respond to disrespectful or off task behavior.	Monitors behavior and behavior is either generally appropriate or uses increasingly supportive strategies to respond. Consistently overlooks some inconsequential behavior. Redirects or stops minor behavior problems with proximity, non-verbal cues, or subtle verbal reminders. Stops instruction if needed to respond to student disrespect or off task behavior and applies reasonable, logical consequences that deter most students from off task behavior. Implements individual behavior plan (as needed) and adjusts to meet needs. Documents patterns of behavior for chronic behavior students. (see documentation)	Monitors behavior **consistently** and student behavior is appropriate or uses increasingly supportive strategies to respond. Consistently overlooks inconsequential behavior or deals with students causing disruption with appropriate consequences. Customizes responses to individual students to deter chronic, disrespectful, or off task behavior. **Uses a variety of strategies to meet individual needs to avoid power struggles or repeated requests and preserves student dignity.** Implements individual behavior plan (as needed) and adjusts to meet needs. **Uses documentation of patterns of chronic behavior to collaborate with student(s), parents and other professionals to design a behavior plan. (see documentation)**

Domain: Environment				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Motivation: Level of Concern, Success, Interest, Relationships	Students demonstrate a lack of interest in the content, lack of motivation to give best efforts, or negative attitude.	Teacher attempts to motivate students with one or more variables (see proficient), but at times, students show a neutral motivation or passive compliance.	Students are motivated to give best efforts or work hard as a result of teacher's effective **use of one or more variables** of motivation. Uses strategies to raise or lower level of concern. (time limits/pacing, proximity, and accountability). Communicates class or individual success to celebrate mastery or progress toward a well-defined goal and encourages further hard work through reinforcement of accuracy, speed, or quality. Generates interest for content i.e. novel or vivid experiences. Inspires students through feeling tone and relationships.	Students are motivated to give best efforts, demonstrate curiosity, and attend to detail as a result of the teacher's **use of a combination of three or more variables** of motivation. Uses strategies to raise **and** lower level of concern. Communicates class success **and** individual success to celebrate mastery or incremental gains toward a well-defined goal and encourages further hard work **and intrinsic motivation.** Generates interest **through inquiry or exploration, connection to student interests, situated learning in real life tasks, and/or statements of challenge. Students may self- select the contexts in which they apply the learning.** Inspires students through feeling tone and relationships.

Domain: Environment				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Responsibility for Learning	Conveys only modest expectations for student achievement and responsibility for learning Does not focus students on their academic and/or social goals. Does not hold students accountable to follow through on work or take pride in quality of work.	Inconsistently conveys expectations for learning Inconsistently focuses students on academic/social goals. Inconsistently encourages students to monitor own work habits. Inconsistently holds students accountable to follow through on own work or demonstrate quality of work.	Consistently conveys high expectations and promotes responsibility for learning **using two or more** of the following strategies: • Focuses students on their academic and/or social goals. • Encourages students to monitor their own work habits and take initiative. • Encourages students to reflect on learning and behavior and learn from mistakes. • Holds students accountable to take pride and follow through with their own work according to expectations.	**Both teacher and students** establish and maintain high and demanding expectations and responsibility for the learning of all students. Students d**emonstrate the ability to analyze, make decisions and/or successfully** manage their academic and/or social goals. **Nearly all** students monitor their own work habits, take initiative, **take pride in work**, reflect on learning and behavior, and/or are accountable to follow through with their own work. **Groups working independently are productively engaged with all students assuming responsibility for productivity and maintaining momentum without need for continuous monitoring.** **Special Education classrooms may need continuous monitoring by the teacher.*

Domain: Environment				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Community	Student or teacher interactions may be characterized by lack of mutual respect, conflict, sarcasm, or put-downs **OR** Creates environment where mistakes and failures are not viewed as learning experiences and/or students do not take risks.	Establishes a climate in which students demonstrate occasional lapses in respectful and polite treatment of each other. Creates an environment where students sometimes take risks.	Establishes a climate in which student-to-student and teacher-to-student interactions are generally polite and respectful. Fosters a mutually respectful environment in which students demonstrate genuine caring for one another as individuals and students. Creates an environment where students safely take risks and learn from their mistakes.	**Demonstrates genuine caring and respect for individual students.** Fosters a mutually respectful environment in which students demonstrate genuine caring for one another as individuals and as students. **Encourages students to see multiple perspectives and seek creative solutions to conflicts.** Creates an environment where students **are supported by one another to take challenging** risks and learn from their mistakes. Maintains positive, inclusive climate while developing responsibility and independence in all students.

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Aligned Objectives	Uses available textbooks and resources to develop learning objectives without alignment to appropriate content standards Arizona Common Core State Standards, Arizona State Standards and/or district curriculum.	Establishes learning objectives that occasionally align or reference appropriate content standards Arizona Common Core State Standards, Arizona State Standards and/or district curriculum. Objectives may not include content and/or process to promote critical thinking. Objective may not be at the correct level of difficulty.	Establishes measurable learning objectives aligned and referenced to appropriate content standards Arizona Common Core Standards, Arizona State Standards and/or district curriculum, Alternative Standards or ELP Standards & DSI, district curriculum, overall classroom and state assessment data, and knowledge of pre-requisite content/skills. Objectives include content and process to promote critical thinking. Objectives are appropriate for grade level and reflect correct level of difficulty for most students. **ELD - include component labels and minutes to satisfy state requirements.*	Establishes **explicit** and measurable learning objectives aligned and referenced to appropriate content standards (Common Core State Standards, Arizona State Standards and/or district curriculum.) or ELP Standards & DSI, district curriculum, developmental needs of students identified within the instructional plan, and **knowledge of pre-requisite content/skills.** Objectives include content and process to promote deliberate skill development in critical thinking, **problem solving, and linguistic growth**. Objectives are appropriate for grade level and reflect correct level of difficulty for all students and **integrate and link learning objectives throughout content areas within a meaningful, culminating task which aligns to weekly/unit objectives.** **ELD - include component labels and minutes to satisfy state requirements.*

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
End of Lesson Assessment	Objectives are missing end of lesson assessment.	Objectives include end of lesson assessment criteria but may be unaligned. **OR** End of lesson assessment is included but does not accommodate for diverse learners.	Objectives include clearly defined end of lesson assessment criteria for quality and accuracy. End of lesson assessment accommodates for diverse learners.	Objectives include clearly defined end of lesson assessment criteria for quality and accuracy which is differentiated to meet the needs of diverse learners. **Assessments are designed for student self-reflection on learning. Students may have contributed to the development of the criteria.**
Task Analyzed Sub-Objectives	Sub-objectives are rarely listed for at least one subject or listed sub-objectives lack sequencing or alignment.	Daily lesson objectives for one subject or class period are inconsistently task analyzed to include sub-objectives. Sequences sub-objectives to support student learning. Sub-objectives align to lesson objective. Some essential sub-objectives are included, but some may be missing or out of sequence.	Daily lesson objectives for one subject or class period are task analyzed to include sub-objectives. Sequence develops lesson from simple to complex cognition to support student learning. Sub-objectives align to lesson objective and build upon students' prior knowledge. Most essential sub- objectives for content, skills, and vocabulary are included.	Daily lesson objectives for more than one subject or period are consistently task analyzed to include sub-objectives. Sequence develops lesson appropriate to subject matter, complexity (simple to complex cognition), and inter-relatedness to coherently require students to demonstrate learning in a culminating performance or product. Sub-objectives include meaningful tasks that are highly relevant to students, align to lesson objective, build upon students' prior knowledge, and extend language and cultural experiences. All essential sub-objectives for content, skills, vocabulary and modifications/accommodations are included. Teacher anticipates problematic concepts or steps.

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Data Driven Decision Making	Data from teacher primarily relies on end of chapter or end of unit tests to determine mastery of content for the class as a whole. IEPs, ILLPs, and/or differentiated gifted plans are incorrectly interpreted.	Uses data from diagnostic, formative, and/or summative assessments to determine mastery of content for the class as a whole and for diverse groups to inform future content instruction.	Data from teacher-developed tests, District benchmarks, and/or state assessments are used to determine mastery of content for the class as a whole and for diverse groups to inform future content instruction. IEPs, ILLPs, and/or differentiated gifted plans are correctly developed and interpreted.	**Assessments provide ample and varied opportunities for all students to demonstrate what they know and teachers use instructional decision making based on both real-life performance based tasks and objective format items.** **Concept or performance objective analysis of State, District, and classroom assessments are used to inform the content instruction for the class as a whole, diverse groups, and individuals.** IEPs, ILLPs, 504 Plans, and/or differentiated gifted plans are correctly developed and interpreted with collaboration from students, families and colleagues for individual needs.
Progress Monitoring (Optional for Special Areas)	Attempts are rarely made to use academic progress data from the grade book and GOLD, and/or data is not available in sufficient quantity.	Teacher data is not well summarized or is insufficient in quantity or quality to progress monitor identified individual students with data from the grade book and GOLD to set individual student academic goals, target individual student instructional intervention, and monitor student progress.	Teacher progress monitors identified individual students with data from the Synergy grade book, other classroom assessments and GOLD to set individual student academic goals, target individual student instructional intervention, and monitor student progress by Common Core State Standards.	Teacher progress monitors class(s) using formative and summative assessment data (from the grade book and as appropriate AIMS, DIBELS, AZELLA, and District benchmarks, or teacher assessment) **to align reliable and valid** individual student academic goals. Teacher **designs systematic student interventions resulting in a measurable increase** in student performance as measured by District benchmarks or grade-level formative assessments and monitor student progress by State Content strands. **Students may contribute information and interpretation of progress.** Multiple assessments align to IEP.

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Long-Range Planning Adjustment	Lesson plans or pacing guides* do not include notations of what has been taught. Time allocations do not generally align to District Curriculum Pacing Guide*.	Lesson plans or pacing guides* include notations of what has been taught. Time allocations align to the District Curriculum Pacing Guide* but may not indicate adjustments.	Lesson plans or pacing guides* include notations of standards that have been taught and standards that the class has learned based on assessment evidence. Lesson plans or pacing guides* include an adjusted timeline for standards that remain to be taught. **If pacing guide is available*	**Schedules units from the long- range plan on a calendar ahead of time and allocates time appropriately based on the content to be taught with adjustment as needed for individual class needs.** Lesson plans, pacing guides*, or other tracking system documentation include notations of standards that have been taught and standards that have been learned/not learned **by individuals** and groups. Lesson plans or pacing guides* include adjusted timelines **and notes that reflect logical prioritization and sequencing of performance objectives for standards that require reteaching, extending, or first-time teaching.**

Domain: Planning *SPED/ELD may use alternative instructional levels.				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Materials and Technology	Limits selection of materials from available textbooks and resources to develop learning objectives. Materials do **not** consistently align to the objective or provide adequate practice. Technology integration limited to occasional use of Smart Board use by teacher or no technology integration	Inconsistently or ineffectively uses aligned instructional materials and resources to enhance the learning or materials provide insufficient practice. Teacher sometimes utilizes technology to facilitate instruction in the presentation and/or assessment of concepts and skills. Some of the time plans for student use of technology resources (if available) to enhance the learning of the objective.	Selects and utilizes appropriate aligned instructional materials to present concepts and skills. The problems, complexity of text, and/or vocabulary within materials are controlled for the correct level of difficulty. Teacher usually utilizes technology to facilitate instruction in the presentation and/or assessment of concepts and skills. Most of the time plans for student use of technology resources (if available) to enhance the learning of the objective.	Consistently, adapts and creates a wide range of **relevant, highly aligned** instructional materials to facilitate, extend, and enrich student learning and achievement **that are equally accessible for all students. Materials may be self-selected or adapted by students.** The problems, complexity of text, and/or vocabulary within materials are controlled for the correct level of difficulty. **Teacher utilizes school, district, and community resources.** **Teacher consistently integrates a variety of technology resources to facilitate, extend, and enrich student learning.** **Teacher plans for the integration of Arizona Common Core Standards and technology performance objectives in the learning.** **Students consistently use a variety of technology resources in the learning process for maximum student learning with available resources or creative utilization of other resources (or creative utilization of other resources.)**

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Compliance with Policy (e.g. Attendance, timelines, dress code, duties, responsibilities, leaves policies, etc.)	Teacher refuses deliberately after repeated directions. Teacher makes no attempt to comply.	Teacher makes some attempt to comply but does not follow through. There are lapses in consistency with policy compliance.	Teacher consistently follows policy.	Teacher consistently and clearly understands and implements policies. Teacher assists others in understanding and following policies.
Record Keeping	Teacher maintains insufficient records of student work, and records may not always be accurate, complete, or current, and they are not organized by State Content strands, concepts or performance objectives. Scores in gradebook inappropriately include initial practice attempts, zeroes for missing work, responsibility/effort or other non-academic scores calculated in the academic grade. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher maintains accurate records of student work, but records may be too minimal or are not consistently recorded and organized by State Content strands, concepts and/or performance objectives. Scores in gradebook inconsistently reflect assessment of student performance toward the standard taught after adequate instruction and practice opportunities. Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher maintains in most content areas/grades taught accurate, current records of academic progress that are consistently organized by State Content strands, concepts and/or performance objectives so that student progress is easily interpreted. Scores in gradebook reflect assessment of student performance toward the standard taught after adequate instruction and practice opportunities. Teacher's system for maintaining information on non-instructional activities is fully effective (i.e. permission slips, money, supplies).	Teacher maintains in all content areas/grades taught valid, accurate, current records of academic progress that are always organized by State Content strands, concepts and performance objectives so that student progress is easily interpreted. Scores in gradebook reflect assessment of student performance toward the standard taught after adequate instruction and practice opportunities. **Teacher attempts to record scores from parallel assessments over time to document progress over time.** Teacher's system for maintaining information on non-instructional activities is fully effective, and students may contribute to its maintenance.

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Individual Professional Growth	Develops but does not implement his/her annual Individual Goal Plan and/or asks little assistance, if any, from Leadership Team Members and does not increase a rubric classification. Teacher resists or makes little attempt to implement training strategies or school initiatives.	Develops and implements his/her annual Individual Goal Plan although an increase in rubric classification may not be realized. Teacher participates in professional activities but implementation is limited.	Develops and implements the requirements of his/her Individual Goal Plan as evidenced by an increased rubric classification in the goal area. (only applicable for 2nd formative) Teacher participates in professional activities and strives to effectively implement new learning.	Develops and **fulfills** all requirements of her/his annual Individual Goal Plan as evidenced by an increased Rubric classification in the goal area(s). **Teacher seeks out opportunities for professional development beyond school-based trainings and strives to effectively implement new learning.**

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Communication	Reports about student performance may be inaccurate, incomplete, or delayed. Parents are not informed between report cards of students' achievement for struggling students. Teacher provides minimal information to parents and does not respond or responds inappropriately or insensitively to parent concerns about students. Does not respond to electronic, written or verbal communication requests	Timely reports about student performance are provided to students **and** parents at required reporting periods but additional clarification is not provided for struggling students. Parents are informally informed between report cards of student achievement, but the communication is sporadic and/or undocumented. Reponses to parent concerns are minimal. Inconsistently responds to electronic, written or verbal communication requests	Clear, understandable, and timely reports about student performance are provided to students, most parents, and appropriate others at required reporting periods and progress reports for any struggling students. Provides communication to parents about the instructional program and other informal information about academic, social, and/or behavioral progress. Is responsive to parent concerns and encourages a positive partnership with parents. Regularly responds to electronic, written or verbal communication requests	Clear, understandable, and timely reports about student performance are provided to all students, all parents, and appropriate others at required grading periods and progress reports for any struggling students. **The teacher has data accessible upon request and refines communication strategies to ensure that parent and student feedback will effect a change.** Provides communication to parents about the instructional program. **Teacher provides information to parents frequently on both positive and negative aspects** of student academic, social, and/or behavioral progress. Is responsive **and sensitive** to parent concerns and encourages a positive partnership with parents. Initiates communication using electronic, written or verbal communication

Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Collaboration	Teacher makes decisions based on self-serving interests and often is closed to team decisions. May participate with team but contributions are minimal to products or work to monitor student learning and/or design interventions. Teacher displays disrespect or rudeness to other staff members.	Teacher's decisions are based on limited though genuinely professional consideration. Teacher is sometimes open-minded to team decision making. Participates as a team member but inconsistently contributes planning, data analysis, or common assessments to assist the team in monitoring student learning and/or design interventions. Teacher is not consistently respectful and congenial with other staff members.	Collaborates with colleagues to support the mission, vision, and goals of the school or district and specific grade or content area goals to support the needs of students. Contributes to the success of the grade-level/content area in planning, data analysis, development of common assessments, and/or designing interventions (as applicable). Maintains an open mind and participates in team decision making. Teacher demonstrates professional respect for staff members and displays active listening and responding.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards and align to the mission, vision, and goals of the school and specific PLC goals to support the needs of students. Teacher takes leadership in team or PLC planning, data analysis, development of common assessments, and/or designing interventions. Encourages equal participation of all members and promotes consensus decision making. Volunteers to participate in at least one school/district event or project each semester making a substantial contribution. Teacher demonstrates professional respect for all staff members, displays active listening and responding skills, and encourages a positive school climate.

Domain: Professionalism

Elements	Ineffective	Developing	Effective	Highly Effective
Appropriate Student Interaction (Teacher/ Student)	Lapses in mutual respect diminish learning climate and/or positive relationships. Some interactions may be negative, demeaning, sarcastic, or inappropriate to the age or the culture of the students. **OR** Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit inconsistent respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. Teacher maintains appropriate listening and responding relationships with students.	Teacher demonstrates **genuine caring** and respect for individual students. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher **as an individual, beyond that for the role.** Teacher maintains appropriate listening and responding relationships with students. **Supports students in developing skills to listen and respond.**

***Professionalism Domain elements are not considered for inadequate classroom performance.**

SECTION 6: APPENDICES

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Peer Observer Procedures

1. • The application process for the Peer Observer position will be posted by the first Monday in August
   • Potential candidates will have 2 work weeks to apply for the position

2. • Training will occur for those Peer Observer candidates who meet the definition and criteria to be a Peer Observer
   • Each Peer Observer must be trained 1x per year

3. • A list of Governing Board approved Peer Observers will be posted in every building and on the District's intranet website by the fourth Friday in August

4. • Peer observers may be requested for formal observations
   • The option of whether or not to have a Peer Observer participate in an observation is determined by the teacher. A teacher may request a Peer Observer only for the formal observation process
   • To request a Peer Observer, the Peer Observer Request activity must be completed in GPAL at the time the administrator indicates the teacher will be observed

5. • Each Peer Observer may not have more than 5 formal observation cycles per school year

6. • The Assistant Superintendent of Human Resources will notify the teacher of approval within 4 business days once the form has been submitted
   • If there is not a trained Peer Observer on the teacher's campus, the Assistant Superintendent of Human Resources will assist with selecting a trained Peer Observer from another campus from those noted on the Peer Observer Request Form. If there is a Peer Observer in the school where the teacher 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 of Human Resources is approved
   • If a Peer Observer is needed from another school, the Assistant Superintendent for Human Resources 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 who is sending the Peer Observer

7. • It is the responsibility of Human Resources to contact the Peer Observer for the dates and times of the observation and conferences
   • During the observation, the Peer Observer must fill out the Peer Observation Notes Form

Process of Assistance

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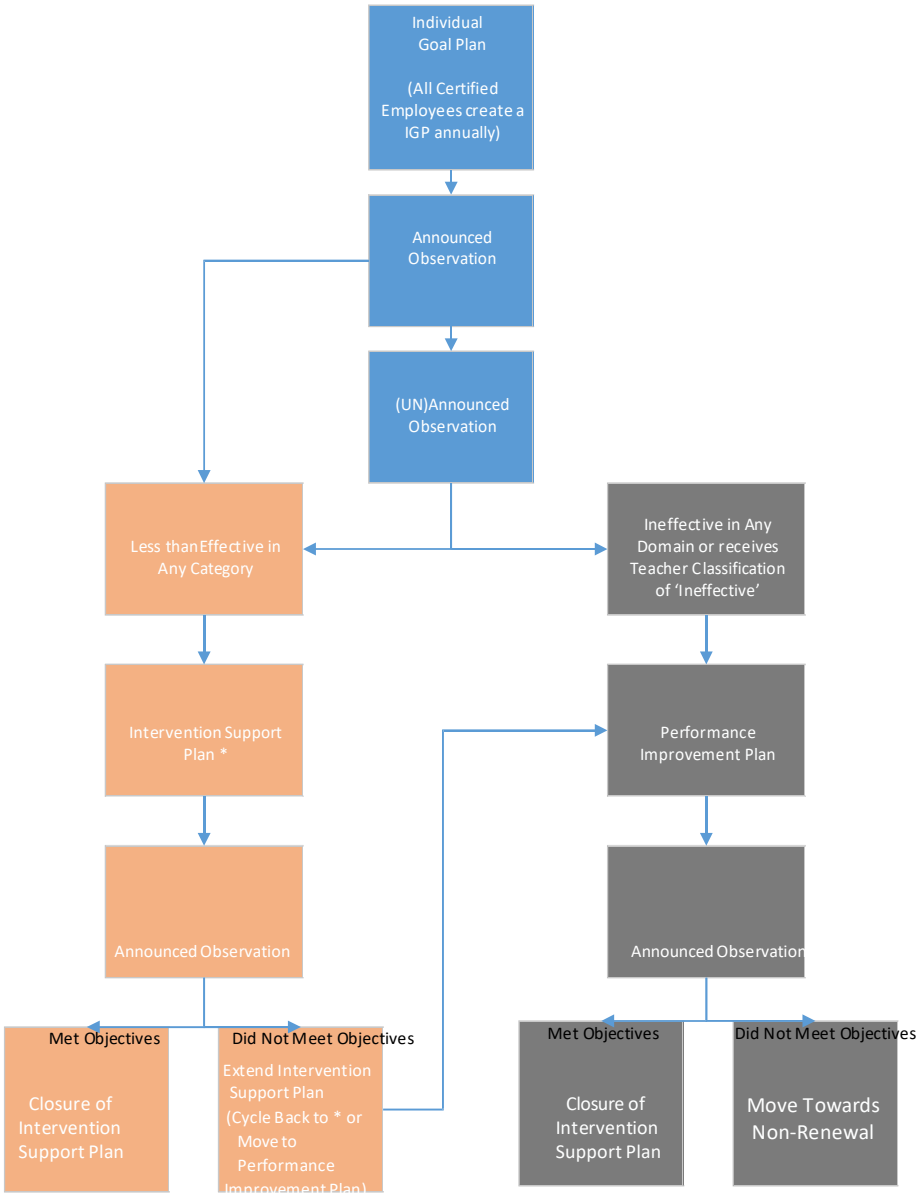

TERMS AND DEFINITIONS

TERMS	DEFINITIONS
504 Plans	Spells out the modifications and accommodations that will be needed for students who require accommodations due to a physical or mental impairment, illness, and/or disease.
Academic Vocabulary	Content and grade level specific terms
Accommodations	Adjustments designed and provided to give students differentiated access to learning activities
ARTIFACT	An opportunity or piece of evidence used to help determine teacher classroom performance
Arizona Common Core Standards	(ACCS) Standards created by states for states. Arizona joined with 46 other states to create the next generation of K-12 standards in English language arts and mathematics. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. The Arizona State Board of Education adopted ACCS on June 28, 2010.
Arizona State Standards	Arizona's standards act as benchmarks for the skills and knowledge students should acquire by the end of each grade.
AZELLA	Arizona English Language Learner's Assessment
AzMERIT	Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics
Commendations	A complimentary message of one's teaching ability
Communication	Make known verbally or in writing.
Continuing Teacher	A certificated teacher who has been and is currently employed by the school district for the major portion of three consecutive school years and who has not been designated in the lowest performance classification for the previous school year or who has not regained continuing status after being designated as a probationary teacher.
Cooperative Learning	The practice of working within a group to attain shared goals. It is also called group learning. It is thought that if students work together they can learn more in a shorter period of time.
Covert Thinking	Overt behaviors are those that anyone can see or hear, while covert thinking behaviors are those that the teacher can encourage, yet only the student themselves can examine.
Curriculum Guide	Our documents are designed to show the alignment between local performance objectives and state and national standards. The following documents are available: Pacing guides which show when learning targets and/or standards are taught and at what grade level. Year-At-A-Glance guides show an example of yearlong unit planning themes. Unit Overviews summarize sample unit plan content. Unit Plans give a step-by-step guide to implement a model unit plan
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 established goals.
Data-Based Decision Making	Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews) to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.
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 may entail providing a choice of assignments where students self-select, additional teaching on particular skills. Also includes delving into a particular topic in depth or planning reading instruction that is tailored to student need.
Domain	The five principles valued by GESD standards based evaluation tool, i.e., facilitation, engagement, environment, planning, professionalism
Element	A component of the domain (Teaching to the Objective, Task Analyzed Sub- Objectives, Meaning…)
Engagement	Most of the students most of the time are involved throughout the lesson either overtly or covertly
English Language Development (ELD)	The Arizona ELL Task Force develops and adopts research-based models of structured English immersion (SEI) programs for use in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.) 115-756.01 requires that the models include a minimum of four hours per day of English language development (ELD) for each year in which a pupil is an English Language Learner. The Office of English Language Acquisition Services has the responsibility to ensure that schools provide limited English proficient students the opportunity to meet Arizona's Academic Standards.
Environment	The social and cultural forces that shape the classroom climate
Facilitation	The act or process of assisting students throughout a lesson
Feedback	Written or verbal response from teacher to student, student to student, student to teacher, etc. to improve performance.
Formal Observation	An observation that uses all domains of the rubric to classify the teaching of students. Maybe accompanied by pre- and post-observation conferences.
Forms	Change in Form Titles to align with State Statute: Individual Goal Plan □ Performance Improvement Plan Plan of Assistance □ Intervention Plan Plan of Improvement □ Performance Improvement Plan
Gifted Differentiation Plan (GDP)	A plan that describes the accommodations, enrichment and/or enhancements for identified Gifted Students
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 contained in Governing Board Policy GCO and is developed in compliance with A.R.S. § 15-538.
Individualized Education Plan (IEP)	In the United States an Individualized Education Program, commonly referred to as an IEP, is mandated by the Individuals with Disabilities Education Act (IDEA). A student with an IEP is involved in special education.
Individual Goal Plan	A goal for growth chosen by the teacher with input from administration and includes action steps, support team members, timelines, and evidence of success.
Individual Language Learner Plan (ILLP)	A guidance document created by the ADE for the planning of ELD (English Language Development) instruction of each ELL within the mainstream

	classroom.
Informal Observation	An unscheduled observation which may not use the entire rubric to assess teaching.
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).
Instructional Technology	Devices used to promote the application of validated, practical procedures in the design and delivery of instruction. It is often defined either in terms of media or other technology used (e.g. audiovisual media and equipment and computers).
Interactive Language Development	ILD is an element on the teacher evaluation rubric that includes various strategies and expectations to simultaneously teach to an academic objective and develop a student's language ability (See Teacher Evaluation Rubric for more information).
Intervention Support Plan	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
Knowledge Retrieval	Seeks to return information in a structured form, consistent with human cognitive processes as opposed to simple lists of data items.
Knowledge Utilization	Involves understanding information, testing it for validity and reliability, tests it against one's own intuition and assumptions, transforming the information into a form that is usable, and applying this information in various related situations.
Lesson Planning Guide	Lesson Planning Guides give a step-by-step guide to implement a model lesson plan.
Modifications	Modifications refer to changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP. Examples: second language exemptions, withdrawal for specific skills, include student in same activity but individualize the expectations and materials student is involved in same theme/unit but provide different task and expectations.
Monitoring	Activities pursued by teachers to keep track of student learning for the purposes of making instructional decisions and providing feedback to students or teachers on their progress. When educators speak of classroom monitoring, they generally refer to the following teacher or administrator behaviors: Questioning discussions to check understanding of the concept, circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work, assigning, collecting, and correcting homework; recording completion and grades, conducting periodic reviews with students or teachers to confirm their grasp of learning material and identify gaps in their knowledge and understanding, administering and correcting tests; recording scores reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction.
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 for the following school year.
Objectives	Statement of the conditions, learner's behavior (action), and standard – criterion for prescribing desired learner performance.
Observation	A classroom observation of the <u>whole lesson</u> (a minimum of 30 uninterrupted minutes) by a qualified evaluator.
Overt Activities	Overt activities are those that anyone can observe, while covert thinking behaviors are those that the teacher can encourage, yet only the student themselves can examine.

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.

Performance Improvement Plan **Formerly** known as Plan of Improvement. May follow an Intervention Support Plan if continued improvement is needed as determined by the administration. Clearly outlines elements of the evaluation rubric for a teacher to make changes to improve instruction or behaviors. Performance Improvement Plan will be created identifying areas of concern.

If the teacher is not successful she/he must be notified in writing of the district's intent not to re-employ (non-renew) or to dismiss.

Performance Objective

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 or DOK.
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 or DOK) of (subject/topic) by (behavior).
Example: The student will demonstrate evaluation (Bloom's taxonomy or DOK) 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).

Planning A formal plan (lesson, unit, etc.) for specified learner outcomes.

Positive Behavior Intervention Supports Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. It is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Post-Observation Conference A meeting of the administrator and teacher with-in five (5) days of the summative evaluation. Discussion should include suggestions for improvement/enhancement and instructional strengths.

Pre-Observation Conference (optional) A meeting held within two (2) weeks prior to formal 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.

Probationary Teacher A Certified teacher who is not designated as a continuing teacher.

Professional Learning Community	Focus on Learning The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions.
Qualified Evaluator	An administrator who has gone through the evaluation training provided by the district and has been approved by the governing board.
Rubric	An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A rubric is a method of measuring quality using a set of criteria with associated levels of performance.
Self-Assessment	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.
Sentence Frames	Sentence starters are partial sentences a teacher encourages language learners to utilize complete sentences, especially in student to student conversations and in discussion.
Strengths to be Maintained	Classroom performance that enhances student learning and demonstrates research-based best practice instructional skills.
Structured Prompts	Presentation of a conceptual framework for scaffolding structured problem- solving processes using question prompts and peer interactions.
Sub-Objectives	Incremental learning (i.e., the small steps taken in route to the WHOLE objectives).
Summative Evaluation	The compilation of formal observation/s and all informal observations that have been recorded.
Synergy	The Synergy® Education Platform (Synergy EP™) is a student information system in K-12, involving communication tools, report card, attendance, and discipline, health, and special education records.
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.
Teacher Action	What behaviors or performance the teacher will take throughout the lesson.
Unit Plan	Series of lesson plans designed around on a unifying theme.
Walk Through	An unscheduled visit where notes may or may not be taken.
Whole Objectives	W=What the student will learn (content) H=How they will learn it (process) O=Observable LE=Learner Evidence (End of lesson assessment)

Classified Evaluation Handbook Summary of Changes

Changes were made on pages 6 and 7.

The logic was updated for the classified evaluation handbook so all evaluation tools have the same logic calculations.

Glendale Elementary School District #40

Classified Evaluation Handbook

Adopted by the Governing Board
07/27/17

ALL CLASSIFIED EMPLOYEES 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 on our webpage at www.gesd40.org**
- **On the left hand side of the page, click on "GESD Policy Manual"**
- **Scroll down and click on the "red cross" (+) next to Glendale Elementary School District in the list of districts at the left.**
- **Click on Section G.**
- **Click on policy GCO.**

~~HOW TO ACCESS THE CLASSIFIED EVALUATION HANDBOOK ONLINE~~**Accessing Evaluation Handbooks:**

~~1. Visit GESD's website – www.gesd40.org~~
~~2. Click on the Employees tab and login~~
1. ~~Under Employee Resources, select Employment Handbooks and Information~~Visit GESD's website – www.gesd40.org
2. Click *'Employee'* to access the Internal Website
3. Sign into the website using your network username and password
4. Under *'Employee Resources'* click *'Employment Handbooks and Information'*
~~3.~~5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review.
~~3. Select '*Classified Evaluation Handbook*' to view the entire handbook.~~

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CLASSIFIED EVALUATION HANDBOOK

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SECTION 1: INTRODUCTION

Introduction

The District has a responsibility to students, patrons, and staff to implement a continuous program of evaluation of all classified employees. To address this important responsibility, this Classified Employee Evaluation Handbook is published to assist employees and supervisors in planning for and implementing evaluations of all classified personnel.

This guide applies to all classified employees and uses the term "employee" to refer to all personnel filling classified positions. The employee's supervisor will be referred to as the "evaluator".

Purpose

The purpose of an evaluation is to review and improve job performance and for recommending continued employment. Employees new to the District will receive a 90 day evaluation. Employees hired before January will receive a 90 day evaluation and an annual evaluation prior to May 15th. Returning employees will receive an annual evaluation prior to May 15th.

Statement of Principle

Success in achieving the goals of an evaluation depends on the openness and frankness with which the parties maintain positive attitudes toward realizing growth. The process is demanding of time and resources, but hopefully provides the employee and evaluator with the most equitable means to appraise performance.

We believe the classified evaluation system should:

1. Be a collaborative endeavor between the employee and the evaluator(s).
2. Facilitate open communication in an atmosphere of mutual trust and respect.
3. Provide employees with a list of job standards to clarify expected performance.

SECTION 2: EVALUATION SYSTEM

Evaluation Components

The Classified Evaluation contains 10 elements: Job Knowledge and Skills, Work Performance (Quantity and Quality of Work), Compliance with Rules and Regulations, Attendance and Observation of Work Hours, Customer Service, Teamwork, Accepts Direction, Initiative, Job Safety, and Stewardship of Resources.

Process

Evaluation procedures should focus on job performance with respect to job expectations as determined through a process of initial assessment (orientation), resource assistance throughout the year, and year-end review. A cooperative process between the employee and evaluator will promote the success of the employee and the district.

All components of the evaluation process will be provided to the employee by Human Resources upon initial employment and reviewed annually for continuing employees by their evaluator. This very dynamic and responsive process is intended to promote both personal and professional growth. An important part of this growth is the concept of self-improvement. Toward that end, self-evaluation by the employee is encouraged.

Unscheduled written evaluations may be conducted as deemed appropriate by the evaluator to assist employees in the performance of their job responsibilities.

After the completion of the evaluation, an electronic copy is available to the employee through GPal. Both the employee and the evaluator will then sign the evaluation through an electronic signature ("acknowledge" button). An electronic signature on the evaluation does not necessarily mean that the employee agrees with the opinion expressed, but merely indicates that he/she has read the report and has had an opportunity for discussion with the evaluator. The employee has the right to respond electronically to their evaluation within 5 working days through GPal.

In the case where an employee is rated Ineffective in two or more areas, a Performance Improvement Plan will be completed by the evaluator and shared with the employee. An objective(s) and action step(s) will be written for each element rated as Ineffective. Evaluators will also include the evaluation evidence, how often that evidence will be collected, and a starting/ending date for the plan. Performance Improvement Plans will be anywhere from 4 – 6 weeks. At the conclusion of the plan, the evaluator will complete a supplemental evaluation for the employee and indicate on the plan if each objective was met, partially met, or not met. The Performance Improvement Plan may be concluded or extended.

Procedures and Responsibilities

Action	Purpose	Person(s) Responsible	Time Frame
Fall Orientation Conference	• Establish type of evaluation for each employee (90 day or annual). • Review evaluation process. • Review evaluation domains, elements, and classifications. • Identify various sources of data to be gathered and possible feedback sources (Sub Finder, Time Clock Plus, peers/colleagues, teachers, administrators, parents, students, self-reflections, community, and specific site data).	Evaluator and employee	Prior to October 1st

Observation/Data Gathering	• Observation of performance. • Documentation of data gathered. • Periodic conference to discuss performance as needed. • Employee may, at their sole discretion, complete a self-evaluation which may be shared with his/her evaluator at least 5 working days before the scheduled annual review.	Evaluator	Throughout the year
Evaluation	• Evaluator completes evaluation form in GPal based on data gathered. • Evaluator completes comment section(s) to provide appropriate supporting remarks. • Conference with employee. • Obtain electronic signatures.	Evaluator and employee	• New employees – Prior to end of first ninety (90) working days. • Employees hired before December will receive a 90 day evaluation and an annual evaluation prior to May 15th. • Returning employees will receive an annual evaluation.

Logic

Overall Rating	Elements
Highly Effective	No Ineffective No Developing No more than ~~4~~3 Effective
Effective	No Ineffective No more than ~~4~~2 Developing
Developing	No more than ~~2~~1 Ineffective
Ineffective	~~3~~2 or more Ineffective requires an Improvement Plan

SECTION 3: SUPPORT

Performance Improvement Plan

A Performance Improvement Plan is required whenever an employee is rated Ineffective in ~~two~~ three or more domains. The supervisor has discretion regarding a Performance Improvement Plan when an employee is rated Ineffective in one or two domains.

Steps to follow:

- Notify Classified Coordinator for HR before beginning any Performance Improvement Plan
- Identify specific elements for improvement.
- Define objective(s) and action step(s) for each element rated as Ineffective.
- Specify the evaluation evidence and how often that evidence will be collected.
- Determine starting and ending date for plan (typically 4-6 weeks in duration).
- Follow up evaluation at the conclusion of the plan.
- At the conclusion of the plan, one of the following will occur:
    - If the goal(s) have been met, the Performance Improvement Plan is complete.
    - If the goal(s) have been but, but other elements are classified as less than "Effective," a new plan may be created and implemented.
    - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
    - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.

SECTION 4: EVALUATION RUBRIC

Element: Job Knowledge and Skills				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Demonstrates the required knowledge and skills to perform assigned job duties; keeps up to date with departmental policies and procedures; continues to learn and develop knowledge and skills	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.
Element: Work Performance (Quantity and Quality of Work)				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Performs work accurately and completely; completes work on or before deadlines; plans and organizes work; contributes to the accomplishment of District goals; work is professional in appearance, exercises good judgment and decision making.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Compliance with Rules and Regulations				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Adheres to District and department policies, procedures, rules, and applicable law; maintains confidentiality of information, records, and files containing sensitive information.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.
Element: Attendance and Observance of Work Hours				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Manages work hours, breaks, and leave time to minimize impact on department; reports to work on time; is reliable and always on task; works within annual allocation of time off; follows absence reporting procedures.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Customer Service				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Responds promptly, with an understanding of priorities, to internal and external customer inquiries and/or requests with courtesy, patience, respect and diplomacy; presents a positive image for the District; interacts with others in a positive manner, is committed to working with parents, families, community and each other to ensure student success.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.
Element: Teamwork				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Provides assistance and encouragement to co-workers and supervisor in a positive and cooperative manner; shares information and expertise with others; supports the overall success of the departments; communicates and interacts with others in a positive and effective manner.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Accepts Direction				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Demonstrates willingness to assume and carry out work assignments and is accountable for the results; understands and responds to direction and instructions and asks for clarification and direction as needed.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Initiative				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Works independently with a minimal amount of supervision; seeks continuous improvement by identifying and using work methods that will improve work performed or services provided; demonstrates the ability to problem solve and delegate tasks using sound judgement.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Job Safety				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Follows proper safety procedures; does not endanger self or others; maintains a safe and organized work area.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

Element: Stewardship of Resources				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Exercises care in the operation and maintenance of District equipment and tools; uses supplies and materials responsibly.	The employee fails to perform or demonstrate characteristics at the required job standards.	The employee is currently performing below job standards and expectations; however, is working towards achieving those requirements.	The employee performs or demonstrates characteristics that are at the required job standard; meets quality and quantity standards set by the supervisor; follows District policies and procedures.	The employee performs or demonstrates characteristics that are above the required job standards; exceeds quality and quantity standards; exercises exemplary initiative and leadership in undertakings; anticipates needs and is extremely self-directed.

The committee made the following changes to the District Leadership Evaluation:

1) Changed goals from 1 Professional goal and 1 Personal Goal to 2 Professional Goals
2) Changed the goal percentage from 67% Evaluation 16% Personal Goal 17% Professional Goal to 67% Evaluation 33% Professional Goal
3) Added element to Domain #5: Element 1 – **Community Involvement and Outreach**: District designs structures and processes that engage and support community ownership of the District. (District Leadership Standards 6)
4) Revised the district leadership rubric to have a t minimum of 3 elements.

Glendale Elementary School District #40

District Leadership Evaluation Handbook

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4. Under *'Employee Resources'* click *'Employment Handbooks and Information'*
5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review

DISTRICT LEADERSHIP EVALUATION HANDBOOK

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Philosophy Statement

GESD believes that District leaders need meaningful, fair, and regular evaluation of their performance. The evaluation process should foster and guide the growth and development towards excellence in leadership. In addition to achieving personal and professional goals, district leaders should be evaluated on a variety of measures including progress towards continuous departmental improvement, maintaining a safe and orderly environment, and managing fiscal responsibilities.

GESD is committed to supporting the continuous development and growth of our leaders. District leadership must exhibit collaboration and sharing of expertise to encourage the sustainability of highly effective leadership. District leaders are expected to, and will to be evaluated on, their proficiency in supporting their teams in the implementation of the district's mission and vision.

District Leadership Evaluation

Evaluation Process

- Every person involved in the evaluation process must receive training to ensure reliability and validity and make certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process.

- The district will provide orientation on the evaluation system at the beginning of each school year prior to the opening of school. This will ensure that districts leaders who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and communicate any changes made from the previous year.

- Each district leader may choose to complete a self-assessment using the rubric in the District Leadership Evaluation System. This step in the process could provide the district leader with the opportunity to reflect on personal performance over the course of the previous year and apply the unique aspects of their current setting.

- The evaluator and district leader will review the department's annual goals as well as the performance plan for the person being evaluated. This allows the district leader to reflect the context and setting of the year, as well as reflect changes in district initiative. The district leader will present these goals to their staff and stakeholders by Fall Break of the current school year.

- The evaluation is not a year-end activity, but rather one that is conducted in a consistent and ongoing manner throughout the year.

- The evaluator and district leader being evaluated discuss the district leader's performance ratings, self-evaluation ratings, artifacts and any evidence needed to support the self-evaluation or the evaluator ratings.

- Should the evaluator and the district leader being evaluated not agree on the final ratings during the end of year review, they should determine what additional evidence is needed in order to arrive at the appropriate rating. A two-week period is suggested as adequate time to collect and summarize the evidence and have a discussion to determine the final ratings.

- Using the final ratings on the evaluation, the district leader will engage in goal setting and developing an Individual Goal Plan (IGP).

- A district leader who is classified in the lowest performance classification may not be transferred promotionally to another department/site within the school district.

Evaluation Process Timeline

July – August – September

- District leader's orientation to evaluation process by evaluator.
- District leader will begin a data collection system which includes evidence of progress in each domain.
- Review departmental data, build departmental strategic plan
- District leader complete and submit goals and Individual Goal Plan (IGP) to evaluator.

August – September – October

- Work with staff to revise or extend strategic plan based on needs identified in collected data.
- Work with staff to begin implementation of departmental strategic plan.
- Continue data collection system which provides evidence of progress in each domain.

September – February

- Continue working with staff to implement strategic plan (revising or extending) as indicated by identified needs.
- Complete Mid-Year District Leader Self-Evaluation Form (optional)
- Meet with evaluator for Mid-Year Review

February – June

- Complete Summative District Leader Self-Evaluation Form (optional)
- Established District Leader goals results will be analyzed
- Attend final evaluation conference with evaluator

Overview of the District Leadership Standards

The District Leadership standards were initially derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards which were developed in 2008 by the Council of Chief State School Officers in collaboration with the National Policy Board on Education Administration. The ISLLC standards were then changed to the Professional Standards for Educational Leaders (PSEL) in November, 2015. The purpose of the professional standards is to help define strong school/district leadership, and to serve as a guide to leaders so they may provide the necessary environment to promote the success of every student.

Standard 1: Mission, Vision, and Core Values

Effective district leaders develop, advocate, and enact a shared mission, vision, and core values of a high-quality educational environment that promotes the success and well-being of all stakeholders.

Standard 2: Ethics and Professional Norms

Effective district leaders act ethically and according to professional norms to promote the success and well-being of all stakeholders.

Standard 3: Equity and Cultural Responsiveness

Effective district leaders strive for professional equity and culturally responsive practices to promote the success and well-being of all stakeholders.

Standard 4: Community of Care and Support for All Staff

Effective district leaders cultivate a professional, inclusive, caring, and supportive work environment that promotes the well-being of all stakeholders.

Standard 5: Professional Capacity of District Personnel

Effective district leaders develop the professional capacity and practice of district personnel to promote stakeholder success and well-being.

Standard 6: Meaningful Engagement of All Stakeholders

Effective district leaders promote the success of all stakeholders by collaborating with members of the community and all district colleagues by responding to diverse community interests and needs.

Standard 7: Operations and Management

Effective district leaders manage district operations and resources to promote the success and well-being of all stakeholders.

District Leader Goals

The District Leader will create at least one Professional Goal and one Personal Goal that aligns with and/or further enhances the Department or District Goals. The goals should be established using the SMART goals template. SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

SPECIFIC (and Strategic): Linked to a position summary, departmental goals/mission, and/or overall district goals and strategic plans. (Answers the questions – What? and Why?)

MEASURABLE: The success toward meeting the goal can be measured. (Answers the question – How?)

ATTAINABLE: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

RELEVANT (Result oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

TIME BOUND: Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal:

"Employee will improve their writing skills."

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal:

"The department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of every month."

Overview of the Evaluation Domains and Elements

The purpose of the District Leader Evaluation System is to improve the quality of leadership and to work toward common goals for the improvement of the district.

The District Leadership Evaluation System:

- safeguards and improves the quality of leadership exhibited by the district leader.
- structures professional dialogue and feedback between the district leader and the evaluator.
- provides the district leader with opportunities for professional growth, strategies for improvement, or extra assistance as needed.
- clarifies expectations relative to job performance for district staff.
- increases staff competency .

Domain 1: District Leader Demonstrates Strategic Leadership

Element 1 – **District Vision, Mission and Strategic Goals**: The District leader actively contributes to the development of the vision, mission, values, beliefs, and goals, of the department, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the department. (District Leadership Standard 1)

Element 2 – **Continuous Improvement Plan**: The District Leader ensure that the department/district continuous improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all stakeholders, and provides for tracking of progress based on data.(District Leadership Standard 1)

Element 3 – **Leading Change**: The District Leader collectively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all stakeholders. (District Leadership Standard 1)

Element 4 – **Distributive Leadership**: The District Leader creates and utilizes processes to distribute leadership and decision making throughout the department. (District Leadership Standard 3)

Domain 2: District Leader Demonstrates District Culture and Equity Leadership

Element 1 – **Purposeful Community**: The District Leader articulates and models a clear vision of the district's culture, and involves community and staff in creating a climate that supports it. (District Leadership Standards 1 and 6)

Element 2 – **Commitment to Ensuring that the Needs of Our Diverse Workforce are Met**: The District Leader demonstrates cultural competency to ensure that the needs of the district's diverse workforce are met. (District Leadership Standards 3 and 4)

Element 3 – **Embracing Diversity**: The District Leader demonstrates a commitment to a diverse workforce by creating an inclusive and equitable work environment. (District Leadership Standards 3 and 4)

Element 4 – **Efficacy, Empowerment and a Culture of Continuous Improvement**: District leader fosters a culture that encourages continual improvement through innovation, risk-taking and data driven decision making. (District Leadership Standard 1)

Domain 3: District Leader Exhibits Leadership and Professional Development of Staff to Meet Department Goals

Element 1 – **Professional Development/Learning Communities**: District leader ensures that the department is a professional learning community that provides opportunities for collaboration, and develops department members in a manner that is consistent with the district's mission, vision, policies, and strategic plan. (District Leadership Standard 1)

Element 2 – **Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff**: District leader establishes and effectively manages the processes and systems that ensure a high-quality, high-performing staff. (District Leadership Standards 5 and 7)

Element 3 – **Staff Evaluation**: District leader evaluates staff performance using the district's evaluation tools in order to ensure staff is evaluated in a fair and equitable manner with a focus on improving performance and meeting department goals. (District Leadership Standards 2 and 5)

Domain 4: District Leader Demonstrates Managerial Leadership

Element 1 – **Department Resources and Budget**: District leader collaborates with their department to ensure all available district resources align with the work that needs to be done to improve learning, achievement, and development for all stakeholders. (District Leadership Standard 7)

Element 2 – **Conflict Management and Resolution**: District leader effectively and efficiently enrich the relationship among and between district departments, school sites, community stakeholders, and colleagues. (District Leadership Standards 4 and 6)

Element 3 – **Systematic Communication**: District leader facilitates the design and utilization of various forms of formal and informal communication with district department, school sites, and community stakeholders. (District Leadership Standards 4 and 6)

Element 4 – **District/Department Expectations**: District leader understands the importance of clear district-wide expectations, structures, policies, and procedures. (District Leadership Standards 1 and 2)

Element 5 – **Supporting Policies and Procedures**: District leader is familiar with GESD policies and procedures, and local, state, and federal laws to ensure they are consistently met. (District Leadership Standard 2)

Domain 5: District Leader Demonstrates Collaborative Leadership

Element 1 – **Community Involvement and Outreach**: District designs structures and processes that engage and support community ownership of the District. (District Leadership Standards 6)

Element ~~1~~ 2– **Professional Leadership Responsibilities**: District leader strives to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of GESD initiatives. (District Leadership Standards 1, 2, and 4)

Element ~~2~~3– **Advocacy for the District**: District leader develops systems and relationships to leverage the district and community resources available to them both within and outside of the district in order to maximize the district's ability to serve the best interest of its stakeholders. (District Leadership Standard 6)

District Leader Overall Evaluation Breakdown

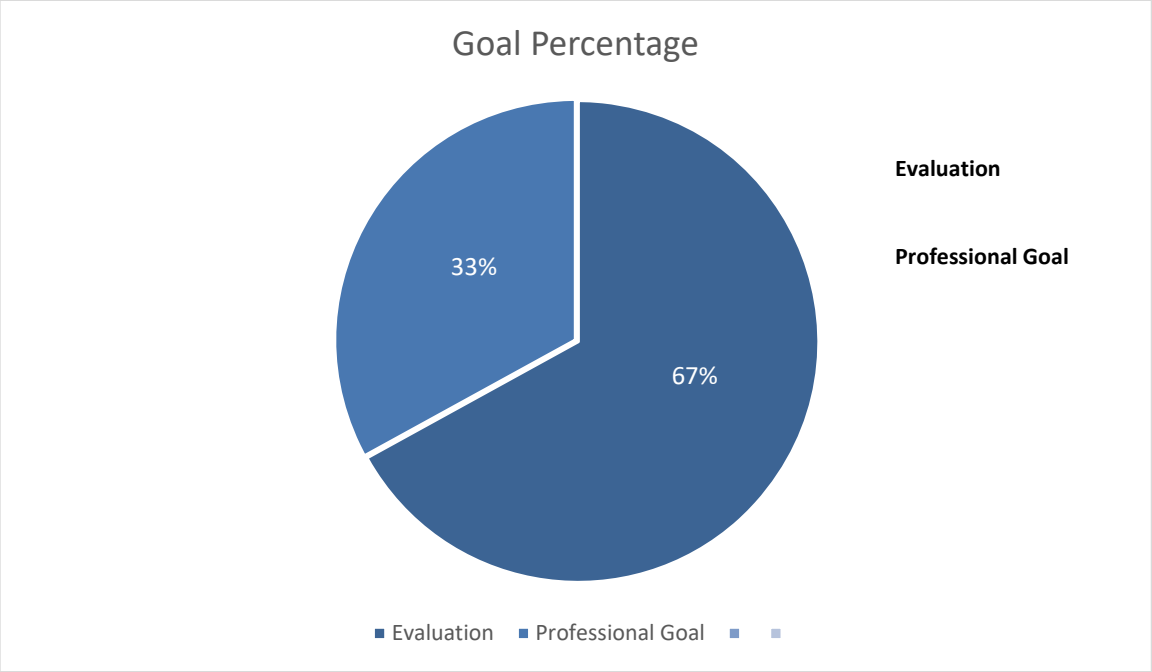

Table 1 – District Leader Performance Domain/Element Rubric

Domain	# of Elements	Highly Effective	Effective	Developing	Ineffective
Domain 1: District leader demonstrates strategic leadership	4	~~2~~3HighlyEffective 1 Effective No Developing No Ineffective	3 Highly Effective/Effective 1 Developing No Ineffective	3 Highly Effective/ Effective/Developing 1 Ineffective	2 Highly Effective/ Effective/ Developing 2 Ineffective
Domain 2: District leader demonstrates district culture and equity leadership	4	~~2~~3 Highly ffective 1 Effective No Developing No Ineffective	~~2 Effective~~ 3 Highly Effective/Effective 1 Developing No Ineffective	~~2 Developing~~ 3 Highly Effective/Effective/ Developing 1 Ineffective	2 Highly Effective/ Effective/ Developing 2 Ineffective
Domain 3: District leader exhibits leadership and professional development of staff to meet department goals	3	2 Highly Effective 1 Effective No Developing No Ineffective	2 Highly Effective/Effective ~~2 Effective~~ 1 Developing No Ineffective	3 Highly Effective/Effective/ Developing ~~2 Developing~~ No Ineffective	2 Highly Effective/Effective/ Developing 1 Ineffective
Domain 4: District leader demonstrates managerial leadership	5	3 Highly Effective 2 Effective No Developing No Ineffective	3 Highly Effective/Effective/ 2 Developing ~~3 Effective~~ No Ineffective	4 Highly Effective/Effective/ Developing ~~3 Developing~~ 1 Ineffective	3 Highly Effective/Effective/ Developing ~~3 Ineffective~~ 2 Ineffective

Domain 5: District leader demonstrates collaborative leadership	~~2~~3	~~1~~2 Highly Effective 1 Effective No Developing No Ineffective	3 Highly Effective/Effective/ 2 Developing ~~3 Effective~~ No Ineffective	4 Highly Effective/Effective/ Developing ~~3 Developing~~ 1 Ineffective	2 Highly Effective/Effective/ Developing 1 Ineffective

Table 2 – District Leader Performance Classification = 67% of Overall Evaluation

Highly Effective	3 Highly Effective Domains No Developing Domains No Ineffective Domains
Effective	3 Effective Domains No Ineffective Domains
Developing	3 Developing Domains No Ineffective Domains
Ineffective	1 Ineffective Domain

Table 3 – District Leader Goals Breakdown

Goal	Ineffective	Developing	Effective	Highly Effective
~~**Personal Goal (16%)**~~	~~There was minimal attempt to meet the goal; the goal was not met.~~	~~Some parts of the goal were met.~~	~~Most parts of the goal were met.~~	~~All parts of the goal were met and exceeded.~~
Professional Goal ~~(17%)~~	There was minimal attempt to meet the goal; the goal was not met.	Some parts of the goal were met.	Most parts of the goal were met.	All parts of the goal were met and exceeded.

