GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board
June 11, 2020 4:00 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 of the District Office, 7301 N. 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 COVID-19 MEETING PROCEDURES

Until further notice, the Glendale Elementary School District Governing Board will be enforcing the Center for Disease Control's health precautionary recommendation limiting all public gatherings to ten people. *Reference: Arizona Attorney General's Opinion dated March 13, 2020 Re: Concerns Relating to Arizona's Open Meeting Law and COVID-19).*

Members of the public can view the meeting livestream via the Glendale Elementary School District's YouTube Channel: **https://www.youtube.com/user/glendaleelementary**; or can call in to listen to the meeting by telephone at the numbers listed below. Please note members of the public will not be able to participate in the meeting, only to listen in or view the livestream. Community members may email in comments for Call to the Public to calltopublic@gesd40.org up until Noon on the day of the meeting, and the comments will be read into the record during the Call to the Public agenda item.

To listen to the Board meeting by telephone, call one of the following numbers:

1 (602) 666-0783 or 1 (408) 418-9388
Access Code: 960 622 628

Access to call in for the meeting will begin at 3:45 p.m. Callers will not hear anything until the meeting begins.

GOVERNING BOARD GOALS

1. Increase Student Achievement
2. Ensure the District's Financial Solvency
3. Attract and Retain Highly Qualified Staff

DISTRICT GOALS

Increase Student Achievement Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

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

3. Call to the Public

The public is invited to submit comments on any issue within its jurisdiction via email to be read to the Board during Call to the Public, 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 submit comments for Call to the Public may email their comments to calltopublic@gesd40.org up to Noon on the meeting date. The email will be read into the meeting record during the Call to the Public agenda item.

4. Consent Agenda

a. Minutes
It is recommended the Governing Board approve the minutes of the May 14, 2020 Regular Meeting, and May 28, 2020 Special Meeting as presented.

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 as presented.

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 as presented.

f. Student Activity Fund Balance Statement
It is recommended the Governing Board approve the Student Activity Fund Balance Statement for April, 2020 as presented.

g. Student Activities Treasurer and Assistant Treasurer
It is recommended the Governing Board appoint the District Accounting Budget Supervisor as Student Activities Treasurer, and the Director of Finance and the Assistant Superintendent for Financial and Auxiliary Services as Student Activities Assistant Treasurers for the 2020-2021 fiscal year as presented.

h. Chief Disbursing Officer for Employee Garnishments
It is recommended the Governing Board approve the Resolution appointing the Maricopa County Education Service Agency (MCESA), Superintendent of Schools Office as the statutory agent for all garnishment of wages made upon any employee of this District for the 2020-2021 Fiscal Year.

i. Execution of Vouchers
It is recommended the Governing Board approve the annual, routine resolution authorizing the signing of vouchers between Board meetings, with ratification at the next meeting pursuant to A.R.S. §15-321.

j. Request for Proposals
It is recommended the Governing Board approve the award of Request for Proposals 21.03.25 for Afterschool Enrichment to Arizona Kids Think Too, The Be Kind People Project, Beginners Edge Sports Training, Eileen Morgan, Everyday Heroes CPR, In Motion, Mad Science, Gary Alpert-The Fly Guy, Tonto Creek Camp, Young Rembrandts, The Center for Proper Protocol and Etiquette, and Valley of the Sun YMCA, as presented.

k. Facility Use Fee Schedule and Agreement
It is recommended the Governing Board approve the Facility Use Fee Schedule and Agreement as presented.

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

5. Reports and Information Items

a. Update on Roadmap for Reopening Schools
Administration will present an update on the Roadmap for Reopening Schools.

6. 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, Site Administrators and District Leadership as presented.

7. Future Meetings and Events

a. Future Meetings and Agenda Item Requests.
The Governing Board will review the list of upcoming Board meetings and potential agenda topics. Governing Board Members will have the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

8. 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.

9. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.A. TOPIC: Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the minutes of May 14, 2020 Regular Meeting and May 28, 2020 Special Meeting as presented.

RATIONALE:

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
May 14, 2020

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

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Pimentel at 5:00 p.m. She noted the presence of all five Board members, constituting a quorum. She welcomed Mr. Martinez to the Board, who was appointed to fill the Board vacancy on April 29th.

OPENING EXERCISES
Ms. Segotta-Jones noted a correction to item 3.M. under the consent agenda: The awarded vendor listed on the last page should be Riverside Assessment, not Houghton Mifflin. Ms. Bartels moved to adopt the meeting agenda with this correction and Ms. Wilson seconded the motion. Upon call to vote, Mr. Martinez, Ms. Bartels, Ms. Wilson, Ms. Pimentel, and Ms. Smith voted 'aye', and the motion carried.

Ms. Pimentel called for a moment of silence followed by the Pledge of Allegiance.

CONSENT AGENDA
Mr. Martinez moved to approve items A through M on the consent agenda, as presented and Ms. Smith seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, Mr. Martinez and Ms. Smith voted 'aye', and the motion carried. The following items were approved:

Minutes — The Governing Board approved the minutes of the April 9, 2020 Regular Meeting, and April 23, 2020 Special Meeting as presented.

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	Description	Cash Amount or Estimated Value	Recipient
Kroger	Check to school	$ 109.22	BiCi South
Kroger	Check to school	$ 68.49	Coyote Ridge
Kroger	Check to school	$ 70.24	Desert Garden
Chasse Building Team	4,124 pens	$ 300.00	Districtwide
Kroger	Check to school	$ 38.04	Horizon
Kroger	Check to school	$ 56.63	Landmark
Special Orders Excelligence	Discount School Supply gift certificate	$ 499.00	Preschool
Delta Dental	Teeth whitening kit	$ 25.00	Wellness
American Lung Assoc.	Bag with personal items	$ 20.00	Wellness
John Cabello	Visa gift card	$ 25.00	Wellness
Security Benefit Group	Gift card and coffee cup	$ 25.00	Wellness
Grand Canyon University	Swag bag	$ 20.00	Wellness
Glendale Women's Club	Gift basket	$ 25.00	Wellness

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

1. Anderson, Aundrea — Teacher — $46,750 — 08/03/2020

2. Bowers, Kimberly	Teacher	$54,250	08/03/2020
3. Cole, Sabrina	Teacher	$40,000	08/03/2020
4. Elizarraraz, Reyna	Teacher	$40,000	08/03/2020
5. Fala, Christopher	Teacher	$40,000	08/03/2020
6. Garcia, Erica	Teacher	$48,250	08/03/2020
7. Gray, Jillian	Teacher	$43,750	08/03/2020
8. Hansen, Matthew	Teacher	$52,000	08/03/2020
9. Hofeling, Reagan	Teacher	$40,000	08/03/2020
10. Martinez, Sarahi	Teacher	$40,000	08/03/2020
11. Mays, Abby	Teacher	$43,750	08/03/2020
12. Metzger, Benjamin	Teacher	$40,000	08/03/2020
13. Munir, Tasnia	Teacher	$45,250	08/03/2020
14. Murray, Ilysia	Teacher	$43,750	08/03/2020
15. Neri, Brianna	Teacher	$40,000	08/03/2020
16. Noggle, Jenny	Teacher	$46,750	08/03/2020
17. Pope, Sara	Teacher	$40,000	08/03/2020
18. Ramos Alejo, Noemi	Teacher	$40,000	08/03/2020
19. Reyes, Kayla	Teacher	$40,000	08/03/2020
20. Reynolds, Sara	Teacher	$48,250	08/03/2020
21. Romero, Jorge	Teacher	$40,000	08/03/2020
22. Ryan, Julia	Teacher	$50,500	08/03/2020
23. Steele, Lonellan	Teacher	$40,000	08/03/2020
24. Talley, Katherine	Achievement Advisor	$46,750	08/03/2020
25. Weingart, Bethany	Teacher	$46,000	08/03/2020
26. Whiting, Hannah	Teacher	$40,000	08/03/2020

Resignation

1. Gutierrez, Roberto	Teacher	Personal	05/22/2020
2. Heneveld, Leah	Teacher	Personal	05/22/2020
3. Manore, Lisa	Teacher	Personal	04/30/2020
4. Ridley, Carol	Teacher	Personal	05/22/2020
5. Rose, Sarah	Achievement Advisor	Other Employment	06/05/2020
6. Smones, Anastasia	Teacher	Other Employment	05/22/2020
7. White, Alyssa	Teacher	Personal	05/22/2020

Rescind Resignation

1. Bridges, Scarlett*	Teacher	04/29/2020
2. Carlson, Chandler*	Teacher	04/28/2020
3. Flores Lostaunau, Patricia*	Teacher	04/16/2020
4. Gamble, James *	Teacher	04/29/2020
5. Helman, Serena*	Teacher	04/23/2020
6. Marze, Melissa	Principal	04/23/2020
7. Ridgeway, Kara*	Teacher	05/01/2020
8. Szapiro, Jody*	Teacher	04/09/2020

*Contract Renewal for 20-21 SY

Change of Position

1. Conrad, Laura	From SLP to Counselor	07/30/2020
2. Hernandez, Erica*	From MOU to Teacher	08/03/2020

*Contract Renewal for 20-21 SY

Non-Administrative Contract Renewal

1. Vanegas, O'Jay

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

1. Acord, Michelle	School Bus Driver	$21.97	04/22/2020
2. Eason, Anthony	School Bus Driver	$21.97	04/15/2020

3.	Kirkham, Kaitlyn	Social Worker	$27.62	07/13/2020
4.	Martinez, Casey	LPN	$19.39	08/04/2020

Position Change

1.	Chavez, Ron	from Warehouse Delivery Driver to School Bus Driver	$21.97	05/05/2020
2.	De la Rocha, Leonor	from Cleaner I to Lead Custodian	$16.22	04/20/2020
3.	Flores, Sergio	from Lead Custodian to Unit Manager	$17.97	04/20/2020
4.	Gonzalez, Anthony	from Sub-Cleaner to Cleaner II	$12.00	04/27/2020
5.	Lizardi Barcenas, Ana	from Sub-Cleaner to Cleaner I	$12.00	04/20/2020
6.	Madrid, Adrian	from Sub-Cleaner to Cleaner II	$12.00	04/20/2020
7.	Medina, Laura	from Campus Monitor to Ed. Assist. Sped Ed. Resource	$12.24	08/06/2020
8.	Monge, Yadira	from Sub-Cleaner to Cleaner II	$12.00	04/20/2020
9.	Monsivais, Silvia	from Sub-Cleaner to Cleaner II	$12.00	04/20/2020
10.	Salazar, Margarita	from sub-Cleaner to Cleaner II	$12.00	04/22/2020

Resignation

1.	Aguilar, Monica	School Secretary	Personal Reasons	05/29/2020
2.	Escobedo, Valentina	Campus Monitor	Personal Reasons	05/21/2020
3.	Leon, Steven	Campus Monitor	Personal Reasons	04/28/2020
4.	Meza, Deja	Ed. Assist. Sped Resource	Job Abandonment	04/13/2020
5.	Schilling, Shelly	Extended Day Activity Leader	Personal Reasons	04/03/2020
6.	Seidelman, Brittany	Educational Assistant	Personal Reasons	05/21/2020
7.	Sosa, Manuel	Unit Manager	Personal Reasons	04/17/2020
8.	Truitt, Clayton	Educational Assistant	Personal Reasons	04/24/2020
9.	Yazzie, Lataeya	Ed. Assist. Standard	Personal Reasons	04/17/2020

Work Agreement Renewal

1. Titus, Courtney
2. Ibanez- Acosta, Elizabeth
3. Ortega, Monica

Correction to Retirement

1.	Bell, Silvia	04/17/2020

Student Activity Fund Balance Statement — The Governing Board approved the Student Activity Fund Balance Statement for March, 2020 as presented.

Surplus Property Disposal — The Governing Board approved the items listed 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.

Authorized Signatories — The Governing Board approved the list of authorized signatories for the 2020-2021 fiscal year in addition to the Superintendent for all accounts as presented.

Facsimile Signatures — The Governing Board approved the annual, routine reaffirmation of its authorization for the use of one original Board member's signature and facsimile signatures for the other Board members when signing expense and payroll vouchers. It is requested the Board renew this authorization for the 2020-2021 fiscal year.

Cooperative Agreement — The Governing Board approved the Cooperative Agreement with OMNIA Partners for the 2020-2021 fiscal year as presented.

Contract Renewals — The Governing Board approved the continuation of existing contracts for the 2020-2021 school year as presented.

Continuation of Cooperative

Agreements — The Governing Board approved the continuation of existing Cooperative Agreements for the 2020-2021 school year as presented.

Sole Source Renewals — The Governing Board approved the continuation of existing Sole Source awards for the 2020-2021 school year as presented.

The following item was acted upon separately.

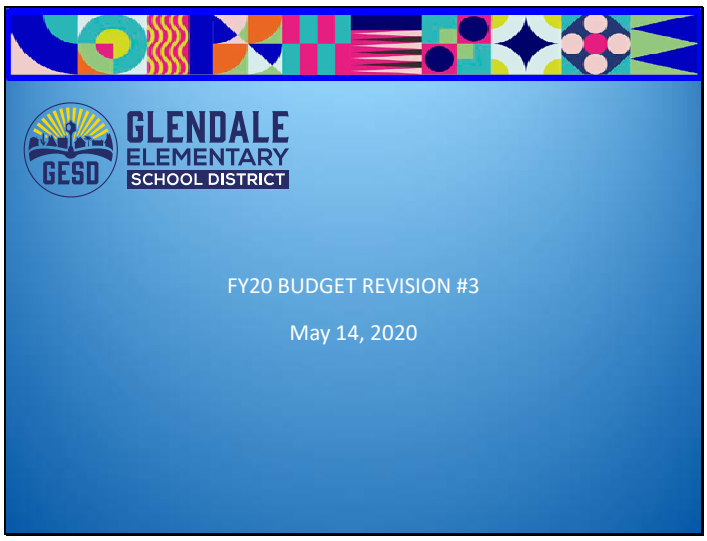
Trust Board Member Resignation — Ms. Smith moved to approve the resignation of Mr. Mike Martinez from the District's Self-Insured Trust Board effective May 14, 2020 and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Ms. Smith, Ms. Wilson, Ms. Bartels and Ms. Pimentel. Mr. Martinez abstained from the vote.

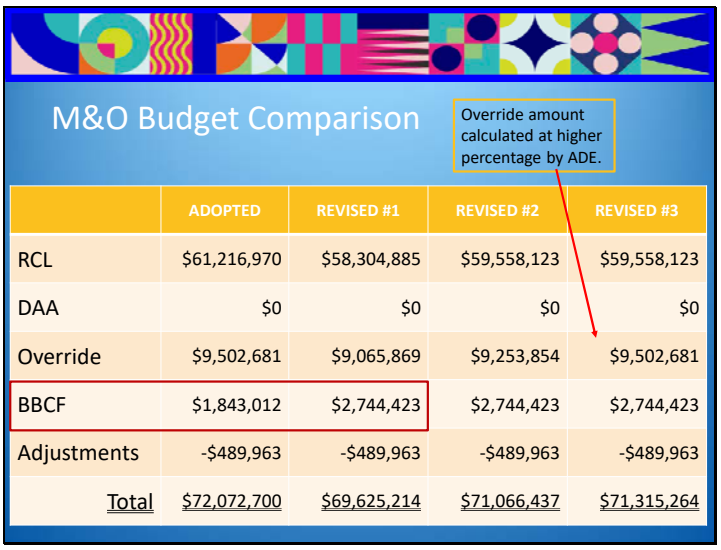
REPORTS AND INFORMATION ITEMS

None at this time.

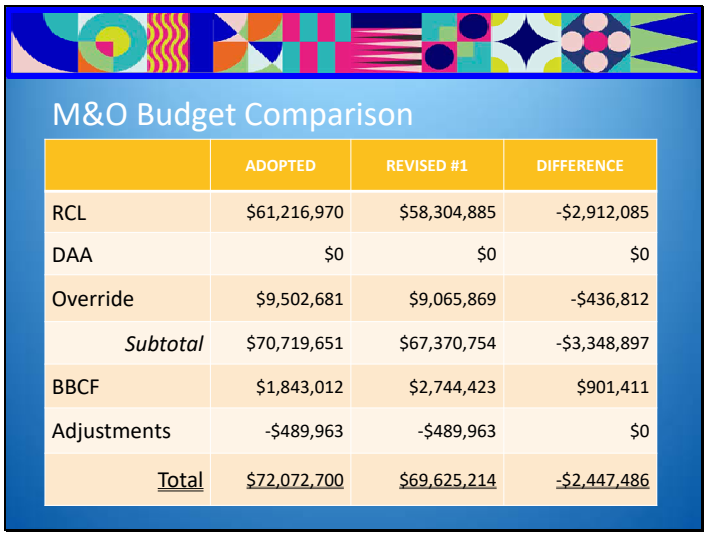
ACTION ITEMS

2019-2020 Expenditure Budget Revision #3 — Ms. Segotta-Jones recommended the Governing Board approve the 2019-2020 Expenditure Budget Revision #3 as presented. Mr. Barragan reviewed the following PowerPoint presentation:

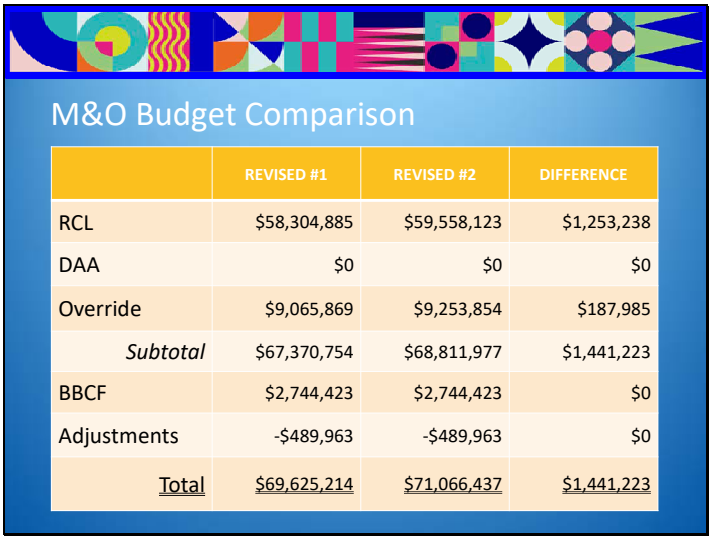




	ADOPTED	REVISED #1	REVISED #2	REVISED #3
RCL	$61,216,970	$58,304,885	$59,558,123	$59,558,123
DAA	$0	$0	$0	$0
Override	$9,502,681	$9,065,869	$9,253,854	$9,502,681
BBCF	$1,843,012	$2,744,423	$2,744,423	$2,744,423
Adjustments	-$489,963	-$489,963	-$489,963	-$489,963
Total	$72,072,700	$69,625,214	$71,066,437	$71,315,264



	ADOPTED	REVISED #1	DIFFERENCE
RCL	$61,216,970	$58,304,885	-$2,912,085
DAA	$0	$0	$0
Override	$9,502,681	$9,065,869	-$436,812
Subtotal	$70,719,651	$67,370,754	-$3,348,897
BBCF	$1,843,012	$2,744,423	$901,411
Adjustments	-$489,963	-$489,963	$0
Total	$72,072,700	$69,625,214	-$2,447,486

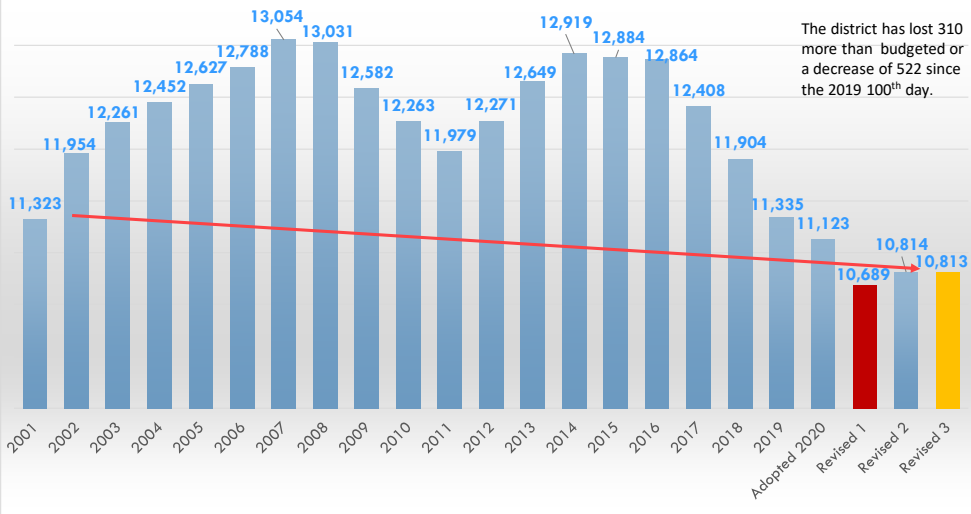


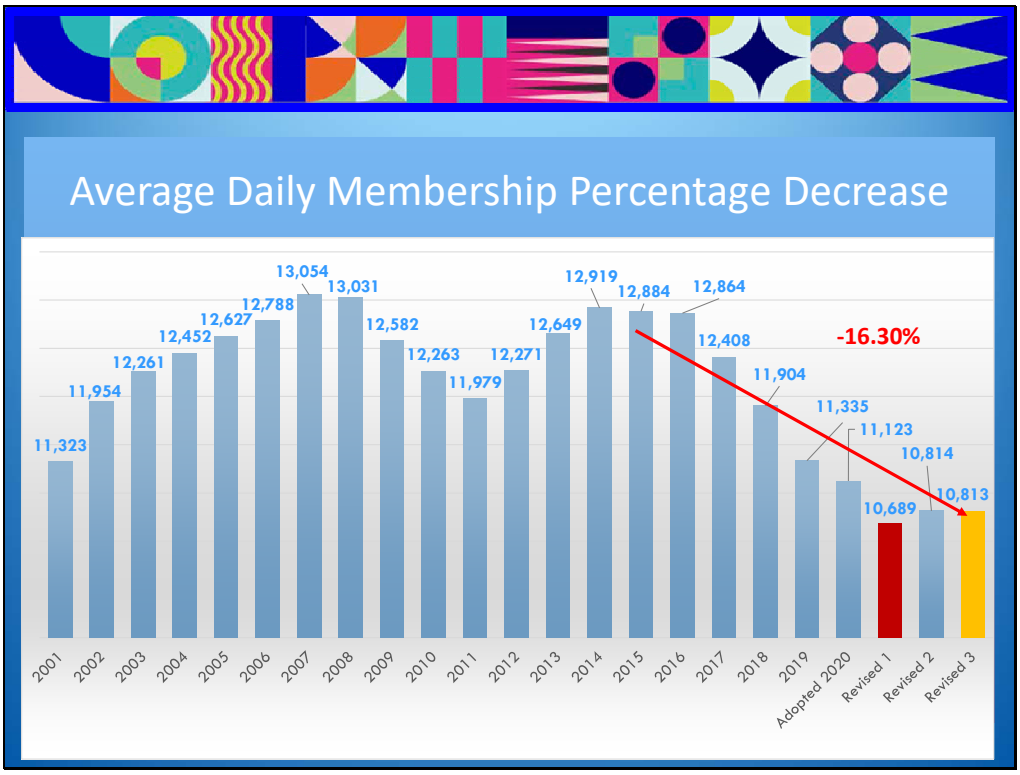
	REVISED #1	REVISED #2	DIFFERENCE
RCL	$58,304,885	$59,558,123	$1,253,238
DAA	$0	$0	$0
Override	$9,065,869	$9,253,854	$187,985
Subtotal	$67,370,754	$68,811,977	$1,441,223
BBCF	$2,744,423	$2,744,423	$0
Adjustments	-$489,963	-$489,963	$0
Total	$69,625,214	$71,066,437	$1,441,223

M&O Budget Comparison

	REVISED #2	REVISED #3	DIFFERENCE
RCL	$59,558,123	$59,558,123	$0
DAA	$0	$0	$0
Override	$9,253,854	$9,502,681	$248,827
Subtotal	$68,811,977	$69,060,804	$248,827
BBCF	$2,744,423	$2,744,423	$0
Adjustments	-$489,963	-$489,963	$0
Total	$71,066,437	$71,315,264	$248,827