~~**Table 4 – District Leader Goals Classification = 33% of Overall Evaluation**~~

~~**Highly Effective**~~	~~1 Highly Effective Goal No Developing Goals No Ineffective Goals~~
~~**Effective**~~	~~1 Effective Goal No Ineffective Goals~~
~~**Developing**~~	~~2 Developing Goals No Ineffective Goals~~
~~**Ineffective**~~	~~1 Ineffective Goal~~

Table 5 –Final Classification Matrix

Goals Classification (33%) \ Performance Classification (67%)	Highly Effective	Effective	Developing	Ineffective
Highly Effective	Highly Effective	Effective	Developing	Ineffective
Effective	Highly Effective	Effective	Developing	Ineffective
Developing	Effective	Effective	Developing	Ineffective
Ineffective	Effective	Effective	Developing	Ineffective

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

Domain 1: District Leader Demonstrates Strategic Leadership			
District Vision, Mission and Strategic Goals: The District leader actively contributes to the development of the vision, mission, values, beliefs, and goals, of the department, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the department. (District Leadership Standard 1)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Vision, mission, values, beliefs, and strategic goals of department are: • Not evident or familiar to staff and other stakeholders • Developed by district leaders working in relative isolation • Not integrated into the life of the department	**Vision, mission, values, beliefs, and strategic goals of department are:** • Developed through a collaborative process with stakeholders • Focused on data • Part of routine communications with stakeholders	**Establishes strategic goals for stakeholders that are:** • Routinely updated • Based on the analysis of multiple sources of information • Reflective of vision, mission values, and beliefs • Aligned with district priorities	**Systemically empowers stakeholders to:** • Take leadership roles in updating the department's vision, mission, and strategic goals • Assume responsibility for implementing the department's vision, mission, and strategic goals
Continuous Improvement Plan: The District Leader ensure that the department/district continuous improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all stakeholders, and provides for tracking of progress based on data.(District Leadership Standard 1)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistent attempts are made to: • Put into place systems and processes for planning and managing change • Work collaboratively to develop a department plan • Develop a system for tracking progress toward achievement of department's goals	**Occasionally communicates to staff and other stakeholders about:** • Put into place systems and processes for planning and managing change • Work collaboratively to develop a department plan • Develop a system for tracking progress toward achievement of department's goals • Personal commitment to continuous district improvement • Progress toward meeting department improvement goals and outcomes	**Establishes clear and consistent processes and systems to:** • Put into place systems and processes for planning and managing change • Work collaboratively to develop a department plan • Develop a system for tracking progress toward achievement of department's goals • Routinely monitor and communicate progress toward achieving department improvement and outcomes • Regularly revise and communicate department goals and outcomes based on data analysis and monitoring efforts • Regularly track and communicate progress of all stakeholders	**Systemically empowers stakeholders to establish processes and procedures for:** • Put into place systems and processes for planning and managing change • Work collaboratively to develop a department plan • Develop a system for tracking progress toward achievement of department's goals • Fully and conscientiously implementing all aspects of the continuous improvement plan
Leading Change: The District Leader collectively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all stakeholders. (District Leadership Standard 1)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Addresses challenges without systems or processes in place for: • Resistance to change	**Occasionally addresses challenges with systems or processes in place for:**	**Consistently establishes clear and effective systems and processes for:** • Resistance to change	**Empowers and sets expectations for stakeholders for:** • Resistance to change

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

• Planning for change • Prioritizing initiatives • Managing change • Monitoring progress • Addressing barriers to change	• Resistance to change • Planning for change • Prioritizing initiatives • Managing change • Monitoring progress • Addressing barriers to change • Providing support for change efforts • Acknowledging the importance of meaningful change	• Planning for change • Prioritizing initiatives • Managing change • Monitoring progress • Addressing barriers to change • Providing support for change efforts • Acknowledging the importance of meaningful change • Providing opportunities for all staff to engage in department change efforts • Driving planning, monitoring, and resource allocation processes • Coaching others in leading change	• Planning for change • Prioritizing initiatives • Managing change • Monitoring progress • Addressing barriers to change • Leading district wide planning efforts • Anticipating, identifying, and addressing barriers to positive change • Taking action to address barriers to achieving the department's vision, mission, and goals
Distributive Leadership: The District Leader creates and utilizes processes to distribute leadership and decision making throughout the department. (District Leadership Standard 3)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Opportunities are missed to: • Involve staff and other stakeholders in the department's decision making processes • Use collected input from staff and other stakeholders to inform decisions	**Demonstrates intermittent distributed leadership and decision making by:** • Including stakeholders in decision making processes • Assuming responsibility for decision making process and the resulting decisions • Making executive decisions when necessary	**Consistently involves staff in:** • Including stakeholders in decision making processes • Assuming responsibility for decision making process and the resulting decisions • Making executive decisions when necessary • Selecting and implementing effective improvement strategies • The development and implementation of the department's mission, vision, and goals • Monitoring progress towards the mission, vision, and goals	**Systemically, stakeholders takes responsibility for:** • Selecting and implementing effective improvement strategies • Assessing and monitoring progress towards achieving the vision, mission, and strategic goals • Leading planning and monitoring efforts • Participating in meaningful leadership activities throughout the department • Assuming responsibility for making decisions related to implementation of the continuous improvement plan
Domain 2: District Leader Demonstrates District Culture and Equity Leadership			
Purposeful Community: The District Leader articulates and models a clear vision of the district's culture, and involves community and staff in creating a climate that supports it. (District Leadership Standards 1 and 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Infrequently or ineffectively: • Includes staff in district activities. • Creates a culture that is welcoming to staff and community.	**Occasionally approaches staff:** • In department/district decision making processes related to operations. • To participate in professional growth activities.	**Regularly:** • Invites staff to seek opportunities to collaborate with the community on district improvements and initiatives. • Monitors and evaluates the district's activities and initiatives to ensure that all of the stakeholders' needs are addressed.	**District culture empowers:** • Staff to seek opportunities to collaborate with the community on district improvements and initiatives. **Staff have a sense of ownership by:**

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

	• With communication regarding the importance of their involvement in support of district improvements and initiatives.	• Engages stakeholders in meaningful discussion to address issues before they become challenging. • Invites staff to participate in a wide variety of meaningful activities and decision making processes related to their professional growth in the District.	• Being actively engaged in the district and department's goals and initiatives. • Increasing the consistency and intensity of their involvement in initiatives benefiting students. • Supporting staff members in their efforts to become more involved in site based activities rallied around students and community. • Proactively collaborating with stakeholders to problem-solve concerns.
Commitment to Ensuring that the Needs of Our Diverse Workforce are Met: The District Leader demonstrates cultural competency to ensure that the needs of the district's diverse workforce are met. (District Leadership Standards 3 and 4)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
No evidence exists that there is an: • Understanding of the interconnectedness of the district's diverse workforce needs	**Evidence exists that there is an:** • Understanding of the integration of the district's diverse workforce needs	**District Leader routinely:** • Implements a comprehensive approach to leading that integrates the district's diverse workforce needs • Monitors and evaluates the district's activities and initiatives to ensure that the district's diverse workforce needs are addressed	**Empowers staff members to:** • Embrace and Implement a collaborative approach that addresses the district's diverse workforce needs in an integrated and comprehensive manner
Embracing Diversity: The District Leader demonstrates a commitment to a diverse workforce by creating an inclusive and equitable work environment. (District Leadership Standards 3 and 4)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
District Leader consistently: • Sets expectations that are the same for all staff without consideration of their unique backgrounds, needs, or skills	**District Leader occasionally:** • Demonstrates understanding of the diversity of the workforce • Articulates the need for developing cultural understanding • Recognizes that diversity is an asset to the department/district • Provides all staff opportunities to demonstrate their skills, knowledge and abilities	**Consistently sets the expectation that all staff will:** • Achieve their professional and personal goals for the current evaluation period • Demonstrate an appreciation for and sensitivity to diversity in the workforce by: ▪ Implementing culturally responsive leadership approaches ▪ Ensuring that all staff are treated with respect and dignity ▪ Recognizing staff for their unique skills, knowledge and abilities	**Empowers staff and community to:** • Initiate actions that encourage an inclusive climate of respect for diversity **Staff systematically:** • Accept and respect staff who are different from them • Expect their peers to value diversity
Efficacy, Empowerment and a Culture of Continuous Improvement: District leader fosters a culture that encourages continual improvement through innovation, risk-taking and data driven decision making. (District Leadership Standard 1)			
Ineffective	**Developing**	**Effective**	**Highly Effective**

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

Administrator infrequently or ineffectively: • Uses data to monitor progress for district/department processes and procedures **Staff and other stakeholders rarely or ineffectively:** • Use data to identify needed improvements for district/department processes and procedures	**District Leader occasionally:** • Communicates the need for using data for decision making • Uses various sources of data for monitoring progress and decision making for district/department processes and procedures	**District Leader routinely:** • Models appropriate and consistent use of data and utilizes the capacity of all stakeholders to use data for decision making • Creates a culture of risk taking and learning within the district/department by continually: ▪ Developing new initiatives and monitoring their impact on district/department goals ▪ Eliminating ineffective activities and initiatives ▪ Fostering the use of data to continually learn about the impact of district/department initiatives ▪ Using appropriate evaluation information to drive changes to district/department processes and procedures.	**Establishes systemic processes and procedures for:** • Engaging staff and stakeholders to evaluate approaches and progress toward achieving district/department goals and outcomes • Engaging staff in a district-wide system for monitoring and evaluating progress toward achieving district/department goals and outcomes • Encouraging collaboration and feedback between staff and stakeholders to evaluate current activities and initiatives for continuation
Domain 3: District Leader Exhibits Leadership and Professional Development of Staff to Meet Department Goals			
Professional Development/Learning Communities: District leader ensures that the department is a professional learning community that provides opportunities for collaboration, and develops department members in a manner that is consistent with the district's mission, vision, policies, and strategic plan. (District Leadership Standard 1)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Professional development is: • Of poor quality • Not tailored to meet staff needs • Rarely or ineffectively research based • Rarely or ineffectively job embedded	**Provides professional development that is:** • Occasionally job embedded • Occasionally research based • Occasionally demonstrates a commitment to professional development by participating in professional development that is aligned with his or her professional needs	**Regularly provides professional development that:** • Coaches and encourages staff to assume leadership roles within the department • Provides opportunities for staff to use leadership skills • Enhances staff performance	**Administration and staff systematically engage in:** • Reflection on personal performance • Identifying professional development needs based on personnel and program evaluation results • Selecting most appropriate methods for professional development **Enable staff in taking responsibility for their own learning by offering opportunities to** • Participate in professional learning communities • Collaborate with colleagues to identify solutions to difficult problems • Anticipate and identify their professional development needs

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff: District leader establishes and effectively manages the processes and systems that ensure a high-quality, high-performing staff. (District Leadership Standards 5 and 7)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Missed opportunities to ensure a high-performing staff by: • Making personnel decisions and engaging in activities such as hiring, assigning, evaluating, and dismissing staff without consideration of strategic goals • Ineffective retention of staff	**Personnel decisions intermittently:** • Provide support for staff members to help ensure their success • Adhere to district and state policies, laws, and procedures related to personnel activities • Consider strategic goals • Improve staff retention	**Personnel decisions routinely:** • Attract and retain effective staff • Foster positive professional relationships with staff • Follow district procedures to implement plans of improvement, when necessary • Focus mentoring and coaching efforts for members in most need of support and advice to improve their performance • Place staff where they are needed most to address department goals and within the parameters of district policy	**Personnel decisions systemically:** • Place personnel in positions to ensure success of department goals • Hires staff members with the best qualifications to address needs and goals of the department
Staff Evaluation: District leader evaluates staff performance using the district's evaluation tools in order to ensure staff is evaluated in a fair and equitable manner with a focus on improving performance and meeting department goals. (District Leadership Standards 2 and 5)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistently conducts staff evaluation: • In line with district policies • On a timely basis • With follow-up	**Intermittently conducts staff evaluation activities:** • In line with district policies • On a timely basis • With follow-up • Using multiple measures	**Regularly conducts staff evaluation activities:** • In line with district policies • On a timely basis • With follow-up • Using multiple measures • Uses evaluation results to identify professional development and growth needs of staff	**Continually fosters staff to:** • Develop the capacity for reflection on their own practice for the purpose of improving performance • Hold themselves accountable for following the district's evaluation process • Reflect on personnel evaluation results and take responsibility for improving performance over time • Hold all staff members accountable for department goals
Domain 4: District Leader Demonstrates Managerial Leadership			
Department Resources and Budget: District leader collaborates with their department to ensure all available district resources align with the work that needs to be done to improve learning, achievement, and development for all stakeholders. (District Leadership Standard 7)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistent attempts are made to: • Manage district departments financial resources with respect to district guidelines • Collaborative with district departments to ensure resources purchased align with district goals • Provide structures to align resources used with staff needs	**Department resources are occasionally:** • Focused on school needs • Allocated according to priority needs • Allocated in ways that support the attainment of district and schools strategic goals	**District leader consistently:** • Supports and monitors fiscal, physical and personnel resources efficiently and effectively • Support management structures that align resources used with district and school goals	**Systematically:** • Prioritizes district resources to ensure sustained support for worthwhile instructional activities, professional development, and other district-based improvement strategies over time to align with the annual district goals

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

		• Engages in professional development to continuously improve district and school needs	
Conflict Management and Resolution: District leader effectively and efficiently enrich the relationship among and between district departments, school sites, community stakeholders, and colleagues. (District Leadership Standards 4 and 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistent attempts are made to: • Become involved in relationship building and conflict management to defuse tense or problematic situations	**Attempts are occasionally made to:** • Interact with staff members and other stakeholders in order to defuse potentially stressful situations • These interactions are mostly reactive	**Attempts are frequently made to:** • Interact with staff members, students and other stakeholders in order to defuse potentially stressful situations • These interactions are proactive • Resolve issues as they arise to prevent potential problems • Model fairness and consistency when dealing with staff members	**District leader systemically accept responsibility for their own relationships by:** • Anticipating problems and adjusting behaviors to avoid negative situations • Engaging staff and colleagues in discussions designed to build positive relationships • Coaching staff and other stakeholders to manage conflict and build relationships • Empowering staff and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive district culture • Defining operational norms and adhering to them in their professional learning communities
Systematic Communication: District leader facilitates the design and utilization of various forms of formal and informal communication with district department, school sites, and community stakeholders. (District Leadership Standards 4 and 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Infrequent attempts are made to: • Communicate with departments, staff, school, and community members • Respond to contact from district departments, parents, and community members on a timely and meaningful manner	**Occasionally communications are issued to:** • Departments, staff, and the community but are focused on immediate activities or problems • Respond to contact from departments, parents, and community members and address specific needs or issues • Prioritize communication as a high need area for the department	**Routinely:** • Communicates with departments, staff, parents, community members, and other stakeholders • Responds meaningfully and promptly to contact from families and community members • Offers a variety of venues for communication	**Systemically promotes continual and meaningful communication among departments, staff, and the community by:** • Creating opportunities for discussions • Using existing communication structures such as newsletters, district messenger, district website, and blogs • Develops effective strategies to sustain positive, meaningful communications with departments, parents, students, and the community
District/Department Expectations: District leader understands the importance of clear district-wide expectations, structures, policies, and procedures. (District Leadership Standards 1 and 2)			
Ineffective	**Developing**	**Effective**	**Highly Effective**

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

There is no evidence that: • District/department rules and procedures are followed • Expectations for district department are clearly communicated	**Occasionally communicates and enforces:** • District/department rules and procedures and expectations for staff to ensure their continued relevance and utility	**Routinely:** • Establishes and clearly articulates high expectations for all staff • Collaborates and revises rules and procedures to maintain a safe and positive district/department culture conducive to learning • Demonstrates values, beliefs, and attitudes that inspire staff to higher levels of performance	**Empowers staff members to:** • Engage staff members in developing expectations for learning and improved performance • Encourage staff to reach higher levels of performance • Monitor progress toward achieving expectations • Monitor their own performance • Strive to achieve district wide expectations **Empowers staff to:** • Monitor their own performance • Strive to achieve expectations set by supervisors, colleagues, and themselves
Supporting Policies and Procedures: District leader is familiar with GESD policies and procedures, and local, state, and federal laws to ensure they are consistently met. (District Leadership Standard 2)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
No evidence exist that there is: • Compliance with all district policies and procedures • Familiarity with local, state, and federal laws and district policies and procedures	**Evidence exist that there is:** • Compliance with all district policies and procedures • Compliance with local, state, and federal laws	**District leader routinely:** • Inquires about policies/laws prior to making decisions • Be aware of changes to laws and policies to maintain the district's compliance	**Systematically strives to:** • Expand his/her sphere of influence to provide meaningful and timely input into the development of district and board policy
Domain 5: District Leader Demonstrates Collaborative Leadership			
Professional Leadership Responsibilities: District leader strives to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of GESD initiatives. (District Leadership Standards 1, 2, and 4)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Does not demonstrate an understanding of the need for: • Strong community and organizational relationships • Interacting with community agencies and key stakeholders	**Demonstrates an understanding of the need for:** • Strong community and organizational relationships • Interacting with community agencies and key stakeholders • Adhering to all local, state, and federal laws, district policies, and regulations	**Routinely implements district initiatives by:** • Establishing and maintaining strong, positive relationships with key community stakeholders and external agencies • Assuring that all district activities adhere to applicable rules, district policies, and laws	**Systematically:** • Leverages relationships with internal/external groups, organizations and partners for the successful implementation of district initiatives • Involves key stakeholders in providing support/feedback to enhance the opportunities for all employees to successfully implement district initiatives
Advocacy for the District: District leader develops systems and relationships to leverage the district and community resources available to them both within and outside of the district in order to maximize the district's ability to serve the best interest of its stakeholders. (District Leadership Standard 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Systems and relationships are not developed that would allow:	**Develops systems and relationships that allow for:**	**Develops routine systems and relationships that allow for:**	**Develops systems and relationships which allow for systematically:**

Glendale Elementary School District Leader Evaluation Rubric 2015 – 2016

• Community members and key stakeholders to meaningfully engage in the district's activities • A superficial understanding of the community and issues it is facing	• Soliciting community input and occasionally using the input to inform decisions • Involving community stakeholders in the district's activities	• Identifying and engaging key community stakeholders • Recognizing that diversity is an asset to the district community • Demonstrating an understanding of community values, interests, and needs	• Advocating throughout the district community for activities and initiatives that support life-long learners • Maintaining strong relationships with all key community stakeholders • Expanding personal reach and sphere of influence throughout the district and beyond in order to maximize support for district activities and initiatives • Activating initiatives to bring the community into the district to better understand its initiatives, culture and needs
Community Involvement and Outreach: District leader designs structures and processes that engage and support community ownership of the District. (District Leadership Standard 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Structures and procedures do not exist that allow for: • Reaching out to the community to become involved in district activities • Developing a district culture that welcomes community members as visitors to the district	**Occasionally procedures are utilized that allow for:** • Scheduling community outreach activities • Stakeholders to participate in activities specifically focused on their area(s) of interest	**Routinely encourages community members to become engaged in:** • District learning activities • District decision making processes • Models expectations by inviting community members to serve on decision making committees	**Embeds structures and procedures in the District culture which:** • Establishes systems that support community involvement for the benefit of student learning • Ensures that community members hold responsible and meaningful positions on decision making committees and task forces • Sustains purposeful community among all stakeholders through implementation of strategies designed to sustain their involvement

District Leader Self Evaluation Form					
Classifications		**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Domains	**Strategic Leadership**				
	Notes/Comments				
	District Culture and Equity Leadership				
	Notes/Comments				
	Leadership and Professional Development of Staff to Meet Department Goals				
	Notes/Comments				
	Managerial Leadership				
	Notes/Comments				
	Collaborative Leadership				
	Notes/Comments				

Glendale Elementary School District

SMART Goal Template

Goal:
Specific (and strategic): What will the goal accomplish and why is it important for this goal to be accomplished?
Measurable: How will you measure whether or not the goal has been reached (list at least two indicators)?
Attainable: Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
Relevant (Results oriented): What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
Time bound: What is the established completion date and does that completion date create a practical sense of urgency?
Goal Outcome:

SAMPLES OF DISTRICT LEADER ARTIFACTS

Domain 1: Strategic Leadership

- Written, posted Vision/Mission
- Shared Leadership list
- Perception data: Climate Surveys
- Leadership Agendas

Domain 2: Culture and Equity Leadership

- Climate surveys of all stakeholders
- Strategic plan alignment
- Department meeting agendas and/or meeting summaries

Domain 3: Leadership and Professional Development of Staff to Meet Department Goals

- Agendas, Evaluations, Examples of staff follow-up
- Plan for new hires – binders, calendar data, copies of interviews, System of support
- Providing and Documenting Leadership opportunities
- System for mentorship
- Professional Development Plan for year or multiple years
- Individual growth plans

Domain 4: Managerial Leadership

- Strategic Plan
- Budgets
- Reflection
- Survey data (stakeholders)
- Newsletters
- Examples of proactive programs
- Positive promotion through technology

Domain 5: Collaborative Leadership

- Communications: flyers, webpage, sign in sheets, surveys
- Community outreach events
- Resources in department
- Facebook
- Messenger
- Organizations
- Partnerships

General Artifacts

- Videos
- Work Documents
- Other

DISTRICT LEADERSHIP EVALUATION SUMMARY

District Leadership Evaluation System - Performance					
Classifications		**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Domains	**Strategic Leadership**				
	Culture and Equity Leadership				
	Leadership and Professional Development of Staff				
	Managerial Leadership				
	Collaborative Leadership				

Performance Classification: _____

District Leadership Evaluation System - Goals					
Classifications		**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Goals	**Personal Goal**				
	Professional Goal				

Goal Classification: _____

Final Classification: _____

District Leader Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Glendale Elementary School District #40

Site Administrator Evaluation Handbook

Adopted by the Governing Board
~~07-27-17~~

You can view policies on our webpage at www.gesd40.org

~~**--On the left hand side of the page, click on "GESD Policy Manual"**~~
--Click on Community tab and then Governing Board

--On the left click on Policy Manual

--Scroll Down and click on the arrow next to Glendale Elementary School District in the list of districts at the left

--Click on Section G

--Click on Policy GCO

You can view policies on our webpage at www.gesd40.org

HOW TO ACCESS THE SITE ADMINISTRATOR'S EVALUATION HANDBOOK ONLINE

1. -Visit GESD's website – www.gesd40.org
~~2. Select '*Human Resources*' on the navigation menu (left hand side)~~
~~3. Under '*Teacher Evaluation Handbooks*', select '*Site Evaluator Handbook*' to view the entire handbook.~~
2. Click on Employees to access the Internal Website
3. Sign-in to the website with district login and password

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4. Under the Employee Resources tab click on Employment Handbooks and Information
5. Click on Evaluation Handbooks and then on Site Administrator's Evaluation Handbook

SITE ADMINISTRATOR EVALUATION HANDBOOK

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SECTION I - INTRODUCTION

Philosophy Statement

GESD believes that principals and assistant principals, as site administrators, need a meaningful, fair, and regular evaluation of their performance. The evaluation process should foster and guide the growth and development towards excellence in educational leadership. In addition to demonstrated student achievement, administrators should be evaluated on a variety of measures including goal setting, progress towards continuous school improvement, maintaining a safe and orderly environment, and managing fiscal responsibilities.

GESD is committed to supporting the continuous development and growth of our leaders through collaboration and mentorship by the principal and district leadership. District and site leadership must exhibit collaboration and sharing of expertise to encourage the sustainability of highly effective leadership. Assistant principals are expected to, and will be evaluated on, their proficiency in supporting their principal in the implementation of the school's mission and vision.

Purpose Statement

"To improve student learning, Arizona supports effective teachers and principals by developing a model framework that is flexible in its application and establishes the expectations for a comprehensive evaluation and feedback process, to which all Arizona Local Education Agency (LEA) evaluation instruments shall align."

(Adopted from the Arizona State Board of Education, (2015-2016)

This evaluation system aligns with guidelines outlined in ARS 15-203, 341, and 503.

Overview of the PSEL Standards
(Leadership Standards)

The Professional Standards for Educational Leaders (PSEL) were developed in 2015 by the Council of Chief State School Officers in collaboration with the National Policy Board on Education Administration. These standards help to define strong school leadership and serve as a guide to leaders so they may provide the necessary environment to promote the success of every student. The PSEL Standards are aligned to the Arizona Professional Administrative Standards.

Professional Standards for Educational Leaders (PSEL):

Standard 1: Mission, Vision. And Core Values

Effective leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2: Ethics and Professional Norms
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

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Standard 3: Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Professional Capacity of School Personnel
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Professional Community for Teachers and Staff
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Meaningful Engagement of Families and Community
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Operations and Management
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10: School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Site Administrator Performance Classifications:

LEAs shall classify each principal in one of the following four performance classifications:

Highly Effective: A *highly effective* principal consistently exceeds expectations. This principal's leadership is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective principal demonstrates mastery of the state board of education adopted professional standards, as determined by classroom observations required.

Effective: An *effective* principal consistently meets expectations. This principal's leadership is effective and her/his students generally made satisfactory levels of academic progress. The effective principal demonstrates competency in the state board of education adopted professional standards.

Developing: A *developing* principal fails to consistently meet expectations and requires a change in performance. This principal's leadership is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing principal demonstrates an insufficient level of competency in the state board of education adopted professional standards.

Ineffective: An *ineffective* principal consistently fails to meet expectations and requires a change in performance. This principal's leadership is ineffective and her/his students generally made unacceptable

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levels of academic progress. The ineffective principal demonstrates minimal competency in the state board of education adopted professional standards.

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SECTION II – THE EVALUATION SYSTEM

Evaluation System Training

All site administrators and their evaluator(s) will be trained in the fall of each school year on the process and procedures of the site administrator evaluation system.

Evaluation Process

- Every person involved in the evaluation process must receive training to ensure reliability and validity and make certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process.

- The District will provide orientation on the evaluation system at the beginning of each school year prior to the opening of school. This will ensure that site administrators who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for District staff to review the system and communicate any changes made from the previous year.

- Each site administrator may choose to complete a self-assessment using the matrix in the GESD Site Administrator Evaluation System. This reflection could provide the site administrator with the opportunity to reflect on personal performance over the course of the previous year and apply the unique aspects of their current setting.

- The evaluator and site administrator will review the school's annual goals as well as the performance plan for the person being evaluated. This allows the site administrator to reflect the context and setting of the year, as well as reflect changes in district initiative. The site administrator will present these goals to their staff, parents, and community by the end of the first instructional period.

- The evaluation is not a year-end activity, but rather one that is conducted in a consistent and ongoing manner throughout the year.

- Should the evaluator and the site administrator being evaluated not agree on the final ratings during the end of year review, they should determine what additional evidence is needed in order to arrive at the appropriate rating. A two-week period is suggested as adequate time to collect and summarize the evidence and have a discussion to determine the final ratings.

- ~~Using the final ratings on the evaluation, the site administrator will engage in goal setting and developing an Individual Goal Plan (IGP).~~

- A principal who is classified in the lowest performance classification may not be transferred as a principal to another school within the school district unless pursuant to a statutory exception.

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Evaluation Process Timeline

July – August – September

- Site administrators' orientation to evaluation process by evaluators.
- Site administrators will begin a data collection system, which includes evidence of progress in each domain.
- ~~Site administrators complete and submit school goals as indicated by to evaluator.~~

August – September – October

- ~~Work with site staff to revise or extend strategic plan based on needs identified in collected data.~~
- ~~Work with building staff to begin implementation of site school improvement plan~~
- Continue data collection system, which provides evidence of progress in each domain.

~~September~~ November – February

- ~~Continue working with building staff to implement strategic plan revising or extending as indicated by identified needed.~~
- ~~Complete Site Administrator Self-Assessment Form (optional)~~
- Meet with evaluator for Mid-Year Review

February – June

- ~~Complete Site Administrator Self-Evaluation Form (optional)~~
- School-wide student achievement results will be analyzed
- Attend final evaluation conference with evaluator

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SECTION III – SUPPORTS AND INCENTIVES

Student Achievement Framework

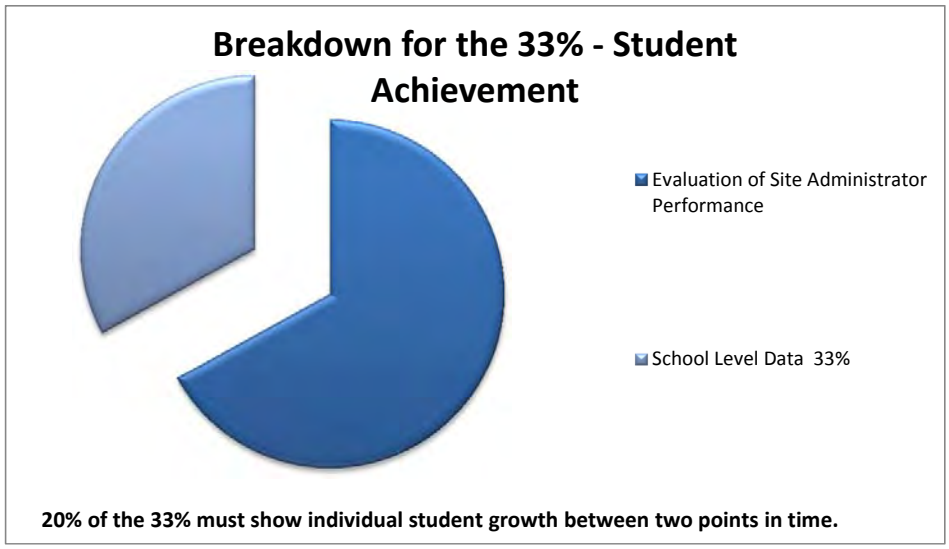

Table I. - Number of Elements and Domain Classifications

Domain/Classification	Highly Effective	Effective	Developing	Ineffective
~~Strategic Leadership~~	~~3 - Highly Effective~~ ~~1 - Effective~~	~~3 – Effective~~ ~~No Ineffective~~	~~2 - Developing~~ ~~1 – Ineffective~~	~~2 - Ineffective~~
~~Instructional Leadership~~	~~3 - Highly Effective~~ ~~1 - Effective~~	~~3 – Effective~~ ~~No Ineffective~~	~~2 - Developing~~ ~~1 – Ineffective~~	~~2 - Ineffective~~
~~School Culture and Equity Leadership~~	~~3 - Highly Effective~~ ~~1 - Effective~~	~~3 – Effective~~ ~~No Ineffective~~	~~2 - Developing~~ ~~1 - Ineffective~~	~~2 - Ineffective~~
~~Leadership and Professional Learning of Staff to Impact Student Achievement~~	~~2 - Highly Effective~~ ~~1 - Effective~~	~~2 - Effective~~ ~~No Ineffective~~	~~2 - Developing~~	~~2 - Ineffective~~
~~Managerial Leadership~~	~~3 - Highly Effective~~ ~~2 - Effective~~	~~3 - Effective~~ ~~No Ineffective~~	~~3 - Developing~~ ~~2 - Ineffective~~	~~3 - Ineffective~~
~~External Development Leadership~~	~~2 - Highly Effective~~ ~~1 - Effective~~	~~2 - Effective~~ ~~No Ineffective~~	~~2 - Developing~~	~~2 - Ineffective~~
School Vision, Mission, Core Values and School Improvement (4)	3 - Highly Effective 1 - Effective	3 – Effectives No Ineffective	2 – Developing 1 - Ineffective	2 - Ineffective
Equity and Cultural Responsiveness in a Community of Care and Support for Students (3)	2 – Highly Effective 1 – Effective	2 – Effectives No Ineffective	No Ineffective	1 - Ineffective
Curriculum, Instruction, and Assessment (4)	3 - Highly Effective 1 - Effective	3 – Effectives No Ineffective	2 – Developing 1 - Ineffective	2 - Ineffective

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Professional Capacity of School Personnel (3)	2 – Highly Effective 1 – Effective	2 – Effectives No Ineffective	No Ineffective	1 - Ineffective
Meaningful Engagement of Families and Community (3)	2 – Highly Effective 1 – Effective	2 – Effectives No Ineffective	No Ineffective	1 - Ineffective
Managerial Leadership and Maintenance and Operations (3)	2 – Highly Effective 1 – Effective	2 – Effectives No Ineffective	No Ineffective	1 - Ineffective

Table 2 - Number of Domains and Teacher Classroom Performance Classification

Highly Effective	4-Highly Effective Domains No Developing Domains No Ineffective Domains
Effective	4- Effective Domains No Ineffective Domains
Developing	~~4- Developing Domains~~ No Ineffective Domains
Ineffective	~~3~~1–Ineffective Domain

Table 3 – Final Performance Classification

		Classroom Performance 67%			
		Highly Effective	**Effective**	**Developing**	**Ineffective**
Student Achievement 33% (pending State of Arizona guidance)	**Highly Effective**	Highly Effective	Effective	Developing	Ineffective
	Effective	Highly Effective	Effective	Developing	Ineffective
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Effective	Effective	Developing	Ineffective

How to Figure out the 33% of Student Achievement Data

All Site Administration will receive a classification based on the following percentages:

- 67% of a Site Administrators evaluation will be based on their performance evaluation rubric
- 33% of a Site Administrators evaluation will be based on school wide student achievement data as described below:
    - Highly Effective: YES in Area 1 and Area 3
    - Effective: YES in Area 2 and Area 3, NO in Area 1
    - Developing: YES in Area 2 OR Area 3, NO in Area 1
    - Ineffective: NO in all 3 Areas

	Area 1	Area 2	Area 3
Site Administrators	• 5% of Full Academic Year school students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 5% increase of Full Academic Year school students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 15% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	• 2% of Full Academic Year school students go up 1 performance classification level in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 2% increase of Full Academic Year school students in "Proficient" or "Highly Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR ▪ 10% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science.	• Current school letter grade of A, B, C, or D based off of prior year data OR • An increase of (>1) in total current school points based off of prior year data OR • The majority (51%) of the ratings on the current year parent school survey classified as "agree" or "strongly agree" OR • 95% of students or above were tested on prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR • Meet AZELLA reclassification rate

The Superintendent may request goals from an administrator.

Incentives

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Incentives for principals in one of the two highest performance classifications, Effective or Highly Effective, pursuant to section 15-203, subsection A, paragraph 38, may include at the discretion of the Superintendent:

- Multiyear contracts pursuant to section 15-503.
- Incentives to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
- Transfer and contract processes for principals designated in the lowest performance classification pursuant to section 15-203, subsection A, paragraph 38.

SECTION IV – OBSERVATION RUBRIC AND OVERVIEW

Overview of the Evaluation Domains and Components

Domain 1: ~~Site Administrator Demonstrates Strategic Leadership~~School Vision, Mission, Core Values and School Improvement

Element – School Vision, Mission, and Strategic Goals: Site Administrator develops the vision, mission, values, beliefs, and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the school community. ~~(PSEL Standards 1 and 4)~~

Element – Continuous Improvement Plan: Site Administrator ensures that the continuous improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, ad provides for tracking of progress based on data. ~~(PSEL Standard 10)~~

Element – Shared Leadership: Site Administrator develops shared understanding and shares leadership with staff when appropriate while continuing to provide guidance to school vision, mission, goals, and instructional strategies.

Element – Leading Change: Site Administrator collaboratively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all students. ~~(PSEL Standard 10)~~

~~**Element – Distributive Leadership:** Site Administrator creates and utilizes processes to distribute leadership and decision-making throughout the school. (PSEL Standard 10)~~

Domain 2: ~~Site Administrator Demonstrates Instructional Leadership~~ Equity and Cultural Responsiveness in a Community of Care and Support for Students

Element – ~~Curriculum, Instruction, Learning and Assessment; Site Administrator enables school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensures that the ideas developed are integrated into the school's curriculum and instructional approaches. (PSEL Standards 4 and 6)~~Building a safe, caring, healthy school: Site Administrator oversees the implementation of school expectations with an understanding of each student's culture and context.

Element – ~~Instructional Time~~: ~~Site Administrator creates processes and schedules which maximize instructional, collaborative, and preparation time. (PSEL Standard 9)~~ **Addressing student Misconduct:** Site administrator follows district policy when addressing student misconduct in a positive, fair, and unbiased manner while acting with cultural competence

Element – ~~mplementation High-quality Instruction:~~ ~~Site Administrator supports teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students. (PSEL Standards 4, 6, an~~**Fostering School Community:** Site administrator fosters relationships between stakeholders to support student success.

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~~**Element – High Expectations for all Students**: Site Administrators holds all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. (PSEL Standards 2 and 7)~~

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Domain 3: ~~Site Administrator Demonstrates Cultural and Equity Leadership~~ Curriculum, Instruction and Assessment

Element – ~~Purposeful Community:~~ ~~Site Administrator articulates and models a clear vision of the school's culture, and involves students, families, and staff in creating a climate that supports it. (PSEL Standards 5, 7, and 8)~~**Implements a comprehensive program of instruction:** Site Administrator ensures monitors and assesses a guaranteed and viable curriculum is aligned to state standards.

Element – ~~Commitment to Ensuring that the Needs of Our Diverse Student Population are met:~~ ~~Site Administrator values the cognitive, physical, social, and emotional health and growth of every student. (PSEL Standards 3, 4, and 5)~~**Evidence based, rigorous relevant instruction:** Site Administrator ensures that rigorous, relevant, and appropriate first best instruction and makes recommendations to improve instructional deficiencies.

Element – ~~Embracing Diversity~~: ~~Site Administrator demonstrates a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and providing direction in meeting the needs of diverse student talents, experiences, and challenges. (PSEL Standards 3, 4, and 5)~~**Develops a framework of instruction that meets the needs of all students:** Site Administrator ensures that all students are provided differentiated instruction and interventions to meet their diverse needs

Element – ~~Efficacy, Empowerment and a Culture of Continuous Improvement~~: ~~Site Administrator fosters a school culture that encourages continual improvement through innovation, risk-taking, and data driven decision making. (PSEL 3, 4, 5, and 10)~~**Utilizes valid assessments to plan drive and evaluate student learning outcomes:** Site Administrator uses data appropriately and within technical limitations to monitor student progress and improve instruction.

Domain 4: ~~Site Administrator Exhibits Leadership and Staff Development of Staff to Impact Student Achievement~~Professional Capacity of School Personnel

Element – ~~Professional Development/Learning Communities:~~ ~~Site Administrator ensures that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teachers in a manner that is consistent with the District's mission, vision, policies, and strategic plan. (PSEL Standards 1, 6, and 7)~~ **Recruits, hires, mentors and evaluates staff:** Site Administrator establishes and effectively manages processes and systems that ensure a high-quality, high-performing staff.

Element – ~~Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff:~~ ~~Site Administrator establishes and effectively manages processes and systems that ensure a high-quality, high-performing staff. (PSEL Standards 6 and 7)~~ **Professional Learning Communities:** Site Administrator fosters a professional community of teachers to promote each student's academic success and well-being.

Element – ~~Teacher and Staff Evaluation:~~ ~~Site Administrator evaluates staff performance using the District's evaluation tools in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. (PSEL Standards 6 and 7)~~ **Professional Development:** Site Administrator collaboratively creates a professional development plan providing learning opportunities and monitors the effectiveness of the plan through various data points.

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Domain 5: ~~Site Administrator Demonstrates Managerial Leadership~~Meaningful Engagement of Families and Community

Element – ~~School Resources and Budget:~~ ~~Site Administrator establishes systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students. (PSEL Standard 9)~~**Culturally proficient two-way communication**: Site Administrator facilitates the design and utilization of various forms of formal and informal communication with all school stakeholders

Element – ~~Trust Management and Resolution:~~ ~~Site Administrator effectively and efficiently enriches the relationship among and between parents/guardians, student, and staff. (PSEL Standards 2, 3, 5, 8, and 9)~~ **Family and community outreach:** Site Administrator collaborates with families and community to engage in and support the school.

Element – ~~Systematic Communication:~~ ~~Site Administrator facilitates the design and utilization of various forms of formal and informal communication with all school stakeholders. (PSEL Standards 5 and 8)~~**Advocacy for school:** Site Administrator leverages district and community resources to promote school improvement and student learning.

~~**Element – School-wide Expectations for Students and Staff:** Site Administrator understands the importance of clear expectations, structures, rules, and procedures for students and staff. (PSEL Standards 1, 4, 5, 6, 7, and 10)~~

~~**Element – Supporting Policies and Procedures:** Site Administrator familiarizes themselves with GESD policies and procedures, and local, state, and federal laws to ensure they are consistently met. (PSEL Standard 9)~~

Domain 6: ~~Site Administrator Demonstrates External Development Leadership~~Managerial Leadership and Maintenance and Operations

Element – ~~Family and Community Involvement and Outreach~~: ~~Site Administrator designs structures and processes that engage and support family and community ownership of the school. (PSEL Standards 8, 9, and 10)~~ **School resources and budget:** Site Administrator establishes systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.

Element – ~~Professional Leadership Responsibilities:~~ ~~Site Administrator strives to improve the profession by collaborating with their colleagues, District leadership, and other stakeholders to drive the development and successful implementation of GESD initiatives (PSEL Standards 5, 8, and 9)~~**Trust management and resolution**: Site Administrator effectively and efficiently enriches the relationship among all stakeholders.

Element – ~~Advocacy for the School~~: ~~Site Administrator develops systems and relationships to leverage the District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families. (PSEL Standards 5, 8, and 9)~~**Supporting policies and procedures:** Site Administrator familiarizes themselves with GESD policies and procedures, and local, state, and federal laws to ensure they are consistently met.

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Glendale Elementary School District Site Administrator Evaluation Matrix

Domain 1: Site Administrator Demonstrates Strategic Leadership			
School Vision, Mission and Strategic Goals: Site administrator develops the vision, mission, values, beliefs, and goals, of the school, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the school community. (PSEL Standards 1 and 4)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Vision, mission, values, beliefs, and strategic goals of school are: • Not evident or familiar to staff and other stakeholders • Developed by school administrators working in relative isolation • Not integrated into the life of the school community	**Vision, mission, values, beliefs, and strategic goals of school are:** • Developed through a collaborative process with staff • Focused on student achievement data • Part of routine school communications with staff and other stakeholders	**Establishes strategic goals for students and staff that are:** • Routinely updated • Based on the analysis of multiple sources of information • Reflective of vision, mission values, and beliefs • Aligned with district priorities • Publicly available at the school	**Systemically empowers staff to:** • Incorporate identified strategies in their instructional plans to ensure that student achieve expected outcomes • Take leadership roles in updating the school's vision, mission, and strategic goals • Assume responsibility for implementing the school's vision, mission, and strategic goals
Continuous Improvement Plan: Site administrator ensures that the continuous improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. (PSEL Standard 10)			
Inconsistent attempts are made to: • Put into place systems and processes for planning and managing change • Work collaboratively to develop a school improvement plan • Develop a system for tracking student and school progress toward achievement of school goals	**Occasionally communicates to staff and other stakeholders about:** • Personal commitment to continuous school and district improvement • Components of school's improvement plan • Progress toward meeting school improvement goals and outcomes	**Establishes clear and consistent processes and systems to:** • Routinely monitor and communicate progress toward achieving school improvement and student outcomes • Regularly revise and communicate school improvement goals and outcomes based on data analysis and monitoring efforts • Regularly track and communicate progress of all students	**Systemically empowers staff to establish processes and procedures for:** • Fully and conscientiously implementing all aspects of the improvement plan • Developing, in collaboration with school administrators, short-term and long-term plans to identify and address barriers to positive changes within the school

Glendale Elementary School District Site Administrator Evaluation Matrix

Leading Change: Site Administrator collectively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all students. (PSEL Standard 10)			

Addresses school challenges without systems or processes in place for:
• Resistance to change
• Planning for change
• Prioritizing initiatives
• Managing change
• Monitoring progress
• Addressing barriers to change
	Occasionally addresses school challenges with systems or processes in place for:
	• Managing change
	• Monitoring progress toward implementation of change
	• Addressing barriers to change
	• Providing support for change efforts within the school
	• Acknowledging the importance of meaningful change
		Consistently establishes clear and effective systems and processes to:
		• Select the school's leadership team who will:
		  ▪ Provide opportunities for all staff to engage in school change efforts
		  ▪ Drive planning, monitoring, and resource allocation processes
		  ▪ Manage change
		  ▪ Coach others in leading change
			Empowers and sets expectations for staff to:
			• Lead school wide planning efforts
			• Anticipate, identify, and address barriers to positive change
			• Take action to address barriers to achieving the school's vision, mission, and goals
			• Identify and implement research based instructional strategies appropriate for addressing school and student needs

Distributive Leadership: Site Administrator creates and utilizes processes to distribute leadership and decision making throughout the school. (PSEL Standard 10)			
Opportunities are missed to: • Involve staff and other stakeholders in the school's decision making processes • Use collected input from staff and other stakeholders to inform decisions	**Demonstrates intermittent distributed leadership and decision making by:** • Including parents, families, and the larger school community in decision making processes • Assuming responsibility for decision making process and the resulting decisions • Making executive decisions when necessary	**Consistently involves staff in:** • Selecting and implementing effective improvement strategies • The development and implementation of the school's mission, vision, and goals • Monitoring progress towards the mission, vision, and goals	**Systematically, staff takes responsibility for:** • Selecting and implementing effective improvement strategies • Assessing and monitoring progress towards achieving the vision, mission, and strategic goals • Leading planning and monitoring efforts • Participating in meaningful leadership activities throughout the school • Assuming responsibility for making decisions related to implementation of the continuous improvement plan

Glendale Elementary School District Site Administrator Evaluation Matrix

Domain 2: Site Administrator Demonstrates Instructional Leadership			
Curriculum, Instruction, Learning and Assessment: Site administrator enables school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches. (PSEL Standards 4 and 6)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistently leads staff in instructional development: • Rarely or ineffectively coaches staff for development in curriculum, instruction, learning, and assessment	**Occasionally implements an instructional approach that:** • Articulates the required or desired district instructional initiatives to staff and other stakeholders • Reinforces the instructional initiatives through school wide activities and the district's curriculum • Supports some coaching and development efforts to assist instructional staff • Uses data to differentiate instruction and assessment	**Constantly implements an instructional approach that is:** • Focused on improving student performance • Aligned with student performance standards • Supported by research • Enhanced by the use of appropriate technologies • Reflective of input from staff with expertise in content areas • Regularly evaluates the effectiveness of curriculum, instruction, and assessment strategies used with students	**Always establishes an instructional approach that has clear and consistent procedures and engages the staff in:** • Developing and implementing ideas for improving student learning • Using research based best practices • Using ideas generated during collaborative discussions to inform school improvement plans • Suggests revisions to curriculum, instruction, learning, and assessment approaches based on school wide discussions and idea generation • Initiating classroom based changes based on discussions with colleagues and results of data analysis • Reflecting on their performance and their students' progress • Making corrections to their adjustments based on personal reflection
Instructional Time: Site administrator creates processes and schedules which maximize instructional, collaborative, and preparation time. (PSEL Standard 9))			
Rarely establishes processes to maximize the instructional day: • Allows interruptions to instruction throughout the day • Creates unnecessary interruptions during the school day	**Occasionally establishes a process that will maximize the instructional day:** • Limits interruptions to instruction • Manages time so teaching and learning are the school's top priority	**Consistently establishes a process that maximizes the instructional day:** • Implements a master schedule that maximizes planning and collaboration time for all teachers • Quickly and efficiently resolves issues that could potentially disrupt the school day • Implements procedures prohibiting unnecessary interruptions to the school day	**Administrator and staff embed protection of instructional time in school processes by:** • Assuring that students stay on task • Limiting transitions that can influence time available

Glendale Elementary School District Site Administrator Evaluation Matrix

Implementing High Quality Instruction: Site administrator supports teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students. (PSEL Standards 4, 6, and 7)			
Rarely supports staff through effective feedback and professional development: • Provides little or no job embedded or standards based professional development • Coaching of staff is limited to addressing immediate issues without respect to long-term goals	**Occasionally supports staff with effective feedback and professional development that:** • Aligns professional development offerings with the school's most critical needs • Actively engages in professional development activities • Provides timely and useful feedback to teachers regarding their performance	**Consistently targets professional development toward improvement of:** • Relevance of learning experiences • Quality of classroom instruction • Ability of teachers to meet the needs of all students • Monitors teachers' use of instructional strategies and approaches learned through professional development • Evaluates professional development activities to ensure that they result in improved instructional and assessment practices	**Systematically empowers staff members to:** • Collaboratively plan for effective instruction • Participate in professional development activities designed to develop and sustain their leadership capacity • Expands professional development opportunities by creating job embedded training activities • Identify their professional development needs • Plan professional development activities to address identified needs • Monitor their performance following professional development to ensure they apply lessons learned
High Expectations for all Students: Site administrator holds all staff accountable for setting and achieving rigorous performance goals for all students, and empowers staff to achieve these ambitious student outcomes. (PSEL Standards 2 and 7)			
Student outcomes and educator goals are: • Not evident or poorly aligned with district priorities	**Occasionally communicates:** • A belief in high measurable goals and outcomes for students and staff • Sets high, measurable goals for student learning	**Routinely:** • Holds staff accountable for meeting student achievement goals • Personifies high expectations for staff by conscientiously pursuing stated goals • Leads school efforts to set individual learning/growth goals for students	**Systemically empowers staff members to:** • Take responsibility for ensuring that all students achieve the rigorous outcomes established for them

Glendale Elementary School District Site Administrator Evaluation Matrix

Domain 3: Site Administrator Demonstrates School Culture and Equity Leadership			
Purposeful Community: Site administrator articulates and models a clear vision of the school's culture, and involves students, families, and staff in creating a climate that supports it. (PSEL Standards 5, 7, and 8)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Communication with families and the community is: • Infrequent or ineffective • Not focused on including them in the school's activities • School culture is not welcoming to visitors	**Occasionally invites families and community members into the school to participate in:** • Decision making processes related to school operations • Parent conferences to set learning goals and monitor/support progress • Activities to learn about how to help students • Communicates to families and the community the importance of their involvement in support of student learning	**Regularly:** • Implements a comprehensive approach to learning that integrates research based practices to address students' cognitive, physical, social, and emotional health and welfare • Monitors and evaluates the school's activities and initiatives to ensure that all of the students' needs are addressed • Engages staff, parents, students, and others in meaningful discussion to address issues before they become challenging • Families participate in a wide variety of meaningful activities and decision making processes related to their children's education	**School culture empowers:** • Parents and staff to seek opportunities for collaborating on school improvement and student learning initiatives **Parents have a sense of ownership regarding:** • Their children's education • Increasing the consistency and intensity of their involvement in student learning initiatives • Inviting other parents to join them in school activities
Commitment to Ensuring that the Needs of Our Diverse Student Population are Met: Site administrator values the cognitive, physical, social, and emotional health and growth of every student. (PSEL Standards 3, 4, and 5)			
No evidence exists that there is an: Understanding of the interconnectedness of students' cognitive, physical, social, and emotional health	**Evidence exists that there is an:** Understanding of the integration of students' cognitive, physical, social, and emotional health	**Administrator routinely:** • Implements a comprehensive approach to learning that integrates research based practices to address students' cognitive, physical, social, and emotional health and welfare • Monitors and evaluates the school's activities and initiatives to ensure that all of the students' needs are addressed • Ensures that all staff are well versed in identifying and addressing all student needs • Seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address students' needs	**Empowers staff members to:** Implement an approach to teaching that addresses student needs in an integrated and comprehensive manner

Glendale Elementary School District Site Administrator Evaluation Matrix

Embracing Diversity: Site administrator demonstrates a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and providing direction in meeting the needs of diverse student talents, experiences, and challenges. (PSEL 3, 4, and 5)			
Administrator consistently: • Sets expectations that are the same for all students without consideration of their unique backgrounds, needs, or skills	**Administrator occasionally:** • Demonstrates understanding of the diversity of the school community • Articulates the need for developing cultural understanding • Recognizes that diversity is an asset to the school • Provides all students opportunities to showcase their skills antalents	**Consistently sets the expectation that all students will:** • Achieve at least one year of growth for one year of instruction • Demonstrate an appreciation for and sensitivity to diversity in the school community by: ▪ Implementing activities and services to assist students and families from diverse cultures ▪ Implementing culturally responsive instructional approaches ▪ Ensuring that all students are treated with respect and dignity ▪ Recognizing students for their unique talents and skills	**Empowers staff and community to:** • Initiate and sustain actions that encourage an inclusive climate of respect for student diversity **Students systematically:** • Accept and respect students who are different from them • Expect their peers to value diversity
Efficacy, Empowerment and a Culture of Continuous Improvement: Site administrator fosters a school culture that encourages continual improvement through innovation, risk taking and data driven decision making. (PSEL 3, 4, 5, and 10)			
Administrator infrequently or ineffectively: • Uses data and assessments to monitor progress **Staff and other stakeholders rarely or ineffectively:** Use data to identify needed improvements to teaching and learning activities	**Administrator occasionally:** • Communicates the need for using data for decision making Uses student outcome and assessment data for monitoring progress and decision making	**Administrator routinely:** • Models appropriate and consistent use of data and utilizes the capacity of all stakeholders to use data for decision making • Creates a culture of risk taking and learning within the school by continually: ▪ Developing new initiatives and monitoring their impact on student learning ▪ Eliminating ineffective activities and initiatives ▪ Fostering the use of data to continually learn about the impact of school initiatives Using appropriate evaluation information to drive changes to instructional approaches	**Establishes systemic processes and procedures for:** • Engaging staff, stakeholders and invited experts to evaluate instructional approaches and progress toward achieving goals and outcomes • Activating and sustaining a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes • Staff and other stakeholders to recommend activities and initiatives for elimination or scale back

Glendale Elementary School District Site Administrator Evaluation Matrix

Domain 4: Site Administrator Exhibits Leadership and Professional Learning of Staff to Impact Student Achievement			
Professional Development/Learning Communities: Site Administrator ensures that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teachers in a manner that is consist with the district's mission, vision, policies, and strategic plan. (PSEL Standards 1, 6, and 7)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Professional learning is: • Of poor quality • Not tailored to meet staff needs • Rarely or ineffectively focused on student learning • Rarely or ineffectively research based • Rarely or ineffectively job embedded	**Provides professional learning that is:** • Occasionally job embedded • Occasionally research based • Intermittently designed to meet student learning needs • Occasionally demonstrates a commitment to professional learning by participating in professional development that is aligned with his or her professional needs	**Regularly provides professional learning that:** • Coaches and encourages staff to assume leadership roles within the school • Provides opportunities for staff to use leadership skills • Enhances staff performance	**Administration and staff systematically engage in:** • Reflection on personal performance • Identifying professional learning needs based on personnel and program evaluation results • Selecting most appropriate methods for professional learning **Staff takes responsibility for their own learning by:** • Participating in professional learning communities • Assuming leadership roles within professional learning communities • Collaborating with colleagues to identify solutions to difficult problems • Anticipating and identifying their professional learning needs
Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff: Site Administrator establishes and effectively manages the processes and systems that ensure a high-quality, high-performing staff. (PSEL Standards 6 and 7)			
Missed opportunities to ensure a high-performing staff by: • Making personnel decisions and engaging in activities such as recruiting, hiring, assigning, evaluating, and dismissing staff without consideration of strategic goals and student outcomes Ineffective retention of staff	**Personnel decisions intermittently:** • Provide support for new teachers and staff members to help ensure their success • Adhere to district and state policies, laws, and procedures related to personnel activities • Consider strategic goals and student outcomes Improve staff retention	**Personnel decisions routinely:** • Attract and retain effective staff • Foster positive professional relationships with staff • Follow district procedures to implement plans of improvement, when necessary • Focus mentoring and coaching efforts for teachers in most need of support and advice to improve their performance • Place staff where they are needed most to address student learning needs and within the parameters of district policy Dismiss or does not rehire teachers when necessary	**Personnel decisions systemically:** • Place personnel in positions to ensure that all students have equal access to highly effective teachers • Ensures the support of student learning Recruits staff members with the best qualifications to address needs of students

Glendale Elementary School District Site Administrator Evaluation Matrix

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Teacher and Staff Evaluation: Site administrator evaluates staff performance using the district's evaluation tools in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. (PSEL Standards 6 and 7)			
Inconsistently conducts staff evaluation: • In line with district policies • On a timely basis • With follow-up	**Intermittently conducts staff evaluation activities:** • In line with district policies • On a timely basis • With follow-up • Using multiple measures	**Regularly conducts staff evaluation activities:** • In line with district policies • On a timely basis • With follow-up • Using multiple measures • Uses evaluation results to identify professional development and growth needs of teachers and staff	**Continually fosters staff to:** • Develop the capacity for reflection on their own practice for the purpose of improving performance • Hold themselves accountable for following the district's evaluation process • Reflect on personnel evaluation results and take responsibility for improving performance over time • Hold all staff members accountable for student outcomes and school goals

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Domain 5: Site Administrator Demonstrates Managerial Leadership			
School Resources and Budget: Site administrator establishes systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and health development for all students. (PSEL Standard 9)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Inconsistent attempts are made to: • Follow standard accounting procedures in managing the school's budget • Manage school's budget with respect to district guidelines • Use discretionary funds for activities that support teaching and learning • Provide management structures to align resources used with student and staff needs	**School resources are occasionally:** • Focused on teaching and learning • Allocated according to priority needs • Allocated in ways that support the attainment of strategic goals and student outcomes	**Administrator consistently:** • Manages and monitors fiscal, physical and personnel resources efficiently and effectively • Creates management structures to support the alignment of resources used with school goals and student outcomes **Routinely commits time and fiscal resources to:** • Continuous school improvement • Professional development • Developing external partnerships that support teaching and learning • Leveraging resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes	**Systematically:** • Prioritizes school budget to ensure sustained support for worthwhile instructional activities, professional development, and other school-based improvement strategies over time to align with the Annual Site Plan

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Trust Management and Resolution: Site administration effectively and efficiently enriches the relationship among and between parents/guardians, students, and staff. (PSEL Standards 2, 3, 5, 8, and 9)			
Inconsistent attempts are made to: • Become involved in relationship building and conflict management to defuse tense or problematic situations	**Attempts are occasionally made to:** • Interact with students, staff and other stakeholders in order to defuse potentially stressful situations • These interactions are mostly reactive	**Attempts are frequently made to:** • Interact with staff, students and other stakeholders in order to defuse potentially stressful situations • These interactions are proactive • Resolve issues as they arise to prevent potential problems • Model fairness and consistency when dealing with students and staff • Establish counseling interventions	**Administrator and staff systemically accept responsibility for their own relationships by:** • Anticipating problems and adjusting behaviors to avoid negative situations • Engaging parents, students, and colleagues in discussions designed to build positive relationships • Coaching students and staff and other stakeholders to manage conflict and build relationships • Empowering students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture • Defining operational norms and adhering to them in their professional learning communities
Systematic Communication: Site administrator facilitates the design and utilization of various forms of formal and informal communication with all school stakeholders. (PSEL Standards 5 and 8)			
Infrequent attempts are made to: • Communicate with students, parents and the community • Respond to contact from parents and community members on a timely and meaningful manner	**Occasionally communications are issued to:** • Students, staff and the community but are focused on immediate activities or problems • Respond to contact from parents and community members and address specific needs or issues • Prioritize communication as a high need area for the school • Invite parents and the community to share ideas and concerns	**Routinely:** • Communicates with students, staff, parents, and other stakeholders • Responds meaningfully and promptly to contact from families and community members • Offers a variety of venues for communication • Invites parents and the community to lead communication activities	**Systemically promotes continual and meaningful communication among students, staff, and the community by:** • Creating opportunities for discussions • Using existing communication structures such as newsletters, school messenger, websites, and blogs • Develops effective strategies to sustain positive, meaningful communications with parents, students, and the community

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School-wide Expectations for Students and Staff: Site administrator understands the importance of clear expectations, structures, rules, and procedures for students and staff. (PSEL Standards 1, 4, 5, 6, 7 and 10)			
There is no evidence that: • School rules and procedures are in place • Expectations for students and staff are clearly communicated	**Occasionally communicates and enforces:** • School rules and procedures, but they include primarily those required by district administration • Expectations for students and staff • School rules and procedures for students and staff • School rules and procedures to ensure their continued relevance and utility	**Routinely:** • Establishes and clearly articulates high expectations for all students and staff • Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning • Demonstrates values, beliefs, and attitudes that inspire students and staff to higher levels of performance (possibly move this to Trust Management and Resolution???) Team feels this is too general if leaving here possibly reword?	**Empowers staff members to:** • Engage students and staff members in developing expectations for learning and improved performance • Encourage students and staff to reach higher levels of performance • Monitor progress toward achieving expectations • Monitor their own performance • Strive to achieve high school wide expectations **Empowers students to:** • Monitor their own performance • Strive to achieve expectations set by their teachers, parents and themselves
Supporting Policies and Procedures: Site administrator familiarizes themselves with GESD policies and procedures, and local, state, and federal laws to ensure they are consistently met. (PSEL Standard 9)			
No evidence exist that there is: • Compliance with all district policies and procedures • Familiarity with local, state, and federal laws and district policies and procedures	**Evidence exist that there is:** • Compliance with all district policies and procedures • Compliance with local, state, and federal laws	**Administrator routinely:** • Inquiries about policies/laws prior to making decisions • Studies changes to laws and policies to maintain the school's compliance	**Systematically strives to:** • Expand his/her sphere of influence to provide meaningful and timely input into the development of district and board policy

Glendale Elementary School District Site Administrator Evaluation Matrix

Domain 6: Site Administrator Demonstrates External Development Leadership			
Family and Community Involvement and Outreach: Site administrator designs structures and processes that engage and support family and community ownership of the school. (PSEL Standards 8, 9, and 10)			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Structures and procedures do not exist that allow for: • Reaching out to the community to become involved in school activities • Developing a school culture that welcomes parents and community members as visitors to the school or individual classrooms	**Occasionally procedures are utilized that allow for:** • Scheduling community outreach activities • Families to participate in parent/teacher conferences and other activities specifically focused on their children	**Routinely encourages families and community members to become engaged in two way communication with families:** • Student learning initiatives • School decision making processes • Models expectations by inviting parents and community members to serve on decision making committees • Utilizes the use of community resources and agencies to provide health, social, and other services to students and families	**Embeds structures and procedures in the school culture which:** • Establishes systems that support family and community involvement for the benefit of student learning • Ensures that families and community members hold responsible and meaningful positions on decision making committees and task forces • Sustains purposeful community among all stakeholders through implementation of strategies designed to sustain their involvement
Professional Leadership Responsibilities: Site administrator strives to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of GESD initiatives. (PSEL Standards 5, 8, and 9)			
Does not demonstrate an understanding of the need for: • Strong community and organizational relationships • Interacting with community agencies and key stakeholders	**Demonstrates an understanding of the need for:** • Strong community and organizational relationships • Interacting with community agencies and key stakeholders • Adhering to all local, state, and federal laws, district policies, and regulations	**Routinely works for the successful implementation of district initiatives by:** • Utilizing the network of agencies that provide health, social, and other services to families • Establishing and maintaining strong, positive relationships with key community stakeholders and external agencies • Assuring that all school activities adhere to applicable rules, district policies, and laws	**Systematically works for the successful implementation of district initiatives by:** • Leveraging relationships with external agencies, organizations and partners in ways that enable him/her to influence district, state, and federal policies and laws for the benefit of teaching and learning • Involving staff and parents in providing support/feedback to enhance the opportunities for all students to be successful and workforce ready

Glendale Elementary School District Site Administrator Evaluation Matrix

Advocacy for the School: Site administrator develops systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families. (PSEL Standards 5, 8, and 9)			
Systems and relationships are not developed that would allow: • Community members and key stakeholders to meaningfully engage in the school's activities • A superficial understanding of the community and issues it is facing	**Develops systems and relationships that allow for:** • Soliciting community input and occasionally using the input to inform decisions • Involving community stakeholders in the school's activities	**Develops routine systems and relationships that allow for:** • Identifying and engaging key community stakeholders • Recognizing that diversity is an asset to the school community • Demonstrating an understanding of community values, interests, and needs	**Develops systems and relationships which allow for systematically:** • Advocating throughout the school community for activities and initiatives that support teaching and learning • Engaging health, social, and other services to meet the needs of students and families • Maintaining strong relationships with all key community stakeholders • Expanding personal reach and sphere of influence throughout the district and beyond in order to maximize support for school activities and initiatives • Activating initiatives to bring the community into the school facility to better understand its initiatives, culture and needs

School Vision, Mission, Core Values and School Improvement PSEL Standards 1 & 10					
	Ineffective	**Developing**	**Effective**	**Highly Effective**	Examples of Evidence
School mission, vision & core values	**Ineffectively:** •Works to develop, promote, implement and enact a shared mission, vision and core values to ensure academic success	**Inconsistently:** •Works to develop, promote, implement and enact a shared mission, vision and core values to ensure academic success	**Consistently:** •Works to develop, promote, implement and enact a shared mission, vision, and core to ensure academic success.	**Consistently and effectively** •Empowers staff to work collaboratively to develop, promote, implement and enact a shared mission, vision, and core to ensure academic success	• Written & Posted Mission, Vision & Core Values • Meeting notes or minutes to show process or work • SAI Survey Data
Continuous school improvement	**Ineffectively:** •Uses relevant data, articulates, implements, monitors and adjusts and evaluates a clear evidence based action plan that aligns to IAP	**Inconsistently:** •Uses relevant data, articulates, implements, monitors and adjusts and evaluates a clear evidence based action plan that aligns to IAP	**Consistently:** •Uses relevant data, articulates, implements, monitors and adjusts and evaluates a clear evidence based action plan that aligns to IAP	**Consistently and effectively:** •Empowers staff to use relevant data, articulate, implement, monitor and adjust and evaluate a clear evidence based action plan that aligns to IAP	• Integrated Action Plan (IAP) • Data • Professional Dev. Plan • Feedback aligned to PD & Plan • Leadership Team Agendas • Guiding Coalition Agendas

Glendale Elementary School District Site Administrator Evaluation Matrix

	goals, mission, vision and core values.	goals, mission, vision and core values.	goals, mission, vision and core values.	goals, mission, vision and core values.	
Shared leadership	**Ineffectively:** •Takes responsibility for inquiry, experimentation, innovation, selection and implementation of effective instructional strategies that lead to student success.	**Inconsistently:** •Takes responsibility for inquiry, experimentation, innovation, selection and implementation of effective instructional strategies that lead to student success.	**Consistently:** •Takes responsibility for inquiry, experimentation, innovation, selection and implementation of effective instructional strategies that lead to student success.	**Consistently and effectively:** •Empowers staff to take responsibility for inquiry, innovation, selection and implementation of effective instructional strategies that lead to student success.	• PLC work on pacing guides, CFA's and RtI • Guiding Coalition • Teacher inquiry team • Collective Commitments

Glendale Elementary School District Site Administrator Evaluation Matrix

Leading change	**Ineffectively:** Establishes effective systems to address school challenges by: •acknowledging the importance of meaningful change •responding to resistance to change •planning for change •prioritizing initiatives •providing supports for change • monitoring progress toward implementation of change •addressing the barriers to change	**Inconsistently:** Establishes effective systems to address school challenges by: •acknowledging the importance of meaningful change •responding to resistance to change •planning for change •prioritizing initiatives •providing supports for change • monitoring progress toward implementation of change •addressing the barriers to change	**Consistently:** Establishes effective systems to address school challenges by: •acknowledging the importance of meaningful change •responding to resistance to change •planning for change •prioritizing initiatives •providing supports for change • monitoring progress toward implementation of change •addressing the barriers to change	**Consistently and effectively:** Empowers staff to establish effective systems to address school challenges by: •acknowledging the importance of meaningful change •responding to resistance to change •planning for change •prioritizing initiatives •providing supports for change •monitoring progress toward implementation of change •addressing the barriers to change	• Collaborative team notes • Guiding Coalition • Mentees • Implementation of Initiatives

Glendale Elementary School District Site Administrator Evaluation Matrix

Equity and Cultural Responsiveness in a Community of Care and Support for Students PSEL Standards 3 & 5					
	Ineffective	**Developing**	**Effective**	**Highly Effective**	Examples of Evidence
Building a safe, caring, healthy school	**Ineffectively:** •Implements, monitors, and adjusts a collaboratively developed, positively stated school expectation that encompasses the culture of the students the school serves	**Inconsistently:** •Implements, monitors, and adjusts a collaboratively developed, positively stated school expectation that encompasses the culture of the students the school serves	**Consistently:** •Implements, monitors, and adjusts a collaboratively developed, positively stated school expectation that encompasses the culture of the students the school serves	**Consistently and effectively:** •Empowers staff and students to support the implementation, monitoring, and adjustment of a collaboratively developed, positively stated school expectations that encompasses the culture of the students the school serves	• Student handbook of expectations stated in a positive manner • Discipline data • Positive incentives on campus • School-wide expectations • Evidence from survey data • School wide systems – Boys Town, Sanford Harmony, etc. • PD on culturally relevant practices
Addressing student misconduct	**Ineffectively:** •Follows district policy when addressing student misconduct in a positive, fair, and unbiased manner •Develops behavior plans of action	**Inconsistently:** •Follows district policy when addressing student misconduct in a positive, fair, and unbiased manner •Develops behavior plans of action	**Consistently:** •Follows district policy when addressing student misconduct in a positive, fair, and unbiased manner •Develops behavior plans of action •Parents are communicated with and involved with supporting their child.	**Consistently and effectively:** •Follows district policy when addressing student misconduct in a positive, fair, and unbiased manner. •Empowers other school personnel as part of the action plans	• Discipline data • Mentoring notes • Action plans • Behavior Intervention Plans / FBA's • TAT Team / Behavior TAT Documentations • SEL Log

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Fostering school community	**Ineffectively:** •Promotes and/or requires adult-student, student-peer, and school-community relationships that value and support academic learning, student engagement in school, and emotional development	**Inconsistently:** •Promotes and/or requires adult-student, student-peer, and school-community relationships that value and support academic learning, student engagement in school, and emotional development	**Consistently:** •Promotes and requires adult-student, student-peer, and school-community relationships that value and support academic learning, student engagement in school, and emotional development	**Consistently and effectively:** •Promotes and requires adult-student, student-peer, and school-community relationships that value and support academic learning, student engagement in school, and emotional development •Empowers students and staff through personal relationships and mentoring	• SELS curriculum/data • Discipline data • Parent communication data • Attendance data • Culture Climate Survey • Admin Interns • Teachers leading PD / committees / activities • Student Community Activities i.e. Student Council, Welcome Club Ambassador • Positive proactive incentives • School events / Master School Calendar

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Curriculum, Instruction, and Assessment PSEL Standard 4					
	Ineffective	**Developing**	**Effective**	**Highly Effective**	Examples of Evidence
Implements a comprehensive program of instruction	**Ineffectively:** •Maintains an aligned curriculum •Ensures teachers teach a guaranteed and viable curriculum and instruction is purposeful •Uses District pacing guides and state standards •Monitors curriculum alignment •Uses a comprehensive assessment model to measure academic achievement	**Inconsistently:** •Maintains an aligned curriculum •Ensures teachers teach a guaranteed and viable curriculum and instruction is purposeful •Uses District pacing guides and state standards •Monitors curriculum alignment •Uses a comprehensive assessment model to measure academic achievement	**Consistently:** •Maintains an aligned curriculum •Ensures teachers teach a guaranteed and viable curriculum and instruction is purposeful •Uses District pacing guides and state standards •Monitors curriculum alignment •Uses a comprehensive assessment model to measure academic achievement	**Consistently and effectively:** •Establishes and maintains an aligned curriculum. •Ensures teachers teach a guaranteed and viable curriculum and instruction is purposeful •Uses District pacing guides and state standards •Monitors curriculum alignment •Uses a comprehensive assessment model to measure academic achievement •Empowers teachers to adjust and strengthen curriculum through collaborative teams	• Site Walk-through Feedback Data • Superintendent and Assistant Superintendent walk-throughs • Professional Development for Best First Instruction • Guiding Coalition • Collaborative Teams • Pacing Guides • Curriculum Maps • Long Term Plans • Lesson Plan Feedback • CFAs • Benchmarks • Cultural Surveys • Grade level PLC revisions to curriculum maps revisions and collaboration
Evidence based, rigorous relevant instruction	**Ineffectively:** •Identifies best first instruction and instructional deficiencies •Recommends resources and strategies to improve instruction	**Inconsistently:** •Identifies best first instruction and instructional deficiencies •Recommends resources and strategies to improve instruction	**Consistently:** •Identifies best first instruction and instructional deficiencies •Recommends resources and strategies to improve instruction	**Consistently and effectively:** •Identifies best first instruction and instructional deficiencies •Recommends resources and strategies to improve instruction •Empowers teachers to research resources and strategies to improve instruction	• Site Walk-through Feedback Data • Superintendent and Assistant Superintendent walk-throughs • Climate Survey of Staff • Guiding Coalition • PLC Collaborative Teams

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Develops a framework of instruction that meets the needs of all students	**Ineffectively:** •Implements a curriculum that enables all students including those with diverse needs to demonstrate academic progress •Ensures the curriculum allows for all students to meet or exceed standards •Ensures interventions result in academic improvement	**Inconsistently:** •Implements a curriculum that enables all students including those with diverse needs to demonstrate academic progress •Ensures the curriculum allows for all students to meet or exceed standards •Ensures interventions result in academic improvement	**Consistently:** •Implements a curriculum that enables all students including those with diverse needs to demonstrate academic progress •Ensures the curriculum allows for all students to meet or exceed standards •Ensures interventions result in academic improvement	**Consistently and effectively:** •Implements a curriculum that enables *all* students with diverse needs (special education, ELL, gifted, and at-risk) to recognize and demonstrate their full potential. • Ensures classrooms show evidence of differentiated instruction that allows all students to meet and exceed standards. •Ensures interventions result in academic improvement	• Benchmark Data • Differentiated Instruction – observation notes • Reclassification Rates • Progress Monitoring • Student Progress • Intervention Plans • Collaborative Team Data • Analysis of Student Work • Tier II and III Data

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Utilizes valid assessments o plan, drive & evaluate student learning outcomes	**Ineffectively:** •Leads and models for others how to analyze and reflect on quantitative and qualitative data •Ensures Common Formative Assessments are aligned to standards and objectives •Monitors student progress of academic proficiency to improve instruction •Shares District and school data •Attends Collaborative Teams	**Inconsistently:** •Leads and models for others how to analyze and reflect on quantitative and qualitative data •Ensures Common Formative Assessments are aligned to standards and objectives •Monitors student progress of academic proficiency to improve instruction •Shares District and school data •Attends Collaborative Teams	**Consistently:** •Leads and models for others how to analyze and reflect on quantitative and qualitative data •Ensures Common Formative Assessments are aligned to standards and objectives •Monitors student progress of academic proficiency to improve instruction •Shares District and school data •Attends Collaborative Teams	**Consistently and effectively:** •Leads and models for others how to analyze and reflect on quantitative and qualitative data •Ensures Common Formative Assessments are aligned to standards and objectives •Monitors student progress of academic proficiency to improve instruction •Shares District and school data •Attends Collaborative Teams •Provides training on the use of data and assessment design that requires students to think critically and engage in real-life scenarios •Empowers teachers to develop multiple types of assessment to measure student learning	• Common Formative Assessments • Benchmarks • Guiding Coalition • Data Digs • Progress Monitoring • Collaborative Teams • Professional Development • Data Walls • Data Digs • Data used for RTI • Student tracking of data / students using data

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Professional Capacity of School Personnel PESL Standards 6 & 7					
	Ineffective	**Developing**	**Effective**	**Highly Effective**	Examples of Evidence
Administrator recruits, hires, mentors, and evaluates staff.	**Ineffectively:** •Recruits, hires and retains effective and caring staff and ensures placement into positions that are educationally effective •Supports the development of effective staff that includes coaching and mentoring •Holds themselves accountable for following the district's policies and timelines for evaluations •Reflects on staff evaluation results and take responsibility for improving performance over time	**Inconsistently:** •Recruits, hires and retains effective and caring staff and ensures placement into positions that are educationally effective •Supports the development of effective staff that includes coaching and mentoring •Holds themselves accountable for following the district's policies and timelines for evaluations •Reflects on staff evaluation results and take responsibility for improving performance over time	**Consistently:** •Recruits, hires and retains effective and caring staff and ensures placement into positions that are educationally effective •Supports the development of effective staff that includes coaching and mentoring •Holds themselves accountable for following the district's policies and timelines for evaluations •Reflects on staff evaluation results and take responsibility for improving performance over time	**Consistently and effectively:** •Recruits, hires and retains effective and caring staff and ensures placement into positions that are educationally and collegially effective •Develops a framework of supports that empowers teachers to improve and grow as professionals with a systematic induction, coaching and mentoring plan •Holds themselves accountable for following the district's policies and timelines for evaluations •Reflects on staff evaluation results and develops a professional development plan to improve performance over time	• Staffing retention data from year to year. • SAI Survey data • Mentoring plan, coaching plan, AA schedules • New teacher induction plan • Agendas for new teacher meetings and NTO orientation week • Agenda for returning teacher week • Exit interviews • GPAL status reports for evaluations

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Professional Learning Communities	**Ineffectively:** •Ensures that teachers take collective responsibility for student learning through clearly communicated expectations about collaboration efforts. •Uses tight and loose language around the PLC processes •Reviews and give feedback on products of collaboration. •Engages staff in collaborative dialogue about results and improvements needed. •Develops a Professional Learning Community for teachers and other professional staff that improve workplace conditions and promote effective professional development, practice, and student learning.	**Inconsistently:** •Ensures that teachers take collective responsibility for student learning through clearly communicated expectations about collaboration efforts. •Uses tight and loose language around the PLC processes •Reviews and give feedback on products of collaboration. •Engages staff in collaborative dialogue about results and improvements needed. •Develops a Professional Learning Community for teachers and other professional staff that improve workplace conditions and promote effective professional development, practice, and student learning.	**Consistently:** •Ensures that teachers take collective responsibility for student learning through clearly communicated expectations about collaboration efforts. •Uses tight and loose language around the PLC processes •Reviews and give feedback on products of collaboration. •Engages staff in collaborative dialogue about results and improvements needed. •Develops a Professional Learning Community for teachers and other professional staff that improve workplace conditions and promote effective professional development, practice, and student learning.	**Consistently and effectively:** Empowers staff to take collective responsibility for student learning by nurturing open, productive, caring, and trusting working relationships among leaders, faculty, and staff •Promotes professional capacity and the improvement of practice through a clear framework of structures for collaboration. •Uses tight and loose language around the PLC processes •Reviews and give feedback on products of collaboration. •Engages staff in collaborative dialogue about results and improvements needed. •Sustains collaboration that comes with a Professional Learning Community •Empowers teachers with the ability to improve workplace conditions that promote effective professional development, practice, and student learning.	• CIP plan SMART goals • Agendas • CFAs • Long-range plans created by teams • Deconstruction documents • RTI lists of student names • Master schedule • Committee meeting notes for scheduling and creation of other documents • Common formative assessments for essential standards • Team agendas • RTI plans and other

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Professional development	**Ineffectively:** •Creates a professional development plan aligned to the CIP •Designs and implements job-embedded and other opportunities for professional learning •Provides opportunities for the collaborative examination of practice, collegial feedback, and collective learning. (action research or collective inquiry) •Monitors the effectiveness of the professional development plan through various data points •Tends to own learning and effectiveness through, study, and improvement through dialogue with others and a focus on data	**Inconsistently:** •Creates a professional development plan aligned to the CIP •Designs and implements job-embedded and other opportunities for professional learning •Provides opportunities for the collaborative examination of practice, collegial feedback, and collective learning. (action research or collective inquiry) •Monitors the effectiveness of the professional development plan through various data points •Tends to own learning and effectiveness through, study, and improvement through dialogue with others and a focus on data	**Consistently:** •Creates a professional development plan aligned to the CIP •Designs and implements job-embedded and other opportunities for professional learning •Provides opportunities for the collaborative examination of practice, collegial feedback, and collective learning. (action research or collective inquiry) •Monitors the effectiveness of the professional development plan through various data points •Tends to own learning and effectiveness through, study, and improvement through dialogue with others and a focus on data	**Consistently and effectively:** •Collaborates with others to create a professional development plan aligned to the CIP •Empowers staff and faculty to collaboratively design and implement job-embedded and other opportunities for professional learning based on data •Empowers teachers with the ability/tools for the collaborative examination of practice, collegial feedback, and collective learning. (action research or collective inquiry) •Monitors the implementation and effectiveness of the professional development plan through various data points •Tends to own learning and effectiveness through self-reflection, study, and actionable improvement through dialogue with others and a focus on data	• Walk through feedback-individual to individuals • Walk through analysis of team and/or school trends • PD Plan • Adjustments to PD Plan • PD feedback from teachers

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Meaningful Engagement of Families and Community PSEL Standard 8					
	Ineffective	**Developing**	**Effective**	**Highly Effective**	Examples of Evidence
Culturally proficient two way communication	**Ineffectively:** •Sets clear expectations for and provides support to educators to communicate regularly with families •Uses two-way communication channels, including careful and prompt response to communications from families •Supports teachers to maximize the number of face-to-face family/teacher interactions •Sets clear expectations for and provides support to educators regarding culturally sensitive communication. •Ensures that school and classroom communication with families. •Respectful and demonstrates understanding of and sensitivity to diverse families' home language, culture, and values	**Inconsistently:** •Sets clear expectations for and provides support to educators to communicate regularly with families •Uses two-way communication channels, including careful and prompt response to communications from families •Supports teachers to maximize the number of face-to-face family/teacher interactions •Sets clear expectations for and provides support to educators regarding culturally sensitive communication. •Ensures that school and classroom communication with families. •Respectful and demonstrates understanding of and sensitivity to diverse families' home language, culture, and values	**Consistently:** •Sets clear expectations for and provides support to educators to communicate regularly with families •Uses two-way communication channels, including careful and prompt response to communications from families •Supports teachers to maximize the number of face-to-face family/teacher interactions •Sets clear expectations for and provides support to educators regarding culturally sensitive communication. •Ensures that school and classroom communication with families. •Respectful and demonstrates understanding of and sensitivity to diverse families' home language, culture, and values	**Consistently and effectively:** • Sets clear expectations for and provides differentiated support to empower educators to design and implement frequent personalized communications •Responds professionally and promptly to communications from families •Solicits feedback from families that informs improvement of communication plans •Empowers teachers to resolve parent concerns	• Community newsletters • Auto dialers • Monthly Coffee Talk agendas • Title I parent meetings • Staff newsletters • School website • Monthly staff meeting agendas • Parent teacher conference data • Auto dialer / phone log • Facebook page • Teacher newsletters to families • Professional Development on conflict resolution
Family and community	**Ineffectively:** •Collaborates to design	**Inconsistently:** •Collaborates to design	**Consistently:** •Collaborates to design	**Consistently and effectively:**	• Community newsletters • Auto dialers

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Glendale Elementary School District Site Administrator Evaluation Matrix

outreach	and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	•Uses collaboration and teacher empowerment, to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	• Monthly Coffee Talk agendas • Title I parent meetings • Staff newsletters • School website • PTO/PTA agendas or minutes
Advocacy for school	**Ineffectively:** •Develops systems and relationships to leverage district and community resources that will maximize the school's ability to serve the best interest of students and families •Solicits feedback from families that informs improvement of communication plans	**Inconsistently:** •Develops systems and relationships to leverage district and community resources that will maximize the school's ability to serve the best interest of students and families •Solicits feedback from families that informs improvement of communication plans	**Consistently:** •Develops systems and relationships to leverage district and community resources that will maximize the school's ability to serve the best interest of students and families	**Consistently and effectively:** •Uses collaboration and teacher empowerment to develops systems and relationships to leverage district and community resources that will maximize the school's ability to serve the best interest of students and families	• Correspondences to show community partnerships • Grants written by teacher • Guest speakers at Coffee Talks

Glendale Elementary School District Site Administrator Evaluation Matrix

Managerial Leadership and Maintenance and Operations PSEL Standard 9					
	Ineffective	Developing	Effective	Highly Effective	Examples of Evidence
School resources and budget	**Ineffectively:** • Manages resources by assigning roles and responsibilities that optimize individual's professional capacity • Manages and aligns resources to support curriculum, instruction, assessment, and community • Acts as a responsible, ethical, and accountable steward of resources • School budget aligns to site plan	**Inconsistently:** • Manages resources by assigning roles and responsibilities that optimize individual's professional capacity • Manages and aligns resources to support curriculum, instruction, assessment, and community • Acts as a responsible, ethical, and accountable steward of resources • School budget aligns to site plan	**Consistently:** • Manages resources by assigning roles and responsibilities that optimize individual's professional capacity • Manages and aligns resources to support curriculum, instruction, assessment, and community • Acts as a responsible, ethical, and accountable steward of resources • School budget aligns to site plan	**Consistently and effectively:** • Manages resources by assigning roles and responsibilities that optimize individual's professional capacity • Manages and aligns resources to support curriculum, instruction, assessment, and community • Acts as a responsible, ethical, and accountable steward of resources	• Survey data • Budget expenditure reports aligned to plans

Glendale Elementary School District Site Administrator Evaluation Matrix

Trust management and resolution	**Ineffectively:** • Develops and manages productive relationships with staff • Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community	**Inconsistently:** • Develops and manages productive relationships with staff • Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community	**Consistently:** • Develops and manages productive relationships with staff • Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community	**Consistently and effectively:** • Empowers staff to develop and manage productive relationships with staff • Facilitates fair and equitable management of conflict among students, staff, leaders, families and community	• Student Services Reports • HR Reports • Retention Data • SAC Reports • Culture Climate Survey
Supporting policies and procedures	**Ineffectively:** • Complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success	**Inconsistently:** • Complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success	**Consistently:** • Complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success	**Consistently and effectively:** • Empowers staff to communicate local, state, and federal laws, rights, policies, and regulations to promote student success	• Title I Annual Meeting • Parent Coffee Talks • Parent Involvement Plan

~~SAMPLES OF DOCUMENTATION FOR SITE ADMINISTRATORS EVALUATION~~

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~~Domain 1: Strategic Leadership~~

- ~~Written, posted Vision/Mission~~
- ~~Student achievement data~~
- ~~IGP~~
- ~~Shared Leadership list~~
- ~~Perception data: Climate, Parent, Student, Surveys~~
- ~~Site Council Review Report~~
- ~~Leadership Agendas~~

~~Domain 2: Instructional Leadership~~

- ~~Professional Development plan aligned to strategic plan~~
- ~~Master Schedule~~
- ~~Budget aligned to strategic plan~~
- ~~PLC, SMART Goals, Results~~
- ~~Professional Development Evaluations and Reflections~~
- ~~Teacher Achievement data~~
- ~~Student Achievement data~~
- ~~Attendance at conferences~~
- ~~Presenting at conferences~~
- ~~Reading books and sharing new learning~~

~~Domain 3: School Culture and Equity Leadership~~

- ~~Climate surveys of all stakeholders~~
- ~~Strategic plan alignment~~
- ~~Discipline data~~
- ~~Attendance data~~
- ~~Site Council agendas and/or meeting summaries~~
- ~~PTO agendas and/or meeting summaries~~

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~~Domain 4: Exhibits Leadership and Professional Learning of Staff to impact Student Achievement~~

- ~~Agendas, Evaluations, Examples of teacher follow-up, walkthrough – proof of implementation~~
- ~~Plan for new hires – binders, calendar data, rotations of leadership walkthrough – copies of interviews, System of support~~
- ~~Providing and Documenting Leadership opportunities~~
- ~~System for mentorship~~
- ~~Professional Development Plan for year or multiple years~~
- ~~Individual growth plans~~

~~Domain 5: Managerial Leadership~~

- ~~Strategic Plan~~
- ~~Budgets~~
- ~~Reflection~~
- ~~Survey data (stakeholders)~~
- ~~Observations~~
- ~~Discipline data~~

- ~~Student, parent, and staff incentive programs~~
- ~~Newsletters~~
- ~~Parent coffee talk agenda~~
- ~~Examples of proactive discipline programs~~
- ~~Positive promotion through technology~~

~~Domain 6: External Development Leadership~~

- ~~Parent communications: flyers, webpage, family nights, sign in sheets, surveys~~
- ~~Community events – publicity – Walk for autism~~
- ~~Resources on site: Dental clinic, Banner Health, etc.~~
- ~~Facebook~~
- ~~Parent Academies~~
- ~~Coffee Talks~~
- ~~PTO : agendas, participation~~
- ~~Site Council~~
- ~~Messenger~~
- ~~Organizations (Rodel, ASU)~~
- ~~Partnership~~

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SELS Evaluation Handbook

Some of the changes for 18-19 are:

For Domain I:	Added Direct Student Services (had been there in the past)
For Domain II:	Added Research Informed Plans for Social Emotional and Behavior Supports:
	Changed the language for Lesson plans
	Changed the language for Data Driven Decision Making
Domain III:	Added Functional Behavior Assessment and Positive Behavior Supports
	Added Threat Assessments
Domain IV:	Added Appropriate Student Intervention (had been there in the past)
	Added Principles of Confidentiality (had been there in the past)
	Changed the language of Legal & Ethical Practices

Changes to the domain and elements work was done by the SELS group the previous year.

Also, the SELS handbook was not in the same format as the rest of the handbooks, so that has been changed to match other employee evaluation handbooks. In addition, the logic in all handbooks have been changed so it is consistent with all employee handbooks.

Glendale Elementary School District #40

Social Emotional Learning Specialist Evaluation Handbook

Draft for 2018-19

<u>ALL Social Emotional Learning Specialists</u> 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 on our webpage at www.gesd40.org**
- **On the left hand side of the page, click on "GESD Policy Manual"**
- **Scroll down and click on the "red cross" next to Glendale Elementary School District in the list of districts at the left**
- **Click on Section G**
- **Click on policy GCO**

Accessing Evaluation Handbooks:

1. Visit GESD's website – www.gesd40.org
2. Select '*Employees'* to access the Internal Website
3. Sign into the website using your network user name and password
4. Under *'Employee Resources'* click *'Employment Handbooks and Information'*
5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review

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SECTION 1: INTRODUCTION

District Philosophy

GESD believes the Social Emotional Learning Specialist evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the social emotional learning of our students. The observation rubric is a document that was created to be used as a point of discussion between evaluator peers, Social Emotional Learning Specialist peers, and between the evaluator and evaluatee. Each domain is made up of elements which then have indicators to explain that element throughout four levels of performance. Each of the indicators support that level of performance. The indicators are to not be used as a checklist to determine that level of performance, but rather the indicators should be looked at in a holistic manner when deciding level of performance.

Statement of Purpose

The purpose of the District's Social Emotional Learning Specialist evaluation system is to improve the quality of services and to work toward common goals for the improvement of student learning.

The Social Emotional Learning Specialist Evaluation System:

- safeguards and improves the quality of services received by the students
- structures professional dialogue and feedback between Social Emotional Learning Specialist and administration
- provides the Social Emotional Learning Specialist with opportunities for professional growth, strategies for improvement, or extra assistance as needed
- clarifies expectations relative to job performance for all Social Emotional Learning Specialists
- increases Social Emotional Learning Specialist competency
- includes procedural due process for dismissal
- complies with Arizona Revised Statutes

Social Emotional Learning Specialist Standards

The Social Emotional Learning Specialist in Glendale Elementary School District provides instructional and support services for students to develop social and emotional skills, crisis intervention services, support and professional development for staff, and parent and community liaison services. This unique blend of performance expectations requires they be evaluated based on the standards set by a variety of sources. Therefore, the Social Emotional Learning Specialist tool is based on:

- The National Association of School Psychologists (NASP) practice model
- The National Board for Professional Teaching Standards (NBPTS) School Counseling Standards
- The National Association of Social Workers (NASW) Standards for Social Work Case Management
- Guidelines from the Crisis Prevention Institute (CPI)
- Alignment with the professional domain of the GESD teacher evaluation rubric

GESD Professional Social Emotional Learning Specialist Domains

Program & Service Delivery

- Positive School Culture
- Crisis Support
- Parent Education
- Monitor and Adjust
- Direct Student Services

Planning and Preparation

- Data Driven Decision Making
- Lesson Planning
- Research Informed Plans for Social Emotional and Behavioral Supports

Consultation and Coordination

- Coordination with School Staff
- Time Management
- Assessment Services
- Effective Communication
- Coordination with Service Providers
- Community Outreach
- Functional Behavior Assessment and Positive Behavior Supports
- Threat Assessments

Professionalism

- Compliancy with Policy
- Record Keeping
- Individual Professional Growth
- Appropriate Student Interaction
- Principles of Confidentiality
- Legal and Ethical Practices

Legal Criteria

In seeking equitable treatment of employees, these evaluation procedures were developed with the advice of employees serving in aligned roles (e.g. Occupational Therapists, Physical Therapists, School Psychologists, Social Emotional Learning Specialists, and Speech Therapists).

Evaluation System Review
The Social Emotional Learning Specialist Evaluation Committee will meet each year to consider the development and periodic evaluation of the Social Emotional Learning Specialist 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
Copies of the assessment and evaluation report of a Social Emotional Learning Specialist 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 Social Emotional Learning Specialist who may make any use of it.
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. To school districts and charter schools that inquire about the performance of the Social Emotional Learning Specialist for prospective employment purposes. A school district or charter school that receives information about a Social Emotional Learning Specialist from the evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district, or charter school.
4. For introduction in evidence or discovery in any court action between the Governing Board and the Social Emotional Learning Specialist in which either:
    a. The competency of the Social Emotional Learning Specialist is at issue
    b. The assessment and evaluation were an exhibit at a hearing, the result of which is challenge

Elements of Evaluation
Social Emotional Learning Specialist shall be evaluated into one of four performance classifications: highly effective, effective, developing, ineffective.

Summative Evaluation Frequency
All Social Emotional Learning Specialists shall be evaluated once each year.

Observations
There shall be one required announced observation of the Social Emotional Learning Specialist demonstrating skills in a complete and uninterrupted lesson in a whole class or small group lesson. An unannounced observation of the Social Emotional Learning Specialist is optional and at the discretion of the evaluator.

Communications with Social Emotional Learning Specialist
Evaluator must provide:

- Written "feedback" to Social Emotional Learning Specialist within ten (10) business days after a formal observation.
- Copy of written annual evaluation within five (5) days after its completion.

After Social Emotional Learning Specialist receives evaluation, evaluator must:

- Confer with Social Emotional Learning Specialist regarding specific recommendations for areas of improvement and professional development opportunities.

- Follow up with Social Emotional Learning Specialist after a reasonable period of time to determine whether the Social Emotional Learning Specialist is demonstrating adequate performance.

Evaluation Report Contents

Evaluation report must include:

- Social Emotional Learning Specialist's performance classification
- Recommendations for areas of improvement if performance warrants improvement

Appeal

Social Emotional Learning Specialists who disagree with their summative evaluation may file an appeal if permitted to do so under Arizona law and Board policy.

SECTION 2: THE EVALUATION SYSTEM

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

Evaluation System Training

Qualified Evaluator Training

- Each Social Emotional Learning Specialist will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate Social Emotional Learning Specialist to serve as evaluators for the District's Social Emotional Learning Specialist performance evaluation system.
- The Governing Board shall ensure that evaluators are qualified to evaluate Social Emotional Learning Specialist, by delegating to the Administration the responsibility for ensuring that evaluators are provided with the appropriate training.
- The qualifications required of qualified evaluators are as follows:

  - Knowledge
    - Knowledge of district's Professional Teaching Standards as well as standards that support social emotional learning
    - 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

  - 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
    - Meets expected inter-rater reliability expectations established by the district
    - Participates in training annually

Social Emotional Learning Specialist Training

- New Social Emotional Learning Specialists are trained in the evaluation process during their induction week to the District.
- The evaluation process is reviewed with all Social Emotional Learning Specialists within the first three weeks of the start of school year with the appropriate qualified evaluator(s).

Evaluation Components

Social Emotional Learning Specialist Performance

Social Emotional Learning Specialist performance will be a result of data collected from at least one observation of a complete and uninterrupted lesson. Additional data may be collected from pre/post-conferences, mid-year conference/feedback session, and additional artifacts. As a result of the data collected each Element from the Social Emotional Learning Specialist Evaluation Rubric will receive an individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification (Table 1).

The domain classifications will then be used to determine the overall Social Emotional Learning Specialist performance classification (Table 2).

Table 1. Number of Elements and Domain Classifications

Domain/Classification	Highly Effective	Effective	Developing	Ineffective
Program and Service Delivery (5)	3-Highly Effective/ Effective 2-No Developing No Ineffective	3-Highly Effective/ Effective 2-Developing No Ineffective	4-Highly Effective/ -Effective 1-Ineffective	3-Highly Effective/ Effective/Developing 2-Ineffective
Planning and Preparation (3)	2-Highly Effective 1-Effective No Developing No Ineffective	2-Highly Effective/ Effective 1-Developing No Ineffective	3-Highly Effective/ Effective/Developing No Ineffective	2-Highly Effective/ Effective/Developing 1-Ineffective
Consultation and Coordination (8)	5-Highly Effective 3-Effective No Developing No Ineffective	5-Highly Effective/ -Effective 3-Developing No Ineffective	6-Highly Effective/ Effective/Developing 2-Ineffective	5-Highly Effective/ Effective/Developing 3-Ineffective
Professionalism (6)	4-Highly Effective 2-Effective No Developing No Ineffective	4-Highly Effective/ -Effective 2-Developing No Ineffective	5-Highly Effective/ Effective/Developing 1-No Ineffective	4-Highly Effective/ Effective/Developing 2-Ineffective

Table 2. Number of Domains and Social Emotional Learning Specialist Performance Classification

Highly Effective	2-Highly Effective Domains ~~-Effective Domain~~ No Developing Domains No Ineffective Domains
Effective	2- Highly Effective/ Effective Domains No more than 1-Developing Domain No Ineffective Domains
Developing	2-Developing Domains No -Ineffective Domain
Ineffective	1-Ineffective Domain

Evaluation Process, Procedures, and Responsibilities

Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal Setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and SELS	Returning SELS – Spring New SELS- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data Collection through Observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th If conducting unannounced before April 1st.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference
Data Collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and SELS	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference
Mid-year Conference/Feedback Session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and SELS	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative Evaluation	Provide written final classification to the SELS and facilitate a conference with the SELS. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

Individual Goal Plan (IGP)

- The purpose of the Individual Goal Plan (IGP) is to set improvement goals, based on elements identified in the rubric.
- While the self-scored rubrics are for the sole use of the Social Emotional Learning Specialist 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 Social Emotional Learning Specialist and the administrator. The self-scored rubric should be discussed as a source of goals, objectives, and targets for observations.
- Each Social Emotional Learning Specialist will collaborate with the administrator to develop an Individual Goal Plan (IGP) in the spring after their Summative conference for the following school year.
- Each first-year Social Emotional Learning Specialist will collaborate with the administrator to develop an Individual Goal Plan (IGP) in the fall after their first observation and conference.
- After goals have been set, Social Emotional Learning Specialist and administrator will discuss data to document the goals. The goals will be based on identified elements within the rubrics.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the Social Emotional Learning Specialist evaluation rubric.
- The administrator will assign classifications to each instructional element, for each domain based on observations, artifacts and mid-year conferences/feedback. Based on element and domain classifications the Social Emotional Learning Specialist will receive an overall performance classification as indicated on Table 2 page 9.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrator will set up time with Social Emotional Learning Specialist for a summative evaluation conference.
- The administrator and Social Emotional Learning Specialist will discuss the rubric classification and comments.
- The Social Emotional Learning Specialist may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and Social Emotional Learning Specialist will discuss growth from the fall to the spring on the (un)announced observations, mid-year conferences/feedback, additional artifacts. Evidence of progress on the Social Emotional Learning Specialist's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be developed by the evaluator and Social Emotional Learning Specialist for the upcoming school year and documented on the summative evaluation.
- The administrator and the Social Emotional Learning Specialist sign the summative evaluation documents.
- Social Emotional Learning Specialist may address the evaluation feedback by writing a response in the Social Emotional Learning Specialist's comment section OR
- The Social Emotional Learning Specialist may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.
- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the Social Emotional Learning Specialist within five (5) days after completion of the evaluation.

SECTION 3: DATA COLLECTION MECHANISMS

Observation Types and Procedures

- All Social Emotional Learning Specialists, both probationary and continuing, are required to have one observation of a complete, uninterrupted whole class or small group lesson. The first observation will be an announced observation and the second unannounced observation will be optional if a "Developing" in any domain occurs during the announced observation and/or at the discretion of the evaluator.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all unannounced observations should be completed by April 1st.
- Each Social Emotional Learning Specialist may be observed more than the minimum number of one observation. Additional observations may be announced or unannounced.
- The administrator(s) may appoint an alternate and/or include an additional qualified evaluator. The Social Emotional Learning Specialist should be notified of this change prior to the observation.
- The Social Emotional Learning Specialist 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, not will the request delay Board action on non-renewal or dismissal.
- Shared Social Emotional Learning Specialist positions will be assigned a home school/site; however, the Social Emotional Learning Specialist may be observed and data may be collected at any site to which the Social Emotional Learning Specialist is typically assigned. The summative evaluation will be completed at the home school/site.

Announced Observation (prior to December 15th)
The evaluator will schedule a time to observe the Social Emotional Learning Specialist during a complete, uninterrupted whole class or small group lesson. During the observation, the evaluator will collect data about elements within the evaluation rubric. The announced observation is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st)
(Optional if a "Developing" in any domain and/or at the discretion of the evaluator.)
The evaluator does not need to schedule a time with the Social Emotional Learning Specialist for an unannounced observation. The unannounced observation should be of a complete, uninterrupted whole class or small group lesson. During the observation the evaluator will collect data about elements within the evaluation rubric. The unannounced observation will be followed by a post-conference and written feedback within 10 days of the observation.