Average Daily Membership Concerns




Average Daily Membership Percentage Decrease
11,323
11,954
12,261
12,452
12,627
12,788
13,054
13,031
12,582
12,263
11,979
12,271
12,649
12,919
12,884
12,864
12,408
11,904
11,335
11,123
10,689
10,814
10,813
-16.30%
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Adopted 2020
Revised 1
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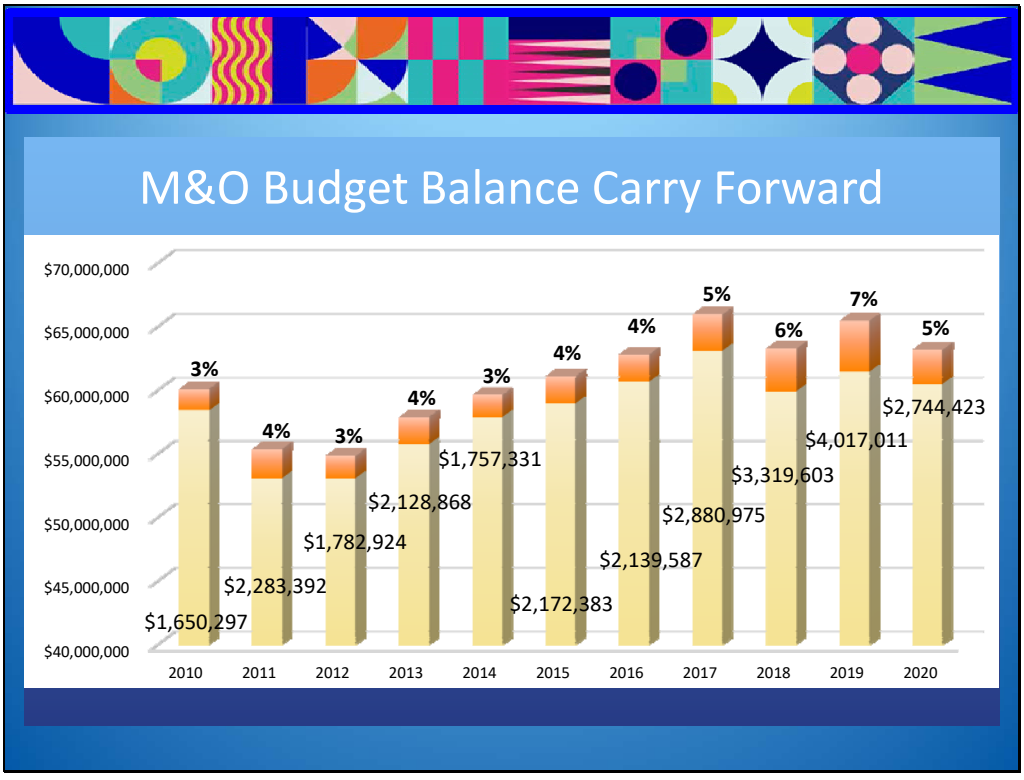
Revised 3


M&O Budget Balance Carry Forward
$70,000,000
$65,000,000
$60,000,000
$55,000,000
$50,000,000
$45,000,000
$40,000,000
3%
4%
3%
4%
3%
4%
4%
5%
6%
7%
5%
$1,650,297
$2,283,392
$1,782,924
$2,128,868
$1,757,331
$2,172,383
$2,139,587
$2,880,975
$3,319,603
$4,017,011
$2,744,423
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020

Dilemma

- Conservative revenue projections
  - Reduce revenue – specifically Maintenance and Operation (M&O) override
  - Limit resources – staffing, salaries & benefits, supplies, and other resources
- Overstating revenue projections
  - Over-expenditure; spend more than the General Budget Limit (GBL) allows
  - Must repay over-expenditure; reduce GBL in subsequent year (less spending)
  - Possibly placed in receivership by the State Board of Education
  - Bond rating decrease– our residents pay more for bonds (higher interest rate)

Unrestricted Capital Budget Comparison

	ADOPTED	REVISED #1	REVISED #2	REVISED #3
BBCF	$1,465,016	$2,605,813	$2,605,813	$2,605,813
Interest	$12,350	$12,350	$12,350	-$64,081
RCL/DAA	$5,603,576	$5,593,972	$5,593,972	$5,618,333
Prop 123	$523,766	$507,100	$481,448	$483,154
Adjustments	$0	$0	$0	$0
Total	$7,604,708	$8,719,235	$8,693,583	$8,643,219

Additional Assistance / Capital Cuts

- District Additional Assistance (DAA) was calculated at $5,107,489
  - $1,647,756 Estimated legislative reduction of 32%
    - Previously reductions were 65%
    - DAA available $3,459,733 (Approx. $1.6 million more)
- Legislative Reductions 2009-2020
  - **Approximately $ 41.1 million**
    - $38.1 million specific to capital funding

Final thoughts

- Moved expense from M&O to other appropriate funds:
- Classroom Site Fund 11 ..... $1,499,560
- Classroom Site Fund 13 ..... $1,592,900
- Instruction Improvement Fund 20 ..... $234,600

Total $3,327,060

- FY20 No legislative financial safeguards
  - Immediate reductions to budget limit
  - Financial decisions must be made for sustainability
- Capital Funding
  - Increase per pupil in FY20
- Potential reduction in grant funds
- Increase enrollment – must be a priority
  - Marketing/Advertising Campaign
  - Competition
- Update demographic study - must be on-going

Ms. Pimentel asked if we have looked into how the budget will be impacted by COVID-19. Ms. Wilson expressed fears that the state will cut funding to education in order to balance the budget. Ms. Smith asked if budget cuts are made, will they be enacted on the current year or the 2021 fiscal year.

Ms. Wilson moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Coordinator

Ms. Segotta-Jones recommended the Governing Board approve employment of Ms. Melissa Marze as Coordinator for Human Resources, salary and benefits commensurate with other Coordinators.

Ms. Bartels moved to approve the recommendation as stated and Ms. Smith seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Ms. Patricia Mastropolo as Assistant Principal of Coyote Ridge School, salary and benefits commensurate with other Assistant Principals.

Ms. Smith moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Ms. Alba Cordova as Assistant Principal of Harold W. Smith School, salary and benefits commensurate with other Assistant Principals.

Ms. Wilson moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Ms. Rebecca Presley as Assistant Principal of William C. Jack School, salary and benefits commensurate with other Assistant Principals.

Ms. Smith moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Ms. Marisol Molina as Assistant Principal of Challenger Middle School, salary and benefits commensurate with other Assistant Principals.

Ms. Bartels moved to approve the recommendation as stated and Ms. Smith seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Mr. Jason Schnee as Assistant Principal of Melvin E. Sine School, salary and benefits commensurate with other Assistant Principals.

Ms. Smith moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Employment of Assistant Principal

Ms. Segotta-Jones recommended the Governing Board approve the employment of Mr. Clifford Vellucci as Assistant Principal of Glendale Landmark School, salary and benefits commensurate with other Assistant Principals.

Ms. Smith moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

Political Agenda Priorities and Proposals

The Governing Board considered taking action to approve its top five political agenda priorities and proposed issues to submit for consideration for Arizona School Boards Associations' 2021 Political Agenda. Administration provided the following suggested priorities.

1. Accelerate full restoration of district additional assistance (DAA) funding.
2. Provide adequate ongoing resources to ensure district equipment and facilities are maintained and comply with at least minimum school facility standards.
3. Fully fund full-day kindergarten and include kindergarten students in the override calculations.
4. Adequately fund the cost of student transportation.
5. Support policy that addresses and adequately funds legislation related to student mental health and wellness.

Ms. Smith suggested adding a priority which calls for a safeguard of funding in light of COVID-19. Ms. Bartels commented on the need for infrastructure for students to be able to access learning from home.

The proposed items will be: 1) Prioritize internet and technology access for students statewide. 2) To safeguard funding.

Ms. Bartels moved to approve the priorities as suggested and to add a proposed items as stated above.

DISCUSSION ITEM

Call to the Public Procedures

The Governing Board discussed procedures for Call to the Public in relation to COVID-19 social distancing guidelines. Ms. Segotta-Jones noted that the stay at home order has been

lifted. Board meetings can begin to proceed open to the public, maintaining six feet distancing between people, if the Board decides to do so. If not, members of the public can be asked to submit their comments to an email address prior to the meeting, to be then read into the record at the meeting.

Ms. Bartels would like to ensure there is a way for members of the public to comment during the meetings, even if meetings continue to be held only virtually.

Mr. Martinez suggested holding meetings in a larger venue such as a school cafeteria.

Should meetings continue to be held virtually, members of the public will be provided a way to submit their comments in advance.

Ms. Segotta-Jones will confer with legal counsel and provide the Board with an overview of how call to public can be managed through virtual meetings.

Ms. Smith and Ms. Wilson would like to see meetings opened back up for the public to attend.

FUTURE MEETINGS

Future Meetings and Agenda Item Request

A list of upcoming meetings was reviewed. The next meeting is scheduled for May 28 at 4 p.m. There will be a study session regarding demographics and enrollment as part of this meeting. Ms. Segotta-Jones would also like to have a discussion at this meeting regarding COVID-19 and its impact on the upcoming school year. Ms. Smith asked to have information about the budget impacts and reductions to expenses as part of the study session. Ms. Smith asked for a report on the COVID survey to be provided at the study session as well.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Wilson requested a discussion prior to the start of school regarding extra duty pay.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones reported on current events:

- Congratulations to our new Assistant Principals.
- The closure of the school year is taking place this week and next.
- Virtual eighth grade promotions will be posted online next week.
- On Tuesday, May 19th, the District will hold virtual awards ceremonies via the District YouTube channel.
- The executive team is engaged in ongoing discussions about COVID-19 and the impact it is and will have on our students and community.
- Parents and staff are being surveyed regarding concerns related to COVID-19.
- Thanks to parents and families for all their support through these difficult times.

Ms. Smith congratulated the new assistant principals. She looks forward to the awards ceremonies next week.

Mr. Martinez also congratulated the new assistant principals. He thanked the Board for the opportunity to serve.

Ms. Bartels welcomed Mr. Martinez to the Board. She encouraged the community to participate in the survey. She congratulated the students promoting to high school.

Ms. Wilson echoed the congratulations for new staff and promoting eighth graders, and welcomed Mr. Martinez to the Board.

Ms. Pimentel also offered congratulations and welcomed Mr. Martinez. She thanked teachers and staff for all the work they are doing.

ADJOURNMENT

Ms. Bartels moved to adjourn the meeting and Ms. Smith seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, Mr. Martinez and Ms. Smith voted 'aye', the motion carried and the regular meeting adjourned at 5:55 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Mary Ann Wilson, Clerk of the Board

Date: June 11, 2020

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
May 28, 2020

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

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Pimentel at 4:00 p.m. She noted the presence of all five Board members, constituting a quorum.

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

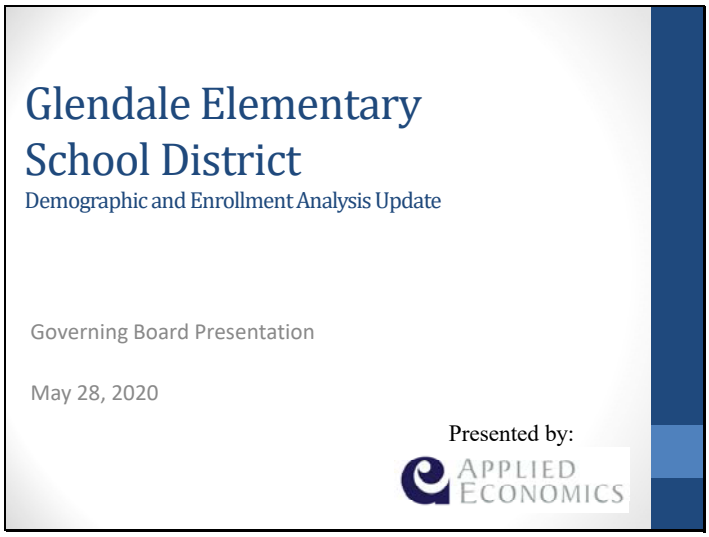
Ms. Bartels moved to adopt the meeting agenda and Mr. Smith seconded the motion. Upon call to vote, the motion carried with votes in favor from Mr. Martinez, Ms. Wilson, Ms. Smith, Ms. Bartels, and Ms. Pimentel.

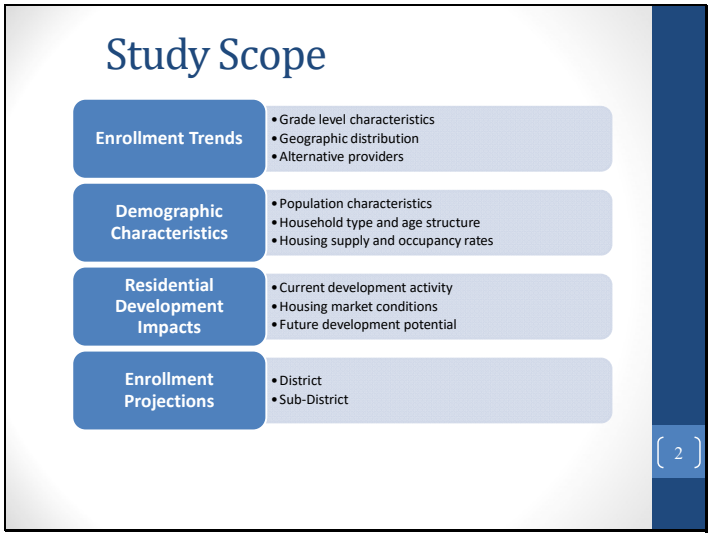
Ms. Pimentel called for a moment of silence, followed by the Pledge of Allegiance.

CALL TO THE PUBLIC
Ms. Pimentel read into the record comments submitted by Mr. Matthew Schock. Mr. Schock shared the Glendale Education Association's officers for the next school year. He commented on the group's desire to be included in discussions regarding the reopening of schools.

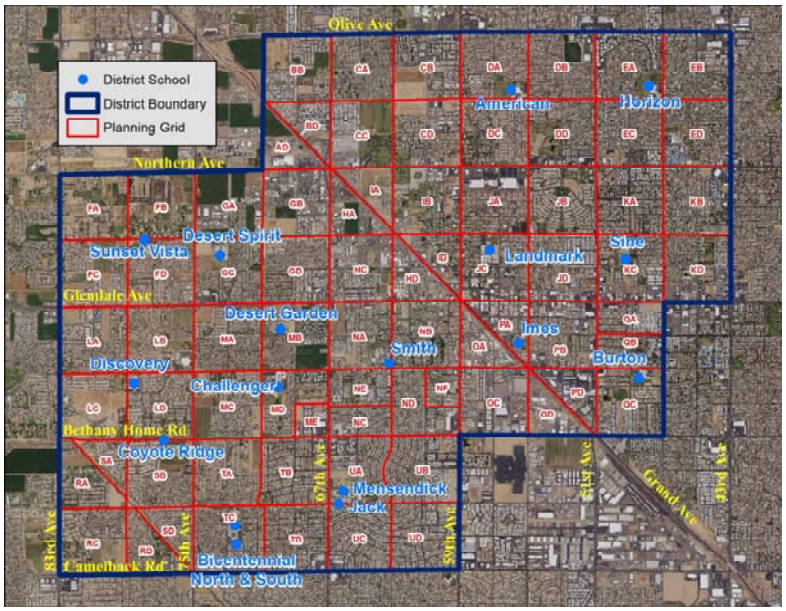
STUDY SESSION
The Governing Board and Administration conducted the following study sessions:

Updated Demographic Study — The Governing Board conducted a study session regarding an update to the Demographic Study. Mr. Barragan introduced Mr. Rick Brammer of Applied Economics to provide the following presentation.





Planning Geography

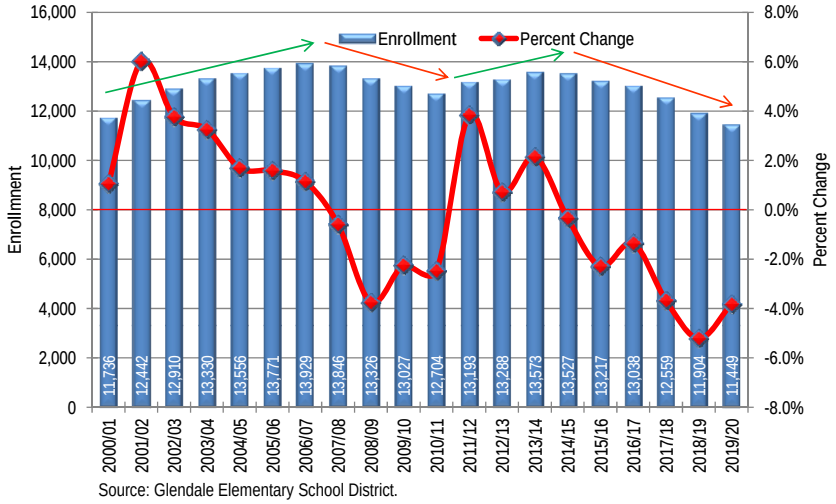


Planning areas or "grids" are used to compile enrollment and demographic data for consistent areas over time.

The grids are a quarter-section or smaller in size.

3

40th Day Headcount Enrollment



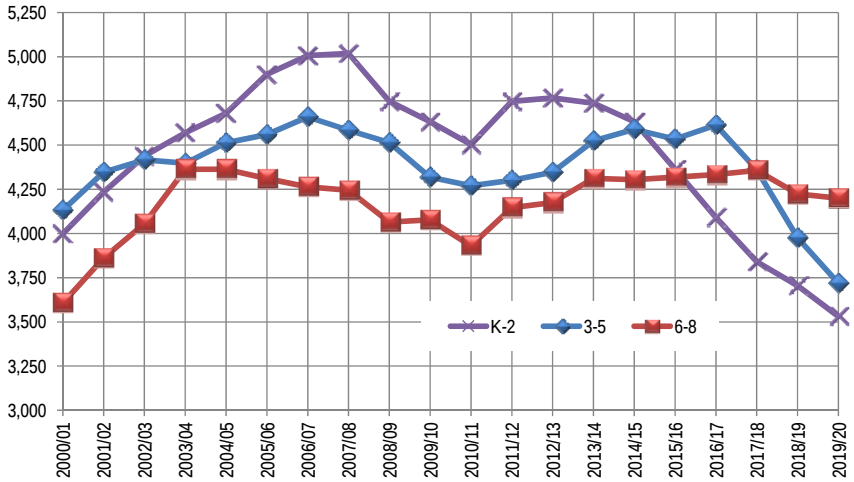
Source: Glendale Elementary School District.

K-8 Enrollment grew by about 19% (2,193 students) between 2000/01 and 2006/07, and then fell by 9% (1,225 students) through 2010/11 driven by the impacts of the recession and immigration policy.

District enrollment increased by 869 students from 2010/11 through 2013/14 as the economy recovered, but since then has lost 2,124 students, driven by competition from charter schools and smaller in-coming kindergarten classes.

4

Enrollment Grade Cohorts



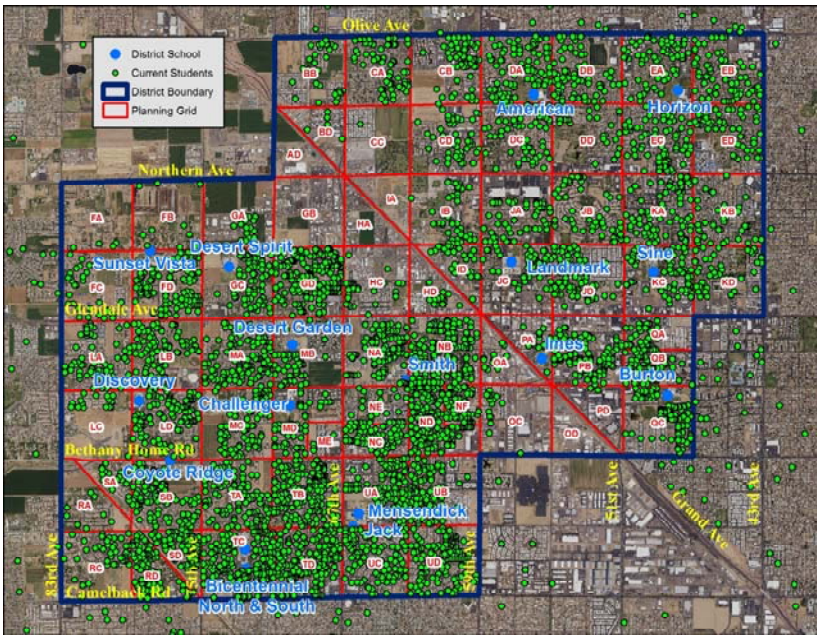
Source: Glendale Elementary School District.

Like most areas the enrollment growth during the boom was led by the youngest grade cohorts, although the older ones have now caught up as the size of the K-2 cohort has plummeted over the past three years.

The recent declines in the K-2 cohort are likely a function of lower birth rates during and after the recession, the age structure of the population, and competition from charter schools.

5

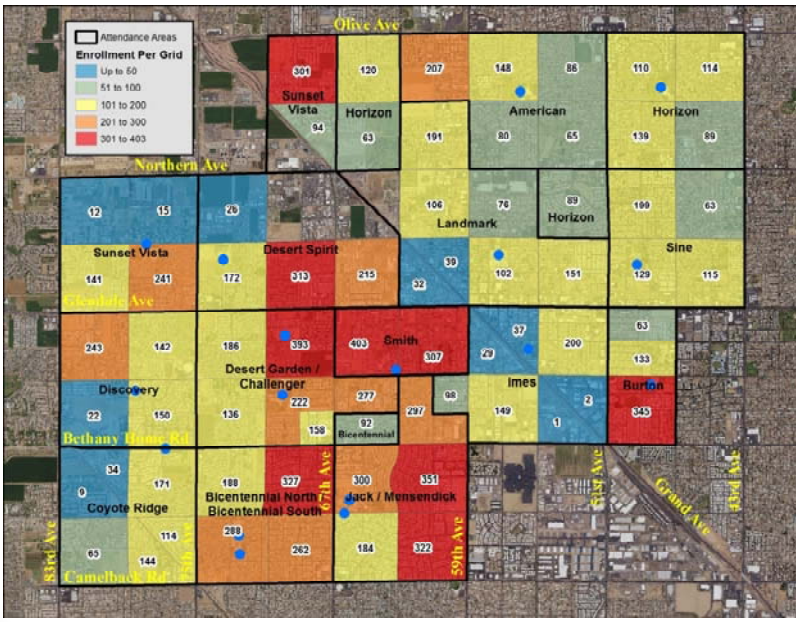
Distribution of Students



The physical location of each student is used to track the distribution of enrollment over time and to relate demographic and housing data to student generation.

6

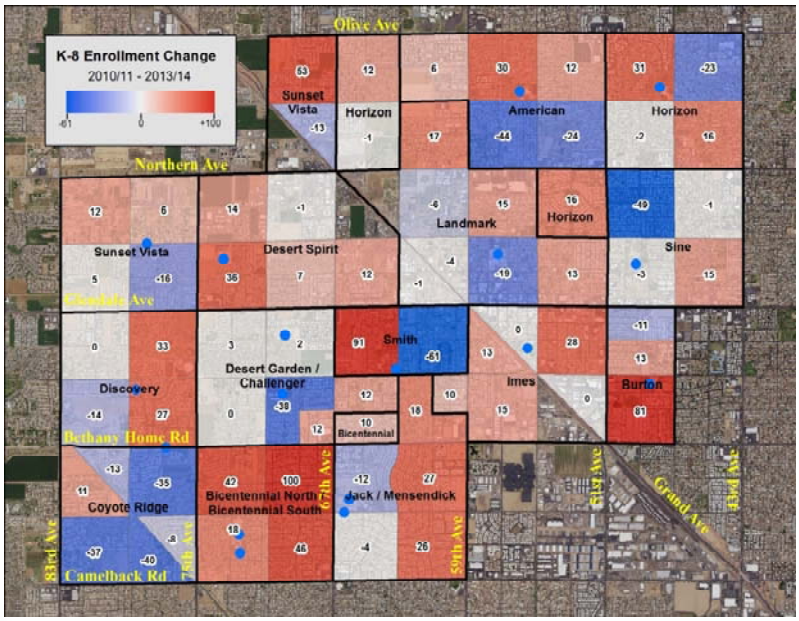
Enrollment Density



Student density varies from very low levels, to some of the highest levels found in metro Phoenix.

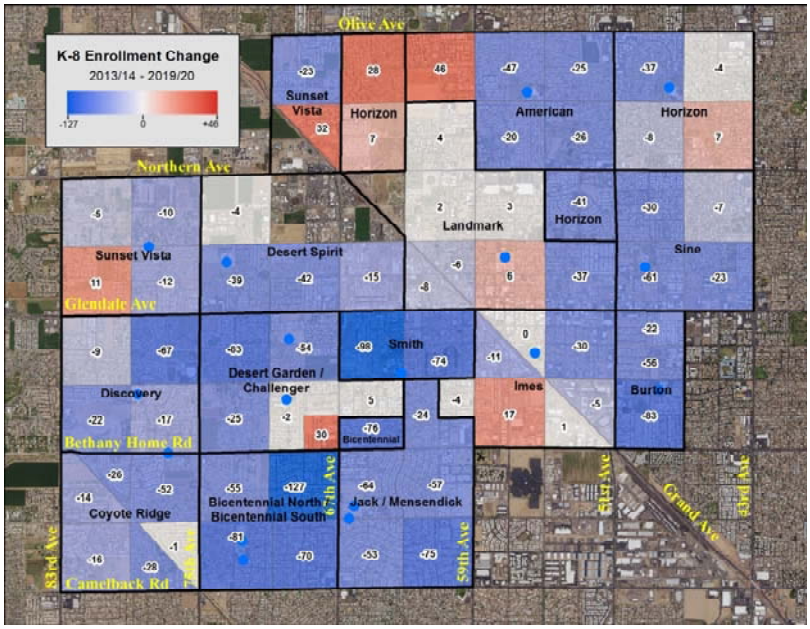
Small, very high density areas create challenges for facility and transportation planning.

Change in Enrollment - 2010/11 to 2013/14



Enrollment growth occurred in most parts of the District during the economic recovery period.

Change in Enrollment - 2013/14 to 2019/20



Widespread losses have occurred over the past six years caused by changing demographics and the draw of charter schools.

9

Demographic Trends

	2000	2010	2019	Annual Change* 2000-10	Annual Change* 2010-19
Population	90,501	97,573	109,104	0.8%	1.2%
Under 5	9.8%	9.3%	8.4%	0.3%	0.1%
5 to 13	15.4%	15.9%	14.8%	1.1%	0.4%
14 to 17	6.0%	6.7%	6.9%	1.9%	1.6%
18 to 21	7.3%	6.7%	6.0%	0.0%	-0.1%
22 to 54	46.7%	44.8%	45.3%	0.3%	1.4%
55 to 59	3.8%	4.5%	5.0%	2.6%	2.3%
60 to 74	7.2%	8.2%	9.6%	2.1%	3.1%
75 and up	3.8%	3.8%	4.0%	0.7%	1.8%
Housing Units	33,493	37,623	38,207	1.2%	0.2%
Occupied	93.9%	84.7%	90.8%	0.1%	0.9%
Vacant	6.1%	15.3%	9.2%	10.8%	-5.3%
Households	31,435	31,884	34,692	0.1%	0.9%
15 to 24	9.8%	7.6%	6.0%	-2.4%	-1.5%
25 to 34	22.2%	19.3%	18.7%	-1.2%	0.6%
35 to 44	22.4%	21.1%	19.9%	-0.4%	0.3%
45 to 54	17.7%	21.2%	22.2%	2.0%	1.4%
55 to 64	11.6%	14.7%	16.9%	2.6%	2.5%
65 to 74	8.7%	8.7%	9.3%	0.1%	1.7%
Over 75	7.5%	7.4%	7.0%	0.1%	0.3%
Population Per	2.88	3.06	3.14	6.3%	0.3%

25.2% 25.2% 23.2%

44.6% 40.4% 38.6%

Sources: U.S. Bureau of the Census, 1990, 2000 and 2010;
American Community Survey; 2017; Applied Economics, 2019.
* Compound annual rate of change.

Large population increase in the 2000's, with slow growth since 2010.

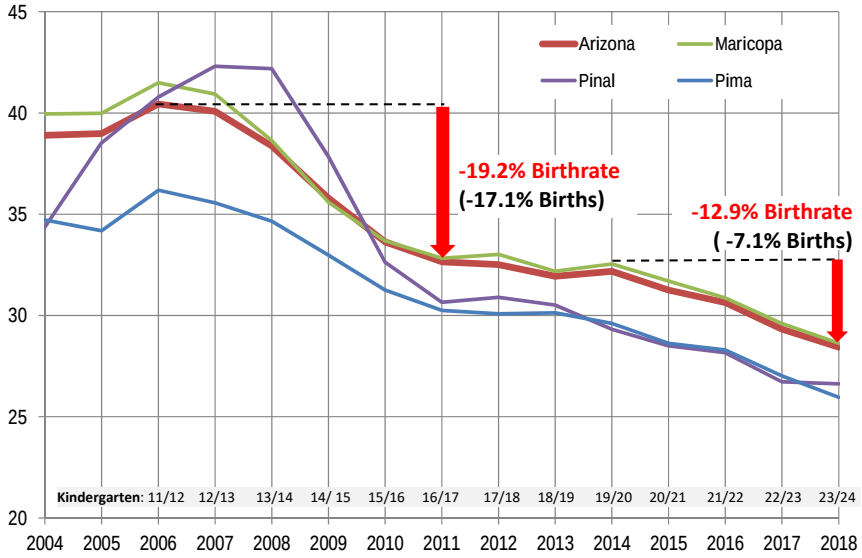
Most age groups increased proportionally during the boom, while the younger groups have lagged during the bust and recovery.

Recent changes in the age profile of households is weighted toward older cohorts.

10

Birth Rate Trends

Births per 1,000 people aged 15 to 45 years



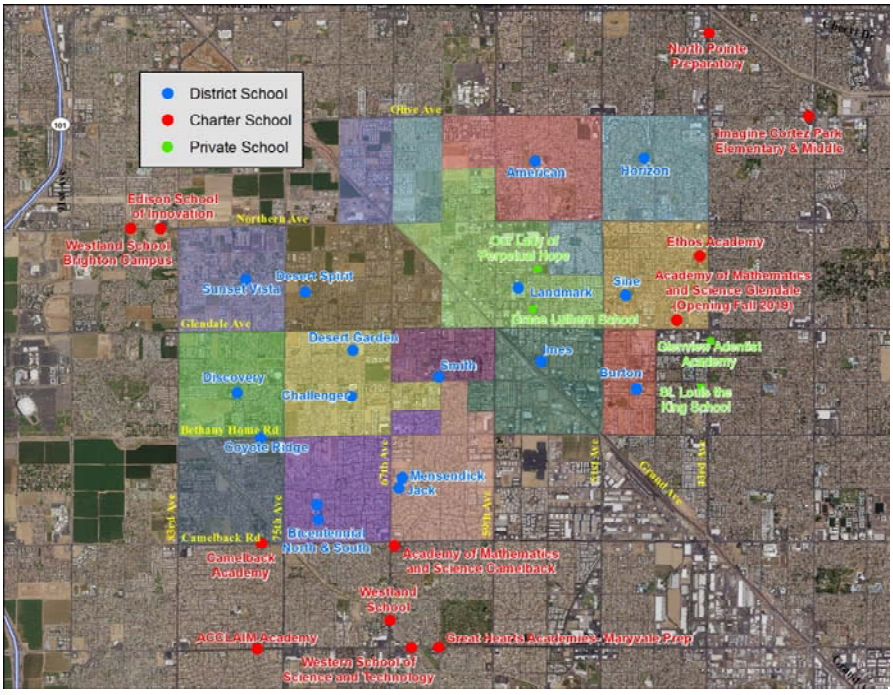
Sources: Arizona Department of Health Services; Applied Economics, 2019.

Birth rates in Arizona plummeted by 19% during the recession.

The rate stabilized after 2011 and then dropped another 13% over the last four years, resulting in 7.1% fewer births (after adjusting for population growth).

11

Alternative Providers



12

Charter School Enrollment

Year	# Schools	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Change
In District												
2010-11	1	82	64	70	51	55	40	54	25		441	
2011-12	1	77	76	74	70	57	52	44	53	27	530	89
2012-13	1	75	62	75	74	68	49	43	39	41	526	(4)
2013-14	1	69	70	68	62	68	59	46	36	36	514	(12)
2014-15	1	68	73	71	72	59	62	51	41	33	530	16
2015-16	2	116	82	83	80	69	59	59	42	39	629	99
2016-17	2	94	113	88	94	83	67	60	59	40	698	69
2017-18	2	117	98	134	96	92	87	82	75	58	839	141
2018-19	2	112	117	104	110	97	99	104	84	82	909	70
2019-20*	3	202	276	246	262	226	225	225	218	85	1,963	1,054
Nearby**												
2010-11	6	170	162	154	157	158	144	142	299	276	1,662	
2011-12	6	193	174	177	157	169	161	163	311	307	1,812	150
2012-13	6	226	207	203	193	149	156	154	331	312	1,931	119
2013-14	6	243	240	195	183	196	163	157	316	324	2,017	86
2014-15	7	245	250	235	223	199	230	159	308	321	2,170	153
2015-16	9	362	285	302	272	284	236	262	441	455	2,899	729
2016-17	9	344	357	310	306	285	292	272	517	428	3,111	212
2017-18	9	317	352	345	316	337	298	334	550	512	3,361	250
2018-19	10	474	400	386	390	367	396	325	512	534	3,784	423
2019-20*	10	412	453	386	407	395	397	393	552	578	3,973	189
Total												
2010-11	7	252	226	224	208	213	184	196	324	276	2,103	
2011-12	7	270	250	251	227	226	213	207	364	334	2,342	239
2012-13	7	301	269	278	267	217	205	197	370	353	2,457	115
2013-14	7	312	310	263	245	264	222	203	352	360	2,531	74
2014-15	8	313	323	306	295	258	292	210	349	354	2,700	169
2015-16	11	478	367	385	352	353	295	321	483	494	3,528	828
2016-17	11	438	470	398	400	368	359	332	576	468	3,809	281
2017-18	11	434	450	479	412	429	385	416	625	570	4,200	391
2018-19	12	586	517	490	500	464	495	429	596	616	4,693	493
2019-20*	13	614	729	632	669	621	622	618	770	663	5,936	1,243

3,405

Source: Arizona Department of Education; Applied Economics, 2019.
* 2019-20 ADM
** Charter schools located within approximately one mile of the District's boundaries.

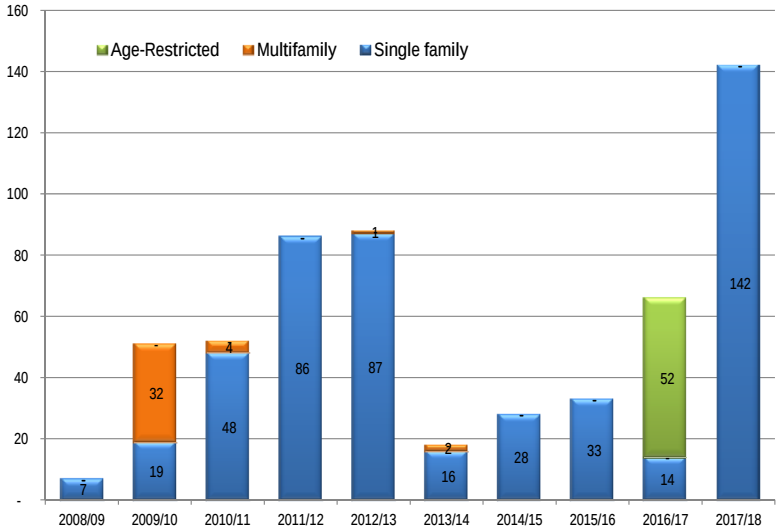
In 2010/11 area charter schools enrolled about 2,100 students, or about 13.5% of the school-age population.

In 2019/20 area charter schools enrolled about 5,900 students, or about 36.6% of the school-age population.

13

Residential Development

Permitted Housing Units by Type



571 new units were permitted in the last 10 years (1.5% of inventory).

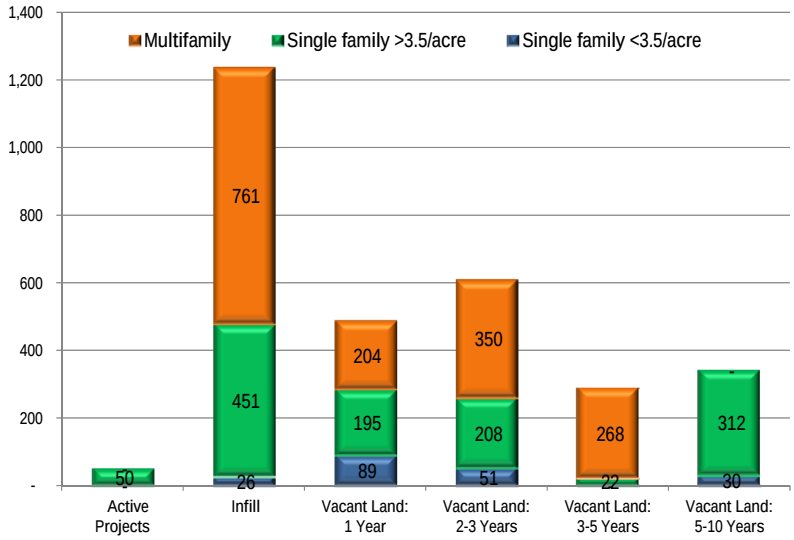
Development has generally been in small subdivisions. The spike in production in 2017/18 was due to the rapid development at Alice Park.

Increases in activity are expected over the next three to four years.

14

Residential Potential

Housing Units by Type and Timeline for Development

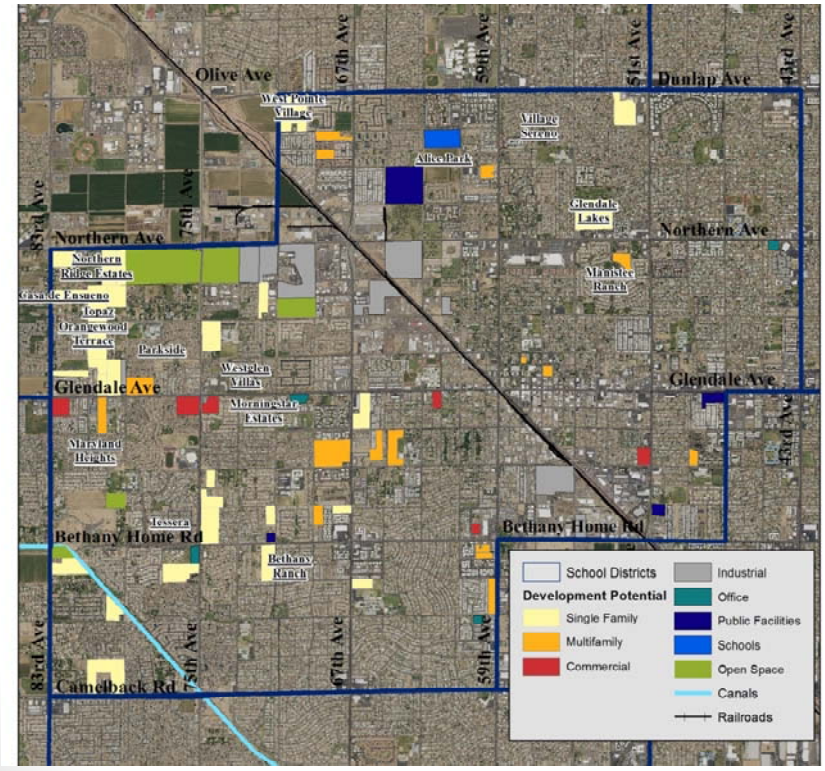


There is potential for about 3,100 additional housing units in active/infill projects and those that could begin construction over the next 10 years.

Most of the 1,600-unit long term (10+ years) potential is multifamily.

15

Development Potential

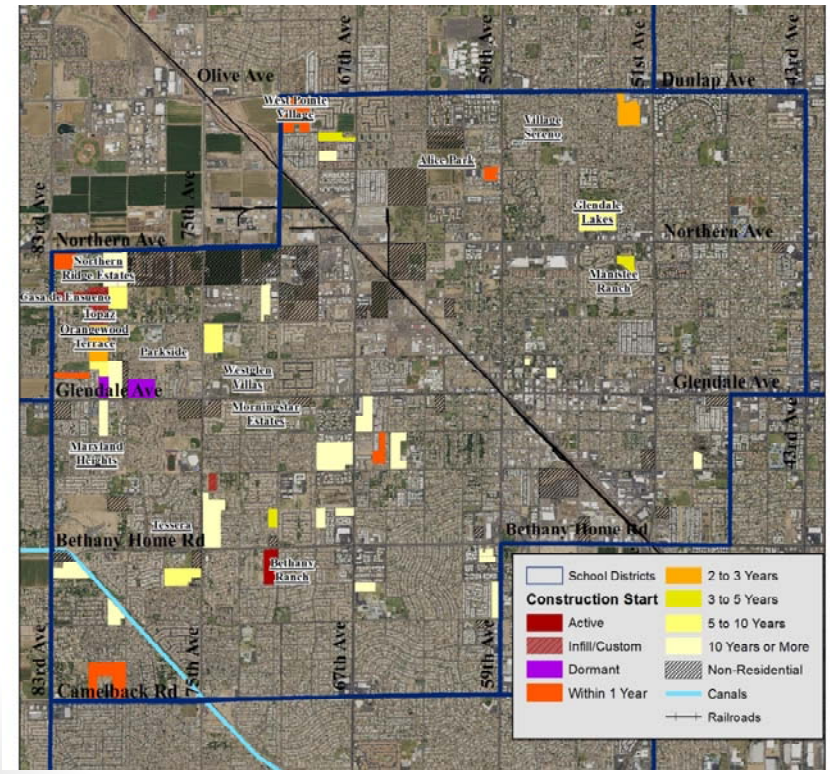


Most of the identified potential is located in the western portion of the District.

Some of the land now planned as multifamily could be changed to single family use.

16

Development Timing



Major builders are opening three new subdivisions totaling about 260 lots.

About 200 units in two apartment projects are to be started within the next year.

Demographic Projections

			New Units					
Year	Population	Total Units	Total	Single Family	Multi-family	Occ Rate	Households	Pop/HH
2010/11	97,573	37,623	51	19	32	84.7%	31,884	3.060
2011/12	101,192	37,675	52	48	4	87.5%	32,966	3.070
2012/13	101,162	37,761	86	86	0	87.0%	32,852	3.079
2013/14	102,887	37,849	88	87	1	88.0%	33,307	3.089
2014/15	106,765	37,867	18	16	2	91.0%	34,459	3.098
2015/16	105,992	37,895	28	28	0	90.0%	34,106	3.108
2016/17	106,644	37,928	33	33	0	90.2%	34,211	3.117
2017/18	107,342	37,994	66	14	52	90.4%	34,347	3.125
2018/19	108,327	38,136	142	142	0	90.6%	34,551	3.135
2019/20	109,104	38,207	71	71	0	90.8%	34,692	3.145
2020/21	110,815	38,663	456	248	208	91.0%	35,183	3.150
2021/22	112,126	38,907	244	244	0	91.2%	35,483	3.160
2022/23	113,322	39,162	255	113	142	91.4%	35,794	3.166
2023/24	114,235	39,359	197	15	182	92.0%	36,210	3.155
2024/25	114,170	39,423	64	36	28	92.0%	36,269	3.148
2025/26	114,234	39,522	99	91	8	92.0%	36,360	3.142
2026/27	114,398	39,658	136	118	18	92.0%	36,485	3.135
2027/28	114,612	39,832	174	96	78	92.0%	36,645	3.128
2028/29	114,571	39,902	70	48	22	92.0%	36,710	3.121
2017/18-2022/23			1,223	691	532		1,659	
2022/23-2027/28			543	389	154		500	

Source: Applied Economics, 2019.
Bolding indicates actuals.

Housing additions likely to increase over the next 3 or 4 years, then return to current levels.

Population per household expected to decline slightly as the population continues to age.

School-Age Pop. & Enrollment

Year	Households	School-Age Population * Total	School-Age Population * Per Household	K-8 Enrollment Total	K-8 Enrollment Per Household	Net Difference	Enrollment - Population Ratio
2010/11	31,884	15,509	0.486	12,704	0.398	2,805	81.9%
2011/12	32,966	16,153	0.490	13,193	0.400	2,960	81.7%
2012/13	32,852	16,262	0.495	13,288	0.404	2,974	81.7%
2013/14	33,307	16,654	0.500	13,573	0.408	3,081	81.5%
2014/15	34,459	17,003	0.493	13,527	0.393	3,476	79.6%
2015/16	34,106	16,608	0.487	13,217	0.388	3,391	79.6%
2016/17	34,211	16,440	0.481	13,038	0.381	3,402	79.3%
2017/18	34,347	16,288	0.474	12,559	0.366	3,729	77.1%
2018/19	34,551	16,170	0.468	11,904	0.345	4,266	73.6%
2019/20	34,692	16,128	0.465	11,449	0.330	4,679	71.0%
2020/21	35,183	16,030	0.456	11,127	0.316	4,903	69.4%
2021/22	35,483	16,005	0.451	10,857	0.306	5,148	67.8%
2022/23	35,794	15,983	0.447	10,603	0.296	5,380	66.3%
2023/24	36,210	16,007	0.442	10,367	0.286	5,640	64.8%
2024/25	36,269	15,872	0.438	10,143	0.280	5,729	63.9%
2025/26	36,360	15,752	0.433	9,877	0.272	5,875	62.7%
2026/27	36,485	15,648	0.429	9,749	0.267	5,899	62.3%
2027/28	36,645	15,559	0.425	9,638	0.263	5,921	61.9%
2028/29	36,710	15,429	0.420	9,542	0.260	5,887	61.8%

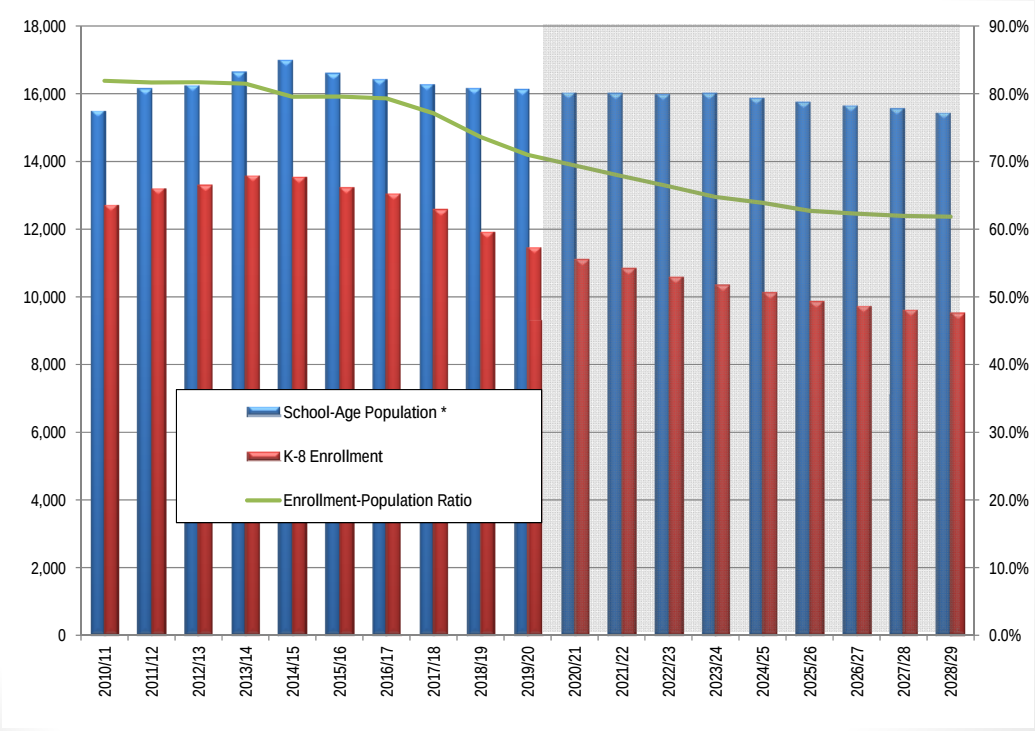
Source: Applied Economics, 2019.
* Population age 5 through 13, corresponds with Kindergarten through 8th grade.
Bolding Indicates Actuals

The current net difference between school-age population and enrollment is about 4,700 persons resulting in an enrollment-population ratio of 71.0%.

Based on trends over the past 10 years, the enrollment-population ratio is likely to decline to about 62% by 2028/29.

19

School-Age Pop. & Enrollment



20

Enrollment Scenarios

	Total EP Ratio Scenario			Enrollment Change		
Fall	Low	Mid	High	Low	Mid	High
2010/11	12,704	12,704	12,704			
2011/12	13,193	13,193	13,193	489	489	489
2012/13	13,288	13,288	13,288	95	95	95
2013/14	13,573	13,573	13,573	285	285	285
2014/15	13,527	13,527	13,527	-46	-46	-46
2015/16	13,217	13,217	13,217	-310	-310	-310
2016/17	13,038	13,038	13,038	-179	-179	-179
2017/18	12,559	12,559	12,559	-479	-479	-479
2018/19	11,904	11,904	11,904	-655	-655	-655
2019/20	11,449	11,449	11,449	-455	-455	-455
2020/21	11,018	11,127	11,239	-431	-322	-210
2021/22	10,642	10,857	11,075	-376	-270	-164
2022/23	10,286	10,603	10,922	-356	-254	-153
2023/24	9,957	10,367	10,788	-329	-236	-134
2024/25	9,643	10,143	10,660	-314	-224	-128
2025/26	9,296	9,877	10,487	-347	-266	-173
2026/27	9,085	9,749	10,455	-211	-128	-32
2027/28	8,892	9,638	10,439	-193	-111	-16
2028/29	8,715	9,542	10,437	-177	-96	-2
2021/22-2028/29				-2,734	-1,907	-1,012

Source: Applied Economics, 2019.
Bolding indicates actuals.