Post-Observation Conference
- (Un)announced observation must include a post-conference.
- Social Emotional Learning Specialist may self-assess utilizing the Social Emotional Learning Specialist evaluation rubric prior to the post-observation conference. The self-assessment is for the sole use of the Social Emotional Learning Specialist and is not used for formal documentation in the evaluation. The act of reflection is an essential part of professional growth and can assist the collaboration of the goal setting process between Social Emotional Learning Specialist and administrator.
- The (un)announced post-observation conference shall be held within five (5) business days after the (un)announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the Social Emotional Learning Specialist within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/enhancement or refinement/reinforcement and instructional strengths.

- If there are concerns with performance of probationary/continuing Social Emotional Learning Specialist, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

Mid-Year Conference/Feedback Session

- All Social Emotional Learning Specialists will have a mid-year conference/feedback session by January 30th, with their evaluator, each school year.
- Mid-year conference/feedback session of at least thirty (30) minutes is considered part of the Social Emotional Learning Specialist Evaluation System. Data from mid-year conference/feedback session should be included in the summative evaluation.
- Shared Social Emotional Learning Specialist positions may participate in the mid-year conference/feedback session at the shared school/site. This mid-year conference/feedback session from the shared school/site may be reviewed with the home school/site evaluator.

Additional Artifacts

The evaluator may use additional artifacts to inform their decision regarding Social Emotional Learning Specialist's performance. Information gained from these artifacts should align to the elements and domains of the Social Emotional Learning Specialist Evaluation Rubric. Data may include, but is not limited to:

- Small Group and Whole Class Schedule
- Lesson Plans
- Functional Behavior Assessments and Behavior Intervention Plans
- Parent Contact Log
- Data Collection that Drove Instructional Decisions
- Professional Development Certificates

SECTION 4: SUPPORT AND SAFEGUARDS

Intervention Support Plan

- Following any observation, if a Social Emotional Learning Specialist is classified less than "Effective" in any element, support may be given to the Social Emotional Learning Specialist in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
- An Intervention Support Plan will be created with clear goals, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After four to six weeks of support, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Intervention Support Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4.
    - If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary Notice of Inadequate Classroom Performance will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

- In alignment with Governing Board GCO, a Preliminary Notice of Inadequate Performance will accompany the Performance Improvement Plan.
- If a Social Emotional Learning Specialist is placed on a Performance Improvement Plan, the Social Emotional Learning Specialist is entitled to obtain specific recommendations as to areas of improvement, shall be provided assistance and opportunities for the Social Emotional Learning Specialist to improve his/her performance and follow up with the Social Emotional Learning Specialist after a reasonable period of time for the purpose of ascertaining that the Social Emotional Learning Specialist is demonstrating adequate performance.
- A Performance Improvement Plan will be created with clear goals, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Performance Improvement Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5 or recommendation for dismissal may be initiated.
    - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
    - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.
- If the Social Emotional Learning Specialist continues to demonstrate inadequate performance at the conclusion of the Performance Improvement Plan, 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 Social Emotional Learning Specialist requests a hearing.
- A Continuing Social Emotional Learning Specialist may be returned to probationary status based upon their classification received.

Safeguards

- 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."
- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- The Social Emotional Learning Specialist has a right to submit a written response to the evaluation per Policy GCO-RA. Policy GCO-RA provides in pertinent part: The Social Emotional Learning Specialist may initiate a written reaction or response to the written evaluation. The Social Emotional Learning Specialist's response must be submitted to the evaluator or the Assistant Superintendent for Human Resources no later than fourteen (14) calendar days after the Social Emotional Learning Specialist has received a copy of the evaluation. A copy of the Social Emotional Learning Specialist's response will be attached to the evaluation.
- Both evaluator and evaluatee may use the post conferences for identification and resolution of extenuating circumstances.
- 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.

SECTION 5: OBSERVATION RUBRIC

Domain I: Program & Service Delivery				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Positive School Culture	The Social Emotional Learning Specialist does not contribute to establishing and maintaining a positive school culture. • The Social Emotional Learning Specialist fails to collaborate with teachers and staff members. • SEL fails to identify, create, and maintain a safe and healthy school. • Fails to communicate with school or community organizations. • SEL doesn't participate on any committees to better serve students.	The Social Emotional Learning Specialist inconsistently contributes in meaningful ways to establishing and maintaining a positive school culture. • SEL is inconsistent in collaborating with teachers and staff in the promotion of the social emotional learning process throughout the school. • Needs assistance in identifying ways to create and maintain a safe and healthy supportive learning environment. • Inconsistently conveys information to various school and community organizations. • Serves on committees that provide services to students (e.g. Warm Campus, Discipline, Safety)	The Social Emotional Learning Specialist regularly contributes in meaningful ways to establishing and maintaining a positive school culture. • Collaborates with teachers and staff in the promotion of social emotional learning throughout the school. • Assists in identifying, creating, and maintaining a positive, safe, healthy, and supportive school learning environment. • Demonstrates effective communication skills when conveying information to various schools and community organizations. • Serves and contributes on committees that provide services to students.	The Social Emotional Learning Specialist assumes leadership responsibilities in establishing and maintaining a positive school culture. • SEL displays leadership qualities (initiating) when collaborating with teachers and staff, while promoting social emotional learning throughout the school. • Leads in identifying, creating, and maintaining a positive, safe, healthy and supportive school learning environment. • SEL has strong interpersonal skills with the ability to work effectively and collaboratively with people and other agencies. • SEL sits as a chairman for a school committee that provides services to students.
Crisis Support	• SEL fails to assist the site crisis team with non-violent crisis interventions • Fails to respond to crisis by providing insufficient support and or direct services • Does not provide support to other campuses during a traumatic event.	• SEL assists when directed during non-violent crisis interventions • Responds to crisis by providing limited support and or direct services • Provides limited support to other campuses during a traumatic event	• SEL assists the site crisis team with non-violent crisis interventions, such as de-escalation and physical restraints. • Responds to crisis by providing support and or direct services. • Provides support and/or direct services to other campuses during a traumatic event.	• SEL takes the initiative to respond to crisis by providing a leadership role in the site non-violent crisis team. • Takes a leadership role when responding to crisis. • Facilitates direct services to other campuses during a traumatic event.

Domain I: Program & Service Delivery				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Parent Education	The SEL fails to provide educational opportunities for families to learn about the social emotional needs of their children.	The SEL provides limited opportunities for families to learn about the social emotional needs of their children, such as offering community resources for parenting skills training or working with parents in enhancing parenting skills.	The SELS provides educational opportunities for parents on a variety of topics: • Educates and informs families on their children's social-emotional needs. • Successful in educating families on their children's social emotional needs.	The SEL effectively and professionally addresses the needs of families by: • providing social-emotional parenting training to families. • Initiates and develops a cohesive working relationship between home and school to enhance
Monitor and Adjust	• The SEL does not check for understanding during whole class or small group instruction. OR • The SEL does not adjust instruction to facilitate successful new learning for most of the students.	• The SEL attempts to check for understanding within a lesson with some but not all students. • The SEL attempts to adjust instruction; however, many students are not successful	• The SEL checks for understanding from all students during both whole class and small group instruction. • The SEL adjusts instruction as needed to facilitate successful new learning for most of the students.	• For each sub-objective during the lesson, the SEL checks for understanding from all students. • The SEL demonstrates content and instructional flexibility to ensure successful new
Direct Student Services	• Fails to present adequate lessons to whole classes. • Fails to provide small groups. • Provides insufficient direct support to individual students behavior plans. • No whole group or small group lessons are planned with any kind of data.	• SEL present lessons to whole classes, but not consistently. • SEL facilitates small groups, but not consistently • Provides limited support to individual student behavior plans when requested. • Some whole group or small group lessons are planned with some kind of dadta	• Presents effective lessons to whole classes utilizing the district curriculum (OLWEAUS, Bullying Prevention Program) and other research-informed resources. • Facilitates focused small groups (anger management, grief, etc.) with identified students. • Takes initiative in providing direct support of any individual student's behavior plans. • Lessons in whole group or small group is based on student needs as defined by at least one data source.	• SEL specialist presents effective and engaging lessons to whole classes. Lessons are consistently in accordance with curriculum identified by the District. • SEL effectively structures and monitors small group and effectively adjusts lessons to the students needs. Provides direct support and case management of a student behavior plans. • All lessons in whole group or small group is based on student needs as defined by multiple data sources.

Domain II: Planning and Preparation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Data Driven Decision Making (Data Collection embedded)	The SEL fails to collect data to make informed decisions when planning to meet the needs of whole classes, small groups, and individual students. • Does not use data driven resources to identify students who are in need of support. • Fails to set goals and plans for students in need.	The SEL inconsistently collects data from a variety of sources to make informed decisions when planning to meet the needs of whole classes, small groups, and individual students. • Uses few data driven resources to identify students who are in need of support. • Sets some goals and plans for students with identified needs.	The SEL collects data from a variety of sources to make informed decisions when planning to meet the needs of whole classes, small groups, and individual students. • Uses a variety of data driven resources to identify students who are in need of support. • Set goals and plans based on identified students' needs.	The SEL consistently collects data from a variety of sources to make informed data driven decisions when planning to meet the needs of whole classes, small groups, and individual students. • Initiates contact and consults with administration, parents, and staff to acquire the most relevant information and data on a student in need of support. • Using all relevant data, establishes the goals and plans of identified students. • Consistently monitors and adjust goals and plans of identified students.
Research-Informed Plans for Social, Emotional, and Behavior Supports	• Is not knowledgeable of appropriate and research-informed supports for behavior and social-emotional development.	• Has some knowledge of appropriate and research-informed supports for behavior and social-emotional development. • Inconsistently recommends behavior supports for students with behavior needs.	• Is knowledgeable of appropriate and research-informed supports for behavior and social-emotional development. • Consistently recommending behavior supports for students with behavior needs. • Assists implementation of school-wide research-informed initiatives that support positive student behavior.	• Is highly knowledgeable of appropriate and research-informed supports for behavior and social-emotional development. • Is proactive in recommending behavior supports for students with behavior needs. • Leads implementation of school-wide/district-wide research-informed initiatives that support positive student behavior.

Lesson Planning	• Does not create social emotional learning lesson plans for classrooms or small group implementation. • Does not use curriculum identified by the district.	• Develops lessons plans on social emotional learning for classrooms inconsistently with the curriculum provided by the district. • Develops lesson plans for small groups but is not consistent with the curriculum provided by the District.	• Creates lesson plans for classrooms regarding social-emotional learning. • Create lessons for small groups consistent with the curriculum provided by the district.	• Develops comprehensive lesson plans that are effective and engaging for the whole classrooms • Develop and adjust small group curriculum in accordance with district standards.

Domain III: Consultation and Coordination				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**

Coordination With School Staff	The SELS fails to work effectively with other school staff to enhance the social and emotional learning of students. • Fails to take the initiative to assist staff in identifying student needs so as to make appropriate and aligned referrals (e.g. to small groups, to TAT, or to outside agencies) • Fails to help in the design of prevention and intervention programs to promote students social emotional learning needs. • Fails to assist in the development and implementation of the behavioral components of mainstreaming plans for students in self-contained classrooms. • Fails to consult with and reports to administration concerning the needs of students.	The SELS infrequently works with other school staff to enhance the social and emotional learning of students. • Lacks initiative to assist staff in identifying student needs so as to make appropriate and aligned referrals (e.g. to small groups, to TAT, or to outside agencies) • Irregularly helps in the design of prevention and intervention programs to promote students social emotional learning needs. • Inconsistently assists in the development and implementation of the behavioral components of mainstreaming plans for students in self-contained classrooms. • Infrequently consults with and reports to administration concerning the needs of students.	The SELS effectively works with other school staff to enhance the social and emotional learning of students. • Takes the initiative to assist staff in identifying student needs so as to make appropriate and aligned referrals (e.g. to small groups, to TAT, or to outside agencies) • Helps in the design of prevention and intervention programs to promote students social emotional learning needs. • Assists in the development and implementation of the behavioral components of mainstreaming plans for students in self-contained classrooms. • Consults with and reports to administration concerning the needs of students.	The SELS effectively and proactively works with other school staff to enhance the social and emotional learning of students. • Always takes the initiative to assist staff in identifying student needs so as to make appropriate and aligned referrals (e.g. to small groups, to TAT, or to outside agencies) • Actively helps in the design of prevention and intervention programs to promote students social emotional learning needs. • Consistently assists in the development and implementation of the behavioral components of mainstreaming plans for students in self-contained classrooms. • Continuously consults with and reports to administration concerning the needs of students.
Time Management	The SELS fails to be available to staff for questions, planning, and providing student intervention strategies. • Fails to maintain an efficient schedule • Does not display proper use of time.	The SELS has limited availability to staff for questions, planning, and providing student intervention strategies. • Attempts to maintain efficient schedule • Displays inconsistent use of time.	The SELS is available to staff for questions, planning, and providing student intervention strategies. • Maintains an efficient schedule • Displays proper use of time.	The SELS is readily available to staff for questions, planning, and providing student intervention strategies. • Maintains an organized schedule that shows groups, classroom presentations, and documentation has been completed • Consistently displays proper use of time.

Domain III: Consultation and Coordination				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Assessment Services	The SELS fails to contribute to the assessment of the needs of students. • Fails to attend and participate in IEP, MET, TAT, CST, and RED meetings when requested. • Fails to facilitate and assist school staff in gathering, creating, and interpreting Functional Behavioral Assessments (FBA). • Fails to assists in the development of Behavior Intervention Plans (BIP).	The SELS attempts to contribute to assessing the needs of students. • Inconsistently attends and participates in IEP, MET, TAT, CST, and RED meetings when requested. • Irregularly facilitates and assists school staff in gathering, creating, and interpreting Functional Behavioral Assessments (FBA). • Irregularly assists in the development of Behavior Intervention Plans (BIP).	The SELS regularly contributes to assessing the needs of students. • Attends and participate in IEP, MET, TAT, CST, and RED meetings when requested. • Facilitate and assist school staff in gathering, creating, and interpreting Functional Behavioral Assessments (FBA). • Assists in the development of Behavior Intervention Plans (BIP).	The SELS initiates the process in assessing the needs of students. • Actively attends and participate in IEP, MET, TAT, CST, and RED meetings when requested. • Actively engaged and facilitate with school staff in gathering, creating, and interpreting Functional Behavioral Assessments (FBA). • Take the initiative to facilitate the development of Behavior
Effective Communication	The SELS fails to communicate with key players to enhance the social and emotional development of students. • Causes confusion and misunderstanding when meeting with parents and administration • Communicates with parents in an unprofessional manner. • Communication is insensitive and disrespectful of cultural and linguistic differences.	The SELS communicates ineffectually with key players. Communication style inhibits the social and emotional development of students. • Causes occasional confusion and misunderstanding with parents and administration • Communicates with parents in a professional manner. • Communication does not reflect a consideration of cultural and linguistic differences; though may not come across as disrespectful.	The SELS communicates effectively with key players to enhance the social and emotional development of students. • Provides understandable information when meeting with parents and administration • Initiates communication with parents in a respectful manner • Ensures communication is mindful and respectful of cultural and linguistic differences.	The SELS communicates with all key players in a tactful, professional, and friendly manner to enhance the social and emotional development of students. • Actively works toward improving the usability of information provided when meeting with parents and administration. • Initiates communication with parents in a respectful and supportive manner. • Actively works toward improving and assuring that all communications are mindful and respectful of cultural and linguistic differences.

Domain III: Consultation and Coordination				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Coordination with Service Providers	The SELS fails to work effectively with outside agencies which diminishes the social and emotional learning of students • Fails to act as a liaison between the Family and or Guardians and school personnel in order to promote effective communication related to concerns and questions regarding their students. • Fails to consult with all stakeholders concerning issues that may affect student welfare, including social emotional growth as well as academic	The SELS attempts to work with outside agencies to enhance the social and emotional learning of students. • Attempts to act as a liaison between the Family and or Guardians and school personnel. • Attempts to consult with all stakeholders concerning issues that may affect student welfare, including social emotional growth and success, as well as academic success	The SELS effectively works with outside agencies to enhance the social and emotional learning of students. • Acts as a liaison between the Family and or Guardians and school personnel in order to promote effective communication related to concerns and questions regarding their students. • Consults with all stakeholders concerning issues that may affect student welfare, including social emotional growth and success, as well as academic success.	The SELS actively works toward improving how we work with outside agencies to enhance the social and emotional learning of students. • Actively works toward developing and improving communication between Family and or Guardians and school personnel in order to promote effective communication related to concerns and questions regarding their students. • Assumes a leadership role and actively seeks out all stakeholders concerning issues that may affect student welfare, including social emotional growth and success, as well as academic success.
Community Outreach	The SELS fails to contribute to the school's outreach to the community. • Fails to assist in coordinating community support services. • Fails to initiate communication with school staff members, teachers, and administration. • Fails to consult with Administration, staff, parents, and community representatives related to community and individual needs. • Fails to consult when needed to improve and maintain a positive collaboration between the student's home and school.	The SELS attempts to contribute to the school's outreach to the community. • When prompted assists in coordinating community support services. • When SEL is prompted will communicate with school staff members. • When requested, consults with Administration, staff, parents, and community representatives related to community and individual needs. • Is ineffective when consulting to improve and maintain a positive collaboration between the student's home and school.	The SELS contributes to the school's outreach to the community. • Assists in coordinating community support services. • Initiates communication with school staff members, teachers, and administration. • Consults with Administration, staff, parents, and community representatives related to community and individual needs. • Consults when needed to improve and maintain a positive collaboration between the student's home and school.	The SELS actively initiates and works toward the school's outreach to the community. • Initiates and helps develop coordination with community support services. • Actively works to improve and develop communication with school staff member, teachers, and administration. • Actively works toward developing relationships with Administration, staff, parents and community representatives related to community and individual needs. • Initiates ways to improve and maintain a positive collaboration between the student's homes and school.

Functional Behavior Assessment and Positive Behavior Supports	• Has limited knowledge of, and does not apply techniques of FBA and positive behavioral principles.	• Has knowledge of, but does not apply techniques of FBA and positive behavioral principles and	• Has knowledge of and applies techniques of FBA and positive behavioral principles	• Uses systematic decision making with knowledge of FBA, positive behavioral principles, behavior analysis and ABC.
Threat Assessments	• Is not knowledgeable of and not supportive with issues related to threat assessments.	• Demonstrates some knowledge and sometimes follows through with issues related to Threat Assessments.	• Is knowledgeable and consistently follows through related to threat assessment protocol when assigned this task.	• Is knowledgeable and demonstrates leadership when participating on issues related to threat assessments and response plans when assigned this task.

Domain IV: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Compliancy with Policy (e.g. Attendance, Timeliness, Dress Code, Responsibilities, Leave Policies, etc.)	• SELS refuses deliberately after repeated directions. • SELS makes no attempt to comply.	• SELS makes some attempt to comply but does not follow through. • There are lapses in consistency with policy compliance.	• SELS consistently follows policy.	• SELS consistently and clearly understands and implements policies. • SELS assists others in understanding and following policies.
Record Keeping	• SELS maintains records of whole class, small group, and individual supports, but records may not always be accurate, complete or current. • SELS does not meet with site administration to review records. • SELS does not submit records to the district as directed	• SELS maintains accurate records of whole class, small group, and individual supports but records may be too minimal to be useful for data collection. • SELS inconsistently meets with site administration to review records. • SELS inconsistently submits records to the district as directed.	• SELS maintains accurate and current records of whole class, small group, and individual supports that provide useful information for data collection. • SELS meets on a monthly basis with site administration to review records. • SEL submits records to the district as directed.	• In addition to maintaining accurate and current records of whole class, small group, and individual supports that provide useful information for data collection, the SELS maintains accurate and current records that are used in collaboration with others to meet the needs of students. • SELS meets on a monthly basis with site administration to review records. • SELS submits records to the district as directed.

Individual Professional Growth	• SELS fails to develop or does not implement an annual professional growth plan aligned to the evaluation rubric. • SELS does not participate in professional development activities.	• SELS develops and implements annual professional growth plan aligned to the evaluation rubric, although an increase in rubric score may not be realized. • SELS participates in professional activities, but implementation based on those activities is limited.	• Through an implementation of the annual professional growth plan, the SELS is able to show an increase in rubric score in the goal area of at least one score. • SELS participates in professional activities and strives to effectively implement new learning.	• SELS fulfills are requirements of the annual professional growth plan as evidenced by an increase in the rubric score on the goal area to at least the level of Effective. • SELS seeks out opportunities for professional development beyond school-based trainings and strives to effectively implement new learning.
Appropriate Student Interaction	• Lapses in mutual respect diminish the learning climate and/or positive relations with students. Some interactions may be negative, demeaning, sarcastic, or inappropriate to the age or the culture of the students. • Students exhibit disrespect for the SELS.	• SELS/student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Student exhibit inconsistent respect for the SELS.	• SEL/student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. • Students exhibit respect for the SELS. • SELS maintains appropriate listening and responding relationships with students.	• SELS takes a leadership role in promoting and maintaining the principles of confidentiality amongst colleagues, students, and parents.
Principles of Confidentiality	• SELS displays a lack of integrity in interactions with colleagues, students, parents, and the public by consistently violating the principles of confidentiality within the workplace or in public.	• SELS does not violate the principles of confidentiality when in public, but may occasionally violate the principles within the work environment by either over-sharing or under-sharing confidential information within the workplace.	• SELS consistently maintains the principles of confidentiality in all settings and shares information about students with colleagues as necessary for the best interest of the student and the ability of colleagues to perform their duties.	• SELS takes a leadership role in promoting and maintaining the principles of confidentiality amongst colleagues, students, and parents.

Legal and Ethical Practices	• Unable to consult regarding legal and ethical issues. • Uses dated or old materials and/or practice.	• Has some knowledge about legal/ethical guidelines, but does not implement consistently. • Usually uses materials and practices that are current.	• Is knowledgeable of legal/ethical guidelines and implements them in working with others in the educational setting. • Consults supervisor when difficult legal or ethical issues arise. • Consistently uses materials and practices that are current.	• Communicates knowledge of legal/ethical standards when individual situations arise. • Proactively anticipates legal concerns and ethical dilemmas and consults with supervisor to prevent problems.

Related Services Evaluation Summary of Changes

For 18-19 SY

School Psychologist

- Aligned Logic to District Logic Formula
- Compliancy Domain: remove first bullet designating percentage of documents completed. Measurability is inaccurate to evaluate.

SLP

- Aligned Logic to District Logic Formula
- Procedures: added a stated that a therapy observation is completed as well as an observation of a MET and/or IEP meeting.
- Compliancy Domain: remove first bullet designating percentage of documents completed. Measurability is inaccurate to evaluate.

OT

- Aligned Logic to District Logic Formula

Glendale Elementary School District #40

Occupational and Physical Therapist Evaluation Handbook

Adopted by the Governing Board
~~07/27/17~~

ALL OCCUPATIONAL AND PHYSICAL THERAPISTS
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 on our webpage at www.gesd40.org**
- **Click on Community tab and then Governing Board**
- **On the left hand side of the page, click on "~~GESD~~ Policy Manual"**
- **Scroll down and click on the "red cross" next to Glendale Elementary School District in the list of districts at the left.**
- **Click on Section G.**
- **Click on policy GCO.**

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Accessing Evaluation Handbooks:

1. Visit GESD's website-www.gesd40.org
2. ~~Select '*Human Resources*' on the navigation menu (left hand side)~~
~~Under '*Teacher Evaluation Handbooks*', select '*Site Evaluator Handbook*' to view the entire handbook.~~2. Click on '*Employees*' to access the Internal Website
3. Sign-in to the website with district login and password
4. Under the '*Employee Resources*' tab click on '*Employment Handbooks and Information*'
5. Click on '*Evaluation Handbooks*' and then on evaluation handbook you would like to review

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OCCUPATIONAL AND PHYSICAL THERAPISTS PERFORMANCE EVALAUTION HANDBOOK

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SECTION 1: INTRODUCTION

District Philosophy

GESD believes the Occupational and Physical Therapist evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the learning of our students.

Statement of Purpose

The purpose of the District's Occupational and Physical Therapist evaluation system is to improve the quality of services and to work toward common goals for the improvement of student learning.

The Occupational and Physical Therapist Evaluation System:

- safeguards and improves the quality of services received by the students
- structures professional dialogue and feedback between Occupational and Physical Therapist and principal
- provides the Occupational and Physical Therapist with opportunities for professional growth, strategies for improvement, or extra assistance as needed
- clarifies expectations relative to job performance for all Occupational and Physical Therapists
- increases Occupational and Physical Therapist competency
- includes procedural due process for dismissal
- complies with Arizona Revised Statutes

Occupational and Physical Therapist Standards

The District embraces the philosophies outlined by the American Physical Therapy Association (APTA), the American Occupational Therapy Association (AOTA), and the Individuals with Disabilities Education Act (IDEA)

Purpose Statement according to APTA and AOTA:
The professions of physical and occupational therapy are built upon the principle of preserving, developing, and promoting independent physical function. Physical and occupational therapists use their unique expertise to help students participate in appropriate activities in their natural environments and to help students benefit from special education instruction in order to make progress in the general education curriculum in the least restrictive environment. Physical and occupational therapists work with families and school staff to further support the child's progress, interventions, strategies and adaptations focus on promoting functional independence with class work, mobility, positioning, and safe and efficient participation in daily activities and routines.

The effectiveness of OT and PT services is based on appropriate assessment and evaluation, measureable outcomes, and data driven decisions. Following this best practice approach, young children and students with disabilities should have improved access and participation in their natural roles, routines and environments.

GESD Professional Occupational and Physical Therapist Standards

Screening and Evaluation

- Establishing and maintaining clear procedures for referrals
- Providing screening to identify needs for further assessment
- Establishing respect and rapport with students
- Communicating with families
- Provides reports in a timely manner for IEP and MET meetings

Treatment and Therapy Planning

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- Planning individual therapy sessions
- Developing integrated therapy plans
- Developing and implementing treatment plans to maximize student's success
- Coordinates and communicated need for motor therapy services

Treatment/Therapy Implementation

- Therapy mMaterials and Aassistive Ttechnology
- Monitoring, Rreinforcement and Rresponse to Bbehavior
- Active Pparticipation
- Monitoring Eeffectiveness of Ttreatment Pplan
- Collaboration and Iimplementation
- Data Ddriven Ddecision Mmaking
- Teaching to the Ttarget Sskill

Professionalism

- Demonstrating knowledge of district, state, and federal regulations and guidelines
- Demonstrates knowledge of resources, both within and beyond the district
- Standards and Cconfidentiality
- Personal and Pprofessional
- Organizing time adequately in order to meet job requirements

Documentation of Evaluation and Therapy

- Conducts Eevaluations to Ddetermine Special Education Eeligibility
- Eligibility Ddetermination
- Written Eevaluation Rreports
- Alignment Bbetween the MET and IEP
- Submission of Pprogress Rreports
- Submission of Medicaid Billing

Legal Criteria

Arizona Revised Statues (A.R.S.) § 15-537 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.

In seeking equitable treatment of certificated employees, these evaluation procedures were developed with the advice of employees serving in aligned roles (e.g. Occupational Therapists, Physical Therapists, School Psychologists, Social Emotional Learning Specialists, and Speech Therapists).

Evaluation System Review
The Occupational and Physical Therapist Evaluation Committee will meet each year to consider the development and periodic evaluation of the Occupational and Physical Therapist 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
The Glendale Elementary School District will comply with all applicable confidentiality provisions with respect to the performance evaluations of staff.

Elements of Evaluation
Occupational and Physical Therapists shall be evaluated into one of four performance classifications: highly effective, effective, developing, ineffective.

Summative Evaluation Frequency

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All Occupational and Physical Therapists shall be evaluated once each year.

Formal Observations
There shall be one observation with an option for a second observation of the Occupational or Physical Therapist demonstrating skills in a complete and uninterrupted therapy session as well as a MET and/or IEP meeting. The first observation will be an announced observation and the second unannounced observation will be optional if a Developing in any domain occurs during the announced observation and/or at the discretion of the evaluator.

Communications with Occupational or Physical Therapist

Evaluator must provide:

- Written feedback to Occupational or Physical Therapist within ten (10) business days after a formal observation.
- Copy of written summative evaluation within five (5) business days after its completion.

After Occupational or Physical Therapist receives evaluation, Board designee, or a qualified evaluator, must:

- Confer with Occupational or Physical Therapist regarding specific recommendations for areas of improvement and professional development opportunities.
- Follow up with Occupational or Physical Therapist after a reasonable period of time to determine whether the Occupational Therapist or Physical Therapist is demonstrating adequate performance.

Evaluation Report Contents

Evaluation report must include:

- Occupational Therapist or Physical Therapist's performance classification
- Recommendations for areas of improvement if performance warrants improvement.

Appeal

Therapists who disagree with their summative evaluation may file an appeal if permitted to do so under Arizona law and Board policy.

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SECTION 2: THE EVALUATION SYSTEM

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

EVALUATION SYSTEM TRAINING

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Qualified Evaluator Training

- Each Occupational and Physical Therapist will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate Occupational and Physical Therapists to serve as evaluators for the District's Occupational and Physical Therapist performance evaluation system. Such persons will be the same persons designated by the Governing Board as qualified evaluators for teachers.
- The Governing Board shall ensure that evaluators are qualified to evaluate Occupational and Physical Therapist, by delegating to the Administration the responsibility for ensuring that evaluators are provided with the appropriate training.
- The qualifications required of qualified evaluators are as follows:
    - Knowledge
        - Knowledge of district's Professional Standards
        - Knowledge of district evaluation system
        - Knowledge of policies, laws, and regulations related to 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 Occupational and Physical Therapists regarding their evaluation & individual professional development plan
        - Communicates areas of instructional strength to Occupational Therapist or Physical Therapist
        - Specifies areas of refinement to Occupational Therapist or Physical Therapist
        - Provides systematic, ongoing support for Occupational and Physical Therapists 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.

Occupational and Physical Therapist Training

- The evaluation process is reviewed with all Occupational and Physical Therapists within the first three weeks of the start of school year with the appropriate qualified evaluator(s).

EVALUATION COMPONENTS

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The final Occupational or Physical Therapist evaluation classification will be determined using a combination of therapy session performance and review of their contributions to special education compliance documentation (e.g. Multidisciplinary Evaluations, Individualized Education Plans, and Medicaid billing).
Occupational and Physical Therapists will be observed and scored on the following domains by their home school evaluator:

- Screening and Evaluation
- Treatment and Therapy Planning
- Treatment/Therapy Implementation
- Professionalism

Occupational and Physical Therapists will be observed and rated on the following domain by an evaluator assigned to the Special Education Department at the district office. Ratings on these elements will be shared with the home school evaluator and integrated into the overall classification during the post-observation process.

- Documentation of Evaluation and Therapy

Occupational or Physical Therapist Therapy Session Performance

Occupational or Physical Therapist therapy session performance will be a result of data collected from at least one therapy session observation of complete and uninterrupted session. Additional data may be collected from post-conferences, mid-year conference/feedback session, and additional artifacts. As a result of the data collected elements from the Occupational or Physical Therapist Evaluation Rubric will receive individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Therapy Performance will be determined using the following scoring adaptor:

Screening and Evaluation	3-Highly Effective 2-Effective No Developing No Ineffective	34- Effective/Highly Effective 2-Developing No Ineffective	4-Highly Effective/ Effective/ Developing 2-Developing 1-No Ineffective	3-Highly Effective/Effective/ Developing 2-1-Ineffective
Treatment and Therapy Planning	32-Highly Effective 1-Effective No Developing No Ineffective	3-3- Effective/Highly Effective 1-Developing No Ineffective	3-Highly Effective/Effective/ Developing 2-Developing 1-No Ineffective	2-Highly Effective/Effective/ Developing 21-Ineffective
Treatment/Therapy Implementation	4-Highly Effective 3-Effective No Developing No Ineffective	4- Effective/Highly Effective 3-Developing No Ineffective	5-Highly Effective/Effective/ Developing 4-Developing 21- Ineffective	4-Highly Effective/Effective/ Developing 32-Ineffective
Professionalism	3-Highly Effective 2-Effective No Developing No Ineffective	34- Effective/Highly Effective/Effective 1-Developing No Ineffective	4-Highly Effective/Effective/ Developing 2-Developing 1-No Ineffective	3-Highly Effective/Effective/ Developing 21-Ineffective

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Compliance Documentation

Occupational or Physical Therapist compliance documentation will be a result of data collected through a review of at least one complete student special education file. Such a review will be conducted by a qualified evaluator within the special education department. As a result of the data collected elements from the Occupational or Physical Therapist Evaluation Rubric will receive individual classifications of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Compliance Documentation will be determined using the following scoring adaptor:

Documentation of Evaluation and Therapy	~~4~~3- Highly Effective 2-Effective No Developing No Ineffective	4-~~Effective~~/Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing ~~3-Developing~~ 1-Ineffective	4 Highly Effective/Effective/ Developing 2- Ineffective

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Summative Evaluation

All the domain classifications will then be used to determine the overall Speech Therapist's performance classification for the summative evaluation using the following score adaptor:

Highly Effective	3 Highly Effective Domains No Developing Domains No Ineffective Domains
Effective	4 Effective / Highly Effective Domains No Ineffective Domains
Developing	2 Developing Domains No Ineffective Domains
Ineffective	1 Ineffective Domain

EVALUATION PROCESS, PROCEDURES & RESPONSIBILITIES

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Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal ~~S~~setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and Teacher	Returning teachers – Spring New teachers- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data ~~C~~collection through ~~O~~observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th ~~Unannounced before April 1st.~~ Throughout the year.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference
Data ~~C~~collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and Teacher	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference

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Commented [GS4]: No longer in evaluation – just one

Mid-year ~~C~~conference/~~F~~feedback ~~S~~session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and Teacher	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative ~~E~~evaluation	Provide written final classification to the teacher and facilitate a conference with the teacher. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set improvement goals, based on elements identified in the rubric.
- While the self-scored rubrics are for the sole use of the Occupational Therapist or Physical Therapist 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 Occupational Therapist or Physical Therapist and the administrator. The self-scored rubric should be discussed as a source of goals, objectives, and targets for observations.
- Each Occupational Therapist or Physical Therapist will collaborate with the administrator to develop an Individual Goal Plan in the spring after their summative conference.
- Each first-year Occupational Therapist or Physical Therapist will collaborate with the administrator to develop an Individual Goal Plan in the fall after their first observation and conference.
- After goals have been set, Occupational Therapist or Physical Therapist and administrator will discuss data to document the goals. The goals will be based on identified elements within the rubrics.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the evaluation rubric.
- The administrators will assign classifications to each element, for each domain based on observations, artifacts and mid-year conferences/feedback. Based on element and domain classifications the Occupational or Physical Therapist will receive an overall performance classification as indicated above.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrator will set up time with staff members for a summative evaluation conference.
- The administrator and the Occupational or Physical Therapist will discuss the rubric classification and comments.
- The Occupational or Physical Therapist may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and Occupational or Physical Therapist will discuss growth from the fall to the spring on the (un)announced observations, mid-year conferences/feedback, and additional artifacts. Evidence of progress on the Occupational or Physical Therapist's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be developed by the evaluator and evaluatee for the upcoming school year and documented on the summative evaluation.
- The administrator and the Occupational or Physical Therapist sign the summative evaluation documents.
- Occupational or Physical Therapists may address the evaluation feedback by writing a response in the evaluatee's comment section OR
- The Occupational or Physical Therapist may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.

Commented [GS5]: Is the self-scored rubric still a part of plan? This may need to be deleted.

Commented [GS6]: IGP is never available until Fall so don't know if this should be changed to each Fall

Commented [GS7]: Hasn't unannounced been removed and down to 1 evaluation. Modify as needed.

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- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the Occupational or Physical therapist within five (5) days after completion of the evaluation.

SECTION 3: DATA COLLECTION MECHANISMS

OBSERVATION TYPES & PROCEDURES

- All Occupational or Physical Therapists, both probationary and continuing, are required to have two observations of a therapy session. The first observation will be an announced observation and the second unannounced observation will be optional if a Developing in any domain occurs during the announced observation and/or at the discretion of the evaluator.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all unannounced observations should be completed by April 1st.
- Each Occupational or Physical Therapist may be observed more than the minimum number of one observation. Additional observations may be announced or unannounced.
- The administrator(s) may appoint an alternate and/or include an additional qualified evaluator. The Occupational or Physical Therapist should be notified of this change prior to the observation.
- The Occupational or Physical Therapist 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, not will the request delay Board action on non-renewal or dismissal.
- Shared therapist positions will be assigned a home school/site; however, the Occupational or Physical Therapist may be observed and data may be collected at any site to which the therapist is typically assigned. The summative evaluation will be completed at the home school/site.

Announced Observation (prior to December 15th)

Evaluator will schedule a time to observe the therapist during a complete and uninterrupted therapy session. During the observation, the evaluator will collect data about therapy elements within the evaluation rubric. The announced observation is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st) (Optional if a Developing in any domain and/or at the discretion of the evaluator)

The evaluator does not need to schedule a time with the Occupational or Physical Therapist for an unannounced observation. The unannounced observation should be of a complete and uninterrupted therapy session. During the observation the evaluator will collect data about therapy elements within the evaluation rubric. The unannounced observation will be followed by a post-conference and written feedback within 10 days of the observation.

Post-Observation Conference

- (Un)announced observation must include a post-conference.
- Occupational and Physical Therapists will self-assess utilizing the Occupational and Physical Therapist evaluation rubric prior to the post-observation conference. The self-assessment is for the sole use of the Occupational Therapist or Physical Therapist and is not used for formal documentation in the evaluation. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between Occupational Therapist or Physical Therapist and administrator.
- The (un)announced post-observation conference shall be held within five (5) business days after the (un)announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the Occupational or Physical Therapist within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/enhancement or refinement/reinforcement and instructional strengths.

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Commented [GS10]: Do time lines remain with only 1 required – Unannounced deleted?

Commented [GS11]: Reword with only 1 required evaluation

Commented [GS12]: Self-assessment still Required? Not in chart in Section 2.

- If there are concerns with performance of probationary/continuing therapists, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

File Reviews

- All Occupational or Physical Therapists, both probationary and continuing, will have data collected through one file reviews conducted by a qualified evaluator within the special education department at the district level. These file reviews will be scheduled so that classifications based on these reviews can be shared with home school/site evaluator in accordance with the required observation deadlines outlined in these procedures.
- File reviews will be done on files which are randomly selected from the list of files completed since the last observation or summative evaluation.

MID-YEAR CONFERENCE/FEEDBACK SESSION

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- All Occupational or Physical Therapists will have a mid-year conference/feedback session by January 30th, with their evaluator, each school year.
- Mid-year conferences/feedback session of at least thirty (30) minutes are considered part of the Occupation and Physical Therapist Evaluation System. Data from mid-year conference/feedback session should be included in the summative evaluation.
- Shared therapist positions may participate in the mid-year conference/feedback session at the shared school/site. This mid-year conference/feedback session from the shared school/site may be reviewed with the home school/site evaluator.

ADDITIONAL ARTIFACTS

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The evaluator may use additional artifacts to inform their decision regarding therapist's performance. Information gained from these artifacts should align to the elements and domains of the Occupation and Physical Therapists Evaluation Rubric. Data may include, but is not limited to:

- Therapy ~~S~~s~~s~~chedule
- Evaluation ~~L~~l~~o~~g
- Screening ~~D~~d~~o~~cument ~~S~~s~~a~~mples
- Professional ~~D~~d~~e~~velopment ~~C~~c~~e~~rtificates
- Most ~~R~~r~~e~~cent ~~P~~p~~r~~ogress ~~R~~r~~e~~ports
- Therapy/Treatment ~~P~~p~~l~~an
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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Intervention Support Plan

- Following any observation, if an Occupational or Physical Therapist is classified less than "Effective" in any element, support may be given to the Occupational Therapist or Physical Therapist in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
- An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After four to six weeks of support, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Intervention Support Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4 or the therapist may be placed on a Performance Improvement Plan.
    - If no growth or insufficient growth has taken place, a Performance Improvement Plan will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

- In alignment with Governing Board GCO, a Preliminary Notice of Inadequate Performance will accompany the Performance Improvement Plan.
- If an Occupational or Physical Therapist is placed on a Performance Improvement Plan, the Occupational or Physical Therapist is entitled to specific recommendations as to areas of improvement, shall be provided assistance and opportunities for the therapist to improve his/her performance and follow up with the therapist after a reasonable period of time for the purpose of ascertaining that the therapist is demonstrating adequate performance.
- A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Performance Improvement Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5 or recommendation for dismissal may be initiated.
    - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
    - If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary Notice of Inadequate Classroom Performance will be developed.

- If the Occupational or Physical Therapist continues to demonstrate inadequate performance at the conclusion of the Performance Improvement Plan, 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 therapist requests a hearing.
- A Continuing Therapist may be returned to probationary status based upon their classification received.

Safeguards

- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- 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."

- The Occupational Therapist or Physical Therapist has a right to submit a written response to the evaluation per Policy GCO-R. Policy GCO-R provides in pertinent part: The Occupational Therapist or Physical Therapist may initiate a written reaction or response to the written evaluation. The Occupational Therapist or Physical Therapist's response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the Occupational Therapist or Physical Therapist has received a copy of the evaluation. A copy of the Occupational Therapist or Physical Therapist's response will be attached to the evaluation.
- Both evaluator and evaluatee may use pre and post conferences for identification and resolution of extenuating circumstances.
- 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.

SECTION 5: OBSERVATION RUBRIC

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Domain I : Screening and Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are not well communicated. Teachers, parents and administrators are left confused in how to complete a referral process.	Therapist understands the referral process but is not able to effectively communicate the referral process to the teacher, parent or principal to achieve the outcome of a timely referral.	Procedures for referrals and for meetings and consultations with parents and administrators has been well communicated are clear to everyone.	Procedures for referrals and for meetings and consultations with parents and administrators has been well communicated are clear to everyone. The therapist is proactive in communicating the process for referring students for screening and/or special education identification. The therapist participates in the development or restructuring of process and procedures to improve the process of referring students for screening and/or special education identification.
Provides screening to identify needs for further assessment	Therapist does not respond to referrals or provide required screenings upon request to determine characteristics of a student who needs motor therapy. -Therapist does not refer students to other related service specialists for evaluation, when appropriate.	Therapist responds to referrals and provides screening only in area of concern, is not thorough enough to determine whether other areas of motor skills are sufficient or adequate. Therapist recommends referrals to other service specialist but does not make the referral.	Therapist responds to referrals and provides screening in all areas, conducts a classroom observation(s), and keeps documentation of all screening paperwork. Therapist also communicates with referring individual(s). Therapist assists in making the proper referral to other related service specialists when appropriate.	Therapist is proactive in responding to referrals and provides screening in all areas to determine students who may be in need for motor therapy, conducts a classroom observation(s), and keeps documentation of all screening paperwork. Therapist provides written documentation to referring individual(s), applicable parties, agencies or other related service specialists when appropriate. Therapist assists school staff in referring students with a possible need when motor therapy exists.
Establishing respect and rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment environment.	Therapist's interactions are a mix of positive and negative; the Therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment environment.	Therapist's interactions with students are positive and respectful; students appear happy and engaged in the testing and treatment environments

Domain I : Screening and Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Communicating with families	The Therapist communicates in an insensitive inadequate manner which causes parent confusion and/or anger and/or resistance. –and/or- Therapist demonstrates no acknowledgement of cultural and linguistic differences.	Therapist has some success in communicating a student's needs and course of action with the family parent (s) and/or Therapist demonstrates some acknowledgement of cultural and linguistic differences.	Therapist communicates special education process information in a tactful, professional, and parent friendly manner AND Explains area of concern and answers all related questions by the family parent(s) AND Presentation is respectful of cultural and linguistic differences.	Therapist communicates special education process information in a tactful, professional, and parent(s) manner. AND Explains area of concern and answers all related questions by the parent(s) AND Presentation is respectful of cultural and linguistic differences. AND Therapist reaches out to family/parent(s) to gain trust and offer assistance in needs.
Provides reports in a timely manner for IEP and MET meetings.	Therapist makes little attempt to communicate with parents and other professionals to attend IEP and MET meetings. Therapist fails to provide paperwork in a timely manner.	Therapist attempts to communicate with parents and other professionals to attend IEP and MET meetings. Therapist provides partially completed paperwork at the time of the scheduled meeting.	Therapist communicates with team members to attend meetings as evidenced by regular attendance at scheduled meetings. Paperwork is complete and consistently available on time for meetings.	Therapist consistently attends MET/IEP meetings. Therapist is proactive, collecting important information, interviewing teachers and parents, if necessary, so that paperwork is complete and consistently available on time.

Domain II : Treatment and Therapy Planning				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Planning ~~I~~individual ~~T~~therapy ~~S~~sessions	Therapist fails to plan activities of high quality considered best practices.	Therapist plans basic activities that meet minimum guidelines but are not considered best practice.	Therapist seeks to improve skill level in providing activities of high quality considered best practices.	Therapist plans activities of high quality in line with current research and best practices.
Developing ~~I~~integrated ~~t~~Therapy ~~P~~plans	Therapy plans consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapy plan has a guiding principle and includes a number of effective activities, but some do not fit with broader goals.	Therapy plan consists mostly of aligned activities that build toward independence for the student.	Therapy plan is highly coherent, preventive in nature, and consists of aligned activities that serve to support students individually within the broader educational program.
Developing and ~~I~~implementing treatment plans to maximize students' success	Therapist fails to develop goals and treatment plans suitable for student, or plans are mismatched with the findings of assessments.	Therapist's goals and plans for students are partially suitable for them or sporadically aligned with identified needs.	Therapist's goals and plans for students are suitable for them and are aligned with identified needs.	Therapist develops comprehensive goals and plans for students, finding ways to creatively meet needs and incorporate many related elements.
Coordinates and communicates need for motor therapy services.	Therapist fails to collaborate with MET/IEP Team to develop intervention goals and determine the most appropriate level of service to support student's progress.	Therapist collaborates with MET/IEP Team but lacks sufficient information to develop intervention goals and determine the most appropriate level of service to support student's progress.	Therapist collaborates with MET/ IEP Team providing sufficient information to develop intervention goals and determine the most appropriate level of service to support student's progress.	Therapist collaborates with MET/ IEP Team to develop intervention goals that are aligned to and interrelated with the student's overall special education program and needs.

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Therapy ~~M~~materials and ~~A~~assistive ~~T~~technology	• Limits selection of materials from available resources to address target skills. Materials do **not** consistently align to the target skill or provide adequate practice. • ***DOES NOT*** control the complexity of materials and/or vocabulary within materials to align with the developmental and cognitive levels of the student. • Therapist ***DOES NOT*** utilize assistive technology during therapy sessions when appropriate to do so. • Therapist ***DOES NOT*** provide for assistive technology for student use outside of therapy sessions when appropriate to do so.	• ***INCONSISTENTLY OR INEFFECTIVELY*** selects and uses aligned instructional materials and resources to enhance the learning or materials provide insufficient practice. • ***INCONSISTENTLY*** controls the complexity of materials and/or vocabulary within materials. • During therapy sessions, therapist ***INCONSISTENTLY*** utilizes assistive technology ***OR*** assistive technology is ***NOT CLEARLY ALIGNED*** to individual student needs. • Therapist ***PROVIDES*** assistive technology for use outside of therapy sessions but ***DOES NOT*** make adjustments as needed.	• ***CONSISTENTLY SELECTS AND EFFECTIVELY UTILIZES*** appropriate aligned instructional materials and resources to present concepts and target skills and materials provide sufficient practice. • ***CONTROLS*** the complexity of materials and/or vocabulary within materials for the correct level of difficulty as determined by the developmental and cognitive levels of the student. • During therapy sessions, therapist ***CONSISTENTLY*** utilizes assistive technology ***ALIGNED*** to individual student needs to facilitate instruction in the presentation of and/or assessment of target skills. • Therapist provides for student's use of assistive technology outside of therapy sessions for the generalization of target skills **AND makes adjustments** as needed in order to increase, maintain, or improve the academic and functional motor abilities of the student.	• ***CONSISTENTLY ADAPTS AND CREATES*** a wide range of relevant, highly aligned instructional materials and resources to facilitate, extend, and enrich student learning and proficiency of the target skill. ***MATERIALS MAY BE SELF-SELECTED OR ADAPTED BY STUDENTS***. • Controls the complexity of materials and/or vocabulary within materials for the correct level of difficulty as determined by the developmental and cognitive levels of the student. • During therapy sessions, therapist consistently utilizes assistive technology aligned to individual student needs to facilitate instruction in the presentation of and/or assessment of target skills. • Therapist provides for student's use of assistive technology outside of therapy sessions for the generalization of target skills AND makes adjustments as needed in order to increase, maintain, or improve the academic and functional motor abilities of the student.

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitoring, ~~R~~reinforcement and ~~R~~response to ~~B~~behavior	• Student behaviors expectations do not appear established because the therapist does not monitor behavior, OR reinforcements are ineffective or missing OR consequences are inconsistent and/or ineffective.	Student behavior expectations are unclear because the therapist inconsistently monitors behavior and inconsistently uses effective support strategies to respond to disrespectful or off-task behavior. • Sometimes uses proximity and reminders to encourage appropriate behavior during therapy sessions. • Attempts to reinforce positive behavior with some positive effect. • Inconsistently implements a system to monitor student behaviors during therapy sessions. • Overlooks some consequential behaviors. • Inconsistently implements individual behavior support plans.	Establishes and monitors/reinforces student behavior expectations throughout the therapy session utilizing multiple effective classroom management strategies, such as: • Consistently uses proximity and verbal/physical/pictorial reminders to encourage appropriate behavior and to redirect or stop minor behavior. • Cues and encourages students to develop self-monitoring and reflective skills to maintain a positive and productive learning environment. • Uses positive behavior reinforcements and behavior supports for individuals and groups as needed. • Conveys the reason for the appropriate behavior to develop a collaborative community. • Overlooks some inconsequential behavior. • Stops therapy, if needed, to respond to student disrespect or off-task behavior and applies reasonable, logical consequences that deter most students from off-task behavior. • Implements individual behavior support plan (specific to therapy setting, developed by classroom teacher, or connected to the student's IEP) and adjusts to meet student needs. • Documents patterns of behavior for chronic behavior students.	Establishes and ***CONSISTENTLY*** monitors/reinforces behavior expectations, AND either student behavior is appropriate or therapist uses increasingly supportive strategies to respond because the therapist utilizes strategies listed under Effective and one or more of the following strategies: • Monitoring by therapist is subtle and preventive, guiding students to take a strong role in (a) monitoring and maintaining their own behavior and (b) respectfully encouraging correct peer behavior. • Uses reinforcements that are age and situation appropriate. Is flexible when necessary to promote positive cooperation. • Consistently conveys the reason for the appropriate behavior to develop a collaborative community and encourage internalization of expected behavior. • Customizes responses to individual students to deter chronic, disrespectful or off-task behavior through direct instruction of appropriate replacement behavior. • Uses a variety of strategies to meet individual needs to avoid power struggles or repeated requests and preserves student dignity. • Uses documentation of patterns of behavior for chronic behavior to collaborate with student, parents, and others to design a behavior plan.

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Active ~~P~~participation	Therapist infrequently elicits participation that may or may not align to the target skills because the therapist: • Does not interact with each student during small group sessions. • Rarely or never provides wait time. • Does not use strategies that impact level of concern. • Participation is not mandatory. • Does not hold students responsible for practicing skills during the session/activity	Some of the time the therapist elicits participation through activities that align to the target skills because the therapist: • Inconsistently interacts with each student during small group sessions. • Provides inconsistent wait time. • Level of concern is inconsistent and ineffective. • Participation is not mandatory. • Inconsistently holds students responsible for practicing skills during the session/activity	Most of the time the therapist elicits mandatory participation through effective activities that promote learning of the target skills because the therapist: • Interacts with students equitably, according to need. • Allows sufficient wait time before student responds. • Implements activities that sustain interest, elicit thinking, and incorporate technology, manipulatives, or other resources. • Adjusts level of concern through time, pacing, proximity, and/or performance checks to promote mandatory participation. • Holds students responsible for practicing skills during the session/activity.	**Consistently throughout** the session, the therapist elicits mandatory participation through effective activities that promote learning of the target skills because the therapist utilizes strategies listed under Effective and one or more of the following strategies: • For all target skills, the therapist elicits engagement from student with an aligned activity • Students equally participate and may hold one another accountable for engagement in activities and responses. • Therapist holds students responsible for skills during the session/activity and encourages independent practice when therapist is occupied.