The low scenario assumes the E-P ratio drops 1% per year faster than expected.

The high scenario assumes that the rate of decline in the E-P ratio will drop to the 10-year average rate, which is lower than the last five years.

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Projected Enrollment by Cohort

	Enrollment by Level		K-8	Percent	Share of Enrollment	
Year	K-3	4-8	Enrollment	Change	K-3	4-8
2010/11	5,939	6,765	12,704	-2.5%	46.7%	53.3%
2011/12	6,207	6,986	13,193	3.8%	47.0%	53.0%
2012/13	6,287	7,001	13,288	0.7%	47.3%	52.7%
2013/14	6,326	7,247	13,573	2.1%	46.6%	53.4%
2014/15	6,204	7,323	13,527	-0.3%	45.9%	54.1%
2015/16	5,913	7,304	13,217	-2.3%	44.7%	55.3%
2016/17	5,696	7,342	13,038	-1.4%	43.7%	56.3%
2017/18	5,259	7,300	12,559	-3.7%	41.9%	58.1%
2018/19	4,934	6,970	11,904	-5.2%	41.4%	58.6%
2019/20	4,785	6,664	11,449	-3.8%	41.8%	58.2%
2020/21	4,662	6,465	11,127	-2.8%	41.9%	58.1%
2021/22	4,663	6,194	10,857	-2.4%	42.9%	57.1%
2022/23	4,613	5,990	10,603	-2.3%	43.5%	56.5%
2023/24	4,564	5,803	10,367	-2.2%	44.0%	56.0%
2024/25	4,458	5,685	10,143	-2.2%	44.0%	56.0%
2025/26	4,393	5,484	9,877	-2.6%	44.5%	55.5%
2026/27	4,386	5,363	9,749	-1.3%	45.0%	55.0%
2027/28	4,404	5,234	9,638	-1.1%	45.7%	54.3%
2028/29	4,432	5,110	9,542	-1.0%	46.4%	53.6%

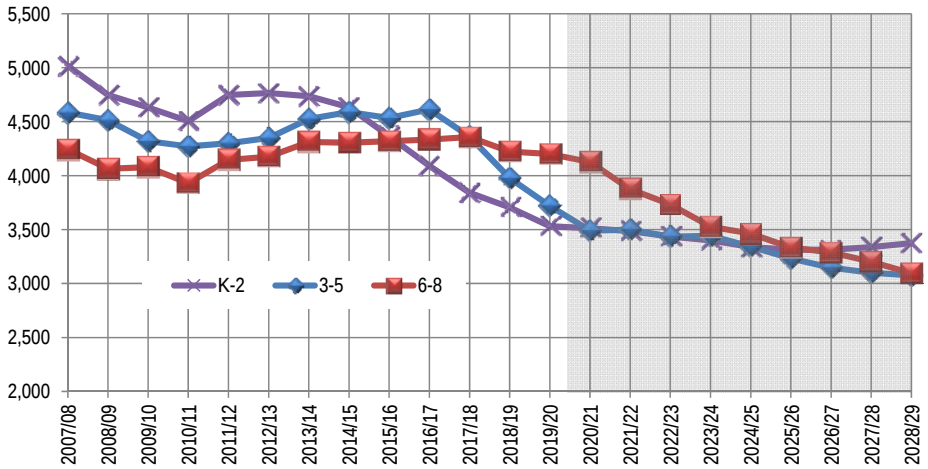
Source: Applied Economics, 2019.
Bolding Indicates Actuals.

K-8 enrollment is forecast to decline throughout the projection period.

Long term stabilization, or even increases in enrollment are possible based on turnover of existing households and the characteristics of households entering the District.

22

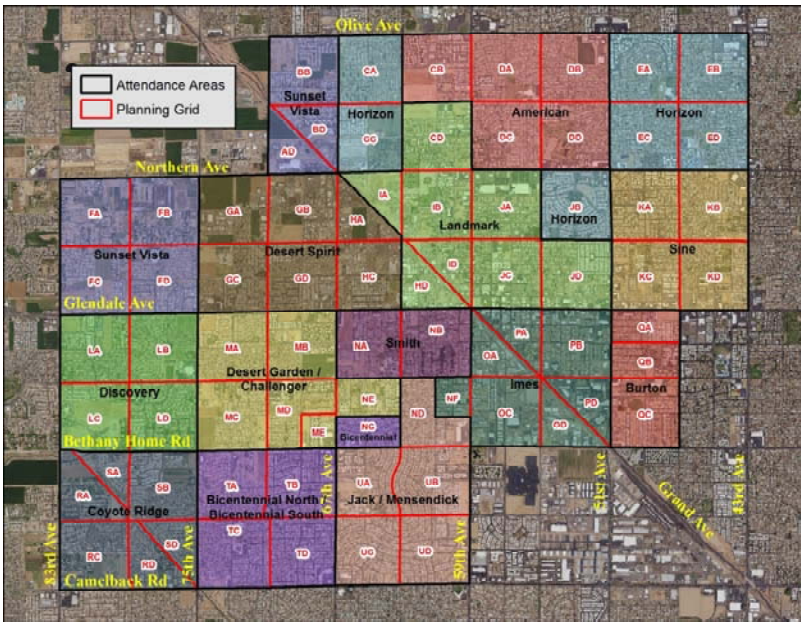
Projected Enrollment by Cohort



Source: Glendale Elementary School District; Applied Economics, 2019.

23

Attendance Areas



Planning area projections are aggregated by attendance area and adjusted for open enrollment to develop projections by school.

24

Projected Enrollment by School

	Actual							Projected									Change		
School	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	'13-'19	'19-'24	'24-'28
American	786	776	779	712	699	672	602	578	633	618	596	589	580	586	603	598	-184	-13	9
Bicentennial South	613	653	586	569	518	466	482	474	492	485	486	480	478	484	489	499	-131	-2	19
Bicentennial North	819	820	797	792	789	695	666	646	613	595	588	589	564	570	558	551	-153	-77	-38
Burton	786	794	767	732	673	649	591	553	543	528	529	516	502	490	481	473	-195	-75	-43
Coyote Ridge	918	872	807	818	753	732	726	718	713	721	700	700	690	688	680	680	-192	-26	-20
Desert Garden	730	698	706	729	656	615	557	539	531	518	501	491	481	479	479	479	-173	-66	-12
Challenger	673	666	633	677	734	682	694	695	660	647	628	610	581	559	536	515	21	-84	-95
Desert Spirit	901	912	910	907	896	802	738	721	681	636	620	607	595	600	600	587	-163	-131	-20
Discovery	754	738	766	742	730	674	647	630	594	588	552	532	511	497	482	481	-107	-115	-51
Horizon	836	861	864	845	854	809	836	754	721	710	704	695	678	675	655	651	0	-141	-44
Imes	542	538	506	503	516	557	498	474	464	456	440	424	412	402	394	388	-44	-74	-36
Landmark	750	810	805	733	768	699	723	676	641	616	604	577	560	552	551	548	-27	-146	-29
Jack	917	813	776	760	692	618	624	621	609	606	589	577	567	563	563	564	-293	-47	-13
Mensendick	999	994	977	934	917	871	824	793	779	744	739	718	701	672	658	636	-175	-106	-82
Sine	673	669	674	750	626	602	510	442	429	411	408	406	405	399	393	388	-163	-104	-18
Smith	924	924	861	916	811	838	761	835	806	778	751	743	712	684	674	673	-163	-18	-70
Sunset Vista	899	940	944	867	866	857	897	918	888	886	872	829	800	789	782	771	-2	-68	-58
Other	53	49	59	52	61	66	73	60	60	60	60	60	60	60	60	60	20	-13	0
TOTAL	13,573	13,527	13,217	13,038	12,559	11,904	11,449	11,127	10,857	10,603	10,367	10,143	9,877	9,749	9,638	9,542	-2,124	-1,306	-601

Source: Applied Economics, 2019.

The differences between enrollment by attendance area and enrollment by school show a great deal of consistency over time.

All but one or two schools are likely to experience declining enrollment over the next five years with more stable conditions after that.

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Conclusions

The school-age population of the District is falling, and enrollment in charter schools is increasing, resulting in steady declines in District enrollment that are likely to persist.

The amount of current residential construction, and the potential for new residential development in the future is not sufficient to offset the factors reducing enrollment.

Future enrollment is likely to be impacted by additional charter schools, or the expansion of existing ones, so marketing and program choice will continue to be important to the District.

The community is positioned for increased redevelopment activity in the future, but the impact of this activity may not have a significant impact on the school-age population.

26

Ms. Wilson commented on the increase in housing prices. The City's efforts to provide affordable housing will be key to bringing more families into the area.

Ms. Pimentel inquired about the low income housing projects in progress.

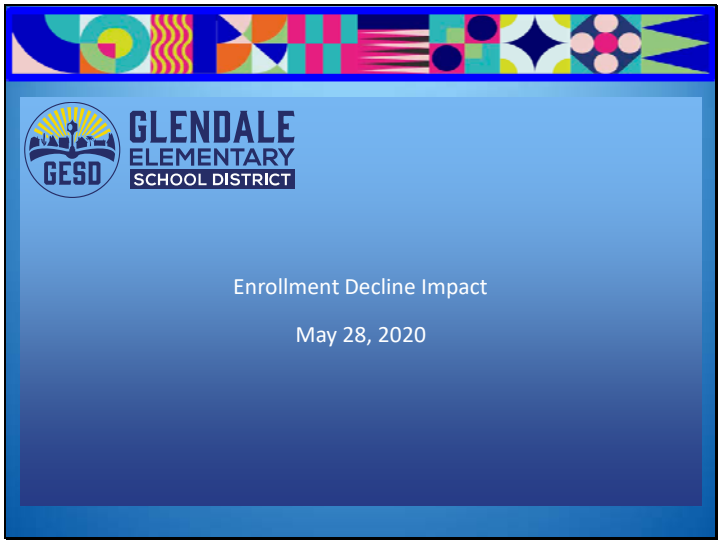
Ms. Wilson asked about the spike in enrollment in 2012.

Mr. Barragan pointed out the slide related to school age population and enrollment, capture rates going from 81% in 2013, projected to drop to approximately 62% by 2028-2029. He also noted page 31 of the report with 100th day enrollment projections by grade.

Ms. Pimentel asked if the projections take into account the new developments underway and the potential enrollment that would be gained from the new residents.

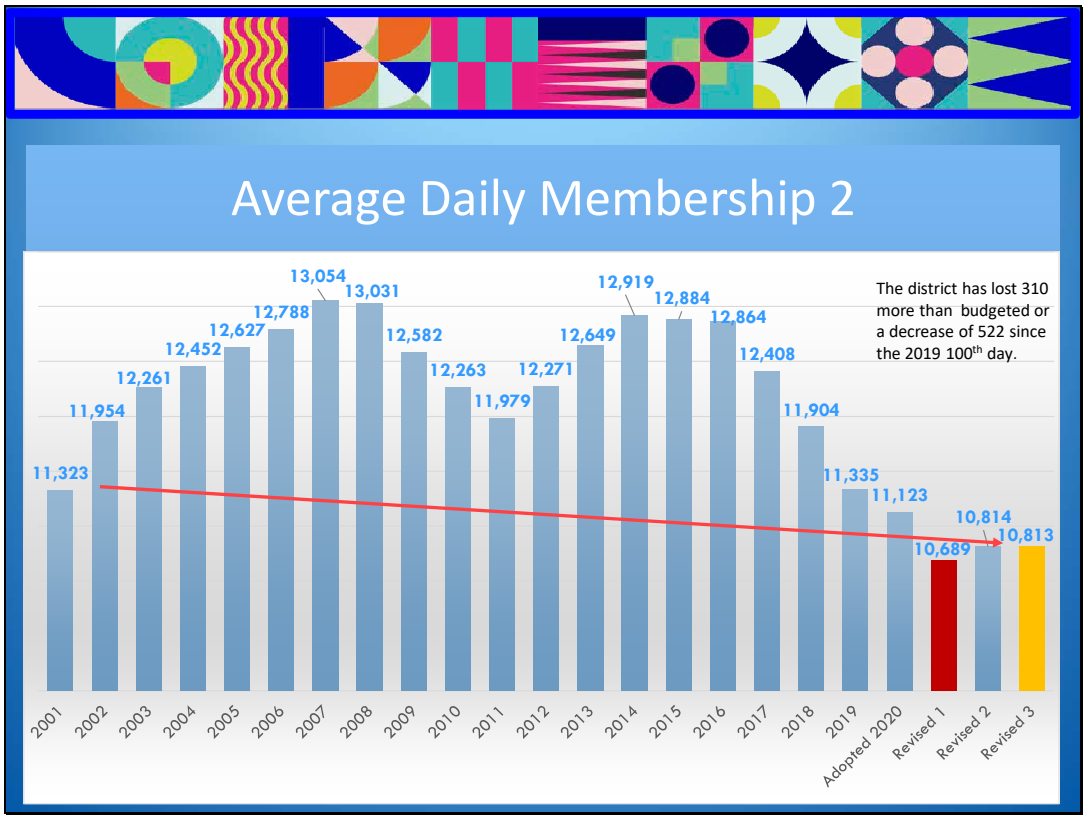
Budget Impacts of Declining Enrollment

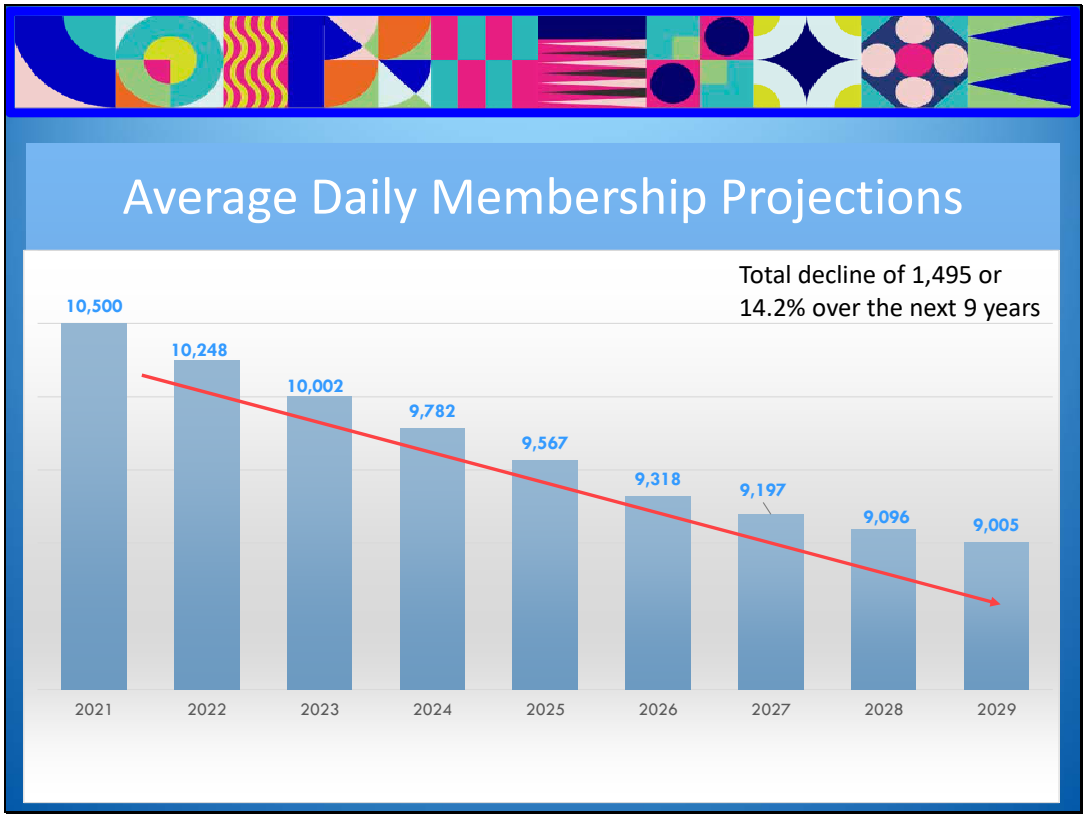
The Governing Board conducted a study session regarding the budget impacts of declining enrollment. Mr. Barragan provided the following presentation regarding the budget impacts of declining enrollment.



FY 21 General Budget Limit

	GBL (declining enrollment @ 10,500)	GBL (flat enrollment @ 10,813)	Difference
RCL	$60,234,399	$61,775,795	$1,541,396
DAA	$ 707,482	$0	-$707,482
Override	$ 9,355,296	$ 9,590,159	$234,863
BBCF	$ 2,086,368	$ 2,086,368	$ 0
Adjustments	-$ 489,963	-$ 489,963	$ 0
Prop 123	$ 240,727	$ 0	-$240,727
Total	$72,134,309	$72,962,359	$828,050

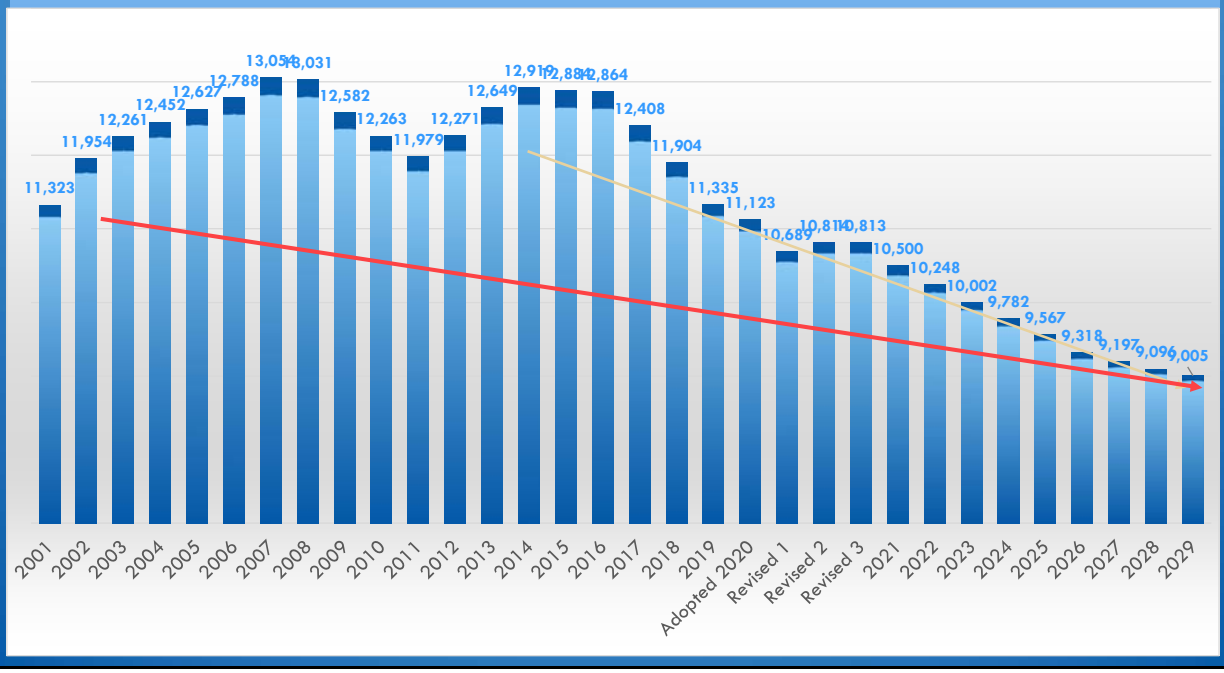

Average Daily Membership 2
The district has lost 310 more than budgeted or a decrease of 522 since the 2019 100th day.
11,323
11,954
12,261
12,452
12,627
12,788
13,054
13,031
12,582
12,263
11,979
12,271
12,649
12,919
12,884
12,864
12,408
11,904
11,335
11,123
10,689
10,814
10,813
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Adopted 2020
Revised 1
Revised 2
Revised 3

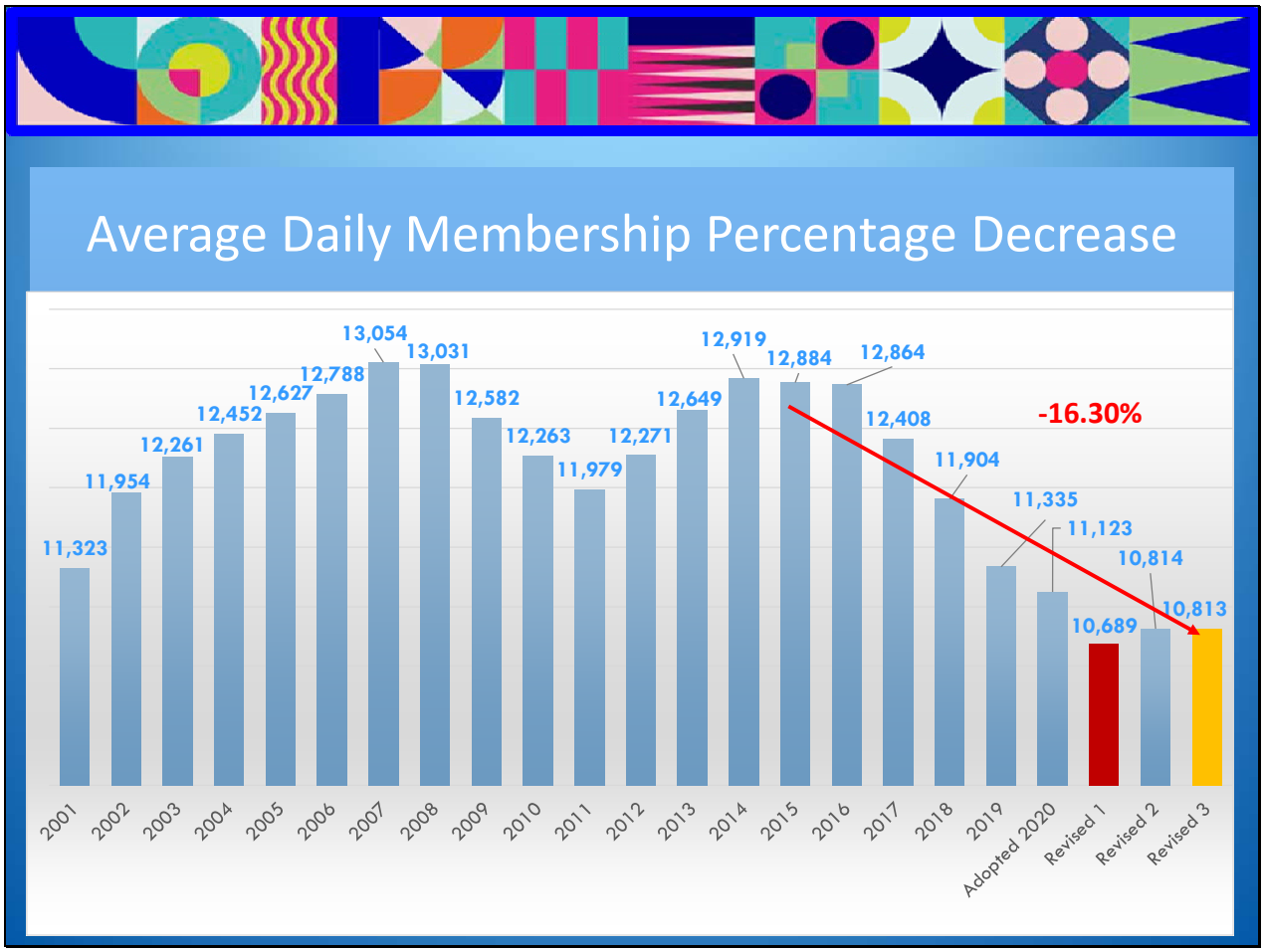

Average Daily Membership Projections
Total decline of 1,495 or 14.2% over the next 9 years
10,500
10,248
10,002
9,782
9,567
9,318
9,197
9,096
9,005
2021
2022
2023
2024
2025
2026
2027
2028
2029

Reduction in Funding

FY	BSA	ADM	BSL	Difference in ADM	Reduction in Funding	Reduction in Override Funding	Total Reduction
2021	$ 5,048.36	10,500	$ 53,007,768				
2022	$ 5,149.33	10,248	$ 52,770,294	(252)	$ (1,297,630.17)	$ (194,644.53)	$ (1,492,274.70)
2023	$ 5,252.31	10,002	$ 52,533,631	(246)	$ (1,292,068.90)	$ (193,810.33)	$ (1,485,879.23)
2024	$ 5,357.36	9,782	$ 52,405,684	(220)	$ (1,178,618.95)	$ (176,792.84)	$ (1,355,411.79)
2025	$ 5,464.51	9,567	$ 52,278,929	(215)	$ (1,174,868.80)	$ (176,230.32)	$ (1,351,099.12)
2026	$ 5,573.80	9,318	$ 51,936,633	(249)	$ (1,387,875.24)	$ (208,181.29)	$ (1,596,056.53)
2027	$ 5,685.27	9,197	$ 52,287,447	(121)	$ (687,917.92)	$ (103,187.69)	$ (791,105.61)
2028	$ 5,798.98	9,096	$ 52,747,499	(101)	$ (585,696.73)	$ (87,854.51)	$ (673,551.24)
2029	$ 5,914.96	9,005	$ 53,264,188	(91)	$ (538,261.09)	$ (80,739.16)	$ (619,000.26)
				(1,495)	**$ (8,142,937.80)**	**$ (1,221,440.67)**	**$ (9,364,378.47)**

Average Daily Membership



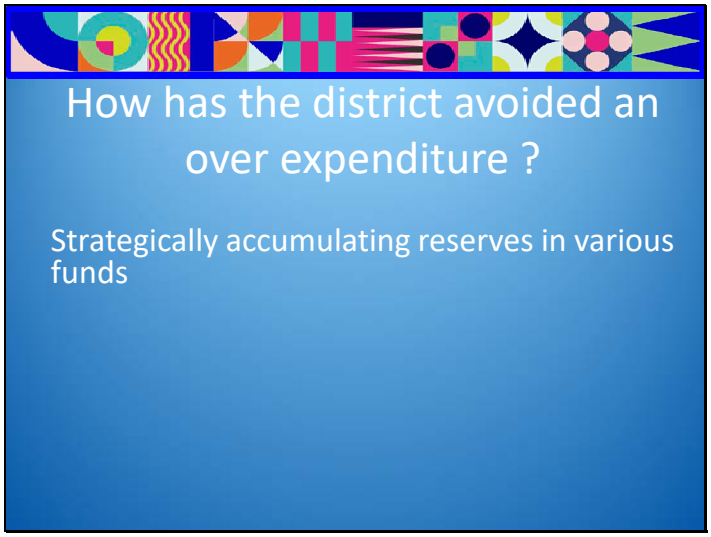


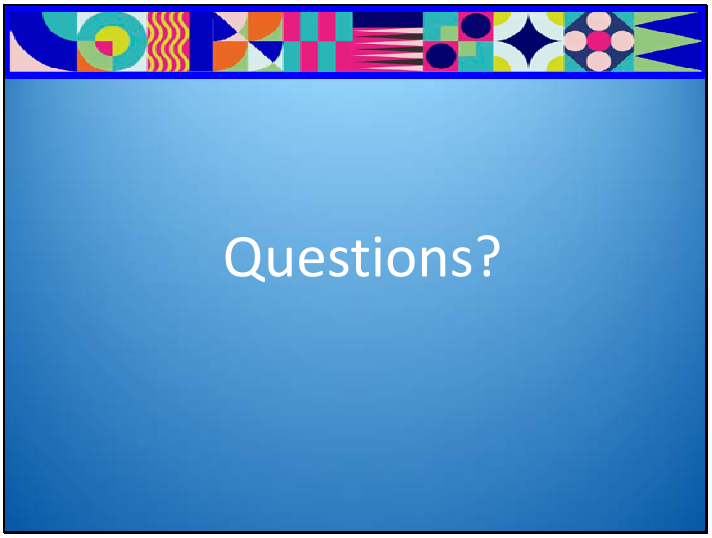
Scenario

Mr. Rodgers earns his living as a salesperson. He earns $13 per hour and works 40 hours per week. In a 4-week month, he will earn $2,080. Mr. Rodgers has expenses each month of $2,000. He saves the excess $80 he earned.