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitoring ~~E~~effectiveness of ~~T~~treatment ~~P~~plan	• Therapist ***DOES NOT*** check for understanding • ***DOES NOT*** adjust instruction to facilitate successful new learning. • ***END OF SESSION ASSESSMENT IS MISSING***	• Therapist ***ATTEMPTS TO*** check for understanding within the lesson, if multiple students are in same session, only checks for understanding with some students. • Therapist ***ATTEMPTS TO ADJUST*** instructional approaches. • Attempts an end of session assessment, but ***ONLY ADDRESSES A SKILL NOT TARGETED DURING THE ACTIVITY/SESSION.*** • End of session assessment ***DOES NOT*** accommodate for developmental level of the student(s)	• ***CHECKS FOR*** understanding ***FROM ALL STUDENTS AT LEAST ONCE*** during the session • Based on evidence of accuracy and quality of responses, therapist makes ***ONE EFFECTIVE ADJUSTMENT TO INSTRUCTION*** as needed to facilitate new learning (reteach the skill within the task analysis, reteach with different instructional strategy, or change the cognition level). • At end of the therapy session, ***SHOWS EVIDENCE FROM A FORMAL OR INFORMAL ASSESSMENT INDICATING THAT STUDENTS CAN ARTICULATE/DEMONSTRATE EITHER PROFICIENCY OR PROGRESS TOWARD THE TARGET SKILL(S)*** • End of session assessment is ***DESIGNED TO ACCOMMODATE*** for the developmental level of the student(s)	• Checks for understanding from all students ***REGULARLY THROUGHOUT*** the session • As needed, the therapist demonstrates content and instructional flexibility to ensure successful new learning for students by adjusting ***MORE THAN ONE*** of the following: o Content task analysis or reteaches the target skill o Instructional strategies (e.g., pacing, questioning, grouping, etc.). o Cognition level • At end of the therapy session, shows evidence from a formal or informal assessment indicating that students can individually articulate/demonstrate either proficiency or progress toward the target skill(s) ***AND ARTICULATES THE RESULTS OF THE ASSESSMENT/PROGRESS TO THE STUDENT IN A DEVELOPMENTALLY APPROPRIATE FORMAT.*** • End of lesson assessment is designed to accommodate for the developmental level of the student(s)

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Collaboration and ~~I~~implementation	• Therapist makes decisions based on self-serving interests and often is closed to special education team decisions • May participate with special education team but ***CONTRIBUTIONS ARE MINIMAL*** • Therapist is regularly disrespectful to or interacts with other staff members in a manner that significantly impacts or prohibits collaboration.	• Therapist's decisions are based on limited though genuinely professional consideration. Therapist is receptive to special education team decision making. • Therapist participates as a special education team member but ***INCONSISTENTLY CONTRIBUTES OR ASSISTS*** the team in monitoring student learning and/or design interventions. • Therapist inconsistently demonstrates professional respect ~~is~~ with other staff members, resulting in only some negative impact on collaborative relationships.	• Therapist collaborates with colleagues to support the mission, vision, and goals of the school/district as well as IEP goals to support the needs of the student. Therapist is consistently receptive and participates in special education team decision making. • Therapist contributes to the success of the special education team in planning and designing intervention related to IEP goals. • Therapist generally demonstrates professional respect for staff members and displays active listening and responding.	• Therapist takes a leadership role in the special education team decision making and helps ensure that such decisions are based on the highest professional standards and align to the mission, vision, and goals of the school and student IEP to support the needs of the students. Therapist encourages equal participation of all members and promotes consensus decision making • Therapist takes leadership in special education team planning of interventions related to IEP goals. • Therapist consistently demonstrates professional respect for all staff members, displays active listening and responding skills, and is proactive in establishing collaborative relationships
Data ~~D~~driven ~~D~~decision ~~M~~making	• ***NO DATA*** is collected related to therapy sessions regarding student performance • Therapist ***DOES NOT KEEP*** a therapy log. • Therapy target skills and activities are derived from a pre-determined sequence and not reflective of student performance data.	• Therapist occasionally collects individual student data related to therapy sessions or typically collects only whole group data. • Therapist keeps a therapy log tracking student progress, but ***EACH SESSION IS NOT DOCUMENTED***. • Therapist's plans for future therapy sessions are reflective only of ***WHOLE GROUP DATA*** collected from therapy sessions.	• Therapist regularly collects individual student data related to therapy sessions in order to monitor student progress on targeted skills. • Therapist keeps a therapy log tracking student progress and each session is documented, ***INCLUDING MISSED SESSIONS***. • Therapist's plans for future therapy sessions are reflective of ***INDIVIDUAL STUDENT DATA*** collected from therapy sessions.	• Therapist regularly collects individual student data related to therapy sessions using measures in order to monitor student progress on targeted skills and IEP goals. • Therapist keeps a therapy log tracking student progress, each session is documented - including missed sessions - ***AND LOG IS DETAILED SO THAT OTHER PROFESSIONALS CAN FOLLOW STUDENT PROGRESS AND MAKE DECISIONS FOR FUTURE NEEDS, IF NECESSARY.*** • Therapist uses individual student data collected from therapy sessions plan future therapy sessions and to ***DEVELOP IEPS*** with fully developed present levels and goals.

Domain III : Treatment/Therapy Implementation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Teaching to the ~~T~~target ~~S~~skill	• Target skill is ***NOT COMMUNICATED***. • Sub-skills are ***NOT EVIDENT*** or may include irrelevant or confusing sub-skills. • Information is ***NOT ALIGNED*** to the target skill, is ***INACCURATE***, ***AND/OR IMPEDES LEARNING***.	• Communicates a target skill, but expectations for student performance are ***UNCLEAR*** OR target skill or teaching may ***NOT*** be at the correct level of development for the students. • Some essential sub-skills ***MAY BE MISSING*** or may not be completely sequenced or aligned. • Sub-skills are ***NOT*** taught one at a time. • ***SOME*** information, responses, activities, and questions are ***ALIGNED***, ***BUT CRITICAL INFORMATION MAY BE MISSING.***	• Communicates a target skill which ***CLEARLY*** communicates expected student performance which is at the ***CORRECT LEVEL*** of development for the students. • Sub-skills are measurable, sequenced, and aligned to the target skill and ***TO ONE ANOTHER***. • ***ALL*** essential sub-skills are taught one at a time. • ***MOST*** information, responses, activities, and questions are ***ACCURATE AND ALIGNED*** to the target skill and sub-skills.	• Communicates a target skill which clearly communicates expected student performance which is at the correct level of development for the students. • Sub-skills are ***CONSISTENTLY*** measurable, sequenced, aligned to the target skill, aligned to one another, and ***CONNECTED TO PRIOR LEARNING***. • All essential sub-skills are taught one at a time, ***AND SUB-SKILLS ANTICIPATE MISCONCEPTIONS***. • Information, responses, activities, and questions are accurate and ***CONSISTENTLY*** aligned to the target skill and sub-skills.

Domain IV: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Demonstrating knowledge of district, state, and federal regulations and guidelines	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies
Demonstrates knowledge of resources, both within and beyond the district	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Standards and ~~C~~confidentiality	Therapist displays lack of integrity in interactions with colleagues, students, and the public and violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Personal and ~~P~~professional	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of personal/professional skills.	Therapist's participation in professional development activities is limited to those that are convenient or are required.	Therapist seeks out opportunities for professional development based on an individual assessment of need and to stay current in the profession.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or providing supervision to therapy assistants or university students.
Organizing time adequately in order to meet job requirements	Therapist fails to set priorities, resulting in confusion, missed deadlines and scheduling conflicts.	Therapist's time management skills are such that essential activities are carried out, but not on a consistent basis allowing for missed deadlines and scheduling conflicts	Therapist exercises good judgment in setting priorities, resulting in clear organized schedules and important work being accomplished by meeting deadlines.	Therapist demonstrates efficient and effective time-management skills that encourage and allows for other IEP and MET team members to have adequate time for preparation and participation in meetings. All deadlines are accomplished on time.

Domain V: Documentation of Evaluation and Therapy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Conducts ~~E~~evaluations to ~~D~~determine Special Education ~~E~~eligibility	• Review of Existing Data includes ***LIMITED*** information about motor skills, ***OR*** uses data from a ***SINGLE SOURCE.*** • There is ***NO DOCUMENTATION*** of parental consent being received (or documentation of any efforts to obtain for a reevaluation) • ***NOT*** all areas related to the motor areas of concern were assessed • ***DOES NOT*** include any curriculum-based assessment data. • Uses numerous ***INVALID OR UNRELIABLE*** assessment instruments or methods. • Uses ***FEW OR NO*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ***OR FEW OR NO*** assessments are administered in a language and form most likely to yield accurate information.	• Ensures that the Review of Existing Data includes ***ENOUGH*** information about motor skills to identify areas of concern, using data from a ***LIMITED NUMBER*** of sources***.*** • Began the collection of additional data ***PRIOR TO RECEIVING*** parental consent (or prior to efforts to obtain for a reevaluation) ***OR CONSENT NOT OBTAINED FOR ALL AREAS BEING ASSESSED.*** • ***NOT*** all areas related to the motor areas of concern were assessed • ***INCLUDES*** only formal ***OR*** informal curriculum-based assessment data or information within the report. • ***MOST***, but not all assessment instruments or methods are valid and reliable, ***OR AN INSTRUMENT IS USED IN A MANNER FOR WHICH IT WAS NOT DESIGNED***. • Uses ***MOSTLY*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ensuring that ***MOST*** assessments are administered in a language and form most likely to yield accurate information	• Ensures that the Review of Existing Data includes information about motor skills, using data from a ***VARIETY*** of sources, ***INCLUDING MOST TEAM MEMBERS AND PREVIOUS EVALUATIONS (IF AVAILABLE)***. (II.A.2.1; II.A.2.3) • ***CONFIRMED THAT PARENTAL CONSENT WAS RECEIVED FOR ALL AREAS TO BE ASSESSED*** (or documented efforts to obtain for a reevaluation) ***PRIOR*** to any additional data being gathered. (II.A.3.3) • ***ALL*** areas related to the motor areas of concern are assessed ***USING EITHER FORMAL OR INFORMAL MEASURES.***. (II.A.4.1) • Includes curriculum-based assessment data and information within the report from ***BOTH*** formal assessments (K-8 = district benchmarks, DIBELS, BRI/SRI, Teaching Strategies GOLD etc.) ***AND*** informal assessments (Common Formative Assessments, teacher-made assessments, work samples, etc.). For an initial evaluation of a preschool-aged child, includes data in all CDA areas from the Preschool Screening AND early intervening services documentation (AzIEP referral, IFSP, etc.) when available.(II.A.2.2; II.A.2.4) • Uses ***ONLY*** valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses ***ONLY*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student: o Ensuring that ***ALL*** assessments are administered in a language and form most likely to yield accurate information and explaining any limitations of assessment instruments with diverse populations ***AND*** o Shows evidence and explains how cultural and linguistic factors impact the student's individual performance on assessments, and o Provides written documentation of consultation with a bi-lingual evaluator (II.A.4.9)	• Ensures that the Review of Existing Data includes information about motor skills ***WITH INPUT*** from ***ALL TEAM MEMBERS*** the parent, teachers, service providers, and previous evaluations (if available). • Confirmed that parental consent was received (or documented efforts to obtain for a reevaluation) prior to any additional data being gathered ***AND ENSURES ADDITIONAL CONSENT OBTAINED IF NEW AREAS OF CONCERN ARISE***. • All areas related to the motor areas of concern are thoroughly assessed ***ACROSS SCHOOL SETTINGS*** using either formal or informal measures. • ***CONSIDERS AND EXPLAINS*** both formal and informal curriculum-based assessment data and information within the report. • Uses only valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses only valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ensuring that all assessments are administered in a language and form most likely to yield accurate information, explaining any limitations of assessment instruments with diverse populations ***AND SHOWS EVIDENCE AND EXPLAINS HOW CULTURAL AND LINGUISTIC FACTORS IMPACT THE STUDENT'S INDIVIDUAL PERFORMANCE ON ASSESSMENTS (FOR EXAMPLE: USES THE C-LIM ANALYSIS OF DATA)***

Domain V: Documentation of Evaluation and Therapy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Eligibility ~~D~~determination	• Summary is ***MISSING DATA*** related to the areas of motor disability OR critical data is missing. • ***DOES NOT INDICATE*** a potential need for related services or supplemental aides through data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides an ***INVALID*** explanation for how the final eligibility determination is supported by the data, ***OR ONLY REFERENCES DATA COLLECTED FROM A SINGLE TEAM MEMBER***. • If data indicates a possible medical condition, provides ***NO EXPLANATION*** of the impact of the condition on the eligibility determination.	• ***ENSURES*** the summary contains data related to the areas of motor disability, though data for ***SOME AREAS MAY BE MISSING***. • ***INDICATES*** a potential need for related services or supplemental aides through data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides ***AN INCOMPLETE BUT VALID*** explanation for how the final eligibility determination is supported by the data from ***MULTIPLE TEAM MEMBERS***. • If data indicates a possible medical condition, provides ***A LIMITED*** explanation of the impact of the condition on the eligibility determination.	• Ensures the summary contains data related to ***EACH COMPONENT*** of the areas of motor disability (OT: fine motor, sensory, visual motor integration, etc.; PT: mobility, gait, balance, etc.). (II.A.4.10-29) • Indicates a potential need for related services or supplemental aides through data which demonstrates ***A CONNECTION BETWEEN IDENTIFIED MOTOR DELAYS AND*** the student's performance in the educational setting ***AND*** progress in the general curriculum. (II.A.4.2; II.A.4.3) • In the summary, provides a ***COMPREHENSIVE AND*** valid explanation for how the final eligibility determination is supported by the data from multiple team members***, SPECIFYING WHETHER OR NOT THE STUDENT IS ELIGIBLE IN EACH COMPONENT OF THE AREAS OF MOTOR DISABILITY.*** • If data indicates a possible medical condition, provides ***A THOROUGH*** explanation of the impact of the condition on the eligibility determination. (II.A.4.5; II.A.4.6)	• Ensures the summary contains data related to each component of the areas of motor disability (OT: fine motor, sensory, visual motor integration, etc.; PT: mobility, gait, balance, etc.). • Indicates a potential need for related services or supplemental aides ***BY THOROUGHLY EXPLAINING*** data which demonstrates the impact of the identified motor delays on the student's performance in the educational setting and progress in the general curriculum. • In the summary, provides a comprehensive and valid explanation for how the final eligibility determination is supported by the data, from ***ALL*** team members***,*** specifying whether or not the student is eligible in each component of the areas of motor disability. • If data indicates a possible medical condition, provides a thorough explanation of the impact of the condition on the eligibility determination, ***INCLUDING HOW THE CONDITION WAS ADDRESSED THROUGOUT THE EVALUATION PROCESS.***

Domain V: Documentation of Evaluation and Therapy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Written ~~E~~evaluation ~~R~~reports	• When assessment results are presented in the report, the report includes only information about what ***A FEW*** assessments measure, and ***ASSESSMENT SCORES AND RESULTS FOR MULTIPLE TESTS ARE IMPROPERLY REPORTED***. • When assessment results are presented in the report, student specific strengths and weaknesses are ***NOT PROVIDED***. • The language and writing skills used in the report ***GENERALLY INTERFERE*** with the overall readability and understanding of the whole report, ***WHICH MAY INCLUDE*** significant spelling and/or grammatical errors are present, ***POOR ORGANIZATION, AN OVERLY INFORMAL VOICE, OR UNEXPLAINED PROFESSIONAL JARGON.*** • Provides ***LIMITED OR UNALIGNED*** recommendations based on the therapist's areas of assessment ***OR*** the need for assistive technology ***IS NOT ADDRESSED, EVEN IF*** additions & modifications to services are recommended.	• When assessment results are presented in the report, ensures that the report includes information about what ***MOST*** assessments measure and ***THAT MOST ASSESSMENT SCORES AND RESULTS ARE PROPERLY REPORTED.*** • When assessment results are presented in the report, student specific strengths and weaknesses are ***ONLY*** provided in ***SOME*** areas of assessment. • The language and writing skills used in the report ***GENERALLY CONTRIBUTE*** to the overall readability and understanding of the whole report, ***THOUGH*** frequent spelling and/or grammatical errors, some poor organization, informal voice, and/or some unexplained professional jargon are present. • Provides ***MULTIPLE GENERAL*** recommendations based on the therapist's areas of assessment ***WHICH BROADLY ALIGN*** to the educational needs of the student, including the need for assistive technology, ***THOUGH*** additions & modifications to services ***MAY BE MISSING***.	• When assessment results are presented in the report, ensures that the report includes information about what ***EACH*** assessment measure and that ***ALL*** assessment scores and results are properly reported. • When assessment results are presented in the report, student specific strengths and weaknesses is provided in ***ALL*** areas of assessments ***PROVIDED BY THE THERAPIST***. ***(e.g. OT: fine motor, sensory, visual motor integration; PT: mobility, gait, balance, etc.).*** • The language and writing skills used in the report contribute to the readability and understanding ***of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility)***. • Provides multiple ***STUDENT-SPECIFIC*** recommendations based on the therapist's areas of assessment which are related to the educational needs of the student, including the need for assistive technology ***AND*** additions & modifications to services (II.A.4.3; II.A.4.4)	• When assessment results are presented in the report, ensures that the report includes information about what each assessment measures and that all assessment scores and information are properly reported. • When assessment results are presented in the report, student specific strengths and weaknesses is provided in all areas of assessment provided by the therapist and draws from assessments provided by ***MULTIPLE EVALUATORS***. • The language and writing skills used in the report contribute to the readability and understanding of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility) ***AND ENSURES THAT KEY PROFESSIONAL CONCEPTS ARE PRESENTED TO SUPPORT THE LAYPERSON'S (e.g. PARENT) UNDERSTANDING.*** • Provides ***A COMPREHENSIVE LIST OF*** student-specific recommendations based on the therapist's areas of assessment and related to the educational needs of the student, including the need for assistive technology and additions & modifications to services, ***MAKING CLEAR CONNECTIONS TO THE STUDENT'S OVERALL MOTOR PROFILE***.
Alignment ~~B~~between the MET and IEP	• ***DOES NOT*** ensure an alignment among the evaluation results, IEP PLAAFP, or IEP goals • ***DOES NOT*** ensures that ***EITHER*** recommended accommodations or assistive technology are reflected throughout the IEP.	• ***ENSURES*** an alignment from the evaluation results to ***EITHER*** the present levels ***OR*** the goals in the IEP • ***ENSURES*** that ***SOME*** recommended accommodations ***OR*** assistive technology are reflected throughout the IEP.	• Ensures an alignment from the evaluation results to ***BOTH*** the present levels and the goals in the IEP • Ensures that ***MOST*** recommended accommodations ***AND*** assistive technology are reflected throughout the IEP.	• Ensures an alignment from the evaluation results to both the present levels and the goals in the IEP • Ensures that most recommended accommodations and assistive technology are reflected throughout the IEP ***AND PROVIDES JUSTIFICATION FOR THEIR INCLUSION.***
Submission of ~~P~~progress ~~R~~reports	• Quarterly documentation indicates that the therapist has ***NOT*** signed progress reports for ***AT LEAST 20% OF*** students receiving services	• Quarterly documentation indicates that the therapist has signed progress reports for ***MOST*** students receiving services	• Quarterly documentation indicates that the therapist has signed progress reports for ***ALL*** students receiving services.	• Quarterly documentation indicates that the therapist has signed progress reports for all students receiving services

Domain V: Documentation of Evaluation and Therapy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Submission of Medicaid ~~B~~billing	• Monthly reports indicate that Medicaid billing has been initiated for ***less than 75%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that ***THERE IS ANY*** Medicaid billing has been ***NOT BEEN*** confirmed within ten weeks following the end of the billing month (e.g. August billing has ***NOT*** been completed by November 15th). • Monthly reports indicate that therapy notes have been written for ***LESS THAN 75%*** of Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for ***at least 75%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that all Medicaid billing has been confirmed ***WITHIN TEN WEEKS*** following the end of the billing month (e.g. August billing has been completed by ***NOVEMBER 15TH***). • Monthly reports indicate that therapy notes have been written for ***AT LEAST 75%*** of Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for ***100%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that all Medicaid billing has been confirmed ***WITHIN SIX WEEKS*** following the end of the billing month (e.g. August billing has been completed by ***OCTOBER 15TH***). • Monthly reports indicate that therapy notes have been written for ***ALL*** Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for 100% of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th). • Monthly reports indicate that all Medicaid billing has been confirmed within ***TWO WEEKS*** following the end of the billing month (e.g. August billing has been confirmed by ***SEPTEMBER 15TH***). • Monthly reports indicate that therapy notes have been written for all Medicaid billing.

Glendale Elementary School District #40

School Psychologist Evaluation Handbook

Adopted by the Governing Board
~~07/27/17~~

ALL SCHOOL PSYCHOLOGISTS 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 on our webpage at www.gesd40.org**
- **Click on Community tab and then Governing Board**
- **On the left hand side of the page, click on "~~GESD~~ Policy Manual"**
- **Scroll down and click on the "red cross" next to Glendale Elementary School District in the list of districts at the left.**
- **Click on Section G.**
- **Click on policy GCO.**

~~**HOW TO ACCESS THE SITE ADMINISTRATOR'S EVAULATION HANDBOOK ONLINE**~~**Accessing Evaluation Handbooks**

1. Visit GESD's website-www.gesd40.org
~~2. Select '*Human Resources*' on the navigation menu (left hand side)~~
~~Under '*Teacher Evaluation Handbooks*', select '*Site Evaluator Handbook*' to view the entire handbook~~2. Click on '*Employees*' to access the Internal Website
3. Sign-in to the website with district login and password
4. Under the '*Employee Resources*' tab click on '*Employment Handbooks and Information*'
5. Click on '*Evaluation Handbooks*' and then on ~~Occupational and Physical Therapist Evaluation Handbook~~evaluation handbook you would like to review

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SCHOOL PSYCHOLOGIST
PERFORMANCE EVALAUTION HANDBOOK

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SECTION 1: INTRODUCTION

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District Philosophy

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GESD believes the School Psychologist evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the learning of our students.

Statement of Purpose

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The purpose of the District's School Psychologist evaluation system is to improve the quality of services and to work toward common goals for the improvement of student learning.

The School Psychologist Evaluation System:

- safeguards and improves the quality of services received by the students
- structures professional dialogue and feedback between School Psychologist and principal
- provides the School Psychologist with opportunities for professional growth, strategies for improvement, or extra assistance as needed
- clarifies expectations relative to job performance for all School Psychologists
- increases School Psychologist competency
- includes procedural due process for dismissal
- complies with Arizona Revised Statutes

School Psychologist Standards

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The school psychologist evaluation system is based on the domains developed within the National Association of School Psychologists (NASP) practice model. School psychologists work with students and their families to support students' social, emotional and behavioral health. Research has shown that students who receive this type of support achieve better in school. (Bierman et al. 2011; Durlack et al., 2011, Fleming et al., 2005; Greenberg et al. 2003; Welsh, Parke, Widaman, & O'Neil, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004). School Psychologists also work with school teams to support the success of students through a variety of means including assessment, consultation and review of student performance data.

It is important to note that the NASP practice model is based on a psychologist to student ratio of 1 to 500-700 students. In GESD at this time the average ratio is about to 1 to 1200 students. Therefore, there have been some revisions to the NASP domains to account for the increased ratio and emphasis on evaluation and consultation rather than direct services to students at this time. (2013) NASP recommends that an individual credentialed in school psychology participate in the evaluation of the school psychologist. In addition, NASP recommends that multiple sources of data be collected in the evaluation of the school psychologist.

NASP Practice Model and Domains

Practices that Permeate All Aspects of Service Delivery
Domain 1: Data-based decision making and accountability
Domain 2: Consultation and collaboration
Direct and Indirect Services for Children, Families and Schools
Domain 3: Interventions and instructional support to develop academic skills
Domain 4: Provides mental health support to develop social-emotional skills
Domain 5: Preventative and responsive services
Domain 6: Family-school collaboration services
Foundations for Service Delivery
Domain 7: Diversity in development and learning

Domain 8: Legal, ethical and professional practice

GESD Professional School Psychologist Standards

Facilitates Special Education Process

- Explains the referral process (Child Find) to staff and parents
- Procedural Safeguards
- MET meetings
- Communicates information from evaluations
- Facilitates Manifestation Determination meetings
- Leadership of site special education team

Support Services

- Functional Behavioral Assessment and positive behavior supports
- Data-Based Recommendations for Social, Emotional, Behavioral Supports
- Promotes resiliency and safe and violence-free schools
- Threat assessments
- Connecting families with community resources

Professionalism

- Compliance with policy
- Keeps current in legal and ethical issues and consults as situations arise
- Available, responsive and supportive to staff and parents
- Promotes respectful and supportive atmosphere with students, staff, and families
- Shows concern, respect, and sensitivity for the needs of all students and their families
- Professional ~~D~~development

Evaluation and Compliance

- Determination of ~~N~~need to ~~G~~gather ~~A~~additional ~~D~~data
- Conducts ~~E~~evaluations to ~~D~~determine Special Education ~~E~~eligibility
- Eligibility ~~D~~determination
- Written ~~E~~evaluation ~~R~~reports
- Notices
- Submission of METs

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Legal Criteria

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In seeking equitable treatment of certificated employees, these evaluation procedures were developed with the advice of employees serving in aligned roles (e.g. Occupational Therapists, Physical Therapists, School Psychologists, Social Emotional Learning Specialists, and Speech Therapists).

Evaluation System Review Formatted: Font: Bold

The School Psychologist Evaluation Committee will meet each year to consider the development and periodic evaluation of the School Psychologist performance evaluation system no later than March.

Assurances Formatted: Font: Bold

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

Confidentiality Formatted: Font: Bold

The Glendale Elementary School District will comply with all applicable confidentiality provisions with respect to the performance evaluations of staff.

Elements of Evaluation Formatted: Font: Bold

School Psychologists shall be evaluated into one of four performance classifications: Hhighly eEffective, eEffective, dDeveloping, iIneffective.

Summative Evaluation Frequency Formatted: Font: Bold

All School Psychologists shall be evaluated once each year

Formal Observations Formatted: Font: Bold

There shall be one observation of the School Psychologist demonstrating skills in a complete and uninterrupted Multidisciplinary Evaluation Team meeting.

Communications with School Psychologist Formatted: Font: Bold

Evaluator must provide:

- Written feedback to School Psychologist within ten (10) business days after a formal observation.
- Copy of written summative evaluation within five (5) days after its completion.

After School Psychologist receives evaluation, Board designee, or a qualified evaluator, must:

- Confer with School Psychologist regarding specific recommendations for areas of improvement and professional development opportunities.
- Follow up with School Psychologist after a reasonable period of time to determine whether the School Psychologist is demonstrating adequate performance.

Evaluation Report Contents Formatted: Font: Bold

Evaluation report must include:

- School Psychologist's performance classification and
- Recommendations for areas of improvement "if performance warrants improvement."

Appeal Formatted: Font: Bold

Psychologists who disagree with their summative evaluation may file an appeal if permitted to do so under Arizona law and Board policy.

SECTION 2: THE EVALUATION SYSTEM

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

EVALUATION SYSTEM TRAINING

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Qualified Evaluator Training

- Each School Psychologist will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate School Psychologists to serve as evaluators for the District's School Psychologist performance evaluation system. Such persons will be the same persons designated by the Governing Board as qualified evaluators for teachers.
- The Governing Board shall ensure that evaluators are qualified to evaluate School Psychologist, by delegating to the Administration the responsibility for ensuring that evaluators are provided with the appropriate training.
- The qualifications required of qualified evaluators are as follows:
    - Knowledge
        - Knowledge of district's Professional Standards
        - Knowledge of district evaluation system
        - Knowledge of policies, laws, and regulations related to 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 School Psychologists regarding their evaluation & individual professional development plan
        - Communicates areas of instructional strength to School Psychologist
        - Specifies areas of refinement to School Psychologist
        - Provides systematic, ongoing support for School Psychologists 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.

School Psychologist Training

- The evaluation process is reviewed with all School Psychologists within the first three weeks of the start of school year with the appropriate qualified evaluator(s).

EVALUATION COMPONENTS

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The final School Psychologist evaluation classification will be determined using a combination of site performance and review of their contributions to special education compliance documentation (e.g. Multidisciplinary Evaluations and Prior Written Notices).

School Psychologists will be observed and rated on the following domains by their home school evaluator:

- Facilitates Special Education Process
- Support Services
- Professionalism

School Psychologists will be observed and rated on the following domain by an evaluator assigned to the Special Education Department at the district office. Classifications on these elements will be shared with the home school evaluator and integrated into the overall classification during the post-observation process.

- Evaluation and Compliance

School Psychologist Performance

School Psychologist performance will be a result of data collected from at least one observation during multidisciplinary evaluation team meetings. Additional data may be collected from the post-conference, mid-year conference/feedback session, and additional artifacts. As a result of the data collected elements from the School Psychologist Evaluation Rubric will receive individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Performance will be determined using the following scoring adaptor:

Facilitates Special Education Process	43- Highly Effective 2-Effective No Developing No Ineffective	4-~~Effective~~/Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing ~~3-Developing~~ 1-Ineffective	4-Highly Effective/Effective/ Developing 2- Ineffective
Support Services	3-Highly Effective 2-Effective No Developing No Ineffective	4-~~Effective~~/Highly Effective/Effective 2-Developing No Ineffective	4-Highly Effective/ Effective/Developing ~~2-Developing~~ No Ineffective	3-Highly Effective/Effective/ Developing 2~~1~~-Ineffective
Professionalism	43- Highly Effective 2-Effective No Developing No Ineffective	4-~~Effective~~/Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing ~~3-Developing~~ 5-~~No~~ Ineffective	4-Highly Effective/Effective/ Developing 2~~1~~- Ineffective

Compliance Documentation

School Psychologist compliance documentation will be a result of data collected through a review of at least one complete student special education file. Such a review will be conducted by a qualified evaluator within the special education department. As a result of the data collected elements from the School Psychologist Evaluation Rubric will receive individual classifications of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Compliance Documentation will be determined using the following scoring adaptor:

Evaluation and Compliance	43- Highly Effective 2-Effetive No Developing No Ineffective	4-~~Effective~~/Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing ~~3-Developing~~ 1-Ineffective	4-Highly Effective/Effective/ Developing 2- Ineffective

Summative Evaluation

All the domain classifications will then be used to determine the overall Speech Therapist's performance classification for the summative evaluation using the following score adaptor:

Highly Effective	2 Highly Effective Domains No Developing Domains

	No Ineffective Domains
Effective	3 Effective / Highly Effective Domains No Ineffective Domains
Developing	2 Developing Domains No Ineffective Domains
Ineffective	1 Ineffective Domain

EVALUATION PROCESS, PROCEDURES & RESPONSIBILITIES

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Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal Setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and Teacher	Returning teachers – Spring New teachers- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data Collection through Observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th Unannounced before April 1st. Throughout the year.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference
Data Collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and Teacher	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference
Mid-year Conference/Feedback Session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and Teacher	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative Evaluation	Provide written final classification to the teacher and facilitate a conference with the teacher. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

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Individual Goal Plan

- The purpose of the Individual Goal Plan is to set improvement goals, based on elements identified in the rubric.
- While the self-scored rubrics are for the sole use of the School Psychologist 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 School Psychologist and the administrator. The self-scored rubric should be discussed as a source of goals, objectives, and targets for observations.
- Each School Psychologist will collaborate with the administrator to develop an Individual Goal Plan in the spring after their Summative conference.

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Commented [GS4]: Again goal plans not available in Spring

- Each first-year School Psychologist will collaborate with the administrator to develop an Individual Goal Plan in the fall after their first observation and conference.
- After goals have been set, School Psychologist and administrator will discuss data to document the goals. The goals will be based on identified elements within the rubrics.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the evaluation rubric.
- The administrators will assign classifications to each element, for each domain based on observation, artifacts and mid-year conferences/feedback. Based on element and domain classifications the School Psychologist will receive an overall performance classification as indicated above.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrators will set up time with staff members for a summative evaluation conference.
- The administrator and the School Psychologist will discuss the rubric classification and comments.
- The School Psychologist may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and School Psychologist will discuss growth from the fall to the spring on the (un)announced observations, mid-year conference/feedback, and additional artifacts. Evidence of progress on the School Psychologist's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be selected and developed by the evaluator and evaluatee for the upcoming school year and listed on the summative evaluation.
- The administrator and the School Psychologist sign the summative evaluation documents.
- School Psychologists may address the evaluation feedback by writing a response in the evaluatee's comment section OR
- The School Psychologist may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.
- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the School Psychologist within five (5) days after completion of the evaluation.

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SECTION 3: DATA COLLECTION MECHANISMS

OBSERVATION TYPES & PROCEDURES

- All School Psychologist, both probationary and continuing, are required to have one observation of a multidisciplinary evaluation team meeting. The first observation will be an announced observation and the second unannounced observation will be optional if a Developing in any domain occurs during the announced observation and/or at the discretion of the evaluator.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all unannounced observations should be completed by April 1st.
- Each School Psychologist may be observed more than the minimum number of one observation. Additional observations may be announced or unannounced.
- The administrator(s) may appoint an alternate and/or include an additional qualified evaluator. The School Psychologist should be notified of this change prior to the observation.
- The School Psychologist 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, not will the request delay Board action on non-renewal or dismissal.
- Shared psychologist positions will be assigned a home school/site; however, the School Psychologist may be observed and data may be collected at any site to which the psychologist is typically assigned. The summative evaluation will be completed at the home school/site.

Announced Observation (prior to December 15th)

Evaluator will schedule a time to observe the psychologist during a complete and uninterrupted multidisciplinary team meeting. During the observation, the evaluator will collect data about elements within the evaluation rubric. The announced observation is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st) (Optional if a Developing in any domain and/or at the discretion of the evaluator)

The evaluator does not need to schedule a time with the School Psychologist for an unannounced observation. The unannounced observation should be of a complete and uninterrupted therapy session. During the observation the evaluator will collect data about elements within the evaluation rubric. The unannounced observation will be followed by a post-conference and written feedback within 10 days of the observation.

Post-Observation Conference

- (Un)announced observation must include a post-conference.
- School Psychologist will self-assess utilizing the School Psychologist evaluation rubric prior to the post-observation conference. The self-assessment is for the sole use of the School Psychologist and is not used for formal documentation in the evaluation. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between School Psychologist and administrator.
- The (un)announced post-observation conference shall be held within five (5) business days after the (un)announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the School Psychologist within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/enhancement or refinement/reinforcement and instructional strengths.
- If there are concerns with performance of probationary/continuing therapists, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

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File Reviews

- All School Psychologists, both probationary and continuing, will have data collected through one file review conducted by a qualified evaluator within the special education department at the district level. The file review will be scheduled so that classifications based on these reviews can be shared with home school/site evaluator in accordance with the required observation deadlines outlined in these procedures.
- File reviews will be done on files which are randomly selected from the list of files completed since the last observation or summative evaluation.

MID-YEAR CONFERENCE/FEEDBACK SESSION

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- All School Psychologists will have a mid-year conference/feedback session by January 30th, with their evaluator, each school year.
- Mid-year conferences/feedback session of at least thirty (30) minutes are considered part of the School Psychologist Evaluation System. Data from mid-year conference/feedback session should be included in the summative evaluation.
- Shared psychologist positions may participate in the mid-year conference/feedback session at the shared school/site. This mid-year conference/feedback session from the shared school/site may be reviewed with the home school/site evaluator.

ADDITIONAL ARTIFACTS

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The evaluator may use additional artifacts to inform their decision regarding psychologist's performance. Information gained from these artifacts should align to the elements and domains of the School Psychologist Evaluation Rubric. Data may include, but is not limited to:

- Meeting ~~S~~schedule
- Evaluation ~~L~~log
- Screening ~~L~~log
- Professional ~~D~~development ~~C~~certificates
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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Intervention Support Plan

- Following any observation, if a School Psychologist is classified less than "Effective" in any element, support may be given to the School Psychologist in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
- An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After four to six weeks of support, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Intervention Support Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4.
    - If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary Notice of Inadequate Classroom Performance will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

- In alignment with Governing Board GCO, a Preliminary Notice of Inadequate Performance will accompany the Performance Improvement Plan.
- If a School Psychologist is placed on a Performance Improvement Plan, the School Psychologist is entitled to obtain specific recommendations as to areas of improvement, shall be provided assistance and opportunities for the psychologist to improve his/her performance and follow up with the psychologist after a reasonable period of time for the purpose of ascertaining that the psychologist is demonstrating adequate performance.
- A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Performance Improvement Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5 or recommendation for dismissal may be initiated.
    - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
    - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.
- If the School Psychologist continues to demonstrate inadequate performance at the conclusion of the Performance Improvement Plan, 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 psychologist requests a hearing.
- A Continuing Psychologist may be returned to probationary status based upon their classification received.

Safeguards

- 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."

- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- The School Psychologist has a right to submit a written response to the evaluation per Policy GCO-R. Policy GCO-R provides in pertinent part: The School Psychologist may initiate a written reaction or response to the written evaluation. The School Psychologist's response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the School Psychologist has received a copy of the evaluation. A copy of the School Psychologist's response will be attached to the evaluation.
- Both evaluator and evaluatee may use the post conferences for identification and resolution of extenuating circumstances.
- 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.

SECTION 5: OBSERVATION RUBRIC

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Domain I: Facilitates Special Education Process				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Explains the Referral Process (Child Find) to staff and parents	• Confuses staff and parents as to how referrals are made or gives inaccurate information that does not follow district policy.	• Sometimes is able to explain the referral process. • Understands and can explain CST process, but • Lacks understanding of pre-referral process	• Consistently explains the referral process • Understands and explains the pre-referral process in detail. • Supports the Response to Intervention (RTI) process consistent with school implementation	• Consistently explains the referral process in detail. • Provides visual flow chart or documentation of the referral process for clarification. • Understands and can explain all the tiers of a Response to Intervention process, need for early interventions and progress monitoring. • Provides training on the Child Find process
Procedural Safeguards	• Procedural safeguards are not provided at required times and/or not explained to parents	• Procedural safeguards are provided at required times, but not explained to parents	• Procedural safeguards are provided at required times, and explained to parents	• Procedural safeguards are provided at required times, and thoroughly explained. • Accurately answers parent questions regarding procedural safeguards.
MET Meetings	• Does not follow an organized agenda for the meeting. • Does not allow or encourage active involvement by all participants.	• MET meetings are organized, but may take longer than necessary due to the team not adhering to the agenda losing focus, or spending too much time on one topic • Sometimes encourages others to participate.	• MET meetings are run in an efficient, organized and effective manner. • Encourages active involvement by all participants. • Verbalizes agenda and explains purpose for meeting	• MET meetings are run in an efficient and exemplary manner. • Consistently encourages and facilitates active involvement by all participants. • Facilitates conflict resolution when disagreements occur. • Provides team with a written agenda to facilitate the focus of the MET process
Communicates Information from Evaluations	• Does not explain evaluation results in meaningful manner. (For example, does not explain what test scores mean, what tests measure)	• Sometimes explains evaluation results in a meaningful manner. • May explain what test scores (e.g. Standard Scores, T-Scores, Percentiles, etc.) measure, • but not the implications of those scores	• Explains evaluation results in a meaningful manner. • Explains what test scores measure • and the implications of those scores	• Consistently explains evaluation results in a meaningful manner. • Explains what test scores mean, what the tests measure and • how this impacts the student's achievement. • Uses charts, graphs or other documents to assist in the meaningful interpretation of evaluation results.

Domain I: Facilitates Special Education Process				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Facilitates Manifestation Determination Meetings	• Is unfamiliar with procedural safeguards as they relate to discipline and disability	• Is familiar with procedural safeguards as they relate to discipline and disability and • Understands procedures to determine manifestation of behavior as it relates to a student's disability	• Is familiar with procedural safeguards as they relate to discipline and disability and • Understands procedures to determine manifestation of behavior as it relates to a student's disability and • Facilitates Manifestation Determination meetings and problem solves conclusions	• Is familiar with procedural safeguards as they relate to discipline and disability and • Understands procedures to determine manifestation of behavior as it relates to a student's disability and • Facilitates Manifestation Determination meetings and problem solves conclusions and • Trains others in how to facilitate Manifestation Determination meetings
Leadership of Site Special Education Team	• Declines or unable to assume leadership of the school's special education team. • Does not meet with special education team members consistently • Does not communicate critical special education information with site administration and other key personnel	• Assumes leadership of the school based special education team when directed to do so. • Sometimes conducts meetings with special education team • Sometimes communicates critical special education information (on the district, school, and student levels) with site administration and other key personnel	• Assumes leadership of the special education team as a standard expectation • Conducts regularly scheduled meetings with the special education team • Regularly communicates critical special education information (on the district, school, and student levels) with site administration and other key personnel	Fulfills the criteria for Effective and additionally: • Takes initiative in assembling materials for meetings. • Provides resources/trainings to a variety of audiences to increase understanding of special education, unique learning needs, and/or relevant topics in the field of school psychology

Domain II: Support Services				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Functional Behavior Assessment and Positive Behavior Supports	• Has limited knowledge of, and does not apply techniques of FBA and positive behavioral principles.	• Has knowledge of, but does not apply techniques of FBA and positive behavioral principles and	• Has knowledge of and applies techniques of FBA and positive behavioral principles	• Uses systematic decision making with knowledge of FBA, positive behavioral principles, behavior analysis and ABC.
Data-Based Recommendations for Social, Emotional, Behavioral Supports	• Is not knowledgeable of appropriate and evidence-based supports for behavior and social-emotional development. • Is unfamiliar with Positive Behavior Interventions and Supports (PBIS)	• Is knowledgeable of appropriate and evidence-based supports for behavior and social emotional development and • Inconsistently makes appropriate recommendations. • Is familiar with PBIS and • Has attended conferences/trainings on PBIS	• Is knowledgeable of appropriate and evidence-based supports for behavior and social emotional development and • Consistently makes appropriate recommendations. • Is proactive in recommending behavior supports during IEP development • Is proactive in assisting with school-wide PBIS when the school supports this initiative	• Is knowledgeable of appropriate and evidence-based supports for behavior and social emotional development and • Consistently recommends appropriate and evidence based supports for behavior and social/emotional development. • Consistently consults with parents and staff including Social Emotional Learning Specialist to support student behavior and social/emotional development. • Is proactive in recommending behavior supports during IEP development and • Provides leadership to the team in developing behavior supports • Provides leadership at the school and/or system level for school-wide PBIS when the school/district supports this initiative
Promotes R~~r~~esiliency and S~~s~~afe and V~~v~~iolence-free S~~s~~chools	• Does not collaborate with staff in preventative and responsive services.	• Sometimes consults with staff in reactive intervention, but seldom in proactive initiatives.	• Often promotes resiliency and a safe and conducive environment for learning for all students by collaborating in academic and mental health task forces within the school and community as is appropriate to carry out assigned tasks.	• Promotes recognition of risks, resiliency, and best practices. • Participates in the school crisis team. • Promotes methods of Positive Behavior Supports. • Participates in promoting safe and violence-free schools and communities. • Provides information, strategies, supports or training.
Threat Assessments	• Is not knowledgeable of and • Not supportive with issues related to threat assessments	• Demonstrates some knowledge and • Sometimes follows through with issues related to threat assessments.	• Is knowledgeable and • Consistently follows through related to threat assessment protocol when assigned this task.	• In knowledgeable and • Demonstrates leadership when participating on issues related to threat assessments and response plans when assigned this task.

Domain II: Support Services				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Connecting Families with Community Resources	• Is unaware of outside community resources available for families.	• Is aware of outside community resources to support families, but does not actively refer or connect families to resources.	• Is aware of outside community resources to support families and actively connects families to appropriate resources.	• Is aware of outside community resources to support families and actively connects families to appropriate resources. • Maintains ongoing contact with outside community resources and initiates contacts when needed.

Domain III: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Compliance with Policy (e.g. Attendance, timelines, dress code, duties, responsibilities, leaves policies, etc.)	• Refuses or deliberately after repeated directions • Makes no attempt to comply	• Makes some attempt to comply but does not follow through. • There are lapses in consistency with policy compliance.	• Consistently follows policy	• Consistently and clearly understands and implements policies • Assist others in understanding and following policies.
Keeps Ceurrent in ~~l~~Legal and Eethical ~~i~~Issues and ~~e~~Consults as ~~s~~Situations ~~a~~Arise	• Unable to consult regarding legal and ethical issues. • Uses dated or old materials and/or practice.	• Has some knowledge about legal/ethical guidelines, but does not implement consistently. • Usually uses materials and practices that are current.	• Is knowledgeable of legal/ethical guidelines and implements them in working with others in the educational setting. • Consults supervisor when difficult legal or ethical issues arise. • Consistently uses materials and practices that are current.	• Communicates knowledge of legal/ethical standards when individual situations arise. • Proactively anticipates legal concerns and ethical dilemmas and consults with supervisor to prevent problems.
Available, ~~r~~Responsive and Ssupportive to Sstaff and Pparents	• Does not return phone calls or emails within 48 hours • Rarely consults or collaborates with school staff, parents and outside agencies.	• Returns phone calls and emails inconsistently or not in a timely manner (i.e. within 48 hours) • Consults and collaborates with staff but • Rarely consults with parents and outside agencies	• Can be depended upon to respond promptly to phone calls and emails. • Uses the consultative process to address issues, effectively communicates, problem solves, plans and applies psychological and educational principles with staff and parents.	• Can be depended upon to respond promptly to phone calls and emails. • Is an active participant in IEP meetings when schedule allows • Consistently uses the consultative process to address issues, effectively communicates, problem solves, plans and applies psychological and educational principles with staff, parents and outside agencies to enhance collaboration.
Promotes R~~r~~espectful and Ssupportive A~~a~~tmosphere with Sstudents, Sstaff, and ~~f~~Families	• Does not promote a respectful, congenial and supportive atmosphere with staff. • Is disrespectful with staff. • Interactions with students are negative or inappropriate	• Is generally respectful congenial with staff, although not always supportive. • Somewhat limited in acceptance of others' ideas • Interactions are a mix of positive and negative; the School Psychologist's efforts at developing rapport are partially successful.	• Consistently respectful and congenial with staff and supportive of team practices. • Effectively facilitates communication and collaboration among staff and families. • Open minded and solicits input from all stakeholders • Interactions with students are positive and respectful	• Consistently respectful, congenial and supportive to staff offering suggestions when appropriate. • Open minded and seeks input from all stakeholders. • Interactions with students are positive and respectful • The school psychologist seeks to develop positive relationships with students

Domain III: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Shows Concern, respect, and Sensitivity for the Needs of All Students and Their Families	• Demonstrates a lack of respect for diversity among others. • Discriminatory in actions or words. • Lacks awareness around diversity or • Is resistant to promoting and supporting diverse populations.	• Has knowledge of diversity issues, but does not consistently apply this knowledge • Inconsistently shows respect to families and students from diverse backgrounds.	• Demonstrates tolerance of others' values and viewpoints. • Shows concern, respect and sensitivity for the needs of all students and their families, including those from diverse cultural and linguistic backgrounds. • Educates families about how to help their children be successful in school.	• Demonstrates tolerance of others' values and viewpoints. • Shows concern, respect and sensitivity for the needs of all students and their families, including those from diverse cultural and linguistic backgrounds. • Seen as a leader in providing services to support diversity in development and learning (e.g. in assessment, direct services and/or consultation). • Empowers families to participate in decision making for their child • Educates families about how to help their children be successful in school.
Professional Development	• Does not attend required trainings/professional development • Develops but does not implement his/her annual Individual Goal Plan and/or asks for little assistance. Rubric classification does not increase. • Fails to respond to feedback from supervisor(s) regarding the need for professional learning.	• Limited application or implementation of new knowledge from PD. • Attends required in-district professional development, but does not seek it out independently. • Develops and implements his/her annual Individual Goal Plan although an increase in rubric classification may not be realized. • Responds to constructive feedback.	• Attends required in-district professional development. • Develops and implements the requirements of his/her Individual Goal Plan as evidenced by an increased rubric classification in the goal area. • Responds well to constructive feedback. • Utilizes feedback to identify areas of professional growth. • Demonstrates application of knowledge/skills acquired from professional learning events.	• Actively seeks out new knowledge and training opportunities (such as state, local, and/or national conventions) and applies new knowledge and practice. • Holds NCSP credential and complies with all renewal guidelines regarding ethics and approved PD. • Participates in professional organizations, school, and/or district committees. • Develops and fulfills all requirements of his/her annual Individual Goal Plan as evidenced by an increased Rubric classification in the goal area. • Reflects critically on own skills and identifies professional learning needs. • Shares newly learned knowledge and practices with colleagues and school staff.

Domain IV: Evaluation and Compliance (Classified by District Level Evaluator Only)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Determination of Need to Gather Additional Data	• Review of Existing Data includes information about ***SOME*** educational areas (academics, communication, motor skills, social emotional skills, and workplace skills), ***OR*** uses data from a ***SINGLE SOURCE. OR PROVIDES TOO LITTLE INFORAMTION TO ADEQUATELY IDENTIFY AREAS OF CONCERN.*** • There is a ***LACK OF*** documentation of the ***EITHER THE PARENT PARTICIPATING OR THE ATTEMPTS TO INVOLVE THE PARENT*** in the decision to gather additional data ***OR*** the documentation indicates the decision was ***MADE UNILATERALLY BY THE EVALUATOR***. • ***DOES NOT*** explain the team's decision related to the gathering of additional data in identified areas of concern and/or suspected disability.	• Review of Existing Data includes enough information about ***ALL*** educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) to identify areas of concern, using data from a ***LIMITED NUMBER*** of sources**.** • Documents that ***MULTIPLE MEMBERS*** of the multidisciplinary evaluation team ***PARTICIPATED*** in the determination to gather additional data. ***DOCUMENTS*** either parent participation or the attempts to involve the parent. • ***EXPLAINS*** the team's decision for gathering additional data in identified areas of concern and/or suspected disability. ***HOWEVER, THE REASON GIVEN DOES NOT RELATE TO ONE OF THE FOUR OPTIONS LISTED UNDER EFFECTIVE***.	• Review of Existing Data includes information about all educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) to identify areas of concern, using data from a ***VARIETY*** of sources, ***INCLUDING, AT LEAST, THE PARENT, TEACHERS, SERVICE PROVIDERS, AND PREVIOUS EVALUATIONS (IF AVAILABLE)***. (II.A.2.1; II.A.2.3) • Documents that the ***ENTIRE*** multidisciplinary evaluation team participated in the determination to gather additional data. Documents either parent participation or the attempts to involve the parent. (II.A.3.1; II.A.3.2) • Explains the team's decision for gathering additional data in identified areas of concern and/or suspected disability. ***NOTES THE AREAS OF CONCERN FOR WHICH ADDITIONAL DATA IS NOT COLLECTED.*** The explained rationale for gathering additional data explicitly indicates at least one reason that the data is needed ***RELATED TO EITHER*** (a) determining if the child has or continues to have a disability; (b) identifying any educational needs of the child; (c) determining whether the child needs or continues to need special education or related services; or (d) making recommendations of supports and services to address any identified needs.	• Review of Existing Data includes information about all educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) ***WITH INPUT IN EACH AREA OF CONCERN*** from the parent, teachers, service providers, and previous evaluations (if available). • Documents that the entire multidisciplinary evaluation team ***ATTENDED A MEETING AND*** participated in the determination to gather additional data. Documents either parent participation or the attempts to involve the parent. • Explains ***BOTH*** (1) the team's decision for gathering additional data in identified areas of concern and/or suspected disability ***AND (2) FOR NOT GATHERING ADDITIONAL DATA IN OTHER AREAS OF CONCERN.*** The explained rationale for gathering additional data explicitly indicates at least one reason that the data is needed related to one of the four options listed under effective.