The economy takes a downturn and Mr. Rodgers' job has reduced his hours to 32 hours per week. His new monthly income is $1,664 however his expenses remain steady at $2,000.

How will Mr. Rodgers continue to live as he is accustomed to? Will he reduce his expenses by $336 per month or will he pull from the savings he has accumulated by carrying over his excess funds? How long will his savings be able to cover his reduced income? When will Mr. Rodgers change the life he is accustomed to?

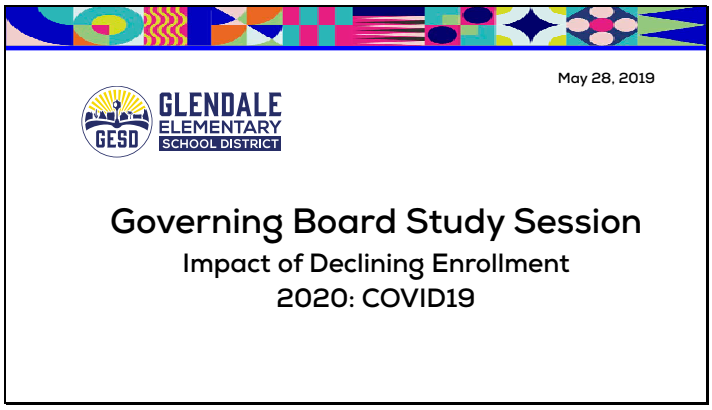


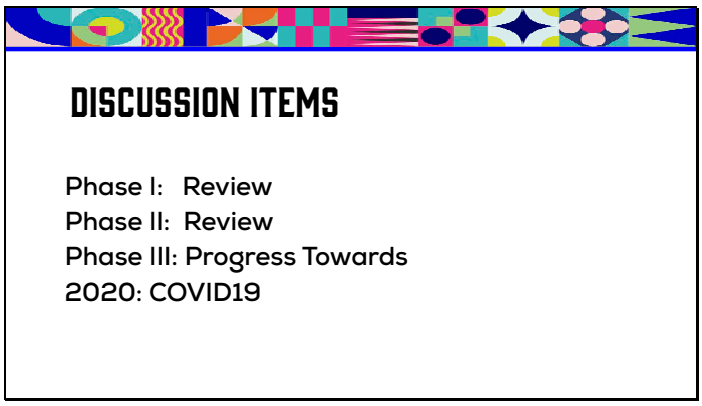


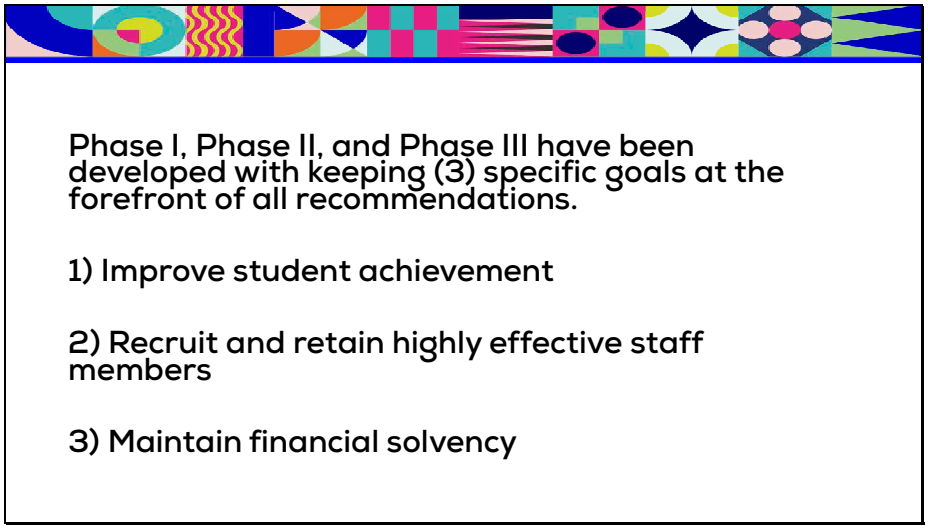
Ms. Pimentel inquired about the budget impacts of the school closure and whether there have been decreases in expenses as a result. Ms. Segotta-Jones pointed out that much of the travel expenses the District would have incurred, would have come out of Title and grant funding sources.

Ms. Bartels asked how many campuses there were in 2001 compared to now (there were two fewer schools – 15).

Ms. Segotta-Jones provided the following additional presentation related to declined enrollment.







PHASE I: IMPLEMENTATION YEAR: 2018-2019

- Transfer 21 classroom teacher positions to other funding sources no later than April 2019: $1,139,401.77
- Reduction of non-salary and benefits line items by 5%: $607,166.40
- Launch rebranding to retain staff and students by Spring 2019.

PHASE II: IMPLEMENTATION YEAR: 2019-2020

- Reduction of approximately 65 FTE positions: $3,253,431.83
- Continue efficiencies and reorganization of Department personnel implemented in 2018-2019 school year
- Implement staffing efficiencies addressing certified teachers, administrators and support staff using established school size thresholds for the 2019-2020 school year
- School size thresholds based on the Average Daily Membership (ADM) 100th Day count:
- 700 and above: Administrative Secretary, School Secretary, Attendance Secretary and (2) Standard Educational Assistants
- 699 and below: Administrative Secretary, School Secretary, and (1) Standard Educational Assistant

PHASE II: IMPLEMENTATION YEAR: 2019-2020

- Reduce department/site budget allocations.
- Continue rebranding of the District to retain staff and students
- Implement 7 new school innovations to improve student achievement in all areas and retain and/or gain student enrollment fall of 2019.
- Dual Language Immersion Schools (2) Horizon and Jack
- Career Pathway Academy (1) Landmark
- STEAM Academies (2) Burton and Coyote Ridge
- Accelerated Academy (1) BiCi North
- Innovated Learning Academies (2) Challenger and Sine

PHASE III: IMPLEMENTATION YEAR: 2019-2020

- Reduction of 1FTE in Human Resources
- Reduction of department and site budget
- Rebranding of District: Bus Wraps
- Expanded innovative specialty schools: Desert Spirit and Sunset Vista: Verizon Innovative Learning Academies
- Consolidated building space at school sites and District Office

PHASE III: IMPLEMENTATION YEAR: 2019-2020

- Analysis of boundary changes to optimize program services for students in special education resulting in impact on transportation and impact on facilities
- Analysis of Sale and/or Lease of Land: Resulted in lease of land for Head Start Expansion at Sine and Lease of Unit 18 for farmland
- Reanalyze Staffing Models (ongoing)
- Formalized Request to School Facilities Board to replace schools

PROPOSED NEXT STEPS: 2020-2021

May 2020 - December 2020

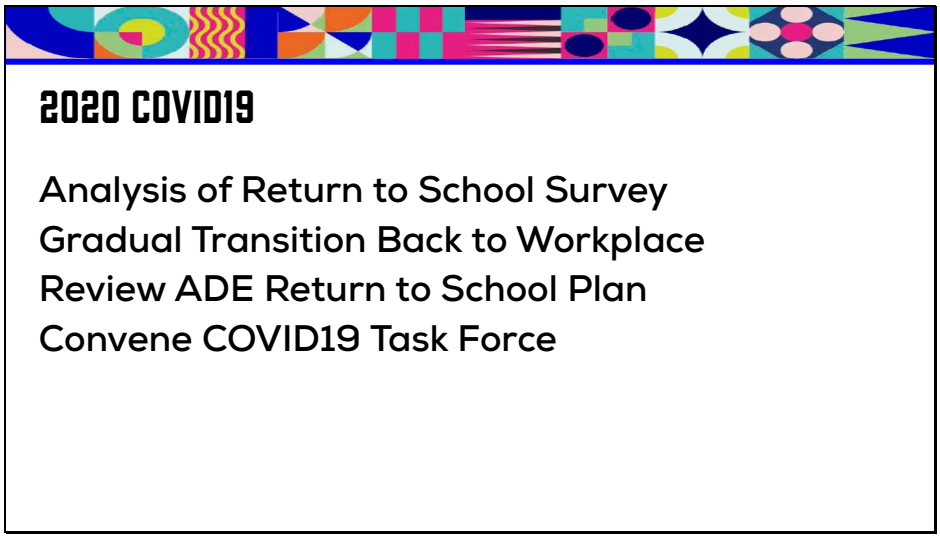
- Analysis of Repurpose and/or Closure of Schools determined by
  - Life of Facility
  - Program Changes
  - Statutory Requirements
  - Declining Enrollment
  - Population Density

Ms. Wilson asked for clarification about possible program changes.

Ms. Bartels commented on the requirements for community participation in the process of closing or repurposing of facilities.

Planning for 2020-2021 School Year with COVID-19

The Governing Board conducted a study session regarding planning for the 2020-2021 school year with COVID-19. Ms. Segotta-Jones shared the following slides related to the topic.



Staff will return back starting June 1st gradually, including the options for telework to continue in some cases. The State's task force will have guidance for reopening schools released at the beginning of June. Ms. Segotta-Jones has been working with Mr. Capistran, the Superintendent of the Glendale Union High School District to compare and coordinate on plans.

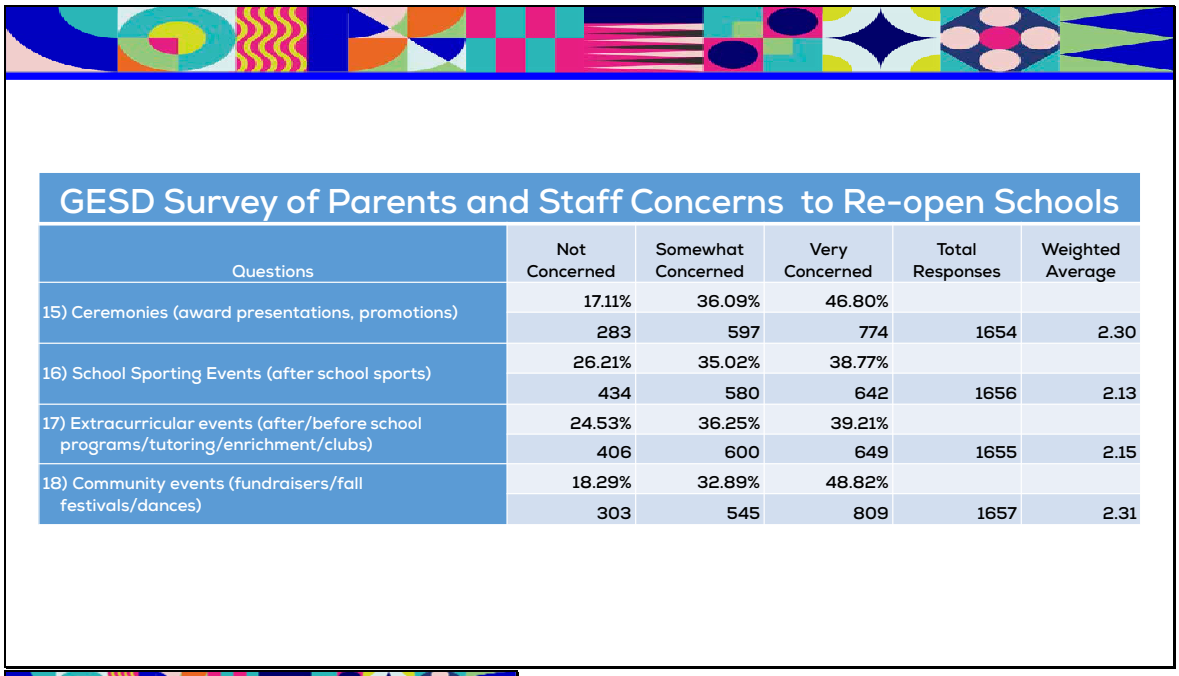
Ms. Segotta-Jones shared the results of the staff and community survey of concerns related to the reopening of school.

GESD Survey of Parents and Staff Concerns to Re-open Schools

Questions	Not Concerned	Somewhat Concerned	Very Concerned	Total Responses	Weighted Average
1) Student and staff sanitization (disinfecting before/during/after school)	9.35%	26.86%	63.79%		
	155	445	1057	1657	2.54
2) Adequate access to sinks, soap, and hand sanitizer	15.97%	23.81%	60.22%		
	265	395	999	1659	2.44
3) Personal protective equipment for students and staff	14.35%	27.50%	58.14%		
	238	456	964	1658	2.44
4) Student bus transportation	29.56%	26.83%	43.61%		
	488	443	720	1651	2.14
5) Precautions for immunocompromised student/staff	7.26%	26.60%	66.14%		
	120	440	1094	1654	2.59
6) Use of communal supplies/resources (technology, instruments)	11.88%	31.48%	56.63%		
	197	522	939	1658	2.45
7) Student movement (arrival/dismissal/in and out of buildings)	18.20%	30.92%	50.87%		
	302	513	844	1659	2.33

GESD Survey of Parents and Staff Concerns to Re-open Schools

Questions	Not Concerned	Somewhat Concerned	Very Concerned	Total Responses	Weighted Average
8) Student movement (within building, in halls/between classrooms)	18.40%	29.61%	51.99%		
	305	491	862	1658	2.34
9 Multi-class settings (PE, art, music, media literacy, library)	16.85%	30.92%	52.23%		
	279	512	865	1656	2.35
10) Meal services (breakfast/lunch in cafeteria setting)	15.15%	27.88%	56.97%		
	251	462	944	1657	2.42
11) Outdoor Recess	28.05%	34.64%	37.30%		
	464	573	617	1654	2.09
12) Interclass celebrations (pep rallies, school assemblies)	17.07%	33.59%	49.34%		
	283	557	818	1658	2.32
13) How to maintain social distancing in and outside of the classroom	11.81%	23.39%	64.80%		
	196	388	1075	1659	2.53
14) Visitors/Volunteers on campus	16.09%	31.46%	52.45%		
	266	520	867	1653	2.36



GESD Survey of Parents and Staff Concerns to Re-open Schools

Questions	Not Concerned	Somewhat Concerned	Very Concerned	Total Responses	Weighted Average
15) Ceremonies (award presentations, promotions)	17.11%	36.09%	46.80%		
	283	597	774	1654	2.30
16) School Sporting Events (after school sports)	26.21%	35.02%	38.77%		
	434	580	642	1656	2.13
17) Extracurricular events (after/before school programs/tutoring/enrichment/clubs)	24.53%	36.25%	39.21%		
	406	600	649	1655	2.15
18) Community events (fundraisers/fall festivals/dances)	18.29%	32.89%	48.82%		
	303	545	809	1657	2.31

Ms. Wilson stated she would be interested to see what the responses would look like to the same questions in one month.

Ms. Segotta-Jones added that there are many unknowns related to COVID-19, particularly with regard to student enrollment. There will need to be particular attention to students' social emotional wellness upon their return to school.

Planning will begin immediately when the Arizona Department of Education's guidelines are released.

Ms. Smith suggested that the District should continue to communicate with the community regarding where things are at and what are plans are, to help avoid the spread of rumors and speculation.

Mr. Martinez cautioned that whatever guidance is issued by ADE should be considered with contingencies in mind, as it is often the case that ADE will backtrack on guidance given depending on public pressures.

The District has applied for a no-cost online platform in order to possibly provide online instruction opportunities for students, in preparation for whatever scenarios may arise in the future.

Ms. Bartels commented this is an opportunity for the District to recapture some of the students who have been lost to charter schools.

Ms. Pimentel expressed support for pursuing blended learning opportunities in order to meet the needs and concerns of the community. She also noted the need for community input in the planning process.

CONSENT AGENDA
Ms. Bartels moved to approve the Consent Agenda as presented and Ms. Smith seconded the motion. Upon call to vote, Mr. Martinez, Ms. Smith, Ms. Wilson, Ms. Bartels, and Ms. Pimentel voted 'aye', and the following items were approved:

Certified Personnel Report — 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

1. Begay, Robyn	Teacher	$40,000	08/03/2020
2. Colin, Lesley	Teacher	$40,000	08/03/2020
3. Collins, Elizabeth	Teacher	$40,000	08/03/2020
4. Espinoza Ramos, Arintzy	Teacher	$40,000	08/03/2020
5. Estorga, Melissa	Teacher	$41,500	08/03/2020
6. Girvan, Tabitha	Teacher	$40,000	08/03/2020
7. Harris, Melissa	Teacher	$49,750	08/03/2020
8. Helm, Taylor	Teacher	$40,000	08/03/2020
9. Horcher, Jessica	Teacher	$41,500	08/03/2020
10. Jelinek, Erica	Teacher	$42,250	08/03/2020
11. Jones, Amber	Teacher	$40,000	08/03/2020
12. Kirsch, Hilary	Teacher	$44,500	08/03/2020
13. Martir, Nora	Teacher	$50,500	08/03/2020
14. Montelongo Nevarez, Anahi	Teacher	$40,000	08/03/2020
15. Peters, Jared	Teacher	$40,000	08/03/2020
16. Savic, Olga	Teacher	$46,000	08/03/2020
17. Taylor, Conor	Teacher	$40,750	08/03/2020
18. Tengesdal, Erika	Teacher	$40,000	08/03/2020

Rescind Resignation

1. Alonzo, Brooke*	Teacher	05/06/2020
2. Carmichael, Gerrard*	Teacher	05/05/2020

*Contract Renewal for 20-21 SY

Correction to Resignation

1. Kegley, Sheri	Achievement Advisor	06/05/2020

Resignation

1. Aranda, Alexsandra	SELS	Other Employment	05/22/2020
2. Johnson, Christopher	Teacher	Other Employment	05/14/2020
3. Hrycyk, Cara	Psychologist Intern	Position Ended	05/27/2020

Retirement

1. Cummings, James	Director of Communications	Retirement	07/02/2020

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

Position Change

1. Beltran, Maribel	from Campus Monitor to Ed. Assist Standard	$12.00	08/10/2020
2. Castanon, Cristina	from Ed. Assist Sped. Res. to Ad. Assist. Self-contained.	$13.26	08/06/2020
3. Sosa, Jonathan	from Unit Operations to Skilled Maintenance	$20.20	05/04/2020
4. Tovar, Roxanne	from Campus Monitor to Activity Leader	$12.00	08/10/2020

Retirement

1. Litwiller, Diane	Student Information Specialist	05/22/2020

Resignation

1.	Hernandez-John, Sonia	Ed. Assist. Standard	Other Employment	02/28/2020
2.	Ramirez, Claudia	Attendance Secretary	Personal	05/22/2020

Increase in Hours

1.	Diaz Rodriguez, Dora	from 2.75 to 3.25 hrs./per day	$12.00	08/10/2020

Property, Casualty and Liability Insurance — The Governing Board approved Arizona School Risk Retention Trust's annual planning document renewal premiums, including the Trust administration fee for prepaid legal, property, casualty and liability insurance, effective July 1, 2020 – June 30, 2021, up to the maximum renewal amount of $812,132, as presented.

Authorization to Settle Claims up to Deductible Limits — The Governing Board authorized the Assistant Superintendent for Financial and Auxiliary Services, or his designee, to approve the settlement and payment of claims up to the deductible limits in the insurance policy for fiscal year 2020-2021.

FUTURE MEETINGS

Future Meetings and Agenda Item Request — A list of upcoming meetings was reviewed. The next meeting is scheduled for June 11th at 4:00 p.m. Ms. Segotta-Jones requested the Board retreat be postponed to allow administration to focus on planning for reopening school. She also asked to have the strategic plan update removed from the June 11 agenda.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Smith asked that June 11th and June 25th meeting agendas include update reports on progress of reopening school.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones announced the District received a Healthy Arizona Workplace platinum award. There will be a virtual awards ceremony on June 11th.

Ms. Smith congratulated Human Resources and Davita Solter for the award.

Mr. Martinez also congratulated the District for the award. He looks forward to tackling the work identified in today's study sessions.

Ms. Bartels thanked Davita Solter for all her work and the District's recognition. She encouraged everyone to be aware of their mental health.

Ms. Wilson congratulated the District and encouraged everyone to continue to practice social distancing and be safe.

Ms. Pimentel congratulated the eighth grade students who promoted last week and wished them well in the future. She thanked the Executive Team for their work through this challenging time.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to a vote Mr. Martinez, Ms. Bartels, Ms. Wilson, Ms. Smith, and Ms. Pimentel voted 'aye', and the motion carried and the regular meeting adjourned at 5:38 p.m.

Submitted by:

_____

Elizabeth Powell, Executive Assistant

Approved by:

Mary Ann Wilson, Clerk of the Board

Date: June 11, 2020

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.B. TOPIC: Ratification of Vouchers

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

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.

Expense Vouchers			
Date	**Voucher #**		**Amount**
4/16/2020	2092	$	353,728.16
4/23/2020	2094	$	268,359.09
4/23/2020	2095	$	55,891.24
4/30/2020	2096	$	289,308.24
4/30/2020	2097	$	61,014.59
4/30/2020	2098	$	7,475.21
5/7/2020	2099	$	588,461.44
5/7/2020	2100	$	30,923.03
	Total:	**$**	**1,655,161.00**

Payroll Vouchers			
Date	**Voucher**		**Amount**
4/23/2020	1024	$	2,818,264.71
4/23/2020	1025	$	488.59
4/28/2020	36	$	119,309.57
4/28/2020	37	$	978.83
5/7/2020	1026	$	2,981,437.70
5/12/2020	38	$	115,733.17
	Total:	**$**	**6,036,212.57**

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.C. TOPIC: Acceptance of Gifts

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

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

Donor	Description	Cash Amount/ Est. Value	Recipient
Kroger	Check to School	$58.73	Burton
Box Tops for Education	Check to School	$2.30	Coyote Ridge
Salt River Project	Check to School	$1,000.00	Coyote Ridge
American Express Foundation	Check to School	$150.00	Desert Garden
American Express Foundation	Check to School	$150.00	Desert Garden
Kroger	Check to School	$118.01	Discovery
Box Tops for Education	Check to School	$8.00	Discovery
Box Tops for Education	Check to School	$56.10	GSA
Kroger	Check to School	$28.85	Imes
Dorian Studios	Check to School	$500.00	Sunset Vista

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Jacque Horine, Director of Human Resources

RECOMMENDED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

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.	Campa, Tanya	Teacher	$40,000	08/03/2020
2.	Durana, Edgar	Teacher	$48,250	08/03/2020
3.	Hofland, Ashley	Teacher	$40,000	08/03/2020
4.	Mathieu, Cassandra	Teacher	$40,000	08/03/2020
5.	O'Regan, Amber	Teacher	$40,000	08/03/2020
6.	Ramirez, Jennifer	Psychologist	$55,728	07/27/2020
7.	Richardson, Jacki	Counselor	$42,678.93	07/30/2020
8.	Scott, Daniel	Teacher	$43,000	08/03/2020
9.	Simmons, Johnna	Teacher	$40,000	08/03/2020
10.	Willson, Ceaja	SELS	$42,678.93	08/03/2020

Resignation

1.	Newberry, Jennifer	Teacher	Other Employment	05/22/2020

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Mr. Brian Duguid, Coordinator for Human Resources

RECOMMENDED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

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.	Edmiston, Berta	Ed. Assist-Ortho Impaired	$12.36	08/06/2020
2.	Fore, Amanda	Social Worker	$48,875	07/13/2020
3.	Miller, Timothy	Lead Help Desk Specialist	$17.50	06/01/2020
4.	Souza, Albert	Ed. Assist Special Ed. Resource	$12.36	08/06/2020

Position Change

1.	Dominguez Duarte Angela	from Trainee School Bus Driver to School Bus Driver	$15.19	05/15/2020
2.	Montague, Terry	from Trainee School Bus Driver to School Bus Driver	$16.39	05/13/2020
3.	Montes, Gerardo	from Att. Secretary to Receptionist/HR Assistant	$13.68	06/04/2020

Resignation

1.	Bhakta, Anjali	Extended Day Activity Leader	Personal Reasons	05/21/2020
2.	Floerke, Sara	Ed. Assist.	Personal Reasons	05/21/2020
3.	Huaracha, Veronica	Family Services Advocate Liaison	Personal Reasons	05/21/2020
4.	McCune, Paul	Warehouse Delivery Driver	Personal Reasons	05/21/2020
5.	Rosas, Mathew	Ed Assist.	Personal Reasons	05/21/2020
6.	Serrano, Raul	Diesel Mechanic	Personal Reasons	05/29/2020

Termination

1.	Combs, Bonnie	Bus Monitor	05/21/2020

Correction to Resignation

1.	Aguilar, Monica	School Secretary	05/15/2020

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.F. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for month end of April 30, 2020 as presented.

RATIONALE:

STUDENT ACTIVITY FUND
MONTH END REPORT 2019-2020
April 30, 2020

SCHOOL		BEGINNING CASH BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	$ 12,539.21	$ 2,124.99	$ 1,425.22	$ 13,238.98
102	ISAAC IMES	$ 11,773.40	$ 3,212.77	$ 4,221.36	$ 10,764.81
103	HAROLD W. SMITH	$ 1,485.40	$ 1,710.25	$ 171.59	$ 3,024.06
104	MELVIN E. SINE	$ 6,724.69	$ 4,370.40	$ 2,507.44	$ 8,587.65
105	WILLIAM C. JACK	$ 3,174.21	$ 1,857.54	$ -	$ 5,031.75
106	DON MENSENDICK	$ 4,785.69	$ -	$ -	$ 4,785.69
107	GLENN F. BURTON	$ 4,850.57	$ 7,432.88	$ 4,884.61	$ 7,398.84
108	GLENDALE AMERICAN	$ 2,270.78	$ 719.71	$ -	$ 2,990.49
109	BICENTENNIAL NORTH	$ 652.18	$ -	$ -	$ 652.18
110	HORIZON	$ 1,935.53	$ 1,376.25	$ 346.53	$ 2,965.25
111	CHALLENGER	$ 1,980.70	$ 9,954.00	$ 5,958.80	$ 5,975.90
112	BICENTENNIAL SOUTH	$ 1,363.33	$ 769.37	$ 701.65	$ 1,431.05
113	DISCOVERY	$ 2,442.35	$ 3,340.84	$ 1,315.46	$ 4,467.73
114	DESERT GARDEN	$ 1,560.61	$ 4,336.95	$ 2,420.55	$ 3,477.01
115	COYOTE RIDGE	$ 3,310.67	$ 2,107.21	$ 1,425.17	$ 3,992.71
116	DESERT SPIRIT	$ 4,333.66	$ 2,333.25	$ 2,901.92	$ 3,764.99
117	SUNSET VISTA	$ 1,000.30	$ -	$ -	$ 1,000.30
	TOTAL:	**$ 66,183.28**	**$ 45,646.41**	**$ 28,280.30**	**$ 83,549.39**

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.G. TOPIC: Student Activities Treasurer and Assistant Treasurer

SUBMITTED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board appoint the District Accounting Budget Supervisor as Student Activities Treasurer, the Director of Finance and the Assistant Superintendent for Financial and Auxiliary Services as Student Activities Assistant Treasurers for the 2020-2021 fiscal year as presented.

RATIONALE:

In accordance with A.R.S. §15-1122 and District Policy IGDG, the Governing Board shall appoint a student activities treasurer. The Governing Board may designate an assistant student activities treasurer.

The Student Activities Treasurer and Assistant Student Activities Treasurer are bonded in the amount of $150,000.00.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.H. TOPIC: Chief Disbursing Officer for Employee Garnishments

SUBMITTED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR BOARD CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Resolution appointing the Maricopa County Education Service Agency (MCESA), Superintendent of Schools Office as the statutory agent for all garnishment of wages made upon any employee of this District for the 2020-2021 Fiscal Year.

RATIONALE:

The MCESA office performs this service for all school districts in the county pursuant to A.R.S. § 12-602 to ensure garnishments are received and processed in a manner to maintain compliance with legal requirements. Glendale Elementary School District pays a fee of $50 to MCESA for each garnishment made against the wages of a GESD employee.

GOVERNING BOARD

Glendale Elementary School District No. 40

Maricopa County, Arizona

RESOLUTION

In accordance with Arizona Revised Statue 12-1602, the Glendale Elementary School District of Maricopa County, hereby requests and appoints the Maricopa County Education Service Agency, Superintendent of Schools as the Chief Disbursing Office for all garnishment of wages made upon any employee of this district.

Passed and adopted this 11th day of June, 2020.

GOVERNING BOARD

Glendale Elementary School District No. 40 of Maricopa County, Arizona

_____

President

_____

Clerk

_____

Member

_____

Member

_____

Member

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.I. TOPIC: Execution of Vouchers

SUBMITTED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR BOARD CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended that the Governing Board approve the annual, routine resolution authorizing the signing of vouchers between Board meetings, with ratification at the next meeting pursuant to A.R.S. §15-321.

RATIONALE:

This is a routine approval item, which will permit the payment of salaries in a timely fashion and will help to maintain good vendor relations through the prompt payment of invoices and other expenses. It is requested the Board renew this procedure for the 2020-2021 fiscal year.

PAYMENT PROCEDURES

RESOLUTION AUTHORIZING THE EXECUTION OF
WARRANTS BETWEEN BOARD MEETINGS

WHEREAS, A.R.S. §15-321 sets forth the procedures for execution of warrants drawn on the District, and

WHEREAS, said statute provides that an order for salary or other expense may be signed between Board meetings if a resolution to that effect has been passed prior to the signing and that order is ratified by the Board at the next regular or special meeting of the Governing Board;

NOW, THEREFORE, BE IT RESOLVED, that said statutory procedures be, and herein is, ordered for use in the District in accordance with the provisions of A.R.S. §15-321.

This resolution was moved, seconded, and passed at a meeting of the Glendale Elementary School District No. 40 Governing Board on June 11, 2020.

ATTEST:

_____
President

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.J. TOPIC: Request for Proposals 21.03.25 Afterschool Enrichment

SUBMITTED BY: Ms. Tammy Delgado, Purchasing/Warehouse Manager

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the award of Request for Proposals 21.03.25 for Afterschool Enrichment to Arizona Kids Think Too, The Be Kind People Project, Beginners Edge Sports Training, Eileen Morgan, Everyday Heroes CPR, In Motion, Mad Science, Gary Alpert-The Fly Guy, Tonto Creek Camp, Young Rembrandts, The Center for Proper Protocol and Etiquette, and Valley of the Sun YMCA, as presented.

RATIONALE:

The Purchasing Department issued a Request for Proposals for Afterschool Enrichment on March 12, 2020. The RFP was posted to AzPurchasing.org notifying 90 vendors, and posted on the District's website. A pre-proposal meeting was not necessary nor conducted.

All responses were due and opened on April 30, 2020 at 2:00 p.m. with thirteen (13) responses received. Responses were received from Arizona Kids Think Too, The Be Kind People Project, Beginners Edge Sports Training, The Center for Proper Protocol and Etiquette, Crafted Thought, Eileen Morgan, Everyday Heroes CPR, In Motion, Mad Science, Tonto Creek Camp, Young Rembrandts, Valley of the Sun YMCA, and Gary Alpert-The Fly Guy.

The Evaluation Committee consisted of: Leslee Miele, Director of Effective Schools, Elizabeth Rivera, 21st Century Facilitator, Debra Castillo, 21st Century Coordinator and 6th Grade Teacher at Isaac E. Imes Elementary, and facilitated by Kimberly Hadley, Contract Specialist. The Committee met on May 11, 2020 concluding in the need to request Best and Final offers which were due May 20, 2020 at 2:00 p.m. Based upon the Committee's recommendations and Best and Final offers, twelve (12) vendors are being recommended for award.

The contract will be effective July 1, 2020 – June 30 2021. If all conditions are met during this period and funding is available this contact may be extended for up to an additional four (4) years.

Recommendation to award to:

Arizona Kids Think Too	The Be Kind People Project	Beginners Edge Sports Training
Eileen Morgan	Everyday Heroes CPR	In Motion
Mad Science	Gary Alpert-The Fly Guy	Tonto Creek Camp
Young Rembrandts	The Center for Proper Protocol and Etiquette	
Valley of the Sun YMCA		

The RFP file for this solicitation is held in the Purchasing Department for review.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.K. TOPIC: Facility Use Fee Schedule and Agreement

SUBMITTED BY: Mr. Greg Gilliam, Director or Maintenance and Operations

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Facility Use Fee Schedule and Agreement as presented.

RATIONALE:

A.R.S. § 15-1105 (E) requires the governing board to annually approve a fee schedule for the lease of school property. The fee schedule shall include a designation of the persons, groups or organizations who shall have uncompensated use of the school property, and a procedure for determining the value of goods and services being provided as compensation for the use of school property. The governing board, superintendent or chief administrative officer shall require proof of liability insurance for such use or lease of school property.

Glendale Elementary School District #40

FY 2020-2021 Facility Use Agreement

Rules, Regulations and Fees for Rental of School Property

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INTRODUCTION

Welcome to the Glendale Elementary School District ("GESD"). We are pleased that you have chosen our facilities for prospective use.

Pursuant to the Arizona Revised Statutes (A.R.S.) Section 15-1105 et seq., District owned facilities may be made available for public use. The Governing Board adopted the spirit and intent of this public law in making the District facilities available to the public. However, the District cannot subject itself or its residents to liability not otherwise assumed in the normal course of operations.

Therefore, all prospective OCCUPANTs of District facilities **must thoroughly read, complete and sign the enclosed Facility Use Agreement and associated forms as indicated.** The site Principal or Administrator shall review the request and determine if there are any conflicts with any site-sponsored activities. The request shall then be submitted to and approved by the Director of Facilities and Operations, along with any fees and the required evidence of insurance prior to the commencement date stated in the agreement.

The use and occupancy of school property shall be primarily for GESD purposes. Any authorized use or occupancy of the property for other than GESD purposes shall be secondary and subordinate to this primary purpose.

The extensive use of school buildings and grounds by community groups makes it imperative that definite rules, regulations and policies govern the use of these facilities. Use of school facilities must be in accordance with the provision of Arizona Revised Statutes.

If you need more information regarding the use of our facilities or assistance with the Facility Use Manual, please contact the Maintenance and Operations Department Administrative Secretary at (623)237-6202.

SUBMITTING YOUR FACILITY USE REQUEST

All facility use is scheduled through the Maintenance and Operations Administrative Secretary***.*** All returning and prospective facility users must submit their event requests by mail, email or in person to:
ATTN: GESD #40 Facility Rental
7015 W Maryland Ave
Glendale, AZ 85303
facilityrental@gesd40.org

COMMUNITY USE OF SCHOOL FACILITIES

The Governing Board may grant the use of school facilities to any person, group, or organization for any recreational, educational, political, economic, artistic, moral, social, or other civic purposes in the interest of the community, including extended day resource programs. **Such use shall not interfere with any school activity**. The authorized representative of the Board may approve the use of school facilities by non-school organizations.

Fees

A reasonable use fee shall be charged for the lease of school facilities and property. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease.

A schedule of fees and direct expenses shall be adopted annually. This schedule shall include the following classes of usage:

- ***Class I.*** School-related, student-centered groups that exist for the sole purpose of contributing to the success of our GESD Students such as: PTO's, PTA's and student fundraisers
- ***Class II.*** Youth Athletic Programs or Youth Development Programs that are non-profit organizations as specified by law (must provide IRS 501(c)(3) determination letter and proof of good standing with the Arizona Corporation Commission) and the majority of participants are students from the District such as: Youth Baseball/Softball, Soccer, Basketball, Football, Boy Scouts, Girl Scouts, Cub Scouts, Brownies OR Athletic Tournaments and Camps operated by District Staff/Coaches in which a participation fee is charged to all who participate
- ***Class III.*** Non-profit groups and organizations that, for the most part, do not involve only students from the District and/or will not likely perform educational functions for District students (must provide IRS 501(c)(3) determination letter and proof of good standing with the Arizona Corporation Commission)
- ***Class IV.*** Commercial or for-profit organizations

Any individual, group, or organization presumptively classified as Class II may submit a request for uncompensated use of school facilities, which shall include an explanation of why uncompensated use should be permitted. The Superintendent is authorized to make the final decision on such request.

Uncompensated Use

The Superintendent may permit the uncompensated use of school buildings and grounds by any District or school related group or by any non-school related community non-profit organization whose membership is open to the public, provided that the activity for which the facility is to be used promotes the educational function of the School District. "Educational function" means uses that are directly related to the educational mission of the District as adopted by the Board (and found in policy A of the District's Policy Manual) and includes the related uses of parent-teacher organizations, youth organizations and school employee organizations. Use of facilities or property by organizations indicated above that will require a substantial District cost for utilities, services, supplies and/or personnel may be permitted only if payments are made to reimburse these costs to the District.

The mission statement and the group's or organization's promotion of the educational function through the activity, as interpreted by the Superintendent in good faith, will be the basis upon which uncompensated use of District facilities and property shall be approved or denied.

Uncompensated use means that the group or organization pays only the District's direct costs resulting from the use of the facilities. The Board has determined, in good faith, that recreational or educational activities for the youth residing within the District's boundaries promote the educational function of the District.

Terms of Use

No school facility shall be used by any group or individual not in compliance with the requirements of all applicable federal or state statutes, regulations, and rules prohibiting discrimination on the basis of race, color, religion, national origin, sex, disability, age, or any other prohibited classification. No school facility shall be used by any group or individual for the purpose of advocating social or political change by violence or for advancing any theory subversive to the constitutions or laws of the state of Arizona or the United States.

No alcoholic beverages or e-cigarette products are allowed on District property. Tobacco products are not allowed on District property, pursuant to A.R.S. 36-798.03. Weapons are not allowed on school grounds, pursuant to A.R.S. 13-3102(A)(12).

Insurance

Proof of liability insurance with minimum limits of one million dollars ($1,000,000) shall be required for the use or lease of school property pursuant to A.R.S. 15-1105(E), with GESD named as "additional insured" on the policy. A certificate of insurance is required as evidence of this coverage.

Procedures, Rules, and Regulations

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property. If damage to the facilities occurs as the result of irresponsibility on the part of the applicant, charges shall be made to cover the amount of the damage.
The Superintendent reserves the right to cancel any agreement if, after investigation, it is deemed that such use is not in the best interest of the District.

Initial inquiries for use of school facilities should be made via the Facilities Use Request link found on the GESD40.org homepage. **School activities shall always be given preference for use of facilities**.

Elections

The principal of a school may deny a request to provide space for use as a polling place if within two (2) weeks after a request has been made the principal provides a written statement indicating a reason why the election cannot be held in the school that includes any of the following:

- Space is not available at the school.
- A disruption of the normal school activities would occur.
- The safety or welfare of the students would be jeopardized.

Posting of political signs and other electioneering activities will not be permitted on school property at any time including on Election Day at school sites used as polling places.

Athletic Activities

At least two (2) weeks prior to the requested first use date, OCCUPANT must submit the Athletic Activities Addendum (Appendix E), signed and dated by an official of OCCUPANT, describing the program and verifying it is and shall continue to be compliant with A.R.S. 15-341 and Board Policy JJIB.

Adopted: November 18, 2003

LEGAL REF.: A.R.S. 15-511
15-341
15-1105
15-1141 to 15-1143
16-411

CROSS REF.: A - Educational Mission and Belief Statement
AC - Non - Discrimination / Equal Opportunity
EDC - Authorized Use of School-Owned Materials and Equipment
JJIB - Interscholastic Sports

PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall engage in conduct that may cause interference with or the disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:
- Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
- Threatening to cause damage to the District, the property of the District, or the property of any person attending the District.
- Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.

Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

A person may also interfere with or disrupt the District function by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by this Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Additional Requirements of the General Public

The definition of general public is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.
- Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.
- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.

Adopted: January 28, 2003

LEGAL REF.: A.R.S. 13-2905
13-2911
13-3102
15-341
15-507

CROSS REF.: GBEB - Staff Conduct
GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members
GDQD - Discipline, Suspension, and Dismissal of Support Staff Members
JIC - Student Conduct
JK - Student Discipline

APPENDIX A

FACILITY USE REQUEST CHECKLIST

		Y	N
1.	Have you thoroughly read, completed and signed the Facility Use Agreement located in Appendix B, and will you comply with its terms and conditions?	☐	☐
2.	Have you thoroughly read and signed the Facility Use Guidelines located in Appendix C (or D) and will you comply with its requirements?	☐	☐
3.	Do you understand that you are responsible to inform all participants of your Organization of the need to comply with the terms of the Facility Use Agreement and Facility Use Guidelines?	☐	☐
4.	Do you have the necessary verification of insurance with the minimum limits of $1,000,000? **	☐	☐

Determining Class of Usage

1.	Is the activity that of a District or school related organization?	☐	☐
	a. Are the participants primarily GESD Students?	☐	☐
	b. Is this activity a School Fundraising Activity where participants pay a fee to participate?	☐	☐
2.	Is this activity an Athletic Camp or Program run by District Staff where the participants pay a fee to participate?	☐	☐
	a. Are the participants primarily GESD Students?	☐	☐
3.	Is this activity a youth athletic program operated by a Non-profit organization?	☐	☐
4.	Is the organization's membership open to the public?	☐	☐
	a. Are the participants primarily GESD Students?	☐	☐
5.	Do you have the necessary verification documents if claiming non-profit status? **	☐	☐

**Please include documentation to verify this information with your application.

Please sign below and return this form to the Maintenance and Operations Department along with the signed Facility Use Agreement (Appendix B) and applicable Facility Use Guidelines (Appendix C for building spaces or Appendix D for fields and exterior basketball courts). Usage Class will be determined by your responses above and charges shall be determined prior to final approval of this agreement.

All payments must be made in advance of Facility Use. Please make checks payable to **"Glendale Elementary School District #40" and mail or deliver to Attn: GESD #40 Facility Rental, 7015 W. Maryland Ave, Glendale AZ 85303**. If the agreement spans more than two months, payment plans may be allowed and would be divided into equal monthly payments. Payments will be due each month prior to the use of the facility.

_____	_____
Signature of OCCUPANT	Date
_____	_____
Printed Name	Address
_____	_____
Organization	City, State & ZIP
_____	_____
Telephone	E-Mail Address of Contact

APPENDIX B

FACILITY USE AGREEMENT

BETWEEN

Glendale Elementary School District #40

and

_____

Organization's Name

1. PARTIES

The parties to this Agreement are Glendale Elementary School District No. 40, hereinafter referred to as **"DISTRICT",** and _____, hereinafter referred to as **"OCCUPANT".**

2. RECITALS

This Agreement is made with reference to the following facts:

2.1 DISTRICT has offered to make available to the OCCUPANT the following DISTRICT-owned property, hereinafter referred to as **"FACILITY"**:

Name of Facility: _____

Date(s): _____ Time(s): _____

2.2 OCCUPANT agrees to use the FACILITY for only the following purposes:

_____

_____

2.3 OCCUPANT represents that the FACILITY will only be used for the stated purpose.

2.4 OCCUPANT has paid in full all fees due under any previous Facility Use Agreements with the DISTRICT.

3. USE

When using the FACILITY, or any portion thereof, OCCUPANT agrees to comply with all applicable state, federal or local laws and regulations, and with the policies and regulations of the DISTRICT pertaining to the use and occupancy of the FACILITY. OCCUPANT agrees to take good care of the FACILITY and any equipment and furniture located therein, and to leave the FACILITY at all times in as good order and condition as existed prior to OCCUPANT's use thereof. OCCUPANT shall not use or allow any portion of the FACILITY to be used for any unlawful purpose. OCCUPANT shall not commit or allow to be committed any waste or nuisance in or about the FACILITY, or subject the FACILITY to any use that would damage any portion of the FACILITY or raise or violate any insurance coverage

maintained by the DISTRICT. OCCUPANT shall not allow a number of persons in any portion of the FACILITY at any time in excess of the legal or normal capacity of such portion of the FACILITY. **OCCUPANT shall not permit any food or drink in any classroom or gymnasium without prior written approval of the Director of Maintenance and Operations**. OCCUPANT shall not permit tobacco use, alcohol, or weapons on school grounds. OCCUPANT knows of and will enforce all requirements of the Arizona Medical Marijuana Act and its implementing regulations.

4. SCHEDULING

OCCUPANT shall schedule each event through the District's Maintenance and Operations Department Administrative Secretary. The completed Facility Use Agreement and all completed accompanying forms can be emailed to facilityrental@gesd40.org or mailed to the following address: ATTN: GESD #40 Facility Rental, 7015 W Maryland Ave, Glendale, AZ 85303.

5. TERM OF AGREEMENT

The term of this agreement shall commence on _____, 201_____, and end on _____, 201____, at which time OCCUPANT's rights to use the FACILITY under this Agreement shall automatically expire unless otherwise extended in writing, by the DISTRICT, at its sole discretion.

6. COMPENSATION

OCCUPANT will compensate DISTRICT in advance for use of the FACILITY as follows:

1) In advance for all events with a duration of two (2) months or less.
2) If event duration is longer than two (2) months equal monthly payments will be made in advance of use each month.

Please make checks payable to **"Glendale Elementary School District #40" and mailed or delivered to Attn: GESD #40 Facilities Rental, 7015 W. Maryland Ave, Glendale AZ 85303**.

7. INSURANCE

Pursuant to A.R.S. Section 15-1105 et seq., OCCUPANT agrees to procure, at its expense, and maintain during the term hereof, a policy of general liability insurance, against claims for bodily injury, death and property damage occurring in connection with OCCUPANT's use of any portion of the FACILITY, which insurance shall retain the minimum limits of $1,000,000 and include the DISTRICT as an additional insured certificate holder and be primary and non-contributing to any coverage maintained by the DISTRICT. OCCUPANT shall provide the DISTRICT with a certificate evidencing such insurance coverage is in effect.

8. LIABILITY AND INDEMNITY

The School District and its employees, including the Governing Board and Superintendent, are immune from civil liability with respect to all decisions made and actions taken to allow the lease or use of school property, unless the School District or its employees are guilty of gross negligence or intentional misconduct. This does not limit any other immunity provisions that are prescribed by law.