Domain IV: Evaluation and Compliance (Classified by District Level Evaluator Only)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Conducts Evaluations to Determine Special Education Eligibility	• There is ***NO DOCUMENTATION*** of parental consent being received (or documentation of any efforts to obtain for a reevaluation) • ***NOT*** all areas related to the suspected disability were assessed • ***DOES NOT*** include any curriculum-based assessment data. • Uses numerous ***INVALID OR UNRELIABLE*** assessment instruments or methods. • Uses ***FEW OR NO*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ***OR FEW OR NO*** assessments are administered in a language and form most likely to yield accurate information.	• Began the collection of additional data ***PRIOR TO RECEIVING*** parental consent (or prior to efforts to obtain for a reevaluation) ***OR CONSENT NOT OBTAINED FOR ALL AREAS BEING ASSESSED.*** • ***NOT*** all areas related to the suspected disability were assessed • ***INCLUDES*** curriculum-based assessment data or information within the report, but only **EITHER** formal ***OR*** informal assessments. • ***MOST***, but not all assessment instruments or methods are valid and reliable, ***OR AN INSTRUMENT IS USED IN A MANNER FOR WHICH IT WAS NOT DESIGNED***. • Uses ***A MAJORITY OF*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ensuring that ***MOST*** assessments are administered in a language and form most likely to yield accurate information.	• ***RECEIVED PARENTAL CONSENT FOR ALL AREAS TO BE ASSESSED*** (or documented efforts to obtain for a reevaluation) ***PRIOR*** to any additional data being gathered. (II.A.3.3) • ***ALL*** areas related to the suspected disability(ies) are assessed ***USING EITHER FORMAL OR INFORMAL MEASURES.*** (II.A.4.1) • Includes curriculum-based assessment data and information within the report from ***BOTH*** formal assessments (K-8 = district benchmarks, DIBELS, BRI/SRI, Teaching Strategies GOLD etc.) ***AND*** informal assessments (Common Formative Assessments, teacher-made assessments, work samples, etc.). For an initial evaluation of a preschool-aged child, includes data in all CDA areas from the Preschool Screening AND early intervening services documentation (AzIEP referral, IFSP, etc.) when available.(II.A.2.2; II.A.2.4) • Uses ***ONLY*** valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses ***ONLY*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student: o Ensuring that ***ALL*** assessments are administered in a language and form most likely to yield accurate information and explaining any limitations of assessment instruments with diverse populations ***AND*** o Shows evidence and explains how cultural and linguistic factors impact the student's individual performance on assessments (for example: uses the C-LIM analysis of data) and o Provides written documentation of consultation with a bi-lingual evaluator (II.A.4.9)	• Received parental consent (or documented efforts to obtain for a reevaluation) prior to any additional data being gathered ***AND ENSURES ADDITIONAL CONSENT OBTAINED IF NEW AREAS OF CONCERN ARISE***. • All areas related to the suspected disability(ies) are assessed using either formal or informal measures. • ***CONSIDERS AND EXPLAINS*** both formal and informal curriculum-based assessment data and information within the report. • Uses only valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses only valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student: o Ensuring that all assessments are administered in a language and form most likely to yield accurate information and explaining any limitations of assessment instruments with diverse populations and o Shows evidence and explains how cultural and linguistic factors impact the student's individual performance on assessments (for example: uses the C-LIM analysis of data) and o Provides written documentation of consultation with a bi-lingual evaluator.

Domain IV: Evaluation and Compliance (Classified by District Level Evaluator Only)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Eligibility Determination	• Summary is missing data related to the category(ies) of disability OR critical or legally required data is missing. • Does not indicate a potential need for specialized instruction through data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides an ***INVALID*** explanation for how the final eligibility determination is supported by the data, ***OR ONLY REFERENCES DATA COLLECTED FROM A SINGLE TEAM MEMBER***. • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***NO EXPLANATION*** of the impact of such concerns on the eligibility determination. • ***NOT*** all legally required members of the multidisciplinary evaluation team, participated in the eligibility determination ***OR***, for a specific learning disability, ***MEMBERS DID NOT*** indicate their agreement or disagreement. • ***BASED ON A REVIEW OF MULTIPLE FILES,*** eligibility determination is ***NOT*** made within the legally determined timelines following parent consent/written request **OR**, for a reevaluation, ***NOT*** prior to the expiration of the previous evaluation.	• ***ENSURES*** the summary contains data related to the category(ies) of disability, though some related data may be missing. • ***INDICATES A POTENTIAL NEED FOR SPECIALIZED INSTRUCTION THROUGH*** data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides ***AN INCOMPLETE BUT VALID*** explanation for how the final eligibility determination is supported by the data from multiple team members. • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***A LIMITED*** explanation of the impact of such concerns on the eligibility determination. • Documents that all the ***LEGALLY REQUIRED*** members of the multidisciplinary evaluation team, ***INCLUDING THE PARENT***, participated in the eligibility determination (though additional key members may not have participated) ***BUT***, for a specific learning disability, ***NOT ALL MEMBERS*** indicated their agreement or disagreement. • ***BASED ON A SINGLE FILE REVIEW,*** eligibility determination is not made within the legally determined timelines following parent consent/written request OR, for a reevaluation, not prior to the expiration of the previous evaluation.	• Ensures the summary contains data related to ***EACH CRITERIA*** of the considered category(ies) of disability, ***INCLUDING REQUIRED MEDICAL OR OTHER CERTIFICATIONS***. (II.A.4.10-29) • Indicates a potential need for specialized instruction through data which demonstrates ***A CONNECTION BETWEEN THE POTENTIAL DISABILITY AND*** the student's performance in the educational setting *AND* progress in the general curriculum. (II.A.4.2; II.A.4.3) • In the summary, provides a ***COMPREHENSIVE AND*** valid explanation for how the final eligibility determination is supported by the data from multiple team members***, SPECIFYING WHETHER OR NOT THE STUDENT IS ELIGIBLE IN EACH SUBCATEGORY OF THE CATEGORY OF ELIGIBILITY.*** • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***A THOROUGH*** explanation of the impact of such concerns on the eligibility determination. (II.A.4.5; II.A.4) • Documents that the ***ENTIRE*** multidisciplinary evaluation team, including the parent and involved related service providers, participated in the eligibility determination ***AND***, for a specific learning disability, indicated their agreement or disagreement. (II.A.4.7-8;II.A.4.24) • Eligibility determination ***IS MADE*** within the legally determined timelines following parent consent/written request OR, for a reevaluation, prior to the expiration of the previous evaluation. (II.A.5)	• Ensures the summary contains data related to each criteria of the considered category(ies) of disability, including required medical or other certifications. • Indicates a potential need for specialized instruction ***BY THOROUGHLY EXPLAINING*** data which demonstrates the impact of the potential disability on the student's performance in the educational setting and progress in the general curriculum. • In the summary, provides a comprehensive and valid explanation for how the final eligibility determination is supported by the data from ***ALL*** team members, specifying whether or not the student is eligible in each subcategory of the category of eligibility ***AND WHICH PROVIDES VALID EXPLANATIONS FOR WHY OTHER CATEGORIES OF DISABILITY ARE NOT SUPPORTED BY THE DATA.*** • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides a thorough explanation of the impact of such concerns on the eligibility determination, ***INCLUDING HOW SUCH CONCERNS WERE ADDRESSED THROUGHOUT THE EVALUATION PROCESS.*** • Documents that the entire multidisciplinary evaluation team, including the parent and involved related service providers, participated in the eligibility determination AND, for a specific learning disability, indicated their agreement or disagreement. • Eligibility determination is made within the legally determined timelines following parent consent/written request OR, for a reevaluation, prior to the expiration of the previous evaluation.

Domain IV: Evaluation and Compliance (Classified by District Level Evaluator Only)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Written Evaluation Reports	• When assessment results are presented in the report, the report includes only information about what ***A FEW*** tests measure, and ***TEST SCORES FOR MULTIPLE TEST ARE IMPROPERLY REPORTED***. • When test results are presented in the report, student specific strengths and weaknesses are ***NOT PROVIDED***. • The language and writing skills used in the report ***GENERALLY INTERFERE*** with the overall readability and understanding of the whole report, ***which may include*** significant spelling and/or grammatical errors are present, ***POOR ORGANIZATION, AN OVERLY INFORMAL VOICE, OR UNEXPLAINED PROFESSIONAL JARGON.*** • Provides ***LIMITED OR UNALIGNED*** recommendations ***OR*** the need for assistive technology ***IS NOT ADDRESSED, EVEN IF*** additions & modifications to services are recommended.	• When assessment results are presented in the report, ensures that the report includes information about what ***MOST*** tests measure and ***THAT MOST TEST SCORES ARE PROPERLY REPORTED.*** • When test results are presented in the report, student specific strengths and weaknesses are ***ONLY*** provided in ***SOME*** areas of assessment. • The language and writing skills used in the report ***GENERALLY*** contribute to the overall readability and understanding of the whole report, ***THOUGH*** significant spelling and/or grammatical errors are present. • Provides ***MULTIPLE GENERAL*** recommendations ***WHICH MOSTLY ALIGN*** to the educational needs of the student, including the need for assistive technology, ***THOUGH*** additions & modifications to services ***MAY BE MISSING***.	• When assessment results are presented in the report, ensures that the report includes information about what ***EACH*** test measures and that ***ALL*** test scores are properly reported. • When test results are presented in the report, student specific strengths and weaknesses are provided in ***EACH AREA OF ASSESSMENT FOR WHICH THE PSYCHOLOGIST IS RESPONSIBLE (e.g. COGNITIVE, ACHIEVEMENT, ADAPTIVE, SOCIAL/EMOTIONAL, etc.)*** • The language and writing skills used in the report contribute to the readability and understanding ***of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility)***. • Provides multiple ***STUDENT-SPECIFIC*** recommendations related to the educational needs of the student, including the need for assistive technology ***AND*** additions & modifications to services (II.A.4.3; II.A.4.4)	• When assessment results are presented in the report, ensures that the report includes information about what each test measures and that all test scores are properly reported. • When test results are presented in the report, student specific strengths and weaknesses are provided in each area of assessment for which the psychologist is responsible (e.g. cognitive, achievement, adaptive, social/emotional, etc.) • The language and writing skills used in the report contribute to the readability and understanding of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility) ***AND ENSURES THAT KEY PROFESSIONAL CONCEPTS ARE PRESENTED TO SUPPORT THE LAYPERSON'S (e.g. PARENT) UNDERSTANDING.*** • Provides ***A COMPREHENSIVE LIST OF*** student-specific recommendations related to the educational needs of the student, including the need for assistive technology and additions & modifications to services, ***MAKING CLEAR CONNECTIONS AMONG THE VARIOUS AREAS OF EVALUATION.***

Domain IV: Evaluation and Compliance (Classified by District Level Evaluator Only)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Notices	• ***THE DOCUMENTATION INDICATES THAT THE PROCEDURAL SAFEGUARDS NOTICE OR ANY REQUIRED MEETING NOTICE OR ANY REQUIRED PRIOR WRITTEN NOTICE WAS NOT PROVIDED TO THE PARENT.*** • There is documentation indicating that ***MULTIPLE*** required notices are not provided in or not interpreted to the parent in their native language (and there is no documentation in which the parent indicates a preference for notices to be provided in English). • Any Prior Written Notice ***DOES NOT*** include all required components, ***OR*** are ***NOT*** specific to the student ***OR CONTRADICT OTHER COMPONENTS OF THE EVALUATION, INCLUDING THE FINALIZED REPORT, TO A DEGREE THAT MAY HAVE A SIGNIFICANT IMPACT OF THE PROVISION OF FAPE.***	• The documentation indicates that notices are provided to the parent ***MOSTLY AT THE REQUIRED TIMES***: Procedural Safeguards Notice is provided to the parent ***AT SOME POINT DURING THE EVALUATION PROCESS, MOST*** Meeting Notices are provided prior to meetings related to the evaluation process ***(LATE MEETING NOTICES ARE ONLY FOR MEETINGS WHICH THE PARENT ATTENDED)***, and Prior Written Notices are provided following each meeting at which the team has made decisions. • There is documentation indicating that ***ONE*** required notice is ***NOT*** provided in or ***NOT*** interpreted to the parent in their native language (***AND*** there is ***NO*** documentation in which the parent indicates a preference for notices to be provided in English). • All Prior Written Notices include all required components, ***BUT*** are ***INCONSISTENT IN BEING*** specific to the student, ***OR MULTIPLE COMPONENTS DO NOT*** reflect the conversation that occurred during the meeting at which decisions were made.	• ***ALL*** notices are provided to the parent at the required times: Procedural Safeguards Notice is provided to the parent at ***THE BEGINNING OF*** the evaluation process, ***ALL*** Meeting Notices are provided prior to meetings related to the evaluation process, and all Prior Written Notices are provided following each meeting at which the team has made decisions. (IV.A.1.1) • There is documentation indicating that ***ALL*** required notices are provided in or interpreted to the parent in their native language (or there ***IS*** documentation in which the parent indicates a preference for notices to be provided in English). (IV.A.1.2) • All Prior Written Notices include all required components, ***ARE SPECIFIC*** to the student ***AND GENERALLY*** reflect the conversation that occurred during the meeting at which decisions were made. (IV.A.2)	• All notices are provided to the parent at the required times: Procedural Safeguards Notice is provided to the parent at the beginning of the evaluation process, all Meeting Notices are provided prior to meetings related to the evaluation process, and all Prior Written Notices are provided following each meeting at which the team has made decisions. • There is documentation indicating that all required notices are provided in or interpreted to the parent in their native language (or there is documentation in which the parent indicates a preference for notices to be provided in English). • All Prior Written Notices include all required components, are specific to the student and reflect ***WITH DETAIL*** the conversation that occurred during the meeting at which decisions were made, ***INCLUDING MULTIPLE OPTIONS WHICH WERE CONSIDERED AND REJECTED***.
Submission of METs	• ~~Monthly reports indicate that ***FEW (LESS THAN 50%)*** electronic files are finalized within two weeks OR indicate that *some* electronic files have not been finalized within ***TEN WEEKS.***~~ • Paperwork is ***RARELY*** submitted in a timely manner or typically incomplete (i.e. missing documents such as translations or notices, METs are not submitted with IEPs).	• ~~Monthly reports indicate that ***SOME*** (50-70%) electronic files are finalized within two weeks OR indicate that *some* electronic files have not been finalized within ***SIX WEEKS***.~~ • Paperwork is ***INCONSISTENTLY*** submitted in a timely manner or is frequently incomplete (i.e. missing documents such as translations or notices, METs are not submitted with IEPs).	• ~~Monthly reports indicate that ***MOST (70-85%)*** electronic files are finalized within two weeks.~~ • Paperwork is ***TYPICALLY*** submitted to the district office in a timely manner and in complete packets (i.e. includes documents such as translations and notices, METs are submitted with IEPs).	• ~~Monthly reports indicate that ***ALMOST ALL (MORE THAN 85%)*** electronic files are finalized within two weeks.~~ • Paperwork is ***ALMOST ALWAYS*** submitted to the district office in a timely manner and in complete packets (i.e. includes documents such as translations and notices, METs are submitted with IEPs).

Glendale Elementary School District #40

Speech Therapist Evaluation Handbook

Adopted by the Governing Board

ALL SPEECH THERAPISTS 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 on our webpage at www.gesd40.org**
- **Click on Community tab and then Governing Board**
- ~~-~~
- **On the left hand side of the page, click on "~~GESD~~ Policy Manual"**
- **Scroll down and click on the "red cross" (+) next to Glendale Elementary School District in the list of districts at the left.**
- **Click on Section G.**
- **Click on policy GCO.**

~~HOW TO ACCESS THE SITE ADMINISTRATOR'S EVAULATION HANDBOOK ONLINE~~Accessing Evaluation Handbooks:

1. Visit GESD's website-www.gesd40.org

~~2. Select '*Human Resources*' on the navigation menu (left hand side) Under '*Teacher Evaluation Handbooks*', select '*Site Evaluator Handbook*' to view the entire handbook~~2. Click on '*Employees*' to access the Internal Website

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3. Sign-in to the website with district login and password
4. Under the '*Employee Resources*' tab click on '*Employment Handbooks and Information*'
5. Click on '*Evaluation Handbooks*' and then on ~~Speech Therapist Evaluation Handbook~~evaluation handbook you would like to review

~~3.~~

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SPEECH THERAPISTS
PERFORMANCE EVALAUTION HANDBOOK
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SECTION 1: INTRODUCTION

District Philosophy

GESD believes the Speech Therapist evaluation system is critical to the ongoing and continuous growth in a complex and demanding profession. It is fundamentally a growth tool that ensures excellence in our practices for the learning of our students.

Statement of Purpose

The purpose of the District's Speech Therapist evaluation system is to improve the quality of services and to work toward common goals for the improvement of student learning.

The Speech Therapist Evaluation System:

- safeguards and improves the quality of services received by the students
- structures professional dialogue and feedback between Speech Therapist and principal
- provides the Speech Therapist with opportunities for professional growth, strategies for improvement, or extra assistance as needed
- clarifies expectations relative to job performance for all Speech Therapists
- increases Speech Therapist competency
- includes procedural due process for dismissal
- complies with Arizona Revised Statutes

Speech Therapist Standards

The District embraces the philosophies outlined by the American Speech Language Hearing Association (ASHA) and the Individuals with Disabilities Education Act (IDEA)

Purpose Statement according to ASHA:
The school-based speech language pathologist has unique roles and responsibilities separate from teachers including the prevention, identification, assessment, evaluation, and re-evaluation of communication disorders, differences, and delays; development of individualized education plans (IEPs); and caseload management, intervention, counseling, transition services, dismissal, supervision, documentation, professional leadership, research, advocacy, and accountability (ASHA, 2006).

- The effectiveness of services provided by speech therapists is based on appropriate assessment and evaluation, measureable outcomes, and data driven decisions. This document integrates components from the 2006 ASHA Guidelines and the GESD Teacher Evaluation System.

GESD Professional Speech Therapist Standards

Facilitation

- Meaning: Value and Purpose
- Modeling OR Constructing Knowledge
- Practice or Aligned Activity
- Monitor and Adjust
- Feedback
- Teaching to the Target Skill

Engagement

- Active Participation
- Differentiation of Instruction within Groups
- Interactive Language Development

Environment (During Provision of Services)

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- Procedures
- Monitoring and Reinforcement
- Monitoring and Response to Behavior
- Motivation
- Responsibility for Learning

Planning

- Task Analyzed Objectives
- Data Driven Decision Making
- Therapy Materials and Assistive Technology
- End of Therapy Session Assessment

Professionalism

- Compliance with Policy
- Record Keeping
- Schedules and Attends Meetings
- Professional Development
- Communication with Parents in Meetings
- Collaboration
- Appropriate Student Interaction

Evaluation

- Determination of Need to Gather Additional Data
- Conducts Evaluations to Determine Special Education Eligibility
- Eligibility Determination
- Written Evaluation Reports
- Alignment Between the MET and IEP

Compliancy

- Notices (applies to case managers only)
- Submission of METs and IEPs (applies to case managers only)
- Submission of Progress Reports
- Submission of Medicaid Billing (applies to master's level speech therapists only)

Legal Criteria

Arizona Revised Statues (A.R.S.) § 15-537 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.

In seeking equitable treatment of certificated employees, these evaluation procedures were developed with the advice of employees serving in aligned roles (e.g. Occupational Therapists, Physical Therapists, School Psychologists, Social Emotional Learning Specialists, and Speech Therapists).

Evaluation System Review
The Speech Therapist Evaluation Committee will meet each year to consider the development and periodic evaluation of the Speech Therapist 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
The Glendale Elementary School District will comply with all applicable confidentiality provisions with respect to the performance evaluations of staff.

Elements of Evaluation
Speech Therapists shall be evaluated into one of four performance classifications: Highly Effective, Effective, Developing, Ineffective.

Summative Evaluation Frequency
All Speech Therapists shall be evaluated once each year.

Formal Observations

There shall be one observation with an option for a second observation of the Speech Therapist demonstrating skills in a complete and uninterrupted therapy session as well as an observation of a MET and/or IEP meeting. The first observation will be an announced observation and the second unannounced observation will be optional if a Developing in any domain occurs during the announced observation and/or at the discretion of the evaluator.

Time of Observation

1. No observation shall be conducted within two instructional days of a school break of one week or more. (A.R.S. § 15-539(C))
2. There shall be at least sixty (60) calendar days between the first and last observations.

Communications with Speech Therapist

Evaluator must provide:

- Written feedback to Speech Therapist within ten (10) business days after a formal observation.
- Copy of written summative evaluation within five (5) days after its completion.

After Speech Therapist receives evaluation, evaluator, must:

- Confer with Speech Therapist regarding specific recommendations for areas of improvement and professional development opportunities.
- Follow up with Speech Therapist after a reasonable period of time to determine whether the Speech Therapist is demonstrating adequate performance.

Evaluation Report Contents

Evaluation report must include:

- Speech Therapist's performance classification and
- Recommendations for areas of improvement "if performance warrants improvement."

Appeal

Therapists who disagree with their summative evaluation may file an appeal if permitted to do so under Arizona law and Board policy.

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SECTION 2: THE EVALUATION SYSTEM

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

EVALUATION SYSTEM TRAINING

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Qualified Evaluator Training

- Each Speech Therapist will be evaluated by a qualified evaluator. The Governing Board shall annually designate persons who are qualified to evaluate Speech Therapists to serve as evaluators for the District's Speech Therapist performance evaluation system. Such persons will be the same persons designated by the Governing Board as qualified evaluators for teachers.
- The Governing Board shall ensure that evaluators are qualified to evaluate Speech Therapist, by delegating to the Administration the responsibility for ensuring that evaluators are provided with the appropriate training.
- The qualifications required of qualified evaluators are as follows:
    - Knowledge
        - Knowledge of district's Professional Standards
        - Knowledge of district evaluation system
        - Knowledge of policies, laws, and regulations related to 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 Speech Therapists regarding their evaluation & individual professional development plan
        - Communicates areas of instructional strength to Speech Therapist
        - Specifies areas of refinement to Speech Therapist
        - Provides systematic, ongoing support for Speech Therapists 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.

Speech Therapist Training

- The evaluation process is reviewed with all Speech Therapists within the first three weeks of the start of school year with the appropriate qualified evaluator(s).

EVALUATION COMPONENTS

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The final Speech Therapist evaluation classification will be determined using a combination of therapy session performance and review of their contributions to special education compliance documentation (e.g. Multidisciplinary Evaluations, Individualized Education Plans, and Medicaid billing).
Speech Therapists will be observed and scored on the following domains by their home school evaluator:

- Facilitation
- Engagement
- Environment (during provision of services)

- Planning
- Professionalism

Speech Therapists will be observed and rated on the following domains by an evaluator assigned to the Special Education Department at the district office. Ratings on these elements will be shared with the home school evaluator and integrated into the overall classification during the post-observation process.

- Evaluation
- Compliancy

Speech Therapist Therapy Session Performance

Speech Therapist therapy session performance will be a result of data collected from at least one therapy session observation of a complete and uninterrupted session. Additional data may be collected from the post-conference, mid-year conference/feedback session, and additional artifacts. As a result of the data collected elements from the Speech Therapist Evaluation Rubric will receive individual classification of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Therapy Performance will be determined using the following scoring adaptor:

Facilitation	4- Highly Effective 1-Effective No Developing No Ineffective	4-Effective/Highly Effective No Developing/Ineffective	5-Highly Effective/Effective/ Developing 1-Ineffective	4-Highly Effective/Effective/ Developing 2- Ineffective
Engagement	2-Highly Effective 1-Effecitve~~1-Effective~~ No Developing No Ineffective	2-Effective/Highly Effective 1-Developing ~~No Ineffective~~No Ineffective	3-Highly Effective/Effective/ ~~2-Developing~~ No Ineffective	2- Highly Effective/Effective/ Developing 1-Ineffective
Environment	3-Highly Effective 2-Effective No Developing No Ineffective	3 ~~4-~~Effective/Highly Effective 2-Developing No Ineffective	4-Highly Effective/Effective/ Developing ~~2-Developing~~ 1-~~No~~ Ineffective	3-Highly Effective/Effective/ Developing 2~~1~~-Ineffective
Planning	3~~2~~-Highly Effective 1 Effective No Developing No Ineffective	3-Effective/Highly Effective 1-Developing No Ineffective	3-Highly Effective/Effective/ Developing ~~2-Developing~~ 1-~~No~~ Ineffective	2-Highly Effective/Effective/ Developing 2~~1~~-Ineffective
Professionalism	4-Highly Effective 3-Effective No Developing No Ineffective	4- Effective/Highly Effective 3-Developing No Ineffective	5-Highly Effective/Developing ~~4-Developing~~ 2~~1~~- Ineffective	4-Highly Effective/Effective/ Developing 3~~2~~-Ineffective

Compliance Documentation

Speech Therapist compliance documentation will be a result of data collected through a review of at least one complete student special education file. Such a review will be conducted by a qualified evaluator within the special education department. As a result of the data collected elements from the Speech Therapist Evaluation Rubric will receive individual classifications of Highly Effective, Effective, Developing, or Ineffective. The degree to which each element is classified within each domain will determine a domain classification.

Domain classifications based on Compliance Documentation will be determined using the following scoring adaptor:

Evaluation	3-Highly Effective 1-Effective No Developing No Ineffective	34-Effective/Highly Effective 1-Developing No Ineffective	3-Highly Effective/Effective Developing ~~2-Developing~~ 1-~~No~~ Ineffective	2-Highly Effective/Effective/ Developing 21-Ineffective
Compliancy	32-Highly Effective 1-Effective No Developing No Ineffective	3-Effective/Highly Effective 1-Developing No Ineffective	3-Highly Effective/Effective/ Developing ~~2-Developing~~ 1-~~No~~ Ineffective	2-Highly Effective/Effective/ Developing 21-Ineffective

Summative Evaluation

All the domain classifications will then be used to determine the overall Speech Therapist's performance classification for the summative evaluation.

Highly Effective	4 Highly Effective Domains No Developing Domains No Ineffective Domains
Effective	4 Effective / Highly Effective Domains No Ineffective Domains
Developing	4 Developing Domains 1 Ineffective Domain
Ineffective	2 Ineffective Domains

EVALUATION PROCESS, PROCEDURES & RESPONSIBILITIES

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Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Goal Setting (see Individual Goal Plan)	Set instructional improvement goals and document in Individual Goal Plan	Evaluator and Teacher	Returning teachers – Spring New teachers- Before Sept. 30th.	Mid-Year Conference/Feedback Summative Conference
Data Collection through Observation (announced & unannounced)	Inform evaluator about instructional skills as they pertain to student learning.	Evaluator	Announced before Dec. 15th Unannounced before April 1st. Throughout the year.	Post Observation Conferences Mid-Year Conference/Feedback Summative Conference

Commented [GS1]: GPAL is not available until Spring. May want to change this component.

Commented [GS2]: May want to put optional since only one is now required

Data Collection through additional artifacts.	Inform evaluator about effectiveness of instruction and performance beyond the classroom.	Evaluator and Teacher	Throughout the school year.	Mid-Year Conference/Feedback Summative Conference
Mid-year ~~C~~conference/Feedback ~~S~~session	Engage in a conversation about progress in relation to goals, instructional skills and artifacts.	Evaluator and Teacher	Before January 30th	Observations Artifacts Summative Evaluation Conference
Summative Evaluation	Provide written final classification to the teacher and facilitate a conference with the teacher. *(See description below)*	Evaluator	Before April 15th.	Next Goal Setting Conference.

Individual Goal Plan

- The purpose of the Individual Goal Plan is to set improvement goals, based on elements identified in the rubric.
- While the self-scored rubrics are for the sole use of the Speech Therapist 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 Speech Therapist and the administrator. The self-scored rubric should be discussed as a source of goals, objectives, and targets for observations.
- Each Speech Therapist will collaborate with the administrator to develop an Individual Goal Plan in the spring after their Summative conference.
- Each first-year Speech Therapist will collaborate with the administrator to develop an Individual Goal Plan in the fall after their first observation and conference.
- After goals have been set, Speech Therapist and administrator will discuss data to document the goals. The goals will be based on identified elements within the rubrics.

Summative Evaluation Description

- The administrator analyzes data sources & evaluates performance using the evaluation rubric.
- The administrators will assign classifications to each element, for each domain based on observations, artifacts and mid-year conferences/feedback. Based on element and domain classifications the Speech Therapist will receive an overall performance classification as indicated above.
- The administrator determines strengths and areas needing refinement based on classifications.
- The administrator will set up time with staff members for a summative evaluation conference.
- The administrator and the Speech Therapist will discuss the rubric classification and comments.
- The Speech Therapist may add areas needing refinement or enhancement.
- During the annual summative evaluation conference, the administrator and Speech Therapist will discuss growth from the fall to the spring on the (un)announced observations, mid-year conferences/feedback, and additional artifacts. Evidence of progress on the Speech Therapist's Individual Goal Plan will be documented on the summative evaluation.
- A new goal will be developed by the evaluator and evaluatee for the upcoming school year and documented on the summative evaluation.
- The administrator and the Speech Therapist sign the summative evaluation documents.
- Speech Therapists may address the evaluation feedback by writing a response in the evaluatee's comment section OR
- The Speech Therapist may initiate a written reaction or response to the evaluation and request that it be attached to the evaluation.

Commented [GS3]: Is this still in Evaluation portfolio? Not in teachers.

Commented [GS4]: Again GPAL not available until Fall

Commented [GS5]: Reword – no longer 2 evaluations required.

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- An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the Speech therapist within five (5) days after completion of the evaluation.

SECTION 3: DATA COLLECTION MECHANISMS

OBSERVATION TYPES & PROCEDURES

- All Speech Therapists, both probationary and continuing, are required to have one observation of a therapy session and/or IEP meeting. The first observation will be an announced observation and the second unannounced observation will be optional if a Developing in any domain occurs during the announced observation and/or at the discretion of the evaluator.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all unannounced observations should be completed by April 1st.
- Each Speech Therapist may be observed more than the minimum number of one observation. Additional observations may be announced or unannounced.
- The administrator(s) may appoint an alternate and/or include an additional qualified evaluator. The Speech Therapist should be notified of this change prior to the observation.
- The Speech Therapist 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, not will the request delay Board action on non-renewal or dismissal.
- Shared therapist positions will be assigned a home school/site; however, the Speech Therapist may be observed and data may be collected at any site to which the therapist is typically assigned. The summative evaluation will be completed at the home school/site.

Announced Observation (prior to December 15th)

Evaluator will schedule a time to observe the therapist during a complete and uninterrupted therapy session. During the observation, the evaluator will collect data about therapy elements within the evaluation rubric. The announced observation is followed up with a post-conference and written feedback within 10 days of the observation.

Unannounced Observation (prior to April 1st) (Optional if a Developing in any domain and/or at the discretion of the evaluator)

The evaluator does not need to schedule a time with the Speech Therapist for an unannounced observation. The unannounced observation should be of a complete and uninterrupted therapy session. During the observation the evaluator will collect data about therapy elements within the evaluation rubric. The unannounced observation will be followed by a post-conference and written feedback within 10 days of the observation.

Post-Observation Conference

- (Un)announced observation must include a post-conference.
- Speech Therapists will self-assess utilizing the Speech Therapist evaluation rubric prior to the post-observation conference. The self-assessment is for the sole use of the Speech Therapist and is not used for formal documentation in the evaluation. The act of reflection is an essential part of professional growth and should assist the collaboration of the goal setting process between Speech Therapist and administrator.
- The (un)announced post-observation conference shall be held within five (5) business days after the (un)announced observation, unless waived by mutual agreement of both parties under extenuating circumstances.
- Written feedback is to be provided to the Speech Therapist within 10 days of the observation.
- Written statements and discussion should include suggestions for improvement/enhancement or refinement/reinforcement and instructional strengths.

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- If there are concerns with performance of probationary/continuing therapists, an Intervention Support Plan or a Performance Improvement Plan will be created identifying areas of concern.

File Reviews

- All Speech Therapists, both probationary and continuing, will have data collected through two file reviews conducted by a qualified evaluator within the special education department at the district level. The file reviews will be scheduled so that classifications based on these reviews can be shared with home school/site evaluator in accordance with the required observation deadlines outlined in these procedures.
- File reviews will be done on files which are randomly selected from the list of files completed since the last observation or summative evaluation.

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MID-YEAR CONFERENCE/FEEDBACK SESSION

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- All Speech Therapists will have a mid-year conference/feedback session by January 30th, with their evaluator, each school year.
- Mid-year conferences/feedback session of at least thirty (30) minutes are considered part of the Speech Therapist Evaluation System. Data from mid-year conference/feedback session should be included in the summative evaluation.
- Shared therapist positions may participate in the mid-year conference/feedback session at the shared school/site. This mid-year conference/feedback session from the shared school/site may be reviewed with the home school/site evaluator.

ADDITIONAL ARTIFACTS

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The evaluator may use additional artifacts to inform their decision regarding therapist's performance. Information gained from these artifacts should align to the elements and domains of the Speech Therapists Evaluation Rubric. Data may include, but is not limited to:

- Therapy ~~S~~schedule
- Evaluation ~~L~~log
- Screening ~~D~~document ~~S~~samples
- Professional ~~D~~development ~~C~~certificates
- Most ~~R~~recent ~~P~~progress ~~R~~reports
- Therapy/Treatment ~~P~~plan
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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Intervention Support Plan

- Following any observation, if a Speech Therapist is classified less than "Effective" in any element, support may be given to the Speech Therapist in the form of an Intervention Support Plan with specific areas for refinement and specific feedback to be completed.
- An Intervention Support Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After four to six weeks of support, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Intervention Support Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 2-4.
    - If no growth or insufficient growth has taken place, a Performance Improvement Plan with Preliminary Notice of Inadequate Classroom Performance will be developed.

Performance Improvement Plan and Preliminary Notice of Inadequate Classroom Performance

- In alignment with Governing Board GCO, a Preliminary Notice of Inadequate Performance will accompany the Performance Improvement Plan.
- If a Speech Therapist is placed on a Performance Improvement Plan, the Speech Therapist is entitled to specific recommendations as to areas of improvement, shall be provided assistance and opportunities for the therapist to improve his/her performance and follow up with the therapist after a reasonable period of time for the purpose of ascertaining that the therapist is demonstrating adequate performance.
- A Performance Improvement Plan will be created with a clear goal, action steps, identified staff for support, and evidence for achieving each action step with documentation.
- After forty-five (45) instructional days, another announced observation will be performed to determine growth in the areas identified.
- One of the following actions will occur:
    - If the goal(s) have been met, the Performance Improvement Plan is complete.
    - If the goals(s) have been met, but other elements are classified as less than "Effective," a new plan may be created and implemented following steps 3-5 or recommendation for dismissal may be initiated
    - If the goals have not been met, but appropriate improvement has been demonstrated, the Performance Improvement Plan may be extended.
    - If the goals have not been met, a recommendation to the Governing Board for dismissal will be initiated.
- If the Speech Therapist continues to demonstrate inadequate performance at the conclusion of the Performance Improvement Plan, 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 therapist requests a hearing.
- A Continuing Therapist may be returned to probationary status based upon their classification received.

Safeguards

- 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."

- Qualified Evaluators will be trained in the evaluation procedures and use of criteria and approved by the governing board.
- The Speech Therapist has a right to submit a written response to the evaluation per Policy GCO-R. Policy GCO-R provides in pertinent part: The Speech Therapist may initiate a written reaction or response to the written evaluation. The Speech Therapist's response must be submitted to the evaluator or the Assistant Superintendent for HR no later than fourteen (14) calendar days after the Speech Therapist has received a copy of the evaluation. A copy of the Speech Therapist's response will be attached to the evaluation.
- Both evaluator and evaluatee may use the post conference for identification and resolution of extenuating circumstances.
- 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.

SECTION 5: OBSERVATION RUBRIC

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Domain I: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Meaning: Value and Purpose	Speech therapist does not make learning purposeful because… • Speech therapist does not activate prior knowledge or connect student experience with the learning experience or the connections detract from the learning experience. • Speech therapist does not make connections between the learning experience and real life.	Speech therapist attempts to develop value and purpose*, but learning is not strengthened because… • Speech therapist attempts to activate prior knowledge or link new learning to familiar ideas or builds background knowledge with academic vocabulary or experiences • Speech therapist attempts to establish purpose for learning (importance of content or skill and explain how the skill connects to real life situations.	Meaning is strengthened with value and purpose* because… • Speech therapist activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary or experiences OR • Speech therapist establishes purpose for learning (importance of content or skill) and/or explains how the skill connects to real life situations ***Based on developmentally appropriate cognitive levels of the student**	Meaning is **consistently** strengthened with value and purpose* **throughout the session** because… • Speech therapist activates prior knowledge to link new learning to familiar ideas, or builds background knowledge with academic vocabulary or experiences to connect key concepts and underlying themes. • Speech therapist encourages student ownership of the work OR • Speech therapist creates a real-life learning experience. ***Based on developmentally appropriate cognitive levels of the student**
Modeling OR Constructing Knowledge	• Speech therapist does not model correct performance **OR** • Does not develop conceptual development	• Attempts to model correct performance and labels steps or parts with explanation **AND/OR** • Attempts to guide conceptual development through questioning and constructing learning experiences	• Speech therapist explicitly models correct performance and labels steps or parts with explanations of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. • Scaffolds questions to students to guide understanding and clarify misunderstanding. • Solidifies learning after constructed experience with clear labels.	• Speech therapist explicitly models correct performance and labels steps or parts with precise academic vocabulary and clear metacognition of thinking to provide students a clear example of a quality performance free of distractions **AND/OR** constructs knowledge through conceptual development. • Scaffolds questions **with increasing complexity or depth of content for group and individuals so that students gain thorough** understanding and clarify misunderstandings. • Solidifies learning after constructed experience with clear labels **and encourages students to extend thinking to generalizations/conjectures or explain their thinking/learning.**

Domain I: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Practice or Aligned Activity	• Speech therapist omits practice of the target skill. • Speech therapist does not guide and scaffold individual students when needed.	• Speech therapist provides limited opportunity for students to practice the target skill **AND/OR** • Speech therapist inconsistently guides and scaffolds individual students.	• Speech therapist provides sufficient aligned practice or aligned activity to support successful learning of the target skill **AND/OR** • Speech therapist actively guides and scaffolds individual students as they practice the target skill (e.g., reference steps, graphic supports, questioning) and move toward independence.	• Speech therapist engages students in sufficient, aligned practice or learning activities for students to **AND/OR** • Speech therapist effectively guides and scaffolds students **who need assistance and appropriately fades away or renews support as needed to ensure that students** are challenged to move toward independence. Speech therapist encourages other students **to provide support for one another.** • Students are taught strategies for self-monitoring/applying skills in other environments. • Speech therapist models and monitors generalization of target skills across multiple learning environments.
Monitor and Adjust	• Speech therapist does not check for understanding **OR** • Does not adjust instruction to facilitate successful new learning.	• Speech therapist attempts to check for understanding within the session, if multiple students are in same session, only checks for understanding with some students. • Speech therapist attempts to adjust instructional approaches;	• Checks for understanding from all students at least once during the session **AND** • Based on evidence of accuracy and quality of responses, speech therapist makes one adjustment to instruction as needed to facilitate new learning (Reteach the skill within the task analysis, reteach with different instructional strategy, or change the cognition level).	• Speech therapist checks for understanding **AND** • As needed, the speech therapist demonstrates content and instructional flexibility to ensure successful new learning for students by adjusting **more than one** of the following: o Content task analysis or reteaches the target skill o Instructional strategies (e.g., pacing, questioning, grouping, etc). o Cognition level

Domain I: Facilitation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Feedback	• Feedback is not provided in a timely manner or lacks specificity to be instructive to the learner.	• Inconsistently provides feedback during instruction that is corrective, references a specific level of skill or knowledge and is timely	• Consistently provides quality feedback during instruction that is corrective to the student about what is correct and incorrect, references a specific level of skill or knowledge and is timely to promote learning and retention.	• Consistently provides **quality** feedback during instruction that is aligned to the target skill as well as other relevant skills, **precise with labels**, specific to the learner, and immediate to promote learning and retention.
Teaching to the Target Skill	• Target skill is not communicated • Sub-skills are not evident or may include irrelevant or confusing sub-skills. • Information is not aligned to the target skill, is inaccurate, and/or impedes learning.	• Communicates a target skill, but expectations for student performance are unclear or target skill or teaching may not be at the correct level of development for the students. • Some essential sub-skills may be missing or may not be completely sequenced or aligned. • Sub-skills are not taught one at a time. • Some information, responses, activities, and questions are aligned, but critical information may be missing.	• Communicates a target skill which clearly communicates expected student performance which is at the correct level of development for the students. • Sub-skills are measurable, sequenced, and aligned to the target skill and to one another. • All essential sub-skills are taught one at a time. • Most information, responses, activities, and questions are accurate and aligned to the target skill and sub-skills.	• Communicates a target skill which clearly communicates expected student performance which is at the correct level of development for the students. • Sub-skills are consistently measurable, sequenced, aligned to the target skill, aligned to one another, and connected to prior learning. • All essential sub-skills are taught one at a time, and sub-skills anticipate possible student misunderstandings. • Information, responses, activities, and questions are accurate and consistently aligned to the target skill and sub-skills.

Domain II: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Active Participation	Speech therapist infrequently elicits participation that may or may not align to the target skills because the speech therapist: o Does not interact with each student during small group sessions. o Rarely or never provides wait time. o Does not use strategies that impact level of concern. o Participation is not mandatory. o Does not hold students responsible for practicing skills during the session/activity	Some of the time the speech therapist elicits participation through activities that align to the target skills because the speech therapist: o Inconsistently interacts with each student during small group sessions. o Provides inconsistent wait time. o Level of concern is inconsistent and ineffective. o Participation is not mandatory. o Inconsistently holds students responsible for practicing skills during the session/activity	Most of the time the speech therapist elicits mandatory participation through effective activities that promote learning of the target skills because the speech therapist: o Interacts with students equitably, according to need. o Allows sufficient wait time before student responds. o Implements activities that sustain interest, elicit thinking, and incorporate technology, manipulatives, or other resources. o Adjusts level of concern through time, pacing, proximity, and/or performance checks to promote mandatory participation. o Holds students responsible for practicing skills during the session/activity.	**Consistently throughout** the session, the speech therapist elicits mandatory participation through effective activities that promote learning of the target skills because the speech therapist utilizes strategies listed under Effective and one or more of the following strategies: o For all target skills, the speech therapist elicits engagement from student with an aligned activity o Students equally participate and may hold one another accountable for engagement in activities and responses. o Speech therapist holds students responsible for skills during the session/activity and encourages independent practice when speech therapist is occupied.

Domain II: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Differentiation of Instruction within Groups	Does not attempt to structure groups to meet student learning needs **AND** • Instruction is not modified or accommodated as needed to promote learning for individual needs.	Attempts to structure groups based on needs **AND** although possibly unsuccessful, utilizes at least one of the following grouping purposes: • Attempts modifications **OR** • Attempts accommodations for individuals **OR** • Student skills are so varied that students do not receive equal practice opportunities **OR** • Speech therapist attempts to utilize individual student strengths to provide modeling for other student needs.	Effectively structures groups for content needs, materials, affective needs, and size **AND** utilizes at least one of the following grouping purposes: • Modifications (process, content, or product) **OR** • Accommodations for individual needs **OR** • Student skill levels are of a similar degree that the speech therapist can work with each student a comparable amount of time and still show progress. **OR** • Speech therapist utilizes individual student strengths to provide modeling for other student needs.	Effectively structures **and monitors** groups for content level needs, materials, affective needs, and size **based on pre-assessment data or therapy session data** using at least more than one of the following grouping purposes: • Modifications (process, content, or product) • Accommodations for individual needs • Student skill levels are of a similar degree that the speech therapist can work with each student a comparable amount of time and still show progress. • Speech therapist utilizes individual student strengths to provide modeling for other student needs.

Domain II: Engagement				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Interactive Language Development	Speech therapist inefficiently or does not attempt to develop expressive language because the teacher does not provide any opportunity for students to engage in conversations during the session OR the activities: • Are not developmentally appropriate; • Do not reinforce the correct use of English language rules; • Do not require the use of any academic vocabulary; • Does not allow for the use of individually appropriate technology	Speech therapist somewhat effectively or attempts to develop expressive language because the developmentally appropriate instructional activities are not aligned to speaking and/or language standards OR the activities: • Provide limited opportunities to participate in conversation with one partner; • Have an unclear expectations of building on and/or expressing ideas; • Inconsistently reinforces the correct use of English language rules; • Promote the use of only the academic vocabulary taught during the session; • Inconsistently allow for the use of technology for communication which may be instructionally or individually appropriate	Speech therapist effectively structures, scaffolds, and expands expressive language in speaking and/or writing by providing developmentally appropriate instructional activities aligned to speaking and/or language standards AND which: • Provide opportunities to participate in a range of conversations and collaborations with diverse partners; • Establish an expectation to build on other's ideas; • Establish an expectation to express their own ideas clearly and persuasively; • Explicitly teach the use of spoken and/or written language appropriate to the task, purpose, and audience of the communication; • Ensure demonstrating command of formal English when indicated or appropriate; • Promote the use of domain-specific academic vocabulary as appropriate to the activity • Allow for the use of appropriate technology for communication based on instructional and/or individual student requirements	Speech therapist effectively structures, scaffolds, and expands expressive language in speaking and/or writing by explicitly stating language expectations for previously learned skills, and by providing developmentally appropriate instructional activities aligned to speaking and/or language standards which meet criteria listed under Effective as well as one or more of the following: • Provide opportunities for student to express their knowledge and thinking in learning conversations within half of the sub-skills or more than 50% of the time. • Establish an expectation for students to justify their responses with thinking or citations from text. • Purposefully seek to extend the use of formal English language structures. • Promote the use of both general and domain-specific academic vocabulary. • Students may self-select appropriate technology for communication based on instructional and/or individual student requirements

Domain III: Environment (during provision of services)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Procedures	• Procedures are attempted but instructional time is not conserved. OR • Procedures are not attempted.	• Procedures are implemented to enable the session to run more smoothly, but may not be effective or consistent to maximize instructional time. • Some redirection is needed for students to follow routines and procedures.	• Procedures are effectively or consistently implemented and monitored to maximize instructional time. • Establishment of procedures leads to minimal redirection so that instructional time is not disrupted.	• Procedures are effectively **and** consistently utilized to maximize instructional time **and conserve the therapists' energy for instructional responsibilities**; • **Speech therapist implements well-established routines for efficient operation of the session.** • It is evident that the establishment of consistent procedures is what leads to the need for minimal redirection so that instructional time is not disrupted.
Monitoring and Reinforcement	• Speech therapist reinforcements are inconsistent, ineffective, or missing during therapy sessions.	• Speech therapist sometimes uses proximity and verbal reminders to encourage appropriate behavior during therapy sessions. • Speech therapist attempts to reinforce positive behavior with some positive effect. • Speech therapist inconsistently implements a system to monitor student behaviors during therapy sessions. • Speech therapist sometimes conveys the reason for the appropriate behavior to develop a collaborative community.	• Speech therapist consistently uses proximity and verbal reminders to encourage appropriate behavior during therapy sessions. • During therapy session, Speech therapist cues and encourages students to develop self-monitoring and reflective skills to maintain a positive and productive learning environment. • Speech therapist uses positive behavior reinforcements and behavior supports for individuals and groups as needed. • Speech therapist conveys the reason for the appropriate behavior to develop a collaborative community.	• Monitoring by Speech therapist is subtle and preventive. Student/s are guided to take a strong role in monitoring and maintaining their own behavior and may respectfully encourage correct peer behavior. • Effectively reinforces positive behavior and provides behavior supports for individuals and/or groups, as needed. Uses reinforcements that are age and situation appropriate. Is flexible when necessary to promote positive cooperation. • Consistently conveys the reason for the appropriate behavior to develop a collaborative community and encourage internalization of expected behavior.

Domain III: Environment (during provision of services)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Monitoring and Response to Behavior	Monitoring and consequences are inconsistent and/or ineffective.	Sometimes monitors behavior and inconsistently uses effective/supportive strategies to respond to disrespectful or off-task behavior.	Monitors behavior, and behavior is either generally appropriate or uses increasingly supportive strategies to respond. • Consistently overlooks some inconsequential behavior. • Redirects or stops minor behavior problems with proximity, nonverbal cues, or subtle verbal reminders. • Stops instruction if needed to respond to student disrespect or off-task behavior and applies reasonable, logical consequences that deter most students from off-task behavior. • Implements individual behavior plan (specific to therapy session or one developed by classroom teacher) and adjusts to meet student needs. • Documents patterns of behavior for chronic behavior students.	Monitors behavior **consistently**, and student behavior is appropriate or uses increasingly supportive strategies to respond. • Consistently overlooks some inconsequential behavior or deals with students causing the disruption with appropriate consequences. • Customizes responses to individual students to deter chronic, disrespectful or off-task behavior through direct instruction of appropriate replacement behavior. • **Uses a variety of strategies to meet individual needs to avoid power struggles or repeated requests and preserves student dignity.** • Implements individual behavior plan as needed (specific to therapy or session or one developed by classroom teacher) and adjusts to meet student needs. • **Uses documentation of patterns of behavior for chronic behavior to collaborate with student/s, parents, and others to design a behavior plan.**
Motivation: (Level of Concern, Success, Interest, Relationships)	Students demonstrate a lack of interest in the content, lack of motivation to give best efforts, or negative attitude.	Speech therapist attempts to motivate students with one or more various incentives (see Effective), but at times, students show a neutral motivation or passive compliance.	Students are motivated to give best efforts or work hard as a result of speech therapist's **effective use of one or more variables** of motivation. • Uses motivational strategies to raise or lower level of concern. • Communicates group or individual success to celebrate mastery or progress toward a well-defined goal and encourages further hard work through reinforcement of accuracy or quality. • Speech therapist generates interest for the content of the session. • Inspires students through feeling, tone, and relationships	Students are motivated to give best efforts, demonstrate curiosity, and attend to **detail throughout the session** as a result of the speech therapist's **use of a combination of three or more variables** of motivational strategies. • Uses strategies to raise **and** lower level of concern. • Communicates group success and individual student success to celebrate mastery or incremental gains toward a well-defined goal and encourages intrinsic motivation. • Generates interest through connection to student interests, situated learning in real life tasks. Students may self-select the contexts in which they apply the learning. • Inspires students through feeling, tone, and relationships.

Domain III: Environment (during provision of services)				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Responsibility for Learning	Conveys only modest expectations for student achievement and responsibility for learning. • Does not focus students on their communication goals. • Does not hold students accountable to take pride in the quality of their effort when practicing IEP goals effort (while accounting for the developmental level of students).	Inconsistently conveys expectations for learning. • Inconsistently focuses students on communication goals. • Inconsistently encourages students to monitor the level of effort used to practice skills. • Inconsistently holds students accountable for demonstrating effort when practicing IEP goals.	Consistently conveys high expectations and promotes responsibility for learning **using two or more** of the following strategies: • Focuses students on their communication goals. • Holds students accountable for demonstrating effort according to expectations when practicing IEP goals. • Encourages students to monitor the level of effort used to practice skills and take initiative to increase level of effort (in a manner which accounts for the developmental level of students). • Encourages students to reflect on learning and to learn from mistakes (in a manner which accounts for the developmental level of students).	**Both speech therapist and students** establish and maintain high and demanding expectations and responsibility for learning. • Student/s are **productively engaged** and/or assume responsibility for productivity and maintaining momentum, but still may require continuous monitoring depending on the level of student's disability. • Students demonstrate the ability to make decisions that help them to manage their communication goals effort (in a manner which accounts for the developmental level of students). • Students monitor, initiate, take pride, reflect, and/or are accountable for the practice of their IEP goals effort (in a manner which accounts for the developmental level of students). • Speech therapist provides instruction so that student is aware of why the skill is being targeted effort (in a manner which accounts for the developmental level of students).

Domain IV: Planning				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Task Analyzed Target Skills	• Target skills do not align with IEP goals.	• Target skills for therapy sessions may be out of the sequence needed in order to accomplish the student's IEP goal.	• Target skills for therapy sessions are presented in a developmentally appropriate sequence to obtain proficiency with the IEP goal. • Target skills build upon student's prior knowledge.	• Target skills for therapy sessions are sequenced at the appropriate level of complexity in order for students to demonstrate IEP goal achievement AND the speech therapist anticipates problematic concepts or steps. • Target skills are highly relevant to student, built on prior knowledge, and extend language and cultural experiences.
Data Driven Decision Making	• ***NO DATA*** is collected related to therapy sessions regarding student performance • Therapist ***DOES NOT KEEP*** a therapy log. • Therapy target skills and activities are derived from a pre-determined sequence and not reflective of student performance data.	• Therapist occasionally collects individual student data related to therapy sessions or typically collects only whole group data. • Therapist keeps a therapy log tracking student progress, but ***EACH SESSION IS NOT DOCUMENTED***. • Therapist's plans for future therapy sessions are reflective only of ***WHOLE GROUP DATA*** collected from therapy sessions.	• Therapist regularly collects individual student data related to therapy sessions in order to monitor student progress on targeted skills. • Therapist keeps a therapy log tracking student progress and each session is documented, ***INCLUDING MISSED SESSIONS***. • Therapist's plans for future therapy sessions are reflective of ***INDIVIDUAL STUDENT DATA*** collected from therapy sessions.	• Therapist regularly collects individual student data related to therapy sessions in order to monitor student progress on targeted skills and IEP goals. • Therapist keeps a therapy log tracking student progress, each session is documented - including missed sessions - ***AND LOG IS DETAILED SO THAT OTHER PROFESSIONALS CAN FOLLOW STUDENT PROGRESS AND MAKE DECISIONS FOR FUTURE NEEDS, IF NECESSARY.*** • Therapist uses individual student data collected from therapy sessions plan future therapy sessions and to ***DEVELOP IEPS*** with fully developed present levels and goals.