OCCUPANT agrees to conduct its activities in the FACILITY in a careful and safe manner. As a material part of the consideration to the DISTRICT, OCCUPANT hereby assumes all risk of damage to and loss or theft of property, and injury or death to persons related to OCCUPANT's use or occupancy of any

portion of the FACILITY from any cause whatsoever, and OCCUPANT hereby waives all claims in respect thereof against DISTRICT. OCCUPANT shall indemnify, defend, and save harmless DISTRICT and all of its employees, agents, and representatives from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including any attorney's fees and/or litigation expenses, which may be brought or made against or incurred by DISTRICT, on account of loss or damages to any property and for injuries to or death of any person arising out of any act or omission by OCCUPANT, its employees, agents, representatives, or subcontractors, or arising out of its use of the FACILITY, or arising out of workers' compensation claims or unemployment disability compensation claims of employees of OCCUPANT or out of claims under similar such laws. OCCUPANT's obligation under this Section 8 shall not extend to any liability caused by the sole negligence of DISTRICT or its employees. Where both DISTRICT and OCCUPANT, including their employees, agents or representatives participated in the liability causing event, each party shall contribute to the common liability a pro rata share based upon its relative degree of fault as established by compromise, arbitration or litigation.

9. ENTIRE CONTRACT

This Agreement embodies the entire contract between OCCUPANT and DISTRICT. The parties shall not be bound by or be liable for any statement or representation of any nature not set forth in this Agreement. Changes of any of the provisions of this Contract shall not be valid unless reduced to writing and signed by both parties. The Facilities Use Request Checklist (Appendix A), Facilities Use Guidelines (Appendix C), Field Use Guidelines (Appendix D), Athletic Activities Addendum (Appendix E), and applicable GESD Governing Board policies are incorporated herein by this reference.

10. SUSPENSION AND TERMINATION

DISTRICT may, by written notice, direct OCCUPANT to suspend its use of the FACILITY for such period of time as may be determined by DISTRICT to be necessary or desirable. Upon receipt of such termination notice, OCCUPANT shall immediately discontinue use of the FACILITY under this Agreement. Payment for use already completed or in process at the time of the notice of termination is received shall be adjusted between DISTRICT and OCCUPANT in a fair and reasonable manner, but shall exclude any allowance for unperformed use or anticipated profits thereon.

11. WAIVER

The failure of DISTRICT to insist upon strict performance of any of the provisions of this Agreement or to exercise any rights or remedies provided by this Agreement, or OCCUPANT's delay in the exercise of any such rights or remedies, shall not release OCCUPANT from any of its responsibilities or obligations imposed by this Agreement and shall not be deemed a waiver of any right of DISTRICT to insist upon strict performance of this Agreement.

12. ASSIGNMENTS AND SUBLETTING

OCCUPANT shall not have the right to assign this Agreement or allow any other person or entity to use or occupy any or all of the FACILITY without the prior written consent of the DISTRICT, which consent may be granted or withheld at the DISTRICT'S sole discretion.

13. DEFAULT

In the event that the OCCUPANT fails to pay any fee or other sum required to be paid by the OCCUPANT hereunder when due, or otherwise fails to comply with or observe any other provisions of this Agreement, in addition to any other remedy that may be available to the DISTRICT by reason of

such failure, whether at law or in equity, the DISTRICT may immediately terminate this Agreement and all rights of the OCCUPANT hereunder.

14. ARBITRATION

In the event of a dispute hereunder, the parties agree to use arbitration insofar as required by Sections 12-1518 and 12-133, Arizona Revised Statutes, and rules promulgated thereunder.

15. CONFLICT OF INTEREST

The parties understand that this Agreement is subject to cancellation pursuant to Section 38-511 of the Arizona Revised Statutes, without penalty or further obligation on the part of the DISTRICT, if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of the DISTRICT is, at any time while this Agreement or any extension hereof is in effect, an employee or agent of the OCCUPANT, in any capacity, or a consultant to the OCCUPANT, with respect to the subject matter of this Agreement.

16. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Arizona, the courts of which state shall have jurisdiction of the subject matter hereof.

17. RELATIONSHIP

The parties agree that neither the OCCUPANT nor any employees or other personnel of the OCCUPANT will for any purpose be considered employees of the District, and with respect to the OCCUPANT and any employees or other personnel of the OCCUPANT, the DISTRICT shall not be responsible in any manner for the supervision, daily direction and control of the OCCUPANT and any of its employees or other personnel or the payment of salary (including withholding income taxes and social security), workers' compensation and disability benefits for OCCUPANT and any of its employees or other personnel.

18. CLEANING OF FACILITIES / PENALTIES

DISTRICT will be responsible for cleaning the FACILITY immediately after each use. OCCUPANTS are responsible for the removal of any and all debris, including, but not limited to, papers, wrappers, water bottles, etc. OCCUPANT shall also be responsible for emptying all trash containers into dumpsters. Failure to comply with this policy will result in the following penalties:

FIRST INSTANCE	**WRITTEN WARNING**
SECOND INSTANCE	**$100.00 FINE**
THIRD INSTANCE	**LOSS OF USE**

19. PERIODIC PRE- AND POST-USE FACILITY ASSESSMENTS

Periodic pre- and post-use facility assessments shall be conducted to assess rental contract conformance and the quality of care being provided to District facilities during rental periods. DISTRICT reserves the right to require facility users to pay for District custodial/site supervision for the duration of each facility use event should the Director of Maintenance and Operations determine that the terms of the contract are not being met.

20. CANCELLATION OF AGREEMENT

DISTRICT or OCCUPANT may, at any time, by written notice, cancel this agreement. Upon receipt of such cancellation notice, OCCUPANT shall immediately discontinue use of the FACILITY under this Agreement. Payment for use already completed or in process at the time of the notice of termination is received shall be adjusted between DISTRICT and OCCUPANT in a fair and reasonable manner, but shall exclude any allowance for unperformed use or anticipated profits thereon.

OCCUPANT must give written notice of cancellation at least two weeks prior to the date(s) to be cancelled. Upon receipt of this written notice, the DISTRICT will issue a credit of equal value for future use.

21. CHANGES TO AGREEMENT

The Superintendent and/or Governing Board may make changes to policies governing this agreement without prior notice. Upon said changes, OCCUPANT will be notified by written notice.

22. AUTHORITY

The individual signing below on behalf of the OCCUPANT hereby represents and warrants that he/she is duly authorized to execute and deliver this Agreement on behalf of the OCCUPANT and that this Agreement is binding upon the OCCUPANT in accordance with its terms.

23. EXECUTION DATE

The parties have caused this Agreement to be executed by their duly authorized representatives, this

_____ day of _____ 20____.

"DISTRICT"	**"OCCUPANT"**
NAME:_____	NAME:_____
SIGNATURE:_____	SIGNATURE:_____
Director of Maintenance and Operations	TITLE:_____

APPENDIX C

FACILITY USE GUIDELINES

General Safe Practices and Cooperation

While using the District facility, the OCCUPANT shall adopt and follow safe practices in its operations. The OCCUPANT is expected to cooperate with District personnel to ensure a safe site. The OCCUPANT shall clarify with District personnel all safety and security requirements prior to use of the facilities.

Facility Use Guidelines

1. All use shall be performed in compliance with all applicable statutes, rules and regulations.
2. The OCCUPANT shall furnish or require participants to wear appropriate clothing.
3. The OCCUPANT shall observe District vehicle parking guidelines. The OCCUPANT shall not allow any parking in any areas other than designated parking areas. Parking in Bus lanes and Fire lanes is strictly prohibited.
4. The OCCUPANT shall maintain all areas used in a clean, well-organized manner.
5. If playground equipment is used, the OCCUPANT shall provide adult supervision of at least one adult for each twenty (20) children using equipment.
6. Any electrical tools, appliances and extension cords used on the premises shall be in good condition.
7. All means of access or egress shall be identified and communicated to participants.
8. OCCUPANT shall identify areas where travel **is not** permitted and inform participants.
9. Roadways and sidewalks to be used shall be inspected by the OCCUPANT and are to remain clear of obstructions during use.
10. All materials used shall be properly handled, stored or stacked.
11. OCCUPANT shall provide adequate signs and markers to inform participants of rules and to maintain the facility in a safe manner.
12. OCCUPANT shall not serve or use liquor, tobacco products or narcotic drugs during use of the facility.
13. If food is served or sold in conjunction with any event, the OCCUPANT shall secure all required permits from Maricopa County Environmental Health Services and present proof of appropriate permitting to the site Principal at least one week prior to event. More information can be found at this link: http://www.maricopa.gov/3976/Special-EventsFarmers-Markets
14. OCCUPANT shall provide adequate supervisory personnel to ensure that these guidelines are implemented.
15. OCCUPANT shall confirm knowledge of and commitment to comply with the requirements and restrictions for use of facilities for athletic activities as set out in Board Policy JJIB and Regulation JJIB-R.
16. OCCUPANT shall comply with all applicable requirements of The Arizona Medical Marijuana Act.
17. OCCUPANT shall require all participants in athletic activities to fill out the Mild Traumatic Brain Injury (MTBI)/Concussion Statement and Acknowledgement Form before participation.
18. OCCUPANT shall have a list of emergency agencies and phone numbers available at all times.
19. OCCUPANT shall ensure facility access points are secured before leaving the premises.
20. OCCUPANT shall notify GESD Security (623.237.6236) prior to arriving and when they are leaving the site.

Signature	Printed Name	Date

Organization

APPENDIX D

FIELD USE GUIDELINES

General Safe Practices and Cooperation

While using the District field, the OCCUPANT shall follow these practices in its operations. If this agreement includes use of the field lighting, the OCCUPANT will be issued a unique PIN number that will be used to turn on the lights at the respective field. The OCCUPANT is expected to keep the PIN number confidential. If the PIN number is used on a date/time NOT included under this agreement, the OCCUPANT will be charged for that additional usage.

Field Use Guidelines

1. All use shall be performed in compliance with all applicable statutes, rules and regulations.
2. OCCUPANT shall furnish or require participants to wear appropriate clothing.
3. OCCUPANT shall observe District vehicle parking guidelines. The OCCUPANT shall not allow any parking in any areas other than designated parking areas. Parking in Bus loops and Fire lanes is strictly prohibited.
4. OCCUPANT shall maintain all areas used in a clean, well-organized manner.
5. Any equipment used on the premises shall be in good condition.
6. All means of access or egress shall be identified and communicated to participants.
7. OCCUPANT shall provide adequate signs and markers to inform participants of rules and to maintain the field in a safe manner.
8. OCCUPANT shall not serve or use liquor, tobacco products or narcotic drugs during use of the facility.
9. If food is served or sold in conjunction with any event, the OCCUPANT shall secure all required permits from Maricopa County Environmental Health Services and present proof of appropriate permitting to the site Principal at least one week prior to event. More information can be found at this link: http://www.maricopa.gov/3976/Special-EventsFarmers-Markets
10. OCCUPANT shall provide adequate supervisory personnel to ensure that these guidelines are implemented.
11. OCCUPANT shall confirm knowledge of and commitment to comply with the requirements and restrictions for use of field for athletic activities as set out in Board Policy JJIB and Regulation JJIB-R.
12. OCCUPANT shall comply with all applicable requirements of The Arizona Medical Marijuana Act.
13. OCCUPANT shall require all participants in athletic activities to fill out the Mild Traumatic Brain Injury (MTBI)/Concussion Statement and Acknowledgement Form before participation.
14. OCCUPANT shall have a list of emergency agencies and phone numbers available at all times.
15. OCCUPANT shall notify GESD Security (623.237.6236) prior to arriving and when they are leaving the site.

Signature	Printed Name	Date

Organization

APPENDIX E

ATHLETIC ACTIVITIES ADDENDUM

Concussion Prevention and Education

Arizona Revised Statutes §15-341(A)(24) requires that Glendale Elementary School District #40 inform and educate coaches, pupils and parents of the danger of concussions and head injuries and the risk of continued participation in athletic activity after a concussion. This also applies to a group or organization that uses property or facilities owned or operated by a school district for athletic activities.

A participant who is suspected of sustaining a concussion in a practice session, a game, or other interscholastic athletic activity shall be immediately removed from the athletic event. A coach from the student's team, an official, a licensed health care provider, or the child's parent may remove the child from play. The child may return to play on the same day if a health care provider rules out a suspected concussion at the time the student is removed from play. On a subsequent day, the student may return to play if the student has been evaluated by and receives written clearance to resume participation in athletic activity from a health care provider who has been trained in the evaluation and management of concussion and head injuries as prescribed by A.R.S. 15-341.

Concussion Awareness Training

If any athletic activities will occur under this Agreement, a copy of a certificate indicating concussion awareness training has been completed by a representative of OCCUPANT (dated less than one year prior to the date of this form) should be submitted with this application for the District's review.

Certification

Program description: _____

_____

I certify that I have read and understand the rules and guidelines regarding Mild Traumatic Brain Injury (MTBI) and Concussions. I agree to inform and educate the participants, parents, and coaches using the fields and facilities of Glendale Elementary School District No. 40 regarding MTBI and Concussions. I agree to have each participant, parent, and coach sign a form indicating they have been informed of the risk of their child participating in the activity, and will keep all forms in a secure location.

I certify that OCCUPANT'S program is and will continue to be compliant with A.R.S. 15-341 and Board Policy JJIB.

NAME:_____ SIGNATURE:_____

TITLE:_____ DATE:_____

This form must be submitted a minimum of two (2) weeks prior to the requested first use date.

APPENDIX E (cont.)

Mild Traumatic Brain Injury (MTBI) / Concussion
STATEMENT AND ACKNOWLEDGEMENT FORM

I, _____ , acknowledge that I have to be an active participant in my own health and have the direct responsibility for reporting all of my injuries and illnesses to my coaches, team physicians, or athletic training staff. I further recognize that my physical condition is dependent upon providing an accurate medical history and a full disclosure of any symptoms, complaints, prior injuries and/or disabilities experienced before, during or after athletic activities.

By signing below, I acknowledge:

- I have received specific educational materials including the Centers for Disease Control (CDC) Concussion Fact Sheet for Athletes (www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_for_athletes.pdf) on what a concussion is and have been given an opportunity to ask questions.
  - I have fully disclosed to team staff any prior medical conditions and will also disclose any future conditions.
  - There is a possibility that participation in my sport may result in a head injury and/or concussion. In rare cases, these concussions can cause permanent brain damage, and even death.
  - A concussion is a brain injury, which I am responsible for reporting to my coach, team physician, or athletic trainer.
  - A concussion can affect my ability to perform everyday activities, and affect my reaction time, balance, sleep, and classroom performance.
  - Some of the symptoms of concussion may be noticed right away while other symptoms can show up hours or days after the injury.
  - If I suspect a teammate has a concussion, I am responsible for reporting the injury to the team staff.
  - I will not return to play in a game or practice if I have received a blow to the head or body that results in concussion related symptoms.
  - I will not return to play in a game or practice until my symptoms have resolved AND I have written clearance to do so by a qualified health care professional.
  - I understand that, following a concussion, the brain needs time to heal and I am much more likely to have a repeat concussion or further damage if I return to play before my symptoms resolve.
  - Based on the incidence of concussion as published by the CDC, the following sports have been identified as high risk for concussion: baseball, basketball, diving, football, pole vaulting, soccer, softball, spirit line and wrestling.
  - I represent and certify that I and my parent/guardian have read the entirety of this document and fully understand the contents, consequences and implications of signing this document and that I agree to be bound by this document.

Athlete:

Print Name: _____ Signature: _____

Date: _____

Parent or legal guardian:

Print Name: _____ Signature: _____

Date: _____

APPENDIX F

FEE SCHEDULE

Class I.

School-related, Student-centered groups that exist for the sole purpose of contributing to the success of our GESD Students such as: Glendale Education Association, Support Staff of Glendale Elementary School District, Glendale Elementary Boosters, Parent Teacher Organizations

*Facility users are exempt from paying the hourly rate and any substantial direct expenses, such as custodial cleaning, opening & closing of facilities, security, utilities, etc., **if** the event is held during normal hours of operation during the school year, Monday through Friday 3:00 p.m. to 7:00 p.m.*

Any event held outside of normal hours of operation which includes weekends and any time during the winter or summer breaks is subject to all direct expenses, such as open / close & custodial cleaning (2 hour minimum), security, utilities, etc.

Class II.

1) Youth Athletic Programs, Youth Development Programs that are non-profit organizations as specified by law (must provide IRS 501(c)(3) acceptance letter) and involve a majority of students from the District such as: **Youth Baseball / Softball, Soccer, Basketball, Football, Tennis recreational programs, Boy Scouts, Girl Scouts, Cub Scouts, Brownies**

OR

2) Athletic Tournaments and Camps operated by District Staff/Coaches in which a participation fee is charged to all who participate. **Middle School and High School Athletic tournaments and camps not sanctioned by AIA or those being held outside of their competitive season.**

*Facility users are exempt from paying the custodial cleaning and opening & closing of facilities fees **if** the event is held during normal hours of operation during the school year, Monday through Friday 3:00 p.m. to 7:00 p.m., **but must pay direct utility expenses during all facility use.***

Any event held outside of normal hours of operation which includes weekends and any time during the winter or summer breaks is subject to all direct expenses, such as open / close & custodial cleaning (2 hour minimum), utilities, etc.

APPENDIX F

FEE SCHEDULE

(Continued)

Class III.

Groups and organizations that for the most part do not involve only students from the District and/or will not likely perform educational functions for District students such as:

Churches, Community Colleges, Home Owner Associations, Cultural Organizations, Civic Organizations, Government Organizations, Service Organizations, Extended Day Resource Organizations, Educational Organizations and similar non-profit organizations.

Class IV.

Commercial or for-profit organizations

Class III & IV organizations will be charged for direct expenses in addition to hourly rates. An estimate of direct expenses will be provided and agreed upon prior to the event. ***Labor for cleaning is charged based on actual time worked beyond the 2 hour minimum.***

The periodic or long term use of district owned space and / or equipment cannot be given, loaned, donated or granted to any individual, association, or corporation, in accordance with Article 9, Chapter 7 of the Arizona Constitution, commonly referred to as the "Gift Clause".

A fair market rate / fee will be established for all periodic or long term use of district owned space and / or equipment being used by any and all parties to this agreement.

District owned equipment shall be set up and taken down by District staff and the direct expense rates for Maintenance / Grounds personnel shall apply.

Class II Hourly Rental Rates

FACILITY		DIRECT EXPENSES
Classrooms / General Education Spaces	$10	Open / Close , Custodial, Utilities
Cafeteria (no kitchen use)	$30	Open / Close, Custodial, Utilities
Gymnasium	$45	Open / Close, Custodial, Utilities
Library	$40	Open / Close, Custodial, Utilities
Parking Lot Events	$10	Open / Close
Multi-purpose field (w/o lights)	$10	Open / Close
Multi-purpose field with lights	$15	Open / Close, Utilities (Custodial if Restroom is used)

Class III Hourly Rental Rates

FACILITY		DIRECT EXPENSES
Classrooms / General Education Spaces	$15	Open / Close , Custodial
Cafeteria (no kitchen use)	$40	Open / Close, Custodial
Gymnasium	$55	Open / Close, Custodial
Library	$45	Open / Close, Custodial
Parking Lot Events	$15	Open / Close
Multi-purpose field (w/o lights)	$20	Open / Close
Multi-purpose field with lights	$30	Open / Close, Utilities (Custodial if Restroom is used)

Direct expense / rental rates are as follows:

- Custodian (open/close and cleaning) — $20 / hour, 2 hour minimum
- Maintenance / Grounds — $20 / hour, 2 hour minimum
- Restroom / Cleaning Supplies — $10 minimum per event
- Tables — $.50 ea. /event
- Chairs — $.25 ea. / event

Custodian fees will be charged to all events where restrooms are utilized.

Class IV Hourly Rental Rates

FACILITY		DIRECT EXPENSES
Classrooms / General Education Spaces	$20	Open / Close , Custodial, Utilities
Cafeteria (no kitchen use)	$105	Open / Close, Custodial, Utilities
Gymnasium	$105	Open / Close, Custodial, Utilities
Library	$50	Open / Close, Custodial, Utilities
Parking Lot Events	$20	Open / Close
Multi-purpose field (w/o lights)	$25	Open / Close
Multi-purpose field with lights	$35	Open / Close, Utilities (Custodial if Restroom is used)

Direct expense / rental rates are as follows:

- Custodian (open/close and cleaning) — $20 / hour, 2 hour minimum
- Maintenance / Grounds — $20 / hour, 2 hour minimum
- Restroom / Cleaning Supplies — $10 minimum per event
- Tables — $1.00 ea. /event
- Chairs — $.50 ea. / event

Custodian fees will be charged to all events where restrooms are utilized.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.L. TOPIC: Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

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
Mike Barragan Valerie Caraveo Courtney Piña Tammy Delgado Jessica Leasure Tom Clark Russell Deneault Nicholas Magann Roberto Nuñez Joanna Morse Shannon Gleave Regina Logan Christian Miranda	AASBO Summer Conference Tucson, AZ	Aug 25-Sept 2	$10,350 *M&O/Indirect Costs*

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): Mike Barragan, Valerie Caraveo, Courtney Piña, Tammy Delgado, Jessica Leasure, Tom Clark, Russell Deneault, Nicholas Magann, Roberto Nuñez, Joanna Morse, Shannon Gleave, Regina Logan and Christian Miranda.

Working at School/Department: Finance and Auxiliary Services

Reason for Travel: AASBO Annual Summer Conference

Traveling to: Tucson, Arizona

Dates of Travel: August 25 - September 2

Substitute Needed/Dates: None required

	Code	Cost	Requisition Number
Charge Sub to:	None Required		
Charge Registration to:	M&O	$ 4,400.00	
Charge Airline/Bus to:	None Required		
Charge Meal/Lodging to:	Indirect Costs	$ 4,950.00	
Charge Auto Mileage to:	Indirect Costs	$ 1,000.00	
	Total Cost of Travel:	$ 10,350.00	

APPROVED BY: _____ **DATE:** _____

____ Approved ____ Not Approved By the Governing Board on: _____
Date

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):

Conference/Workshop Title: _____

_____

(Reason for Travel)

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

AASBO's workshops, conferences and break-out sessions are all focused on the various support staff functions for public school districts. Their offerings are timely, relevant and provide up-to-date information that enable support staff to increase their knowledge and expertise in their respective areas.

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

Conference participants will have the opportunity to network with peers from other Arizona districts as well as gain valuable information and knowledge they can readily apply to their jobs and share with their staffs/co-workers.

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

AASBO is one of a very few resources for providing professional development opportunities and training to support staff in public school districts. In addition, this aligns with the governing board's approval of the meet and confer recommendation to provide professional development to classified staff.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 5.A. TOPIC: Update on Roadmap for Reopening Schools

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: June 11, 2020

Report on:

Administration will provide an update on the Roadmap for Reopening Schools.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.A. TOPIC: Evaluation Handbooks

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

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 Administrators and District Leadership as presented.

RATIONALE:

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

To this end, the updated handbooks, which support the philosophy of using a performance evaluation as an ongoing and continuous growth process, are being presented.

Glendale Elementary School District No. 40

Teacher Performance Evaluation Handbook

Adopted by the Governing Board
12-21-17
08-15-18 aligned to policy GCO
07-27-19 revised logo and removed unannounced observation deadline

<u>ALL TEACHERS</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**
- **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.**

Accessing Evaluation Handbooks:

1. Visit GESD's website – www.gesd40.org
2. 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'*
5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review

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

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

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

The teacher performance evaluation system shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. However, the Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

~~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

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

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

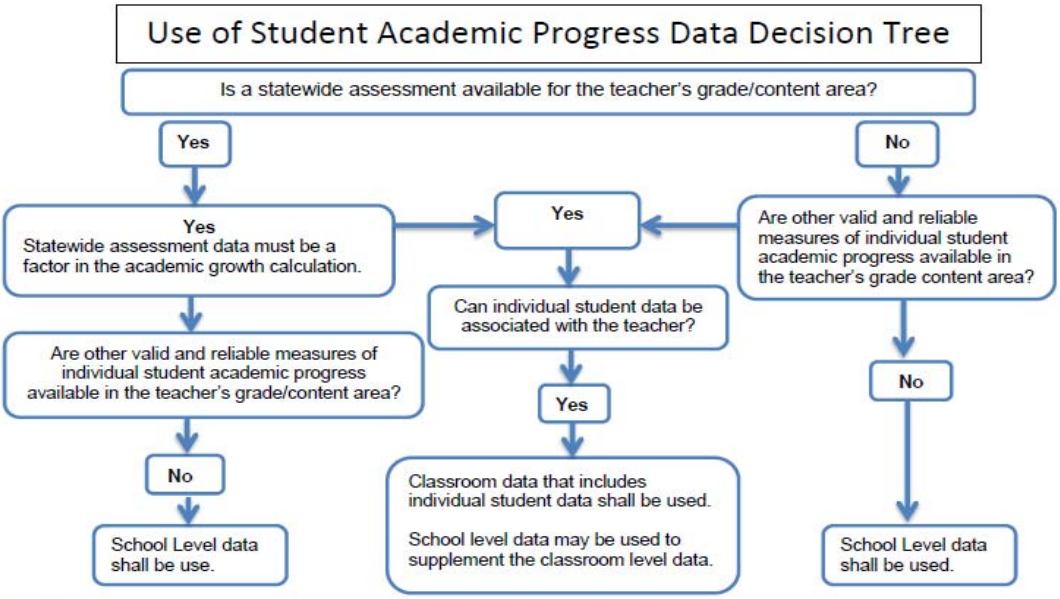
Table 2. Number of Domains and Teacher Classroom Performance Classification

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

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.