Domain IV: Planning				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Therapy Materials and Assistive Technology	• Limits selection of materials from available resources to address target skills. Materials do **not** consistently align to the target skill or provide adequate practice. • **Does not** control the complexity of materials and/or vocabulary within materials to align with the developmental and cognitive levels of the student. • Therapist **does not** utilize assistive technology during therapy sessions when appropriate to do so. • Therapist **does not** provide for assistive technology for student use outside of therapy sessions when appropriate to do so.	• **Inconsistently or ineffectively** selects and uses aligned instructional materials and resources to enhance the learning or materials provide insufficient practice. • **Inconsistently** controls the complexity of materials and/or vocabulary within materials. • During therapy sessions, therapist **inconsistently** utilizes assistive technology **or** assistive technology is **not clearly aligned** to individual student needs. • Therapist **provides** assistive technology for use outside of therapy sessions but **does not** make adjustments as needed.	• **Consistently selects and effectively utilizes** appropriate aligned instructional materials and resources to present concepts and target skills and materials provide sufficient practice. • **Controls** the complexity of materials and/or vocabulary within materials for the correct level of difficulty as determined by the developmental and cognitive levels of the student. • During therapy sessions, therapist **consistently** utilizes assistive technology **aligned** to individual student needs to facilitate instruction in the presentation of and/or assessment of target skills. • Therapist provides for student's use of assistive technology outside of therapy sessions for the generalization of target skills **AND makes adjustments** as needed in order to increase, maintain, or improve the academic and functional communication abilities of the student.	• **Consistently adapts and creates** a wide range of relevant, highly aligned instructional materials and resources to facilitate, extend, and enrich student learning and proficiency of the target skill. • Controls the complexity of materials and/or vocabulary within materials for the correct level of difficulty as determined by the developmental and cognitive levels of the student. • During therapy sessions, therapist consistently utilizes assistive technology aligned to individual student needs to facilitate instruction in the presentation of and/or assessment of target skills. • Therapist provides for student's use of assistive technology outside of therapy sessions for the generalization of target skills AND makes adjustments as needed in order to increase, maintain, or improve the academic and functional communication abilities of the student.

Domain IV: Planning				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
End of Session Assessment (Moved from Facilitation)	• End of session assessment is missing	• Attempts an end of session assessment, but only addresses a skill not targeted during the activity/session. • End of session assessment does not accommodate for developmental level of the student(s)	• At the end of the activity/session, the speech therapist shows evidence of utilizing verbal or written informal assessment of the student's proficiency or progress toward the target skill. • End of session assessment is designed to accommodate for the developmental level of the student(s)	• At the end of the activity/session, the speech therapist shows evidence of utilizing verbal or written informal assessment of the student's proficiency or progress toward the target skill AND articulates the results of the assessment/progress to the student in a verbal or visual format. • End of session assessment is designed to accommodate for the developmental level of the student(s)

Domain V: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Compliance with Policy (e.g., Attendance, timelines, dress code, responsibilities, leave policies, etc)	• Speech therapist refuses deliberately after repeated directions. • Speech therapist makes no attempts to comply	• Speech therapist makes some attempt to comply but does not follow through. • There are lapses in consistency with policy compliance	• Speech therapist consistently follows policy	• Speech therapist consistently and clearly understands and implements policies. • Speech therapist assists others in understanding and following policy.
Record Keeping	• Speech therapist does not maintain speech therapy logs, evaluation logs, or screening logs (if applicable, according to therapist assignment). • Speech therapist does not complete Medicaid billing • Speech Therapist does not complete progress reports • Speech Therapist does not keep a consistent schedule for services being provided • Speech Therapist records for logs, schedules, and working files are in disarray resulting in errors and confusion	• Speech therapist inconsistently maintains speech therapy logs, evaluation logs, and screening logs (if applicable, according to therapist assignment). • Speech Therapist keeps a consistent schedule for services being provided, but it is difficult to follow. • Speech Therapist records for logs, schedules, and working files are adequate, but some disorganization may still result in error and confusion.	• Speech therapist consistently maintains speech therapy logs, evaluation logs, and screening logs (if applicable, according to therapist assignment) AND • Speech Therapist keeps a consistent schedule for services being provided and it is easy to follow. AND • Speech Therapist records for logs, schedules, and working files are organized and easy to locate.	• Speech therapist consistently maintains speech therapy logs, evaluation logs, and **hard copies of evaluations and IEPs with the signature pages.** • Speech Therapist keeps a consistent schedule for services being provided, it is easy to follow, and is **up to date**. • Speech Therapist records for logs, schedules, and working files are adequate and organized. Working files are **kept in a secure location** to ensure confidentiality.
Schedules and Attends Meetings *(required meetings include but are not limited to CST, RED, MET, and IEP)*	• Speech therapist does not attend meetings and does not provide an advanced explanation for absence	• Speech therapist inconsistently attends required meetings or is late without a valid reason or advanced notice for tardiness or absence	• Speech therapist attends required meetings • Speech therapist is on time for meetings • Speech therapist provides team members with advanced notice if they will be tardy	• Speech therapist attends required meetings • Speech therapist is on time for meetings and fully prepared • Speech therapist provides advanced notice to team and parents if unable to attend or if they will be tardy. • **Speech therapist takes initiative during meetings to schedule future meetings in advance**

Domain V: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Professional Development	• Doesn't read professional journals or attend professional development (PD). • Does not stay current with best practices. • Makes no effort to stay current and/or attend professional development. • Does not attend required trainings	• Participates in only enough PD to renew certification. • Limited application or implementation of new knowledge from PD. • Attends required in-district professional development, but does not seek it out independently.	• Participates in required trainings, reads journal articles, attends PD. • Attends required in-district professional development and • Independently seeks out and attends professional development outside of district requirements • Incorporates new learning into professional practice.	• Attends state, local and or national conventions to remain up to date on current legal and ethical practices. • Actively seeks out new knowledge and training opportunities and applies new knowledge in practice. • Holds CCC credential and complies with all renewal guidelines regarding ethics and approved PD. • Trains peers in new knowledge gained from PD • Attends required in-district professional development and • Independently seeks out and attends professional development outside of district requirements • Shares new information with other staff members. • Has membership in at least one professional organization

Domain V: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Communication with Parents In Meetings	• Speech therapist provides minimal information to parents and • Speech therapist does not respond or responds inappropriately or insensitively to parent concerns about students. • During informal meetings or CST/RED/MET/IEP meetings, speech therapist communicates in a manner which causes parent/guardian confusion and/or anger and/or resistance.	• Speech therapist provides information about the student but additional clarification is not given upon request • Speech therapist responds appropriately to parent concerns but explanation may still be confusing • Demonstrates some acknowledgement of cultural and linguistic differences.	• Speech therapist provides communication to parents about the instructional program and other informal information regarding functional performance. • Speech therapist is responsive to parent concerns and encourages a positive partnership with parents • Presentation is respectful of cultural and linguistic differences. • Speech therapist demonstrates some knowledge of federal and state guidelines	• **Speech therapist has data accessible upon request.** • **Speech therapist provides information to parents regarding both positive and negative aspects** of the student's functional performance. • Speech therapist is responsive **and sensitive** to parent concerns **(with multiple attempts to provide clarification if necessary)** and encourages a positive partnership with parents. • Presentation is respectful of cultural and linguistic differences. • Speech therapists demonstrates knowledge of federal and state guidelines • **Speech therapist offers to provide parent/guardian with information for additional resources.**

Domain V: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Collaboration	• Speech therapist makes decisions based on self-serving interests and often is closed to special education team decisions • May participate with special education team but contributions are minimal • Speech therapist displays disrespect or rudeness to other staff members	• Speech therapist decisions are based on limited though genuinely professional consideration. Speech therapist is receptive to special education team decision making. • Speech therapist participates as a special education team member but inconsistently contributes or assists the team in monitoring student learning and/or design interventions. • Speech therapist is not consistently respectful and congenial with other staff members	• Speech therapist collaborates with colleagues to support the mission, vision, and goals of the school or district and IEP goals to support the needs of the student • Speech therapist contributes to the success of the special education team in planning and designing intervention related to IEP goals. • Speech therapist is consistently receptive and participates in special education team decision making. • Speech therapist demonstrates professional respect for staff members and displays active listening and responding.	• Speech therapist takes a leadership role in the special education team decision making and helps ensure that such decisions are based on the highest professional standards and align to the mission, vision, and goals of the school and student IEP to support the needs of the students. • Speech therapist takes leadership in special education team planning of interventions related to IEP goals. • Speech therapist encourages equal participation of all members and promotes consensus decision making • Speech therapist demonstrates professional respect for all staff members, displays active listening and responding skills, and encourages a positive school climate. • Speech therapist volunteers to participate in at least one school/district curricular or fundraising event each year.
Appropriate Student Interaction (Speech Therapist/Student)	• Lapses in mutual respect diminish learning climate and/or positive relationships. Some interactions may be negative, demeaning, sarcastic, or inappropriate to the age or culture of the students **OR** • Students exhibit disrespect for speech therapist	• Speech therapist-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student's cultures • Students exhibit inconsistent respect for speech therapist	• Speech therapist interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. • Students exhibit respect for speech therapist • Speech therapist maintains appropriate listening and responding relationships with students.	• Speech therapist demonstrates **genuine caring** and respect for individual students. Such interactions are appropriate to developmental and cultural norms. • Students exhibit respect for teacher as **an individual, beyond that for the role** • Speech therapist maintains appropriate listening and responding relationships with students • **Speech therapist supports students in developing skills to listen and respond.**

Domain VI: Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Determination of Need to Gather Additional Data	• Review of Existing Data includes information about ***SOME*** educational areas (academics, communication, motor skills, social emotional skills, and workplace skills), ***OR*** uses data from a ***SINGLE SOURCE. OR PROVIDES TOO LITTLE INFORAMTION TO ADEQUATELY IDENTIFY AREAS OF CONCERN.*** • There is a ***LACK OF*** documentation of the ***EITHER THE PARENT PARTICIPATING OR THE ATTEMPTS TO INVOLVE THE PARENT*** in the decision to gather additional data ***OR*** the documentation indicates the decision was ***MADE UNILATERALLY BY THE EVALUATOR***. • ***DOES NOT*** explain the team's decision related to the gathering of additional data in identified areas of concern and/or suspected disability.	• Review of Existing Data includes enough information about ***ALL*** educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) to identify areas of concern, using data from a ***LIMITED NUMBER*** of sources**.** • Documents that ***MULTIPLE MEMBERS*** of the multidisciplinary evaluation team ***PARTICIPATED*** in the determination to gather additional data. ***DOCUMENTS*** either parent participation or the attempts to involve the parent. • ***EXPLAINS*** the team's decision for gathering additional data in identified areas of concern and/or suspected disability. ***HOWEVER, THE REASON GIVEN DOES NOT RELATE TO ONE OF THE FOUR OPTIONS LISTED UNDER EFFECTIVE***.	• Review of Existing Data includes information about all educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) to identify areas of concern, using data from a ***VARIETY*** of sources, ***INCLUDING, AT LEAST, THE PARENT, TEACHERS, SERVICE PROVIDERS, AND PREVIOUS EVALUATIONS (IF AVAILABLE)***. (II.A.2.1; II.A.2.3) • Documents that the ***ENTIRE*** multidisciplinary evaluation team participated in the determination to gather additional data. Documents either parent participation or the attempts to involve the parent. (II.A.3.1; II.A.3.2) • Explains the team's decision for gathering additional data in identified areas of concern and/or suspected disability. ***NOTES THE AREAS OF CONCERN FOR WHICH ADDITIONAL DATA IS NOT COLLECTED.*** The explained rationale for gathering additional data explicitly indicates at least one reason that the data is needed ***RELATED TO EITHER*** (a) determining if the child has or continues to have a disability; (b) identifying any educational needs of the child; (c) determining whether the child needs or continues to need special education or related services; or (d) making recommendations of supports and services to address any identified needs.	• Review of Existing Data includes information about all educational areas (academics, communication, motor skills, social emotional skills, and workplace skills) ***WITH INPUT IN EACH AREA OF CONCERN*** from the parent, teachers, service providers, and previous evaluations (if available). • Documents that the entire multidisciplinary evaluation team ***ATTENDED A MEETING AND*** participated in the determination to gather additional data. Documents either parent participation or the attempts to involve the parent. • Explains ***BOTH*** (1) the team's decision for gathering additional data in identified areas of concern and/or suspected disability ***AND (2) FOR NOT GATHERING ADDITIONAL DATA IN OTHER AREAS OF CONCERN.*** The explained rationale for gathering additional data explicitly indicates at least one reason that the data is needed related to one of the four options listed under effective

Domain VI: Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Conducts Evaluations to Determine Special Education Eligibility	• There is ***NO DOCUMENTATION*** of parental consent being received (or documentation of any efforts to obtain for a reevaluation) • ***NOT*** all areas related to the suspected disability were assessed • ***DOES NOT*** include any curriculum-based assessment data. • Uses numerous ***INVALID OR UNRELIABLE*** assessment instruments or methods. • Uses ***FEW OR NO*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ***OR FEW OR NO*** assessments are administered in a language and form most likely to yield accurate information.	• Began the collection of additional data ***PRIOR TO RECEIVING*** parental consent (or prior to efforts to obtain for a reevaluation) ***OR CONSENT NOT OBTAINED FOR ALL AREAS BEING ASSESSED.*** • ***NOT*** all areas related to the suspected disability were assessed • ***INCLUDES*** only formal ***OR*** informal curriculum-based assessment data or information within the report. • ***MOST***, but not all assessment instruments or methods are valid and reliable, ***OR AN INSTRUMENT IS USED IN A MANNER FOR WHICH IT WAS NOT DESIGNED***. • Uses ***MOSTLY*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student, ensuring that ***MOST*** assessments are administered in a language and form most likely to yield accurate information.	• ***RECEIVED PARENTAL CONSENT FOR ALL AREAS TO BE ASSESSED*** (or documented efforts to obtain for a reevaluation) ***PRIOR*** to any additional data being gathered. (II.A.3.3) • ***ALL*** areas related to the suspected disability(ies) are assessed ***USING EITHER FORMAL OR INFORMAL MEASURES.*** (II.A.4.1) • Includes curriculum-based assessment data and information within the report from ***BOTH*** formal assessments (K-8 = district benchmarks, DIBELS, BRI/SRI, Teaching Strategies GOLD etc.) ***AND*** informal assessments (Common Formative Assessments, teacher-made assessments, work samples, etc.). For an initial evaluation of a preschool-aged child, includes data in all CDA areas from the Preschool Screening AND early intervening services documentation (AzIEP referral, IFSP, etc.) when available.(II.A.2.2; II.A.2.4) • Uses ***ONLY*** valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses ***ONLY*** valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student: o Ensuring that ***ALL*** assessments are administered in a language and form most likely to yield accurate information and explaining any limitations of assessment instruments with diverse populations ***AND*** o Shows evidence and explains how cultural and linguistic factors impact the student's individual performance on assessments, and o Provides written documentation of consultation with a bi-lingual evaluator (II.A.4.9)	• Received parental consent (or documented efforts to obtain for a reevaluation) prior to any additional data being gathered ***AND ENSURES ADDITIONAL CONSENT OBTAINED IF NEW AREAS OF CONCERN ARISE***. • All areas related to the suspected disability(ies) are assessed using either formal or informal measures. • ***CONSIDERS AND EXPLAINS*** both formal and informal curriculum-based assessment data and information within the report. • Uses only valid and reliable assessment instruments and methods in each area of assessment, using each instrument only for the purpose for which it was designed. • Uses only valid and reliable assessment instruments and methods which account for any cultural or linguistic factors of the student: o Ensuring that all assessments are administered in a language and form most likely to yield accurate information and explaining any limitations of assessment instruments with diverse populations and o Shows evidence and explains how cultural and linguistic factors impact the student's individual performance on assessments, and o Provides written documentation of consultation with a bi-lingual evaluator.

Domain VI: Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Eligibility Determination	• Summary is ***MISSING DATA*** related to the areas of concerns within speech and language therapy ***OR CRITICAL OR LEGALLY REQUIRED DATA IS MISSING***. • ***DOES NOT*** indicate a potential need for specialized instruction or related services through data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides an ***INVALID*** explanation for how the final eligibility determination is supported by the data, ***OR ONLY REFERENCES DATA COLLECTED FROM A SINGLE TEAM MEMBER***. • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***NO EXPLANATION*** of the impact of such concerns on the eligibility determination. • ***NOT*** all legally required members of the multidisciplinary evaluation team participated in the eligibility determination. • ***BASED ON A REVIEW OF MULTIPLE FILES,*** eligibility determination is ***NOT*** made within the legally determined timelines following parent consent/written request **OR**, for a reevaluation, ***NOT*** prior to the expiration of the previous evaluation.	• ***ENSURES*** the summary contains data related to the ***AREAS OF CONCERNS*** within speech and language therapy, though ***DATA ABOUT OTHER AREAS MAY BE MISSING***. • ***INDICATES A POTENTIAL NEED FOR SPECIALIZED INSTRUCTION OR RELATED SERVICES THROUGH*** data which demonstrates a struggle with the student's performance in the educational setting and/or progress in the general curriculum. • In the summary, provides ***A INCOMPLETE BUT VALID*** explanation for how the final eligibility determination is supported by the data from ***MULTIPLE TEAM MEMBERS***. • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***A LIMITED*** explanation of the impact of such concerns on the eligibility determination. • Documents that all the ***LEGALLY REQUIRED*** members of the multidisciplinary evaluation team, ***INCLUDING THE PARENT***, participated in the eligibility determination (though additional key members may not have participated) • ***BASED ON A SINGLE FILE REVIEW,*** eligibility determination is not made within the legally determined timelines following parent consent/written request OR, for a reevaluation, not prior to the expiration of the previous evaluation.	• Ensures the summary contains data related to ***EACH COMPONENT*** of speech and language therapy (expressive, receptive, articulation, voice, fluency, and pragmatics/ functional communication) as well as any other considered category(ies) of disability, ***INCLUDING REQUIRED MEDICAL OR OTHER CERTIFICATIONS***. (II.A.4.10-29) • Indicates a potential need for specialized instruction or related services through data which demonstrates ***A CONNECTION BETWEEN THE POTENTIAL DISABILITY AND*** the student's performance in the educational setting *AND* progress in the general curriculum. (II.A.4.2; II.A.4.3) • In the summary, provides a ***COMPREHENSIVE AND*** valid explanation for how the final eligibility determination is supported by the data from multiple team members***, SPECIFYING WHETHER OR NOT THE STUDENT IS ELIGIBLE IN EACH COMPONENT OF SPEECH THERAPY.*** • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides ***A THOROUGH*** explanation of the impact of such concerns on the eligibility determination. (II.A.4.5; II.A.4) • Documents that the ***ENTIRE*** multidisciplinary evaluation team, including the parent and involved related service providers, participated in the eligibility determination. (II.A.4.7-8) • Eligibility determination ***IS MADE*** within the legally determined timelines following parent consent/written request OR, for a reevaluation, prior to the expiration of the previous evaluation. (II.A.5)	• Ensures the summary contains data related to each component of speech and language therapy (expressive, receptive, articulation, voice, fluency, and pragmatics/ functional communication) as well as any other considered category(ies) of disability,, including required medical or other certifications. • Indicates a potential need for specialized instruction or related services ***BY THOROUGHLY EXPLAINING*** data which demonstrates the impact of the potential disability on the student's performance in the educational setting and progress in the general curriculum. • In the summary, provides a comprehensive and valid explanation for how the final eligibility determination is supported by the data from ***ALL*** team members, specifying whether or not the student is eligible in each component of speech therapy ***AND PROVIDING VALID EXPLANATIONS FOR WHY OTHER COMPONENTS ARE NOT SUPPORTED BY THE DATA.*** • If data indicates either a lack of appropriate instruction in reading or math, or limited English proficiency, provides a thorough explanation of the impact of such concerns on the eligibility determination, ***INCLUDING HOW SUCH CONCERNS WERE ADDRESSED THROUGHOUT THE EVALUATION PROCESS.*** • Documents that the entire multidisciplinary evaluation team, including the parent and involved related services providers, participated in the eligibility determination. • Eligibility determination is made within the legally determined timelines following parent consent/written request OR, for a reevaluation, prior to the expiration of the previous evaluation.

Domain VI: Evaluation				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Written Evaluation Reports	• When assessment results are presented in the report, the report includes only information about what ***A FEW*** tests measure, and ***TEST SCORES FOR MULTIPLE TEST ARE IMPROPERLY REPORTED***. • When assessment results are presented in the report, student specific strengths and weaknesses are ***NOT PROVIDED***. • The language and writing skills used in the report ***GENERALLY INTERFERE*** with the overall readability and understanding of the whole report, ***which may include*** significant spelling and/or grammatical errors are present, ***POOR ORGANIZATION, AN OVERLY INFORMAL VOICE, OR UNEXPLAINED PROFESSIONAL JARGON.*** • Provides ***LIMITED OR UNALIGNED*** recommendations ***OR*** the need for assistive technology ***IS NOT ADDRESSED, EVEN IF*** additions & modifications to services are recommended.	• When assessment results are presented in the report, ensures that the report includes information about what ***MOST*** tests measure and ***THAT MOST TEST SCORES OR RESULTS ARE PROPERLY REPORTED.*** • When assessment results are presented in the report, student specific strengths and weaknesses are ***ONLY*** provided in ***SOME*** areas of assessment. • The language and writing skills used in the report ***GENERALLY*** contribute to the overall readability and understanding of the whole report, ***THOUGH*** significant spelling and/or grammatical errors are present. • Provides ***MULTIPLE GENERAL*** recommendations ***WHICH MOSTLY ALIGN*** to the educational needs of the student, including the need for assistive technology, ***THOUGH*** additions & modifications to services ***MAY BE MISSING***.	• When assessment results are presented in the report, ensures that the report includes information about what ***EACH*** test measures and that ***ALL*** test scores are properly reported. • When assessment results are presented in the report, student specific strengths and weaknesses are provided in ***EACH AREA OF ASSESSMENT FOR WHICH THE THERAPIST IS RESPONSIBLE (e.g. EXPRESSIVE, RECEPTIVE, ARTICULATION, VOICE, FLUENCY, PRAGMATICS, etc.)*** • The language and writing skills used in the report contribute to the readability and understanding ***of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility)***. • Provides multiple ***STUDENT-SPECIFIC*** recommendations related to the educational needs of the student, including the need for assistive technology ***AND*** additions & modifications to services (II.A.4.3; II.A.4.4)	• When assessment results are presented in the report, ensures that the report includes information about what each test measures and that all test scores are properly reported. • When assessment results are presented in the report, student specific strengths and weaknesses are provided in each area of assessment, ***INCLUDING AREAS OF ASSESSMENT COMPLETED BY RELATED EVALUATORS (i.e. MOTOR THERAPISTS), IF APPROPRIATE.*** • The language and writing skills used in the report contribute to the readability and understanding of each major section of the report (Review of Existing Data, Gathering of Additional Data, and Eligibility) ***AND ENSURES THAT KEY PROFESSIONAL CONCEPTS ARE PRESENTED TO SUPPORT THE LAYPERSON'S (e.g. PARENT) UNDERSTANDING.*** • Provides ***A COMPREHENSIVE LIST OF*** student-specific recommendations related to the educational needs of the student, including the need for assistive technology and additions & modifications to services, ***MAKING CLEAR CONNECTIONS TO THE STUDENT'S OVERALL COMMUNICATION PROFILE***.
Alignment Between the MET and IEP	• ***DOES NOT*** ensure an alignment among the evaluation results, IEP PLAAFP, or IEP goals • ***DOES NOT*** ensure that ***EITHER*** recommended accommodations or assistive technology are reflected throughout the IEP.	• ***ENSURES*** an alignment from the evaluation results to ***EITHER*** the present levels ***OR*** the goals in the IEP • ***ENSURES*** that ***SOME*** recommended accommodations ***OR*** assistive technology are reflected throughout the IEP.	• Ensures an alignment from the evaluation results to ***BOTH*** the present levels and the goals in the IEP • Ensures that ***MOST*** recommended accommodations ***AND*** assistive technology are reflected throughout the IEP.	• Ensures an alignment from the evaluation results to both the present levels and the goals in the IEP • Ensures that most recommended accommodations and assistive technology are reflected throughout the IEP ***AND PROVIDES JUSTIFICATION FOR THEIR INCLUSION.***

Domain VII: Compliancy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Notices *(Applies to primary evaluators only)*	• ***THE DOCUMENTATION INDICATES THAT THE PROCEDURAL SAFEGUARDS NOTICE OR ANY REQUIRED MEETING NOTICE OR ANY REQUIRED PRIOR WRITTEN NOTICE WAS NOT PROVIDED TO THE PARENT.*** • There is documentation indicating that ***MULTIPLE*** required notices are not provided in or not interpreted to the parent in their native language (and there is no documentation in which the parent indicates a preference for notices to be provided in English). • Any Prior Written Notice ***DOES NOT*** include all required components, ***OR*** are ***NOT*** specific to the student ***OR CONTRADICT OTHER COMPONENTS OF THE EVALUATION, INCLUDING THE FINALIZED REPORT, TO A DEGREE THAT MAY HAVE A SIGNIFICANT IMPACT OF THE PROVISION OF FAPE.***	• The documentation indicates that notices are provided to the parent ***MOSTLY AT THE REQUIRED TIMES***: Procedural Safeguards Notice is provided to the parent ***AT SOME POINT DURING THE EVALUATION PROCESS, MOST*** Meeting Notices are provided prior to meetings related to the evaluation process ***(LATE MEETING NOTICES ARE ONLY FOR MEETINGS WHICH THE PARENT ATTENDED)***, and Prior Written Notices are provided following each meeting at which the team has made decisions. • There is documentation indicating that ***ONE*** required notice is ***NOT*** provided in or ***NOT*** interpreted to the parent in their native language (***AND*** there is ***NO*** documentation in which the parent indicates a preference for notices to be provided in English). • All Prior Written Notices include all required components, ***BUT*** are ***INCONSISTENT IN BEING*** specific to the student, ***OR MULTIPLE COMPONENTS DO NOT*** reflect the conversation that occurred during the meeting at which decisions were made.	• ***ALL*** notices are provided to the parent at the required times: Procedural Safeguards Notice is provided to the parent at ***THE BEGINNING OF*** the evaluation process, ***ALL*** Meeting Notices are provided prior to meetings related to the evaluation process, and all Prior Written Notices are provided following each meeting at which the team has made decisions. (IV.A.1.1) • There is documentation indicating that ***ALL*** required notices are provided in or interpreted to the parent in their native language (or there ***IS*** documentation in which the parent indicates a preference for notices to be provided in English). (IV.A.1.2) • All Prior Written Notices include all required components, ***ARE SPECIFIC*** to the student ***AND GENERALLY*** reflect the conversation that occurred during the meeting at which decisions were made. (IV.A.2)	• All notices are provided to the parent at the required times: Procedural Safeguards Notice is provided to the parent at the beginning of the evaluation process, all Meeting Notices are provided prior to meetings related to the evaluation process, and all Prior Written Notices are provided following each meeting at which the team has made decisions. • There is documentation indicating that all required notices are provided in or interpreted to the parent in their native language (or there is documentation in which the parent indicates a preference for notices to be provided in English). • All Prior Written Notices include all required components, are specific to the student and reflect ***WITH DETAIL*** the conversation that occurred during the meeting at which decisions were made, ***INCLUDING MULTIPLE OPTIONS WHICH WERE CONSIDERED AND REJECTED***.
Submission of METs and IEPs *(Applies to case managers only)*	• ~~Monthly reports indicate that ***FEW (LESS THAN*** *50%)* ***WEEKS.***~~ • Paperwork is ***RARELY*** submitted in a timely manner or typically incomplete (i.e. missing documents such as translations or notices, METs are not submitted with IEPs).	• ~~Monthly reports indicate that ***SOME*** (50-70%) ***WEEKS***.~~ • Paperwork is ***INCONSISTENTLY*** submitted in a timely manner or is frequently incomplete (i.e. missing documents such as translations or notices, METs are not submitted with IEPs).	• ~~Monthly reports indicate that ***MOST (70-85%)*** finalized within two weeks.~~ • Paperwork is ***TYPICALLY*** submitted to the district office in a timely manner and in complete packets (i.e. includes documents such as translations and notices, METs are submitted with IEPs).	• ~~Monthly reports indicate that ***ALMOST ALL (MORE THAN 85%)*** within two weeks.~~ • Paperwork is ***ALMOST ALWAYS*** submitted to the district office in a timely manner and in complete packets (i.e. includes documents such as translations and notices, METs are submitted with IEPs).

Domain VII: Compliancy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Submission of Progress Reports	• Therapist does not submit progress reports to the district office **within one month** at the end of the grading period AND • Quarterly documentation indicates that the therapist has ***NOT*** signed progress reports for ***AT LEAST 20% OF*** students receiving services	• Therapist submits progress reports to the district office **within one month** of the end of the school year, though some progress reports might be incomplete OR • Quarterly documentation indicates that the therapist has signed progress reports for ***MOST*** students receiving services	• Each quarter's documentation confirms that therapist submitted completed progress reports to the district office for their primary case load **within two weeks** of the end of the grading period • Quarterly documentation indicates that the therapist has signed progress reports for ***ALL*** students receiving services.	• Each quarter's documentation confirms that therapist submitted completed progress reports to the district office for their primary case load **within one week** of the end of the grading periodQuarterly documentation indicates that the therapist has signed progress reports for all students receiving services.
Submission of Medicaid Billing *(Applies only to master's level speech therapists)*	• Monthly reports indicate that Medicaid billing has been initiated for ***less than 75%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that ***THERE IS ANY*** Medicaid billing has been ***NOT BEEN*** confirmed within ten weeks following the end of the billing month (e.g. August billing has ***NOT*** been completed by November 15th). • Monthly reports indicate that therapy notes have been written for ***LESS THAN 75%*** of Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for ***at least 75%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that all Medicaid billing has been confirmed ***WITHIN TEN WEEKS*** following the end of the billing month (e.g. August billing has been completed by ***NOVEMBER 15TH***). • Monthly reports indicate that therapy notes have been written for ***AT LEAST 75%*** of Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for ***100%*** of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that all Medicaid billing has been confirmed ***WITHIN SIX WEEKS*** following the end of the billing month (e.g. August billing has been completed by ***OCTOBER 15TH***). • Monthly reports indicate that therapy notes have been written for ***ALL*** Medicaid billing.	• Monthly reports indicate that Medicaid billing has been initiated for 100% of the students on the therapist's caseload within six weeks following the end of the billing month (e.g. August billing has been initiated by October 15th), including billing completed by supervised SLPAs. • Monthly reports indicate that all Medicaid billing has been confirmed within ***TWO WEEKS*** following the end of the billing month (e.g. August billing has been confirmed by ***SEPTEMBER 15TH***). • Monthly reports indicate that therapy notes have been written for all Medicaid billing.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.B. TOPIC: Employment of Director

SUBMITTED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the employment of Ms. Valerie Caraveo as Director of Finance for Glendale Elementary School District, with no change in salary or benefits.

RATIONALE:

Thirteen applicants were in the initial pool for the Director of Finance vacancy. After the first round of paper screening, six individuals moved on to the official interviews. The interview committee consisted of the Assistant Superintendent for Business Services, a Human Resources Coordinator, Director of Maintenance, an Assistant Superintendent for Business Services from a neighboring district, and a District-level Director.

As a result of this process, it is recommended to the Governing Board Valerie Caraveo be appointed the Director of Finance for the Glendale Elementary School District. Ms. Caraveo has her Bachelor of Science in Global Studies from Arizona State University. Ms. Caraveo currently serves at the Director of Transportation in our District. Prior to her current positon, Valerie was employed by the Tolleson Union High School District, where she worked as the Capital Budget Analyst. She also held the title of Finance Supervisor with United Parcel Service. With her previous employment history, Ms. Caraveo has a solid understanding of the fiscal knowledge required for the Director of Finance.

We are honored to recommend Ms. Caraveo for this position.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.C. TOPIC: Employee Contracts and Work Agreement

SUBMITTED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the employee contracts and work agreement as presented for the 2018-2019 school year.

RATIONALE:

The proposed contracts/work agreements for support, certified and administrative staff for the 2018-2019 school year are attached. The contract/work agreement language has been revised per the recommendation of the District's legal counsel.

Glendale Elementary School District No. 40
7301 North 58th Avenue
Glendale, Arizona 85301

ADDENDUM TO CONTRACT
Additional Services and Compensation

This document amends and modifies the Employment Contract (the "Contract) entered into between Glendale Elementary School District No. 40 of Maricopa County, Arizona, through its Governing Board (the "District") and **EMPLOYEE NAME** ("Employee"), effective for the ~~**2017-**~~**2018-2019** school year. The terms and conditions of that Contract that are not inconsistent with this Addendum are not modified or otherwise effected by this Addendum. This Addendum shall be effective so long as the Contract is effective and shall have no force or effect in the event that the Contract is terminated, cancelled or otherwise rendered null and void. The execution of this Addendum was authorized by the Governing Board pursuant to the Personnel Action Request form(s) attached hereto.

1. In addition to the duties described in the Contract, Employee shall provide the following services to the District:

   - Demonstrate and model scientifically based math/science or literacy/social studies strategies.
   - Assist with the planning and implementation of site/district professional Development.
   - Assist teachers in lesson planning, data analysis, flexible grouping and integration of technology in math/science or literacy/social studies.
   - Observe and collaborate with teachers; Provide one-to-one feedback to teachers.
   - Interpret assessment data, both formal and informal, to drive instruction.
   - Collaborate with Glendale Union High School staff in order to implement the high school math curriculum, where appropriate.
   - Work directly with Principals, District Office staff, teaching staff and professional development providers.
   - Assist in the process of curriculum alignment to the Arizona State Standards and implementation of the power concepts at the building, grade and classroom level, utilizing district alignment structures and procedures.
   - Coordinate and monitor school support for new teachers.
   - Attend monthly (or scheduled) Achievement Advisor meetings at the District Office.
   - Work collaboratively with and coordinate effort with building bilingual mentors, gifted mentors and special education mentors to promote success for ALL students.
   - Work an additional 20 days - _____

2. As additional consideration for the services described in this Addendum, the District promises to pay Employee the sum of **$AMOUNT.**

This Addendum must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the employee's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the employee's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the (fifteen) 15 business days, under accordance with the provisions of A.R.S. §15-536 and/or A.R.S. §15-538.01, this Addendum shall be null and void.

_____ _____
~~Achievement Advisor~~**Employee** Date

GLENDALE ELEMENTARY SCHOOL DISTRICT GOVERNING BOARD:

By: _____ DATE _____
Board Representative Date Issued

GB: 013014

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
7301 North 58th Avenue
Glendale, Arizona 85301

CLASSIFIED OR CERTIFIED ADMINISTRATOR CONTRACT

This Agreement is entered into this **DAY** day of **MONTH**, **YEAR** between the Governing Board of Glendale Elementary School District No. 40, (hereinafter referred to as "Board"), and **EMPLOYEE NAME** (hereinafter referred to as "Administrator"), who represents that he/she has all credentials required by the laws of the State of Arizona and by the Board in order to qualify for the position of Administrator in the Glendale School District No. 40. It shall become effective when Administrator signs and returns it to the Assistant Superintendent of Human Resources, as the agent for the Board within thirty (30) days of its issuance.

TERM OF EMPLOYMENT

T1. The Board agrees to employ Administrator for the term of **START DATE** – **END DATE**. Administrator shall be employed to work for a period of twelve months each fiscal year. (This is a total of ### contract days).

T2. If Administrator is certified, then the Board shall provide notice of the Board's intention not to renew a contract on or before April 15th. Administrator has no legitimate expectancy of employment beyond the term indicated in Paragraph T1.

DUTIES

D1. The duties and responsibilities of Administrator shall be those duties as may be assigned to the Administrator by the Superintendent. Administrator understands and agrees that there may be occasions requiring Administrator's presence outside of the regular duty hours and Administrator will be present and perform any assigned duties, any such duties being part of Administrator's obligations under this Contract in exchange for consideration.

D2. Administrator may be assigned to any particular building, location or department within the District at the discretion of the Superintendent and may likewise be transferred from one assignment or duties to another. Assignments or transfers shall take into account the best interests of the instructional program and the operation of the District as determined by the Superintendent.

D3. Administrator shall competently perform the duties of the assignment and will be subject to a performance evaluation. Administrator shall be governed during employment by federal and state laws, Board Policies, Administrative Regulations and rules and shall fulfill all the duties and responsibilities of the Administrator position or positions that may be assigned during the term of this Contract by the Superintendent and shall perform such duties at a professional level of competence as evaluated by the Superintendent.

ADMINISTRATOR QUALIFICATIONS

Q1. Administrator represents that Administrator has obtained all required licenses and/or certification so as to fulfill the duties of the position to which Administrator has been assigned.

Q2. Administrator has provided fingerprints to the Arizona Department of Education and shall maintain throughout the term of this Contract a Fingerprint Clearance Card, on file with the District.

Q3. This Contract is conditioned on any licenses and/or certifications listed above being valid at the time that Administrator executes this Contract and continuing without interruption for the contract year, unless Administrator has written waiver executed by the Superintendent allowing Administrator to obtain the licenses and certificates at a latter specific date and maintaining same throughout the end of this Contract.

Q4. If newly hired, this offer of employment is conditioned upon receipt of a positive response regarding any background investigation/reference checks.

COMPENSATION

C1. In consideration of performance of services pursuant to this Contract, the District agrees to pay Administrator, in addition to any fringe benefits provided by District Policy, the sum of **$AMOUNT**. The compensation contained in this Paragraph C1 results from placement on the District Compensation schedule. Notwithstanding the foregoing, the sum listed in this Paragraph C1 may be modified in accordance with other provisions of this Contract. The annual salary shall be paid in equal installments in accordance with the Board Policy governing payment of wages.

C2. Administrator acknowledges that any time after execution of this Contract, the Base Salary specified in above may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018**-2019** fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017**-2018** fiscal year; 2) the District fails to receive during the ~~2017-~~2018**-2019** fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or otherwise; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018**-2019** fiscal year. The Administrator shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

C3. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018**-2019** school year, Administrator may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Administrator in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Administrator must be currently employed by the District to receive any increase.

C4. Administrator may be entitled to earn additional compensation under the District's Performance Pay Plan. Administrator's Supervisor shall determine if Administrator has met the requirements to receive up to two Performance Pay Plan payments, totaling an amount not to exceed **$AMOUNT**.

C5. Administrator's salary is contingent upon final approval of the ~~2017-~~2018**-2019** budget as required by Arizona law (A.R.S. §15-905). The above salary is subject to the condition that funding to the District, as provided in the Arizona revised statutes or otherwise, is not reduced.

C6. District reserves the right, as part of a salary reduction, to decrease Administrator's salary by furloughing Administrator. Administrator will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Administrator may not use paid sick leave or other paid leave time on such furlough days.

C7. The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Administrator shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Administrator pursuant to this Contract.

C8. This Contract is conditional upon the school or other work location to which Administrator is assigned remaining open and in full operation for the entire term of this Contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this Contract corresponding to the portion of the contract term that suspended or reduced District operations require suspension or reduction of the services of Administrator and funds to pay Administrator are not appropriated or are not lawfully available.

C9. Should Administrator believe there is a mistake in Administrator's salary resulting in Administrator receiving less than what Administrator would be entitled under the salary schedule, Administrator shall have thirty (30) working days from initiating performance of duties under the Contract to notify the District of mistake. If Administrator does not notify the District within these thirty (30) days, Administrator waives the right to have the salary corrected. If Administrator has received more money than Administrator is entitled for work performed, Administrator shall, at the District's option: (a) immediately repay any amount erroneously paid to the Administrator; or (b) allow the District to reduce future payments to Administrator to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

C10. If Administrator has retired with the Arizona State Retirement System and returned to work, Administrator acknowledges as follows: that District shall not pay contributions on behalf of the Administrator pursuant to A.R.S. §§ 38-736.38-737 or 38-797.05 during the term of this Contract and that the Administrator shall not accrue credited service, retirement benefits or long-term disability program benefits pursuant to Article 2.1 or Title 38 or pursuant to any District Policy for the period the Administrator returns to work. Administrator acknowledges that the District shall place Administrator on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

BENEFITS

B1. Administrator shall receive benefits in accordance with his/her employment status (i.e. part time, retired, ten month, or twelve month, certificated or support staff) and pursuant to the applicable Board Policies.

(a) If Administrator is a full time twelve-month employee and not yet retired, Administrator shall receive twenty (20) days of vacation annually, exclusive of legal holidays. Vacation shall be taken subject to the approval of the Superintendent. Vacation time may be accumulated, but may not exceed 20 working days in excess of the 20 days of annual allotted vacation. After the first year of employment, upon resignation or retirement, or non-renewal, Administrator shall be entitled to be paid for no more than 40 earned but unused vacation days.

(b) Twelve-month administrative employees shall receive 15 paid holidays each year. Administrators employed 10 or 10-1/2 months shall receive 9 paid holidays. Part time Administrators shall receive 5 paid holidays.

(c) Administrator shall be provided sick leave. Twelve-month Administrators shall accrue sick leave at a rate of 13 days annually. Ten or 10 ½ month Administrators will accrue sick leave at a rate of 11 days annually. Part time Administrators will accrue 5 days of sick leave annually.

(d). Daily rate of compensation shall be determined by dividing the annual base salary by the number of contract days.

B2. An Administrator employed at least thirty (30) hours or more will be eligible for the lowest cost medical/dental plan provided by District when Administrator qualifies for the insurance under the medical and dental plan. Said plan will be paid for by the District.

B3. If applicable based on Board Policy, life insurance shall be provided for Administrator that equates to two times Administrators annual salary.

B4. If applicable based upon Board Policy, the District shall provide Administrator with Long Term Disability Insurance. Administrators will receive 2/3 of monthly earnings, subject to a maximum amount of $5,000.00 per month.

B5. Within budget, staffing and legal constraints, Administrator, upon approval by the Superintendent, shall be encouraged to attend appropriate professional meetings at the local, state and national levels. Cost of attendance, where approved in advance, shall be paid by the District.

B6. Administrator will be reimbursed for traveling done on behalf of the District in accordance with A.R.S. §15-342. Administrator will provide a personal vehicle to be used for professional business. Administrator shall have use of a District owned cellular telephone for professional business purposes only.

MISCELLANEOUS PROVISIONS

M1. Administrator affirms that all Administrator's representations in this Contract, Administrator's employment application and any other document or oral statement submitted to the District concerning qualifications, fitness for duty and representations about arrest and conviction record are true and accurate. In the case of newly hired Administrators, this Contract is subject to verification of previous experience, receipt of positive references and evaluation of official transcript and/or grade reports. The District may terminate this Contract if Administrator has misrepresented any of these items.

M2. Administrator represents and warrants that he or she has not committed or been convicted of molestation of a child, sexual conduct with a minor, child abuse or any other dangerous crime against children as defined in A.R.S. § 13-604.01 or any offense described in A.R.S. § 15-534(B). This Contract shall immediately terminate and Administrator shall be dismissed without any right to a hearing if Administrator is arrested for or charged with a non-appealable offence listed in A.R.S. § 41-1758(B) and fails to immediately report the arrest or charge to Administrator's supervisor.

M3. To the extent appropriate for the occasion, the District may provide incidental food and beverages to Administrator at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

M4. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

M5. Administrator shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

M6. The entire agreement between the parties shall consist of this Contract, District's salary schedule, the District's Performance Pay Plan and such fringe benefits as the Board approves for this fiscal year. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

M7. The execution of this Contract was authorized at a legally convened meeting of the Board held on **BOARD DATE**. This Contract cancels and supersedes all prior employment contracts between the parties and must be revised in writing.

M8. If this Contract is not returned to the District's Human Resources Office within thirty (30) days from the date issued by the Board or includes terms in addition to those authorized by the Board, Administrator has not accepted employment with the District, and this Contract shall be null and void.

M9. Administrator shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. § 15-203(A)(38). The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract.

M10. Administrator recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Administrator does not fulfill the obligations under this Contract. Administrator and District agree that these expenses, added to the negative impact to the students who will not have the stability of a single administrator are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Administrator and District agree that the liquidated damages which may be assessed against Administrator for resigning, with Board approval, during the term of this Contract shall be in the amount of two thousand five hundred Dollars ($2,500.00). Furthermore, resignation prior to the termination of this Contract shall in and of itself be considered to be a violation of the Performance Pay Plan, and Administrator shall be entitled to no portion of any funds. The District may withhold all or any part of these liquidated damages from any amount payable to the Administrator after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed in the respective names and in the case of the Board Representative, on the day and year first written above.

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

By _____ Date Issued: _____
Board Representative

_____ Date: _____
Administrator

GB: 030515

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
7301 North 58th Avenue
Glendale, Arizona 85301

CLASSIFIED OR CERTIFIED ADMINISTRATOR CONTRACT

This Agreement is entered into this **DAY** day of **MONTH**, **YEAR** between the Governing Board of Glendale Elementary School District No. 40, (hereinafter referred to as "Board"), and **EMPLOYEE NAME** (hereinafter referred to as "Administrator"), who represents that he/she has all credentials required by the laws of the State of Arizona and by the Board in order to qualify for the position of Administrator in the Glendale School District No. 40. It shall become effective when Administrator signs and returns it to the Assistant Superintendent of Human Resources, as the agent for the Board within thirty (30) days of its issuance.

TERM OF EMPLOYMENT

T1. The Board agrees to employ Administrator for the term of **START DATE – END DATE.** Administrator shall be employed to work for a period of twelve months each fiscal year. (This is a total of ### contract days).

T2. If Administrator is certified, then the Board shall provide notice of the Board's intention not to renew a contract on or before April 15th. Administrator has no legitimate expectancy of employment beyond the term indicated in Paragraph T1.

DUTIES

D1. The duties and responsibilities of Administrator shall be those duties as may be assigned to the Administrator by the Superintendent. Administrator understands and agrees that there may be occasions requiring Administrator's presence outside of the regular duty hours and Administrator will be present and perform any assigned duties, any such duties being part of Administrator's obligations under this Contract in exchange for consideration.

D2. Administrator may be assigned to any particular building, location or department within the District at the discretion of the Superintendent and may likewise be transferred from one assignment or duties to another. Assignments or transfers shall take into account the best interests of the instructional program and the operation of the District as determined by the Superintendent.

D3. Administrator shall competently perform the duties of the assignment and will be subject to a performance evaluation. Administrator shall be governed during employment by federal and state laws, Board Policies, Administrative Regulations and rules and shall fulfill all the duties and responsibilities of the Administrator position or positions that may be assigned during the term of this Contract by the Superintendent and shall perform such duties at a professional level of competence as evaluated by the Superintendent.

ADMINISTRATOR QUALIFICATIONS

Q1. Administrator represents that Administrator has obtained all required licenses and/or certification so as to fulfill the duties of the position to which Administrator has been assigned.

Q2. Administrator has provided fingerprints to the Arizona Department of Education and shall maintain throughout the term of this Contract a Fingerprint Clearance Card, on file with the District.

Q3. This Contract is conditioned on any licenses and/or certifications listed above being valid at the time that Administrator executes this Contract and continuing without interruption for the contract year, unless Administrator has written waiver executed by the Superintendent allowing Administrator to obtain the licenses and certificates at a latter specific date and maintaining same throughout the end of this Contract.

Q4. If newly hired, this offer of employment is conditioned upon receipt of a positive response regarding any background investigation/reference checks.

COMPENSATION

C1. In consideration of performance of services pursuant to this Contract, the District agrees to pay Administrator, in addition to any fringe benefits provided by District Policy, the sum of **$AMOUNT**. The compensation contained in this Paragraph C1 results from placement on the District Compensation schedule. Notwithstanding the foregoing, the sum listed in this Paragraph C1 may be modified in accordance with other provisions of this Contract. The annual salary shall be paid in equal installments in accordance with the Board Policy governing payment of wages.

C2. Administrator acknowledges that any time after execution of this Contract, the Base Salary specified in above may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018**-2019** fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017**-2018** fiscal year; 2) the District fails to receive during the ~~2017-~~2018**-2019** fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or otherwise; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018**-2019** fiscal year. The Administrator shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

C3. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018**-2019** school year, Administrator may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Administrator in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Administrator must be currently employed by the District to receive any increase.

C4. In addition to the annual base salary and any performance based pay, the District shall pay the sum of $10,000 each year to a tax deferred plan or annuity, whether a 403(b) plan or a 457(b) plan maintained by the District or another tax deferred plan or annuity, that is designated by the Administrator before the beginning of the school year. If the payment is to a 403(b) plan or a 457(b) plan maintained by the District, the payment will be deemed to be an employer contribution to the maximum extent, if any, permitted thereunder for the year in which the payment is made, and the balance of the payment will be deemed to be an employee elective deferral pursuant to a salary reduction agreement. The Administrator acknowledges that the District may be required to withhold from the annual base salary an employee's FICA and Medicare taxes respecting the payment made by the District pursuant to this section. The Administrator acknowledges and agrees that neither the District nor any representative of the District has given or will give to the Administrator any legal or tax advice and that the Administrator is responsible for the tax consequences of the foregoing payments, including the election as to where the payment is to be made each year.

C5. Administrator's Supervisor shall determine if Administrator has met the requirements to receive up to two Performance Pay Plan payments, totaling an amount not to exceed **$AMOUNT**.

C6. Administrator's salary is contingent upon final approval of the ~~2016-2017~~**2018-2019** budget as required by Arizona law (A.R.S. §15-905). The above salary is subject to the condition that funding to the District, as provided in the Arizona revised statutes or otherwise, is not reduced.

C7. District reserves the right, as part of a salary reduction, to decrease Administrator's salary by furloughing Administrator. Administrator will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Administrator may not use paid sick leave or other paid leave time on such furlough days.

C8. The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Administrator shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Administrator pursuant to this Contract.

C9. This Contract is conditional upon the school or other work location to which Administrator is assigned remaining open and in full operation for the entire term of this Contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this Contract corresponding to the portion of the contract

term that suspended or reduced District operations require suspension or reduction of the services of Administrator and funds to pay Administrator are not appropriated or are not lawfully available.

C10. Should Administrator believe there is a mistake in Administrator's salary resulting in Administrator receiving less than what Administrator would be entitled under the salary schedule, Administrator shall have thirty (30) working days from initiating performance of duties under the Contract to notify the District of mistake. If Administrator does not notify the District within these thirty (30) days, Administrator waives the right to have the salary corrected. If Administrator has received more money than Administrator is entitled for work performed, Administrator shall, at the District's option: (a) immediately repay any amount erroneously paid to the Administrator; or (b) allow the District to reduce future payments to Administrator to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

C11. If Administrator has retired with the Arizona State Retirement System and returned to work, Administrator acknowledges as follows: that District shall not pay contributions on behalf of the Administrator pursuant to A.R.S. §§ 38-736.38-737 or 38-797.05 during the term of this Contract and that the Administrator shall not accrue credited service, retirement benefits or long-term disability program benefits pursuant to Article 2.1 or Title 38 or pursuant to any District Policy for the period the Administrator returns to work. Administrator acknowledges that the District shall place Administrator on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

BENEFITS

B1. Administrator shall receive benefits in accordance with his/her employment status (i.e. part time, retired, ten month, or twelve month, certificated or support staff) and pursuant to the applicable Board Policies.

(a) If Administrator is a full time twelve-month employee and not yet retired, Administrator shall receive twenty (20) days of vacation annually, exclusive of legal holidays. Vacation shall be taken subject to the approval of the Superintendent. Vacation time may be accumulated, but may not exceed 20 working days in excess of the 20 days of annual allotted vacation. After the first year of employment, upon resignation or retirement, or non-renewal, Administrator shall be entitled to be paid for no more than 40 earned but unused vacation days.

(b) Twelve-month administrative employees shall receive 15 paid holidays each year. Administrators employed 10 or 10-1/2 months shall receive 9 paid holidays. Part time Administrators shall receive 5 paid holidays.

(c) Administrator shall be provided sick leave. Twelve-month Administrators shall accrue sick leave at a rate of 13 days annually. Ten or 10 ½ month Administrators will accrue sick leave at a rate of 11 days annually. Part time Administrators will accrue 5 days of sick leave annually.

(d). Daily rate of compensation shall be determined by dividing the annual base salary by the number of contract days.

B2. An Administrator employed at least thirty (30) hours or more will be eligible for the lowest cost medical/dental plan provided by District when Administrator qualifies for the insurance under the medical and dental plan. Said plan will be paid for by the District.

B3. If applicable based on Board Policy, life insurance shall be provided for Administrator that equates to two times Administrators annual salary.

B4. If applicable based upon Board Policy, the District shall provide Administrator with Long Term Disability Insurance. Administrators will receive 2/3 of monthly earnings, subject to a maximum amount of $5,000.00 per month.

B5. Within budget, staffing and legal constraints, Administrator, upon approval by the Superintendent, shall be encouraged to attend appropriate professional meetings at the local, state and national levels. Cost of attendance, where approved in advance, shall be paid by the District.

B6. Administrator will be reimbursed for traveling done on behalf of the District in accordance with A.R.S. §15-342. Administrator will provide a personal vehicle to be used for professional business. Administrator shall have use of a District owned cellular telephone for professional business purposes only.

MISCELLANEOUS PROVISIONS

M1. Administrator affirms that all Administrator's representations in this Contract, Administrator's employment application and any other document or oral statement submitted to the District concerning qualifications, fitness for duty and representations about arrest and conviction record are true and accurate. In the case of newly hired Administrators, this Contract is subject to verification of previous experience, receipt of positive references and evaluation of official transcript and/or grade reports. The District may terminate this Contract if Administrator has misrepresented any of these items.

M2. Administrator represents and warrants that he or she has not committed or been convicted of molestation of a child, sexual conduct with a minor, child abuse or any other dangerous crime against children as defined in A.R.S. § 13-604.01 or any offense described in A.R.S. § 15-534(B). This Contract shall immediately terminate and Administrator shall be dismissed without any right to a hearing if Administrator is arrested for or charged with a non-appealable offence listed in A.R.S. § 41-1758(B) and fails to immediately report the arrest or charge to Administrator's supervisor.

M3. To the extent appropriate for the occasion, the District may provide incidental food and beverages to Administrator at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

M4. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

M5. Administrator shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

M6. The entire agreement between the parties shall consist of this Contract, District's salary schedule, the District's Performance Pay Plan and such fringe benefits as the Board approves for this fiscal year. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

M7. The execution of this Contract was authorized at a legally convened meeting of the Board held on **BOARD DATE**. This Contract cancels and supersedes all prior employment contracts between the parties and must be revised in writing.

M8. If this Contract is not returned to the District's Human Resources Office within thirty (30) days from the date issued by the Board or includes terms in addition to those authorized by the Board, Administrator has not accepted employment with the District, and this Contract shall be null and void.

M9. Administrator shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. § 15-203(A)(38). The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract.

M10. Administrator recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Administrator does not fulfill the obligations under this Contract. Administrator and District agree that these expenses, added to the negative impact to the students who will not have the stability of a single administrator are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Administrator and District agree that the liquidated damages which may be assessed against Administrator for resigning, with Board approval, during the term of this Contract shall be in the amount of two thousand five hundred Dollars ($2,500.00). Furthermore, resignation prior to the termination of this Contract shall in and of itself be considered to be a violation of the Performance Pay Plan, and Administrator shall be entitled to no portion of any funds. The District may withhold all or any part of these liquidated damages from any amount payable to the Administrator after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed in the respective names and in the case of the Board Representative, on the day and year first written above.

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

By _____ Date Issued: _____

Board Representative

_____ Date: _____

Administrator

GB: 051415

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
7301 North 58th Avenue
Glendale, AZ 85301

CLASSIFIED TERM CERTAIN APPOINTMENT – EXEMPT

This Classified Term Certain Appointment ("Appointment") is between Glendale Elementary School District No. 40 ("District"), by and through its Governing Board, and **EMPLOYEE NAME.** It shall become effective only if Employee signs and returns it to the Personnel Department, as the agent for the Governing Board within **ten (10) days** of its issuance. District and Employee agree as follows:

TERM OF EMPLOYMENT

T1. The Board agrees to employ the Employee for the term of **START DATE** – **END DATE**. The Employee shall be employed to work for a period of twelve months each fiscal year. (This is a total of ### contract days).

DUTIES

D1. The duties and responsibilities of Employee shall be those duties as may be assigned to the Employee by the Superintendent. Employee understands and agrees that there may be occasions requiring Employee's presence outside of the regular duty hours and Employee will be present and perform any assigned duties, any such duties being part of Employee's obligations under this Appointment in exchange for consideration.

D2. Employee may be assigned to any particular building, location or department within the District at the discretion of the Superintendent and may likewise be transferred from one assignment or duties to another. Assignments or transfers shall take into account the best interests of the instructional program and the operation of the District as determined by the Superintendent.

D3. Employee shall competently perform the duties of the assignment and will be subject to a performance evaluation. Employee shall be governed during employment by federal and state laws, Board Policies, Administrative Regulations and rules and shall fulfill all the duties and responsibilities of the Employee position or positions that may be assigned during the term of this Appointment by the Superintendent and shall perform such duties at a professional level of competence as evaluated by the Superintendent.

EMPLOYEE QUALIFICATIONS

Q1. Employee represents that Employee has obtained all required licenses and/or certification, if any, so as to fulfill the duties of the position to which Employee has been assigned.

Q2. Employee has provided fingerprints to the Arizona Department of Education and shall maintain throughout the term of this Appointment a Fingerprint Clearance Card, on file with the District, unless the Employee's certification status does not presently require fingerprinting or a clearance card.

Q3. This Appointment is conditioned on any licenses and/or certifications listed above being valid at the time that Employee executes this Appointment and continuing without interruption for the Appointment year, unless Employee has written waiver executed by the Superintendent allowing Employee to obtain the licenses and certificates at a latter specific date and maintaining same throughout the end of this Appointment.

Q4. If newly hired, this offer of employment is conditioned upon receipt of a positive response regarding any background investigation/reference checks.

COMPENSATION

C1. In consideration of performance of services pursuant to this Appointment, the District agrees to pay Employee, in addition to any fringe benefits provided by District policy, a salary amount of **$AMOUNT**. The compensation contained in this Paragraph C1 results from placement on the District Compensation schedule. Notwithstanding the foregoing, the sum listed in this Paragraph C1 may be modified in accordance with other provisions of this Appointment. Wages shall be paid in equal installments in accordance with the Board Policy governing payment of wages.

C2. Employee acknowledges that any time after execution of this Contract, the salary specified in the above paragraph may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018**-2019** fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017**-2018** fiscal year; 2) the District fails to receive during the ~~2017-~~2018**-2019** fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or otherwise; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018**-2019** fiscal year. The Employee shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

C3. The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Employee shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Employee pursuant to this Contract.

C4. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018**-2019** school year, Employee may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Employee in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Employee must be currently employed by the District to receive any increase.

C5. Employee's salary is contingent upon final approval of the ~~2017-~~2018**-2019** budget as required by Arizona law (A.R.S. §15-905). The above salary is subject to the condition that funding to the District, as provided in the Arizona revised statutes or otherwise, is not reduced.

C6. District reserves the right, as part of a salary reduction, to decrease Employee's compensation by furloughing Employee. Employee will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Employee may not use paid sick leave or other paid leave time on such furlough days.

C7. This Appointment is conditional upon the school or other work location to which Employee is assigned remaining open and in full operation for the entire term of this Appointment. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full Appointment term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this Appointment corresponding to the portion of the Appointment term that suspended or reduced District operations require suspension or reduction of the services of Employee and funds to pay Employee are not appropriated or are not lawfully available.

C8. Should Employee believe there is a mistake in Employee's salary resulting in Employee receiving less than what Employee would be entitled under the compensation schedule, Employee shall have thirty (30) working days from initiating performance of duties under the Appointment to notify the District of mistake. If Employee does not notify the District within these thirty (30) days, Employee waives right to have the salary corrected. If Employee has received more money than Employee is entitled for work performed, Employee shall, at the District's option: (a) immediately repay any amount erroneously paid to Employee; or (b) allow the District to reduce future payments to Employee to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

C9. If Employee has retired with the Arizona State Retirement System and returned to work, Employee acknowledges as follows: that District shall not pay contributions on behalf of the employee pursuant to A.R.S. §§ 38-736.38-737 or 38-797.05 during the term of this Appointment and that the Employee shall not accrue credited service, retirement benefits or long-term disability program benefits pursuant to Article 2.1 or Title 38 or pursuant to any District policy for the period the Employee returns to work. Employee acknowledges that the District shall place Employee on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

TERMINATION

T1. Employee may not resign effective prior to the conclusion of the final duty day, unless the resignation is first approved by the Governing Board.

T2. The District may terminate Employee for cause, including but not limited to, a material breach of this Appointment, unprofessional conduct, conduct in violation of law, District Policy, Administrative regulations or rules.

T3. The District may elect not to renew the term of employment. Employee has no legitimate expectancy of continued employment beyond the term of this Appointment and District shall not be required to provide reason or cause for such decision. The District shall not be obligated to justify a decision to non-renew in any procedural hearing or other devices.

T4. Employee recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that the Employee does not fulfill his/her obligations under the Appointment. In the event that the Employee fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this appointment, Employee agrees to pay the District the amount of Two Thousand, Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the Employee's non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the Employee after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. Employee shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

MISCELLANEOUS PROVISIONS

M1. Employee affirms that all Employee's representations in this Appointment, Employee's employment application and any other document or oral statement submitted to the District concerning qualifications, fitness for duty and representations about arrest and conviction record are true and accurate. In the case of newly hired Employees, this Appointment is subject to verification of previous experience, receipt of positive references and evaluation of official transcript and/or grade reports. The District may terminate this Appointment if Employee has misrepresented any of these items.

M2. Employee represents and warrants that he or she has not committed or been convicted of molestation of a child, sexual conduct with a minor, child abuse or any other dangerous crime against children as defined in A.R.S. § 13-604.01 or any offense described in A.R.S. § 15-534(B). This Appointment shall immediately terminate and Employee shall be dismissed without any right to a hearing if Employee is arrested for or charged with a non-appealable offence listed in A.R.S. § 41-1758(B) and fails to immediately report the arrest or charge to Employee's supervisor.

M3. To the extent appropriate for the occasion, the District may provide incidental food and beverages to Employee at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

M4. This Appointment is subject to cancellation pursuant to A.R.S. § 38-511.

M5. Employee shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

M6. The entire agreement between the parties shall consist of this Appointment, District's salary schedule, the District's Performance Pay Plan and such fringe benefits as the Board approves for this fiscal year. Any subsequent amendment or addendum to this Appointment must be in writing and signed by both parties.

M7. The execution of this Appointment was authorized at a legally convened meeting of the Board held on **BOARD DATE**. This Appointment cancels and supersedes all prior employment Appointments between the parties and must be revised in writing.

M8. If this Appointment is not returned to the District's Human Resources Office within **ten (10) days** from the date issued by the Board or includes terms in addition to those authorized by the Board, Employee has not accepted employment with the District, and this Appointment shall be null and void.

Glendale Elementary School District No. 40

By_____ Date Issued: _____
Board Clerk

_____ Date: _____
Employee

Glendale Elementary School District No. 40
7301 North 58th Avenue
Glendale, AZ 85301

NOTICE OF INDEFINITE TERM APPOINTMENT

NAME: **«First_Name» «Last_Name»**
GRADE: «Row_Head»
HOURS PER DAY: «Hours_Per_Day»
HOURLY RATE: «Rate_Merge»

You are hereby notified that the Glendale Elementary School District No. 40 intends to employ you for the position of **«Description»**, beginning **«StartDate»**, at the rate of **«Rate_Merge»** per hour. The wage and hour information included in this notice of appointment is used for budget and payroll purposes only and does not create a contract.

Your employment is "at will" and may be terminated by the District, or by you, with or without cause. Termination shall become effective upon Board action. No legitimate expectation of continued employment is created by this notice of appointment, understandings with the District or its agents, interpretations of Board policies, salary/compensation schedules, job descriptions or documents generated by the District. You are expected to comply with the District's policies, regulations and rules while you are employed.

This appointment is contingent upon final approval of the ~~2017-~~2018**-2019** budget as required by Arizona Law (A.R.S. § 15-905). The above wage is subject to the condition that funding to the District, as provided in the Arizona Revised Statutes or otherwise, is not reduced. In the event of a budget shortfall the Governing Board may, in its discretion, reduce wages (although not below the minimum wage), reduce hours, or reduce the number of staff.

You shall not discriminate against any employee, student, parent, contractor or other individual with whom you come in contact while working for the District because of that person's sex, race, religion, color, national origin, age or disability.

This appointment is subject to cancellation pursuant to A.R.S. § 38-511.

This offer of appointment is contingent upon the following:

a. Possession of a valid fingerprint clearance card issued pursuant to title 41, chapter 12, article 3.1 or provide proof of compliance with A.R.S. § 15-512(D) and A.R.S. § 15-534(A)(2));

b. Absence of any charge or conviction of any dangerous crime against children as defined in A.R.S. § 13-604.01 or A.R.S. § 15-512, and agreement to notify immediately the Superintendent of any such criminal charge or conviction which has occurred prior to or occurs during your employment;

c. Completion of a satisfactory background investigation, reference checks and verification of previous experience;

d. Satisfactory clearance through the federal E-Verify program;

e. A valid driver's license and/or a CDL, if driving is required as part of your position description. The District shall be entitled to review your driving record periodically with the Arizona Department of Motor Vehicles; and

f. Possession of any certificates, endorsements, or licenses requisite for the position.

In addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate you for work performed during any period when such contingencies have not been met and the District may deduct amounts paid to you attributable to such period from any other monies owed to you by the District.

If the notice of appointment is not returned to the District's Human Resources Office within **ten (10) days** from the date issued by the Governing Board or includes terms in addition to those authorized by the Governing Board, the undersigned has not accepted employment with the District, and this appointment shall be null and void.

By _____ Date Issued: _____
Governing Board Clerk

_____ Date: _____
Employee Signature

GB: 013014

Glendale Elementary School District No. 40
7301 North 58th Avenue
Glendale, Arizona 85301

SPECIAL SERVICES

This Contract is entered into by Glendale Elementary School District No. 40 ("District") and **EMPLOYEE NAME** ("Employee").

1. District agrees to employ Employee for ### days during fiscal year ~~**2017-2018**~~**,2018-2019,** commencing on **START DATE** and ending on **END DATE**. The contract year for Employee shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by this Contract shall be extended so as to maintain open schools for the number of days required by the Contract without additional compensation to Employee.

2. Employee agrees and promises that s/he shall maintain all certificates, endorsements and licenses necessary to perform the duties required, including but not limited to a certificate to perform duties requisite for Employee's assignment and a valid fingerprint clearance card as required by law. Employee's employment may be terminated if these conditions are not satisfied.

3. Employee understands and agrees that Employee is not entitled to compensation for any period during which such fingerprint clearance, certificate(s) and/or endorsement(s), license, and/or approved area(s) is/are not maintained and in effect; and in addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Employee for work performed during such period and District may deduct any of that paid to Employee attributable to such period from any other monies owed to Employee by District.

4. District agrees to pay Employee a salary of **$AMOUNT*.** In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. Employee shall also receive performance pay if Employee qualifies for such pay in accordance with the District's Performance Pay Plan. The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan. Employee acknowledges that behavior in violation of state or federal law and/or District policies to the extent that Employee is terminated or resigns in lieu of a recommendation that Employee be terminated shall, in and of itself, be deemed to be a failure of Employee to comply with the performance plan and, therefore, result in Employee being entitled to no portion of the performance pay. Employee shall also receive such fringe benefits as the Governing Board approves for this fiscal year.

5. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018~~-~~**-2019** school year, Employee may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Employee in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Employee must be currently employed by the District to receive any increase.

6. Employee acknowledges that any time after execution of this Contract, the Base Salary specified in Paragraph 4 may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018**-2019** fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017**-2018** fiscal year; 2) the District fails to receive during the ~~2017-~~2018**-2019** fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or otherwise; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018**-2019** fiscal year. The Employee shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

7. District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-544, to decrease Employee's salary by furloughing Employee. Employee will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Employee may not use paid sick leave or other paid leave time on such furlough days.

8. The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Employee shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Employee pursuant to this Contract.

9. Should Employee believe there is a mistake in Employee's salary resulting in Employee receiving less than what Employee would be entitled under the salary schedule, the Employee shall have thirty (30) working days from initiating performance of duties under the Contract to notify District of mistake. If Employee does not notify district within these thirty days, Employee waives right to additional amounts under current Contract. If the Employee has received more money than the Employee is entitled for work performed, the Employee shall, at the District's option (a) immediately repay any amount erroneously paid to the Employee or (b) allow the District to reduce future payments to the Employee to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

10. Employee warrants the truth of all representations and statements made by Employee to District in connection with this Contract as well as those contained in the Employee's employment application and any other document submitted to the District concerning qualifications, fitness to teach, and representations about arrest and conviction records. Employee recognizes that it is a requirement of employment to report to the administration any circumstances or events that would affect the continuing accuracy or validity of those representations. Determination by the Governing Board or its authorized representative that any such representation is not true or is inaccurate may, at District's option, be deemed a material breach of this Contract and constitutes grounds for termination of employment in addition to any other action authorized by law or District policy.

11. Pursuant to A.R.S. § 15-550, if Employee is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Employee shall immediately report the arrest or charge to Employee's supervisor. Failure to do so shall result in immediate dismissal.

12. Employee agrees to perform the assignments the Employee was hired to perform and to perform such other duties as may be assigned. Employee agrees to abide by and be subject to the District's policies, regulations and rules, as are in effect or may be amended during the term of this Contract.

13. This contract is conditional upon the school or other work location to which Employee is assigned remaining open and in full operation for the entire term of this contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this contract corresponding to the portion of the contract term that suspended or reduced District operations require suspension or reduction of the services of Employee and funds to pay Employee are not appropriated or are not lawfully available.

14. Employee recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Employee does not fulfill the obligations under this Contract. Employee and District agree that these expenses, added to the negative impact to the students who will not have the stability of a single Employee are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Employee and District agree that the liquidated damages which may be assessed against Employee for resigning, with Board approval, during the term of this Contract shall be in the amount of two thousand five hundred Dollars ($2,500.00). Furthermore, resignation prior to the termination of this Contract shall in and of itself be considered to be a violation of the Classroom Site Fund Performance Plan, and Employee shall be entitled to no portion of any funds. The District may withhold all or any part of these liquidated damages from any amount payable to the Employee after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages.

15. If Employee has retired with the Arizona State Retirement System, Employee acknowledges as follows: that District shall not pay contributions on behalf of the Employee pursuant to A.R.S. §§ 38-736, 38-737 or 38-797.05 during the term of this contract and that the Employee shall not accrue credited service, retirement benefits or long-term disability program benefits pursuant to Article 2.1 of Title 38 or pursuant to District policy for the period the Employee returns to work. Employee acknowledges that the District shall place Employee on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

16. Employee shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. §§ 15-203(A)(38) and 15-537. The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract.

17. To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

18. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

19. Employee shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

20. The entire agreement between the parties shall consist of this Contract, District's salary schedule, and such fringe benefits as the Governing Board approves for this fiscal year. Any subsequent amendment or an addendum to this Contract must be in writing and signed by both parties.

21. Employee must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued by the Governing Board. Employee must return the Contract without any additions or deletions, or District's offer of employment shall be automatically revoked.

22. Employees who work less than twelve (12) months per year may be paid over twelve (12) months. This is called "annualized compensation." Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. ***If you fail to return this election before you begin work for the school year, the District will not annualize your compensation. <u>Pay option may not be changed during the term of this contract</u>***

Please initial your election:

_____ I elect annualized compensation; please annualize my compensation as follows:

_____ **26 Pays:** 26 pays with balloon payment of balance of contract on last payment at end of contract term.

_____ **Year-Round:** 26 year-round biweekly pays (final pay of the contract term received two weeks prior to the first pay of the new contract term)

_____ I do not elect annualized compensation

_____ **(23 equal payments while school is in session).**

By signing this Contract, Employee acknowledges reading this Contract and specifically agrees to comply with all terms in the Contract.

_____ _____

EMPLOYEE'S SIGNATURE **DATE**

_____ _____

GOVERNING BOARD CLERK'S SIGNATURE **DATE**

Subject to increase pending employment and education verification

GB: 030515

Glendale Elementary School District No. 40
7301 North 58th Avenue
Glendale, Arizona 85301

TEACHER'S EMPLOYMENT CONTRACT

This Contract is entered into by the Glendale Elementary School District No.40 ("District") and **EMPLOYEE NAME** ("Teacher").

1. District agrees to employ Teacher for ### days during fiscal year ~~**2017-**~~**2018**__**-2019**__ commencing on **START DATE** and ending on **END DATE**. The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by this Contract shall be extended so as to maintain open schools for the number of days required by the Contract without additional compensation to Teacher.

2. Teacher's employment is conditioned upon the possession at all times of a valid Arizona teacher's certificate for the position being offered and upon satisfactory completion of any and all background checks and fingerprint clearances that may be required. Teacher agrees to be qualified and appropriately certified in all assigned core academic subjects or as otherwise required by law and to hold all requisite endorsements by the commencement date of this Contract. Teacher's employment may be terminated if these conditions are not satisfied.

3. Teacher understands and agrees that Teacher is not entitled to compensation for any period during which such fingerprint clearance, certificate(s) and/or endorsement(s) and/or approved area(s) is/are not maintained and in effect. In addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Teacher for work performed during such period and District may deduct any of that paid to Teacher attributable to such period from any other monies owed to Teacher by District. In the sole discretion of the District, Teacher may be paid at a substitute teacher rate for a maximum number of days as allowed by law.

4. District agrees to pay Teacher a salary of **$AMOUNT*.** In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's Performance Pay Plan, subject to any reduction in Classroom Site Funding as described in paragraph 6 below. The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan. Teacher acknowledges that behavior in violation of state or federal law and/or District policies to the extent that Teacher is terminated or resigns in lieu of a recommendation that Teacher be terminated shall, in and of itself, be deemed to be a failure of Teacher to comply with the performance plan and, therefore, result in Teacher being entitled to no portion of the Classroom Site Fund performance pay. Teacher shall also receive such fringe benefits as the Governing Board approves for this fiscal year.

5. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018__**-2019**__ school year, Teacher may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Teacher in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Teacher must be currently employed by the District to receive any increase.

6. Pursuant to A.R.S. § 15-977 and provisions of the Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary or which will entitle Teacher to performance pay if the Teacher qualifies under the District's performance pay plan. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

7. **If the District is the recipient of results based funding pursuant to A.R.S. § 15-249.08, the District may distribute additional pay to Teacher in compliance with that statute and as determined by the Governing Board, in its discretion.**

8. ~~7.~~ Teacher acknowledges that any time after execution of this Contract, the Base Salary specified in Paragraph 4 may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018**-2019** fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017**-2018** fiscal year; 2) the District fails to receive during the ~~2017-~~2018**-2019** fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018**-2019** fiscal year. The Teacher shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

9. ~~8.~~ District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-544, to decrease Teacher's salary by furloughing Teacher. Teacher will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Teacher may not use paid sick leave or other paid leave time on such furlough days.

10. ~~9.~~ The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Teacher shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Teacher pursuant to this Contract.

11. **Pursuant to A.R.S. § 15-538.02, the Governing Board may dismiss a Teacher who holds a teaching intern certificate, an emergency teaching certificate or another type of nonstandard certificate that is valid for one (1) year or less that without complying with the requirements of A.R.S. §§ 15-537, 15-538, or 15-541. Such dismissal shall be effective ten (10) working days after delivery of the notice of dismissal to the Teacher.**

12. ~~10.~~ Should Teacher believe there is a mistake in Teacher's salary resulting in Teacher receiving less than what Teacher would be entitled under the salary schedule, the Teacher shall have thirty (30) working days from initiating performance of duties under the Contract to notify District of mistake. If Teacher does not notify district within these thirty days, Teacher waives right to additional amounts under current Contract. If the Teacher has received more money than the Teacher is entitled for work performed, the Teacher shall, at the District's option (a) immediately repay any amount erroneously paid to the Teacher or (b) allow the District to reduce future payments to the Teacher to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

13. ~~11.~~ Teacher warrants the truth of all representations and statements made by Teacher to District in connection with this Contract as well as those contained in the Teacher's employment application and any other document submitted to the District concerning qualifications, fitness to teach, and representations about arrest and conviction records. Teacher recognizes that it is a requirement of employment to report to the administration any circumstances or events that would affect the continuing accuracy or validity of those representations. Determination by the Governing Board or its authorized representative that any such representation is not true or is inaccurate may, at District's option, be deemed a material breach of this Contract and constitutes grounds for termination of employment in addition to any other action authorized by law or District policy.

14. ~~12.~~ Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any nonappealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in immediate dismissal.

15. ~~13.~~ Teacher agrees to teach such grade, grades or subjects as the Teacher may be assigned to teach, and to perform such other duties as may be assigned. Teacher agrees to abide by and be subject to the District's policies, regulations and rules, as are in effect or may be amended during the term of this Contract.

16. ~~14.~~ This contract is conditional upon the school or other work location to which Teacher is assigned remaining open and in full operation for the entire term of this contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this contract corresponding to the portion of the contract term that suspended or reduced District operations require suspension or reduction of the services of Teacher and funds to pay Teacher are not appropriated or are not lawfully available.

17. ~~15.~~ Pursuant to A.R.S. § 15-545, if Teacher resigns without advanced Governing Board approval, the resignation will be deemed to be an unprofessional act that may subject Teacher to disciplinary action by the State Board of Education, up to and including suspension or revocation of the teaching certificate.

18. ~~16.~~ Teacher recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Teacher does not fulfill the obligations under this Contract. Teacher and District agree that these expenses, added to the negative impact to the students who will not have the stability of a single teacher are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Teacher and District agree that the liquidated damages which may be assessed against Teacher for resigning, with Board approval, during the term of this Contract shall be in the amount of two thousand five hundred Dollars ($2,500.00). Furthermore, resignation prior to the termination of this Contract shall in and of itself be considered to be a violation of the Classroom Site Fund Performance Plan, and Teacher shall be entitled to no portion of any funds. The District may withhold all or any part of these liquidated damages from any amount payable to the Teacher after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages.

19. ~~17.~~ If Teacher has retired with the Arizona State Retirement System and returned to work, teacher's employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. § 38-766.01. The District shall not pay retirement contributions on behalf of teacher during the term of this contract nor shall teacher accrue credited service, retirement benefits or long term disability program benefits under either state law or by District policy. Teacher acknowledges that the District shall place Teacher on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S.§ 38-766.02.

20. ~~18.~~ Teacher shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. §15-203(A)(38) and A.R.S. § 15-537. The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract and that the Teacher's evaluation will not be used as a criteria for establishing compensation other than as required by law.

21. ~~19.~~ To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

22. ~~20.~~ This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

23. ~~21.~~ Teacher shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

24. ~~22.~~ The entire agreement between the parties shall consist of this Contract, District's salary schedule, the District's Performance Pay Plan and such fringe benefits as the Governing Board approves for this fiscal year. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

25. ~~23.~~ Teachers who work less than twelve (12) months per year may be paid over twelve (12) months. This is called "annualized compensation." Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. ***If you fail to return this election before you begin work for the school year, the District will not annualize your compensation. Pay option may not be changed during the term of this contract***

Please initial your election:

_____ I elect annualized compensation; please annualize my compensation as follows:

_____ **26 Pays:** 26 pays with balloon payment of balance of contract on last payment at end of contract term.

_____ **Year-Round:** 26 year-round biweekly pays (final pay of the contract term received two weeks prior to the first pay of the new contract term)

_____ I do not elect annualized compensation

_____ **(23 equal payments while school is in session).**

26. ~~24.~~ This contract must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the fifteen (15) business days, under accordance with the provisions of A.R.S. §15-536 and/or A.R.S. §15-538.01, this Contract shall be null and void.

By signing this Contract, Teacher acknowledges reading this Contract and specifically agrees to comply with all terms in the Contract.

_____ _____

TEACHER'S SIGNATURE **DATE**

_____ _____

GOVERNING BOARD CLERK'S SIGNATURE **DATE**

Subject to increase pending employment and education verification

GB: 030515

Glendale Elementary School District No. 40
7301 North 58th Avenue
Glendale, Arizona 85301

TEACHER'S TEMPORARY CONTRACT

This Contract is entered into by the Glendale Elementary School District No.40 ("District") and **FIRST NAME LAST NAME** "Teacher").

1. District agrees to employ Teacher for ### days during fiscal year ~~**2017-**~~**2018**~~**-2019**~~ commencing on **START DATE** and ending on **END DATE**. The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by this Contract shall be extended so as to maintain open schools for the number of days required by the Contract without additional compensation to Teacher.

2. As a **TEMPORARY** Contract, this Contract shall end at the end of the ~~2017-~~2018~~**-2019**~~ school year. Teacher has no right to a renewal of this Contract for the school year ~~2018-2019.~~**2019-2020.** Teacher specifically and expressly recognizes and agrees that this Contract constitutes written notice, pursuant to A.R.S. § 15-536, that the Governing Board intends not to renew this Contract and that no additional notice or action by the Governing Board is necessary to effectuate the non-renewal of this Contract.

3. Teacher's employment is conditioned upon the possession at all times of a valid Arizona teacher's certificate for the position being offered and upon satisfactory completion of any and all background checks and fingerprint clearances that may be required. Teacher agrees to be qualified and appropriately certified in all assigned core academic subjects or as otherwise required by law and to hold all requisite endorsements by the commencement date of this Contract. Teacher's employment may be terminated if these conditions are not satisfied.

4. Teacher understands and agrees that Teacher is not entitled to compensation for any period during which such fingerprint clearance, certificate(s) and/or endorsement(s) and/or approved area(s) is/are not maintained and in effect. In addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Teacher for work performed during such period and District may deduct any of that paid to Teacher attributable to such period from any other monies owed to Teacher by District. In the sole discretion of the District, Teacher may be paid at a substitute teacher rate for a maximum number of days as allowed by law.

5. District agrees to pay Teacher a salary of **$AMOUNT*.** In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's Performance Pay Plan, subject to any reduction in Classroom Site Funding as described in paragraph 7 below. The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan. Teacher acknowledges that behavior in violation of state or federal law and/or District policies to the extent that Teacher is terminated or resigns in lieu of a recommendation that Teacher be terminated shall, in and of itself, be deemed to be a failure of Teacher to comply with the performance plan and, therefore, result in Teacher being entitled to no portion of the Classroom Site Fund performance pay. Teacher shall also receive such fringe benefits as the Governing Board approves for this fiscal year.

6. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, payment of back revenue owed by the State, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the ~~2017-~~2018~~**-2019**~~ school year, Teacher may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Teacher in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed. Teacher must be currently employed by the District to receive any increase.

7. Pursuant to A.R.S. § 15-977 and provisions of the Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary or which will entitle Teacher to performance pay if the Teacher qualifies under the District's performance pay plan. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

8. If the District is the recipient of results based funding pursuant to A.R.S. § 15-249.08, the District may distribute additional pay to Teacher in compliance with that statute and as determined by the Governing Board, in its discretion.

9. ~~8.~~ Teacher acknowledges that any time after execution of this Contract, the Base Salary specified in Paragraph 5 may be reduced if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the ~~2017-~~2018~~**-2019**~~ fiscal year is less or becomes less than that authorized at the beginning of the ~~2016-~~2017~~**-2018**~~ fiscal year; 2) the District fails to receive during the ~~2017-~~2018~~**-2019**~~ fiscal year funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or 3) the District does not receive funds that, as of May 30, ~~2017,~~**2018,** the District anticipates receiving for use in the ~~2017-~~2018~~**-2019**~~ fiscal year. The Teacher shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

10. ~~9.~~ District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-544, to decrease Teacher's salary by furloughing Teacher. Teacher will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Teacher may not use paid sick leave or other paid leave time on such furlough days.

11. Pursuant to A.R.S. § 15-538.02, the Governing Board may dismiss a Teacher who holds a teaching intern certificate, an emergency teaching certificate or another type of nonstandard certificate that is valid for one (1) year or less that without complying with the requirements of A.R.S. §§ 15-537, 15-538, or 15-541. Such dismissal shall be effective ten (10) working days after delivery of the notice of dismissal to the Teacher.

12. ~~10.~~ The District may terminate this agreement as part of a reduction in force. In the event District exercises this option, Teacher shall be entitled to a one-time payment equivalent to five (5) days per diem, the payment of which sum will constitute full satisfaction of District's obligations to Teacher pursuant to this Contract.

13. ~~11.~~ Should Teacher believe there is a mistake in Teacher's salary resulting in Teacher receiving less than what Teacher would be entitled under the salary schedule, the Teacher shall have thirty (30) working days from initiating performance of duties under the Contract to notify District of mistake. If Teacher does not notify district within these thirty days, Teacher waives right to additional amounts under current Contract. If the Teacher has received more money than the Teacher is entitled for work performed, the Teacher shall, at the District's option (a) immediately repay any amount erroneously paid to the Teacher or (b) allow the District to reduce future payments to the Teacher to make up for any amount erroneously paid. This remedy shall be in addition to any other remedy to which the District is entitled under policy or law.

14. ~~12.~~ Teacher warrants the truth of all representations and statements made by Teacher to District in connection with this Contract as well as those contained in the Teacher's employment application and any other document submitted to the District concerning qualifications, fitness to teach, and representations about arrest and conviction records. Teacher recognizes that it is a requirement of employment to report to the administration any circumstances or events that would affect the continuing accuracy or validity of those representations. Determination by the Governing Board or its authorized representative that any such representation is not true or is inaccurate may, at District's option, be deemed a material breach of this Contract and constitutes grounds for termination of employment in addition to any other action authorized by law or District policy.

15. ~~13.~~ Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any nonappealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in immediate dismissal.

16. ~~14.~~ Teacher agrees to teach such grade, grades or subjects as the Teacher may be assigned to teach, and to perform such other duties as may be assigned. Teacher agrees to abide by and be subject to the District's policies, regulations and rules, as are in effect or may be amended during the term of this Contract.

17. ~~15.~~ This contract is conditional upon the school or other work location to which Teacher is assigned remaining open and in full operation for the entire term of this contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this contract corresponding to the portion of the contract term that suspended or reduced District operations require suspension or reduction of the services of Teacher and funds to pay Teacher are not appropriated or are not lawfully available.

18. ~~16.~~ Pursuant to A.R.S. § 15-545, if Teacher resigns without advanced Governing Board approval, the resignation will be deemed to be an unprofessional act that may subject Teacher to disciplinary action by the State Board of Education, up to and including suspension or revocation of the teaching certificate.

19. ~~17.~~ Teacher recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Teacher does not fulfill the obligations under this Contract. Teacher and District agree that these expenses, added to the negative impact to the students who will not have the stability of a single teacher are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Teacher and District agree that the liquidated damages which may be assessed against Teacher for resigning, with Board approval, during the term of this Contract shall be in the amount of two thousand five hundred Dollars ($2,500.00). Furthermore, resignation prior to the termination of this Contract shall in and of itself be considered to be a violation of the Classroom Site Fund Performance Plan, and Teacher shall be entitled to no portion of any funds. The District may withhold all or any part of these liquidated damages from any amount payable to the Teacher after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages.

20. ~~18.~~ If Teacher has retired with the Arizona State Retirement System and returned to work, teacher's employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. § 38-766.01. The District shall not pay retirement contributions on behalf of teacher during the term of this contract nor shall teacher accrue credited service, retirement benefits or long term disability program benefits under either state law or by District policy. Teacher acknowledges that the District shall place Teacher on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S.§ 38-766.02.

21. ~~19.~~ Teacher shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. §15-203(A)(38) and A.R.S. § 15-537. The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract and that the Teacher's evaluation will not be used as a criteria for establishing compensation other than as required by law.

22. ~~20.~~ To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

23. ~~21.~~ This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

24. ~~22.~~ Teacher shall not discriminate against any employee, student, parent, contractor or other member of the public because of that person's sex, race, religion, color, national origin, age or disability.

25. ~~23.~~ The entire agreement between the parties shall consist of this Contract, District's salary schedule, the District's Performance Pay Plan and such fringe benefits as the Governing Board approves for this fiscal year. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

26. ~~24.~~ Teachers who work less than twelve (12) months per year may be paid over twelve (12) months. This is called "annualized compensation." Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. ***If you fail to return this election before you begin work for the school year, the District will not annualize your compensation. Pay option may not be changed during the term of this contract***

Please initial your election:

_____ I elect annualized compensation; please annualize my compensation as follows:

_____ **26 Pays:** 26 pays with balloon payment of balance of contract on last payment at end of contract term.

_____ **Year-Round:** 26 year-round biweekly pays (final pay of the contract term received two weeks prior to the first pay of the new contract term)

_____ I do not elect annualized compensation

_____ **(23 equal payments while school is in session).**

27. ~~25.~~ This contract must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the fifteen (15) business days, under accordance with the provisions of A.R.S. §15-536 and/or A.R.S. §15-538.01, this Contract shall be null and void.

By signing this Contract, Teacher acknowledges reading this Contract and specifically agrees to comply with all terms in the Contract.

_____ _____

TEACHER'S SIGNATURE **DATE**

_____ _____

GOVERNING BOARD CLERK'S SIGNATURE **DATE**

Subject to increase pending employment and education verification

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.D. TOPIC: Medical Insurance Renewal

SUBMITTED BY: Mr. Mike Barragan, Assistant Superintendent for Finance & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the medical insurance increase and absorb the cost increase using its reserves for one-year (2018-2019) only.

Glendale Elementary School District has met with Valley Schools, Hays Companies of Arizona and UnitedHealth Care to discuss our medical plan. Based on the analysis of Hays Companies of Arizona, an increase to medical premiums of 17.4% is necessary to generate sufficient revenues to cover the claims. In addition, their analysis reflects an increase in deductible for the HDHP plan to comply with the Affordable Care Act (please refer to page 5 of 5).

It is staff's recommendation to the Governing Board to approve the medical increase and absorb the cost increase using its reserves for one-year (2018-2019) only. Based on our calculation, we anticipate our reserves to absorb approximately $983,286 to fund the premium increase. Therefore, employees will not see an increase to their medical insurance premiums during the 2018-2019 fiscal year.

It is important the Governing Board recognizes and understands the increase will not be a budgeted expense.

Glendale Elementary School District

2018-2019 Plan Year - Claims Projection V1.0

November 1, 2017

HAYS COMPANIES OF ARIZONA | 3200 E CAMELBACK RD | Suite 129 | Phoenix | AZ | 85016

Glendale Elementary School District

Expected Members

High-Case Normalization – $50,000 to $150,000

1-Nov-17

High Case Analysis Tool

Network / Demographic Factor	1.24		
Pooling Threshold	50,000		
Specific Deductible	150,000		
Analysis Period	7/1/2015 to 6/30/2016	7/1/2016 to 6/30/2017	7/1/2017 to 9/30/2017
Membership	1,426	1,439	341
Actual Claims above $50,000	$1,224,416	$2,081,449	$348,902
Actual Claims above $150,000	$323,232	$515,366	$77,479
Expected Liability between $50,000 and $150,000	$937,261	$1,003,721	$281,039
Net Underwriting Adjustment	($287,155)	($1,077,728)	($67,863)

Specific Deductible	Expected Members in Excess of Deductible	Actual Members in Excess of Deductible	Expected Members in Excess of Deductible	Actual Members in Excess of Deductible	Expected Members in Excess of Deductible	Actual Members in Excess of Deductible
$50,000	22.5	19	23.9	30	6.7	7
$75,000	11.8	12	12.7	21	3.5	3
$100,000	8.1	7	8.8	16	2.4	2
$125,000	5.5	5	5.7	12	1.6	2
$150,000	3.8	5	4.0	6	1.2	1
$175,000	3.0	4	3.0	5	0.9	1
$200,000	2.2	2	2.3	4	0.7	1
$225,000	2.2	2	2.2	2	0.6	1
$250,000	2.1	1	1.9	2	0.5	0
$275,000	1.6	0	1.6	2	0.4	0
$300,000	1.4	0	1.4	2	0.3	0
$350,000	1.1	0	1.1	0	0.3	0
$400,000	0.9	0	0.9	0	0.2	0
$450,000	0.6	0	0.8	0	0.2	0
$500,000	0.4	0	0.5	0	0.1	0
$600,000	0.5	0	0.5	0	0.1	0
$750,000	0.3	0	0.4	0	0.1	0
$1,000,000	0.1	0	0.1	0	0.1	0
$1,500,000	0.0	0	0.1	0	0.0	0
$2,000,000	0.0	0	0.0	0	0.0	0
$3,000,000	0.0	0	0.0	0	0.0	0
$5,000,000	0.0	0	0.0	0	0.0	0

Hays
All. Together. Certain.

Glendale Elementary School District

Medical Claims Projection

2018-2019 Plan Year - Claims Projection

1-Nov-17

		Medical				Pharmacy				
		7/1/2015 to 6/30/2016	7/1/2016 to 6/30/2017	7/1/2017 to 9/30/2017	Rolling 12	7/1/2015 to 6/30/2016	7/1/2016 to 6/30/2017	7/1/2017 to 9/30/2017	Rolling 12	
Medical Claims	1	**$4,743,121**	**$6,085,084**	**$1,728,420**	**$6,340,371**	**$1,304,257**	**$1,465,424**	**$308,645**	**$1,459,230**	Rx Claims
Actual Claims above $50,000	2	($1,224,416)	($2,081,449)	($348,902)	($654,222)					
pected Liability between $50,000 and $150,000	3	$937,261	$1,003,721	$281,039						
Medical Claims Less Excess	4	$4,455,966	$5,007,356	$1,660,557	$5,686,149					
Laser Adjustment[2]	5	1.040	1.040	1.040	1.040					
Benefit Adjustment[3]	6	0.993	0.993	0.993	0.993	0.970	0.970	1.000	0.970	Benefit Adjustment[2]
Network Discount Adjustment	7	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	Network Discount Adjustment
Benefit Adjusted Medical Claims	8	$4,600,438	$5,169,705	$1,714,395	$5,870,506	$1,265,129	$1,421,461	$308,645	$1,415,453	Benefit Adjusted Rx Claims
Member-Months	9	17,112	17,262	4,090	17,260	17,112	17,262	4,090	17,260	Member-Months
PMPM	10	$268.84	$299.48	$419.17	$340.12	$73.93	$82.35	$75.46	$82.01	PMPM
7.3% Annual Trend	11	1.2354	1.1513	1.0921	1.0921	1.3201	1.2034	1.1227	1.1227	9.7% Annual Trend
Capitation	12	$0.00	$0.00	$0.00	$0.00					
Projected Medical PMPM	13	**$332.12**	**$344.81**	**$457.76**	**$371.44**	**$97.60**	**$99.10**	**$84.72**	**$92.07**	**Projected Rx PMPM**
	14									
Period Weight	15	**15%**	**65%**	**20%**		15%	65%	20%		Period Weight
Adjusted Membership	16	2,567	11,220	818		2,567	11,220	818		Adjusted Membership
Member-Adjusted Period Weight	17	17.6%	76.8%	5.6%		17.6%	76.8%	5.6%		Member-Adjusted Period Weight
Medical PMPM Claims Projection	18	**$348.90**			**$371.44**	**$98.03**			**$92.07**	**Rx PMPM Claims Projection**
% of Total PMPM Claims Projection	19	73.3%			80.1%	20.6%			19.9%	% of Total PMPM Claims Projection

Normalization - Method 1

Total PMPM Claims Projection	20	**$446.93**
Total PEPM Claims Projection	21	**$611.85**
% Change from Current	22	17.38%

Blending Three Time Periods: Method 2

Stop Loss Credits	23	($323,232)	($515,366)	($77,479)
Medical Claims Less Excess	24	$4,419,889	$5,569,718	$1,650,941
Projected Medical PMPM	25	**$329.43**	**$383.53**	**$455.11**
Total PMPM Claims Projection	26	**$476.06**		
Total PEPM Claims Projection	27	**$651.73**		
% Change from Current	28	24.32%		

Rolling 12 - Method 3

Total PMPM Claims Projection	29	**$463.51**
Total PEPM Claims Projection	30	**$634.55**
% Change from Current	31	21.33%

Preferred Method:

Normalization - Method 1

32	**1,458**	Current Membership(3)
33	**1,065**	Current Enrollment(3)
34	**$611.85**	Preferred Methods PEPM
35	**$61.92**	Total Fixed Fee with StopLoss @150,000
36	**$0**	Reserve Adjustment
37	**$717,570**	**Monthly Claims**
38	**$8,610,842**	**Renewal Annual Claims Projection**
39	**$7,336,049**	**Current Annual Claims Projection**
40	17.38%	**% Change from Current**

[2] Laser adjustments accounts for expected liability from 2017 claimants who exceed the set ISL deductible.

[3] Benefit adjustments accounts for plan design changes from 2017

[4] The normalization adjustment can be used to diminish the volatility associated with high-case activity.

Hays

Glendale Elementary School District

2018-2019 Plan Year - Claims Projection

1-Nov-17

	Plan Alignment			
	EE	EE+SP	EE+CH	Fam
Expected Annual Claims for All Plans Combined	$8,610,842			
	Tradition PPO			
Enrollment	524	39	82	12
Rate Relationship to Tradition PPO	1.00	2.09	1.90	2.76
Richness Relative to Tradition PPO	100%			
Total Budgeted Rate	$585.36	$1,224.07	$1,112.79	$1,613.55
Confirm Relationship to Tradition PPO	1.00	2.09	1.90	2.76
Total Monthly Cost	$465,079			
	HDHP Base			
Enrollment	311	16	56	11
Rate Relationship to Tradition PPO	1.00	1.95	1.77	2.57
Richness Relative to Tradition PPO	87.97%			
Total Budgeted Rate	$514.93	$1,003.74	$912.49	$1,323.11
Confirm Relationship to Tradition PPO	1.00	1.95	1.77	2.57
Total Monthly Cost	$241,858			
	NAV Plus HDHP Base			
Enrollment	5	1	6	2
Rate Relationship to Tradition PPO	1.00	1.96	1.78	2.58
Richness Relative to Tradition PPO	79.61%			
Total Budgeted Rate	$466.02	$913.41	$830.36	$1,204.03
Confirm Relationship to Tradition PPO	1.00	1.96	1.78	2.58
Total Monthly Cost	$10,634			
Confirm Expected Monthly Claims for All Plans	$717,570			
Confirm Expected Annual Claims for All Plans	$8,610,842			

Current Plan Year 2017-2018

		Tradition PPO		HDHP Base		NAV Plus HDHP Base	
		In	Out	In	Out	In	Out
Plan Design	Deductible (Calandar Year)	$1,000/$3,000	$2,000/$6,000	$2,600/$4,000 EMB	$5,000/$10,000	$2,600/$4,000 EMB	$5,000/$10,000
	Maximum out-of-pocket	$4,000/$8,000	$8,000/$16,000	$4,500/$9,000	$9,000/$18,000	$4,500/$9,000	$9,000/$18,000
	Coinsurance	80%	50%	80%	50%	80%	50%
	PCP visit copay	$20	50%	80%	50%	80%	50%
	Specialist copay	$40	50%	80%	50%	Ref-80%/No REF-50%	50%
	Urgent care copay	$50	50%	80%	50%	80%	50%
	ER copay	$350		80%		80%	0%
	Pharmacy deductible	-		-		-	
	Pharmacy	$10/$25/$50		$10/$25/$50		$10/$25/$50	0%
Funding Rates	EE	524	$498.70	311	$438.70	5	$397.03
	EE+SP	39	$1,042.85	16	$855.14	1	$778.18
	EE+CH	82	$948.05	56	$777.40	6	$707.43
	Fam	12	$1,374.67	11	$1,127.23	2	$1,025.78
Expected Annual Cost	**By Plan**	$4,754,713		$2,472,622		$108,714	
	All Plans	$7,336,049					

Plan Year 2018 - 2019

		Tradition PPO		HDHP Base		NAV Plus HDHP Base	
		In	Out	In	Out	In	Out
Plan Design	Deductible (Calandar Year)	$1,000/$3,000	$2,000/$6,000	$2,700 / $5,400 (EMB)	$5,000/$10,000	$2,700 / $5,400 (EMB)	$5,000/$10,000
	Maximum out-of-pocket	$4,000/$8,000	$8,000/$16,000	$4,500/$9,000	$9,000/$18,000	$4,500/$9,000	$9,000/$18,000
	Coinsurance	80%	50%	80%	50%	80%	50%
	PCP visit copay	$20	50%	80%	50%	80%	50%
	Specialist copay	$40	50%	80%	50%	Ref-80%/No REF-50%	50%
	Urgent care copay	$50	50%	80%	50%	80%	50%
	ER copay	$350		80%		80%	
	Pharmacy deductible	-		-		-	
	Pharmacy	$10/$25/$50		$10/$25/$50		$10/$25/$50	0%
Funding Rates	EE	524	$585.36	311	$514.93	5	$466.02
	EE+SP	39	$1,224.07	16	$1,003.74	1	$913.41
	EE+CH	82	$1,112.79	56	$912.49	6	$830.36
	Fam	12	$1,613.55	11	$1,323.11	2	$1,204.03
Expected Annual Cost	**By Plan**	$5,580,945		$2,902,293		$127,605	
	% Change from Current	17.4%		17.4%		17.4%	
	All Plans	$8,610,842					
ACA Fees	**PCORI Fee**	$3,426					
	Total Annual Cost	$8,614,269					
	% Change from Current	17.4%					

Plan Recommendations

HSA Change to 2018 Limites (Family $2,700)

Signature for Final Rates

Final Plan & Contract Information:

Number of Employees used for underwriting: September 2017 enrollment:	**1,065**
Number of Total Members used for underwriting: September 2017 enrollment:	**1,458**
Estimated Annual PCORI Fee:	**$3,426**
Admin Fee Per Employee Per Month (PEPM):	**$61.92**
ISL deductible :	**$150,000**
Aggregate: NA	**NA**
Reserve Adjustment:	**$0.00**

Date: _____

Hays
All. Together. Certain.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.E. TOPIC: Board Interests for Meet and Confer

SUBMITTED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

RECOMMENDATION:

It is recommended the Governing Board approve its interests for the Meet and Confer process.

RATIONALE:

The Governing Board will determine interests to be presented to the Meet and Confer Committee and referred to during the development of recommendations for the 2018-2019 school year.

Proposed Meet and Confer Priorities:

1. Attract and retain highly qualified and effective staff.
2. Increase salary for all GESD employees if budget allows.
3. Develop a sustainable capital plan to address deficiencies within GESD while protecting resources directly impacting students.
4. Examine working conditions to promote health and quality of life.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Future Meetings

SUBMITTED BY: Mr. Joseph Quintana, Superintendent

RECOMMENDED BY: Mr. Joseph Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: December 21, 2017

Board Meetings dates for the 2017-2018 school year are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

January 11	Organizational Meeting Executive Session for Superintendent's Performance Evaluation Superintendent's Performance Pay Review Policy Manual Section B
January 25	Special Meeting
February 8	Employment Agreements and Contracts
February 22	Special Meeting
March 8	Meet and Confer/Salary Recommendations Recruitment Report
March 29	Special Meeting
April 12	Employment Contract Renewals Budget Revision Board Meeting Schedule Attendance Boundaries
April 26	Special Meeting
May 10	Authorized Signatories Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts
May 24	Special Meeting
June 14	Regular Meeting
June 28	Special Meeting