Academic Progress
A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include other measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data
Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Multiple Measures of Student Learning
The use of various types of measures of student learning, for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

LEAs may consider the development or identification of other measures to supplement those teachers with only minimal data available.

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

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**

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	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
	AND	Y/N		
	• 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		
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

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 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

- 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.
- 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)*	N/A	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

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

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

Peer Observers

- 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

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

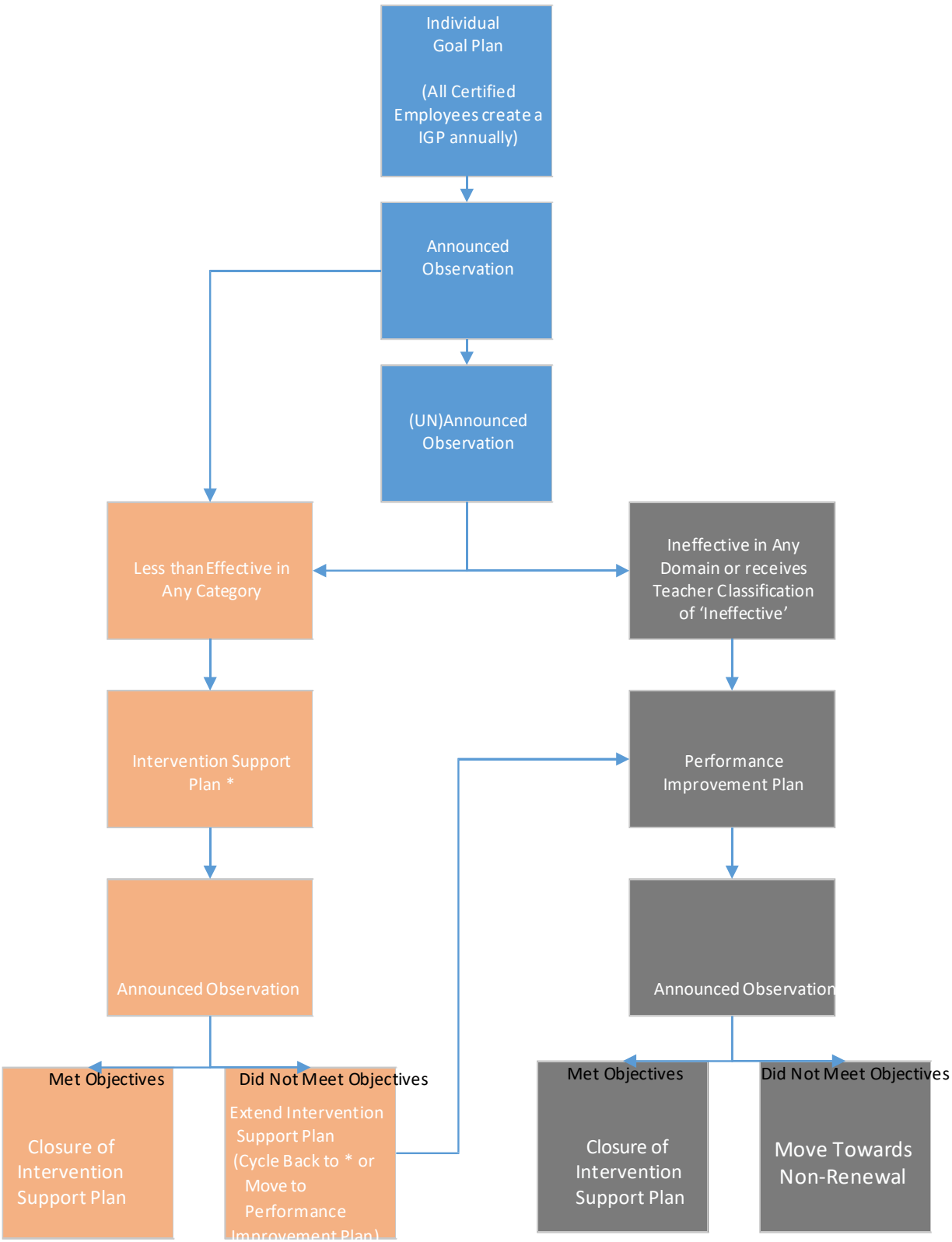
6

- 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



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)

Glendale Elementary School District No. 40

Achievement Advisor Observation and Evaluation Handbook

Adopted by the Governing Board
12-21-17
07-27-19 revised logo

<u>ALL ACHIEVEMENT ADVISORS</u> 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.**

Accessing Evaluation Handbooks:

1. Visit GESD's website – www.gesd40.org
2. Click *'Employees'* 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'*
5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review

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

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

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.

SECTION 2: THE EVALUATION SYSTEM

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

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).

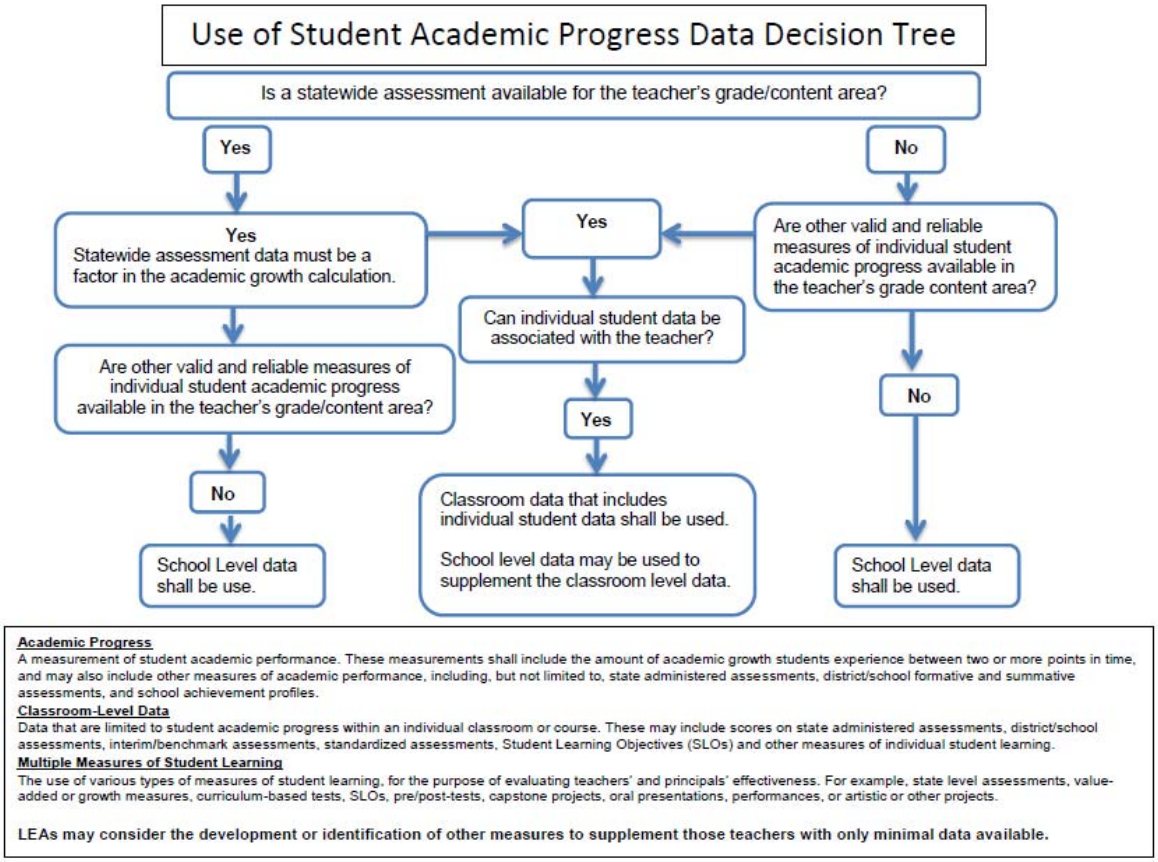
The domain classifications will then be used to determine the overall achievement advisor performance classification (Table 2).

Table 1. Number of Elements and Domain Classifications

Domain	Highly Effective	Effective	Developing	Ineffective
Facilitation	3- 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	2- Ineffective

Table 2. Number of Domains and Performance Classification

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



- 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.

- **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

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**

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.

- 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.

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.

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.

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

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.

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

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:

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

An AA's classroom performance is inadequate if:

- The AA receives a rating of "*ineffective*" in any of the five (5) Domains on any observation; *or*
- The AA 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 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

- 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.

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.

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.

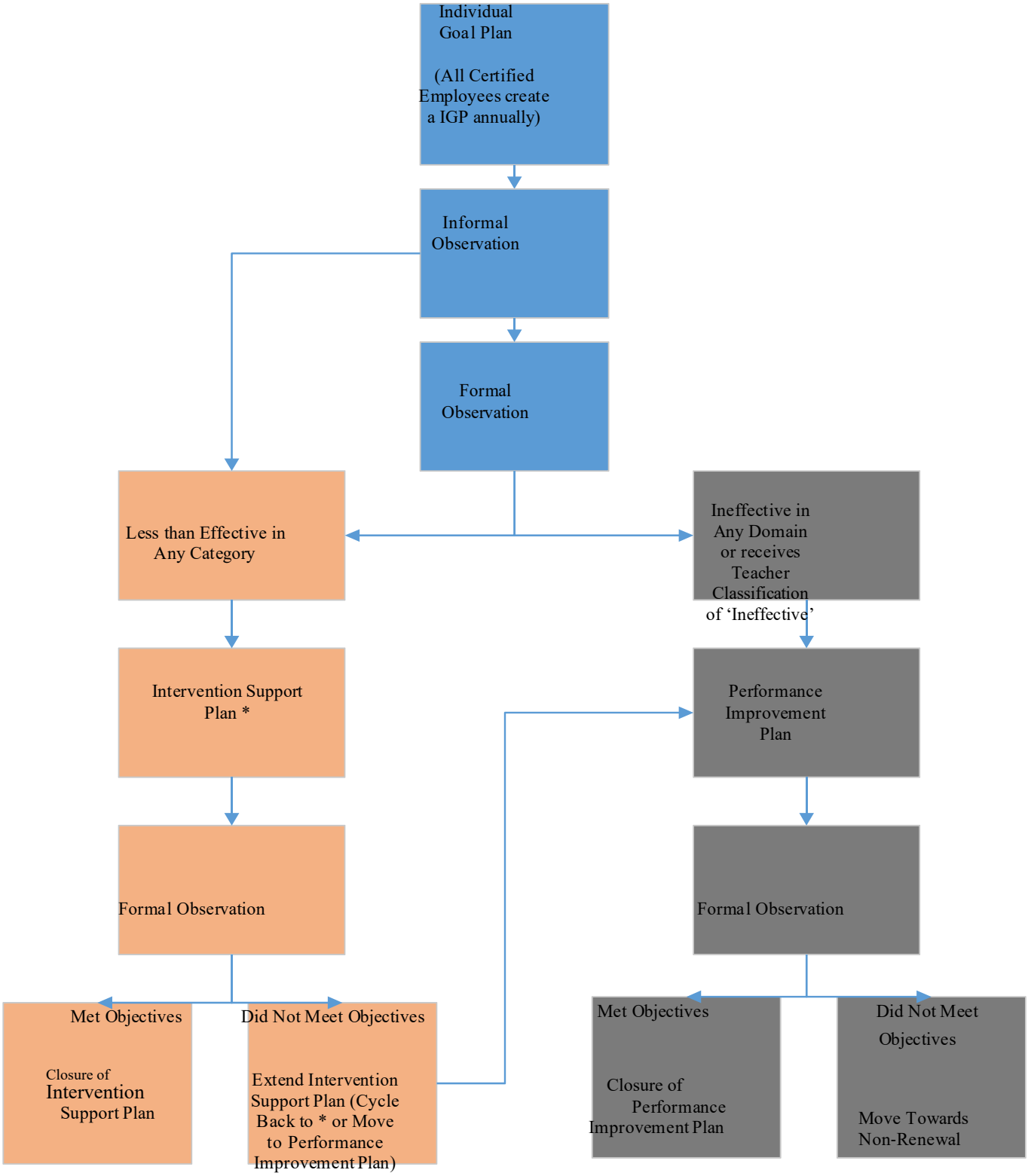
4
- Peer observers may be requested for formal observations.
- The option of whether or not to have a Peer Observer participate in an observation is determined by the evaluatee. A teacher may request a Peer Observer for only the formal observation process.
- To request a Peer Observer, the Peer Observer 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 (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.

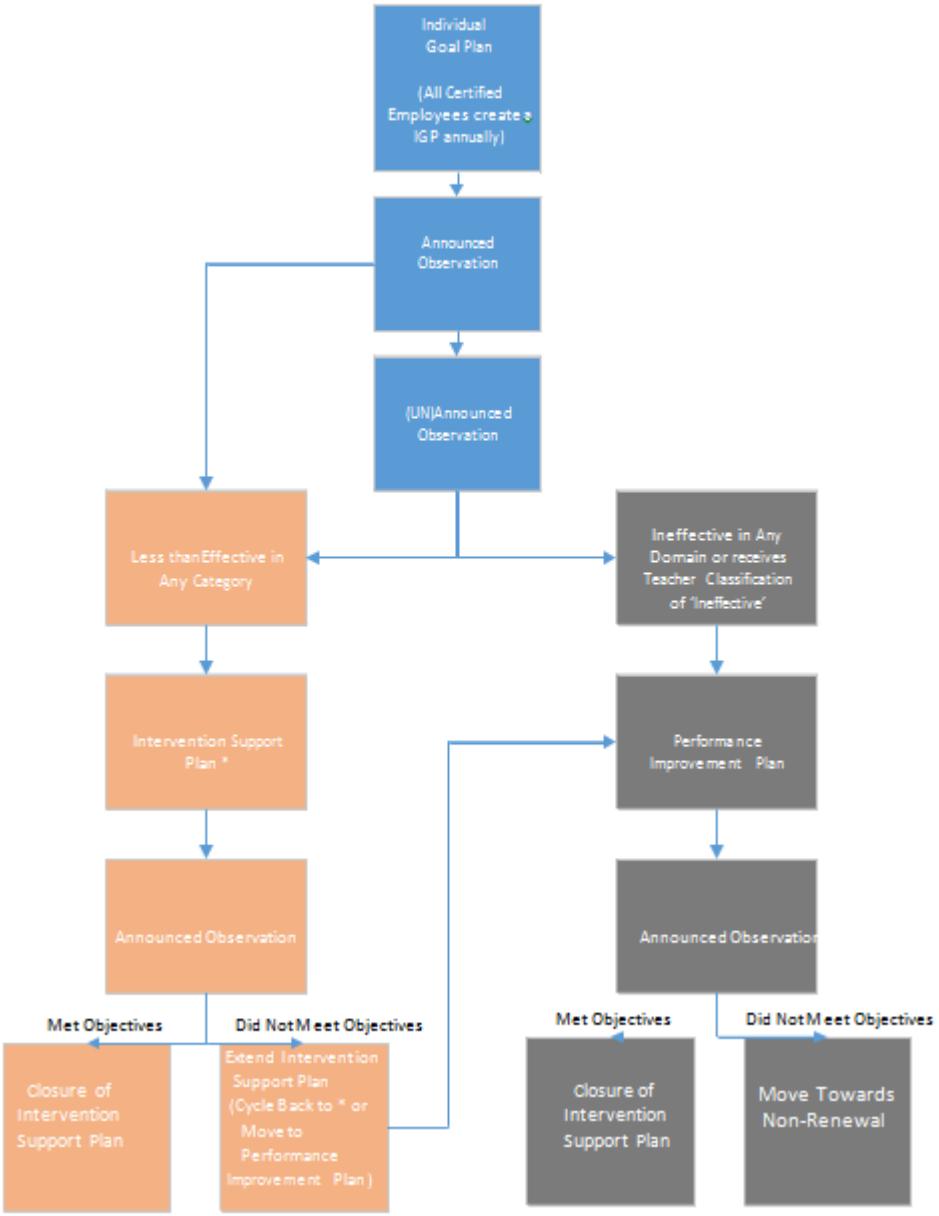
Domain: Professionalism				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Individual Professional Growth	Develops but does not implement his/her annual Individual Goal Plan and/or asks little assistance, if any, from Leadership Team Members and does not increase a rubric 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.**

Process of Assistance



Glendale Elementary School District No. 40

Social Emotional Learning Specialist Evaluation Handbook

Adopted by the Governing Board:
12/21/2017

<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**
- **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.**

Accessing Evaluation Handbooks:

1. Visit GESD's website-www.gesd40.org
2. Click *'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

SOCIAL EMOTIONAL LEARNING SPECIALIST OBSERVATION & EVALUATION HANDBOOK

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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 - 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.

Glendale Elementary School District No. 40

Speech Therapist Evaluation Handbook

Adopted by the Governing Board:
12/21/17

<u>ALL SPEECH THERAPISTS</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**
- **Click on Community tab 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.**

Accessing Evaluation Handbooks:

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

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)

- 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.

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

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

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-Highly Effective/Effective No Developing/Ineffective	5-Highly Effective/Effective/ Developing 1-Ineffective	4-Highly Effective/Effective/ Developing 2- Ineffective
Engagement	2-Highly Effective 1-Effecitve No Developing No Ineffective	2-Highly Effective/Effective 1-Developing No Ineffective	3-Highly Effective/Effective/ No Ineffective	2- Highly Effective/Effective/ Developing 1-Ineffective
Environment	3-Highly Effective 2-Effective No Developing No Ineffective	3 Highly Effective/Effective 2-Developing No Ineffective	4-Highly Effective/Effective/ Developing 1-Ineffective	3-Highly Effective/Effective/ Developing 2-Ineffective
Planning	3-Highly Effective 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
Professionalism	4-Highly Effective 3-Effective No Developing No Ineffective	4- Highly Effective/Effective 3-Developing No Ineffective	5-Highly Effective/Developing 2- Ineffective	4-Highly Effective/Effective/ Developing 3-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	3-Highly Effective/Effective 1-Developing No Ineffective	3-Highly Effective/Effective Developing 1- Ineffective	2-Highly Effective/Effective/ Developing 2-Ineffective
Compliancy	3-Highly Effective 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

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

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		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 Optional Unannounced beforeApril 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 improvement goals, based on elements identified in the rubric.
- 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 (optional) 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.
- 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.
- 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 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.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all optional 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 therapysession and a MET and/or IEP meeting. 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 as well as an observation of a MET and/or IEP meeting. 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.
- .
- 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.
- 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 one file review, with an optional second file review, 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.

MID-YEAR CONFERENCE/FEEDBACK SESSION

- 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

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 schedule
- Evaluation log
- Screening document samples
- Professional development certificates
- Most recent progress reports
- Therapy/Treatment plan
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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

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: • 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 speech therapist elicits participation through activities that align to the target skills because the speech 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 speech therapist elicits mandatory participation through effective activities that promote learning of the target skills because the speech 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 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: • For all target skills, the speech therapist elicits engagement from student with an aligned activity • Students equally participate and may hold one another accountable for engagement in activities and responses. • 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)*	• 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).	• 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).	• 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).	• 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).
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	• 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	• 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 period. Quarterly documentation indicates that the

Domain VII: Compliancy				
Elements	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
		progress reports for ***MOST*** students receiving services	progress reports for ***ALL*** students receiving services.	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 No. 40

Occupational and Physical Therapist Evaluation Handbook

Adopted by the Governing Board
12/21/17

<u>ALL OCCUPATIONAL AND PHYSICAL THERAPISTS</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**
- **Click on Community tab 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.**

Accessing Evaluation Handbooks:

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

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

- 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 materials and assistive technology
- Monitoring, reinforcement and response to behavior
- Active participation
- Monitoring effectiveness of treatment plan
- Collaboration and implementation
- Data driven decision making
- Teaching to the target skill

Professionalism

- Demonstrating knowledge of district, state, and federal regulations and guidelines
- Demonstrates knowledge of resources, both within and beyond the district
- Standards and confidentiality
- Personal and professional
- Organizing time adequately in order to meet job requirements

Documentation of Evaluation and Therapy

- Conducts evaluations to determine Special Education eligibility
- Eligibility determination
- Written evaluation reports
- Alignment between the MET and IEP
- Submission of progress reports
- 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

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.

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

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

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	3-Highly Effective/Effective 2-Developing No Ineffective	4-Highly Effective/ Effective/ Developing 1- Ineffective	3-Highly Effective/Effective/ Developing 2--Ineffective
Treatment and Therapy Planning	3Highly Effective 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
Treatment/Therapy Implementation	4-Highly Effective 3-Effective No Developing No Ineffective	4-Highly Effective/Effective 3-Developing No Ineffective	5-Highly Effective/Effective/ Developing 2- Ineffective	4-Highly Effective/Effective/ Developing 3-Ineffective
Professionalism	3-Highly Effective 2-Effective No Developing No Ineffective	3-Highly Effective/Effective 1-Developing No Ineffective	4-Highly Effective/Effective/ Developing 1- Ineffective	3-Highly Effective/Effective/ Developing 2-Ineffective

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- Highly Effective 2-Effective	4-Highly Effective/Effective 2-Developing	5-Highly Effective/Effective/ Developing	4 Highly Effective/Effective/ Developing

	No Developing No Ineffective	No Ineffective	1-Ineffective	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	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

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		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 Optional: 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 improvement goals, based on elements identified in the rubric.
- .
- Each Occupational Therapist or Physical Therapist will collaborate with the administrator to develop an Individual Goal Plan in the fall after their 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 (optional) 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.
- 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.
- 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 one observation of a therapy session and 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.
- Unless extenuating circumstances exist, all announced observations should be completed prior to December 15th, and all optional 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 and a MET and/or IEP meeting. 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.
- 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.
- 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 review 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.

MID-YEAR CONFERENCE/FEEDBACK SESSION

- 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

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 schedule
- Evaluation log
- Screening document samples
- Professional development certificates
- Most recent progress reports
- Therapy/Treatment plan
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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

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 individual therapy 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 integrated therapy 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 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 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 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, reinforcement and response to 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 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 ffectiveness of treatment 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 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 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 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 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 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 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 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 evaluations to determine Special Education 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 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 evaluation 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 measures 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 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 progress 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 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 No. 40

School Psychologist Evaluation Handbook

Adopted by the Governing Board
12/21/17

<u>ALL SCHOOL PSYCHOLOGISTS</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**
- **Click on Community tab 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.**

Accessing Evaluation Handbooks:

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

SCHOOL PSYCHOLOGIST
PERFORMANCE EVALAUTION HANDBOOK

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SECTION 1: INTRODUCTION

District Philosophy

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

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

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 development

Evaluation and Compliance

- Determination of need to gather additional data
- Conducts evaluations to determine Special Education eligibility
- Eligibility determination
- Written evaluation reports
- Notices
- Submission of METs

Legal Criteria

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 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
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
School Psychologists shall be evaluated into one of four performance classifications: Highly Effective, Effective, Developing, Ineffective.

Summative Evaluation Frequency
All School Psychologists shall be evaluated once each year

Formal Observations
There shall be one observation of the School Psychologist demonstrating skills in a complete and uninterrupted Multidisciplinary Evaluation Team meeting.

Communications with School Psychologist

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

Evaluation report must include:

- School Psychologist's performance classification and
- Recommendations for areas of improvement "if performance warrants improvement."

Appeal

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

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

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	4- Highly Effective 2-Effective No Developing No Ineffective	4-/Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing 1-Ineffective	4-Highly Effective/Effective/ Developing 2- Ineffective
Support Services	3-Highly Effective 2-Effective No Developing No Ineffective	4-Highly Effective/Effective 2-Developing No Ineffective	4-Highly Effective/ Effective/Developing No Ineffective	3-Highly Effective/Effective/ Developing 2-Ineffective
Professionalism	4- Highly Effective 2-Effective No Developing No Ineffective	4-Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ Developing 5-Ineffective	4-Highly Effective/Effective/ Developing 2- 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	4- Highly Effective 2-Effetive No Developing No Ineffective	4-Highly Effective/Effective 2-Developing No Ineffective	5-Highly Effective/Effective/ 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

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		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 Optional, 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 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 psychologist and facilitate a conference with the psychologist r. *(See description below)*	Evaluator	Before April 15th.	

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 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.
- 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.

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 optional 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.

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

- 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

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 schedule
- Evaluation log
- Screening log
- Professional development certificates
- Observation during MET, IEP, or other parent meetings

SECTION 4: SUPPORT, SAFEGUARDS, AND INCENTIVES

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

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 Rsiliency and Safe and Violence-free Schools	• 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 Current in Legal and Ethical Issues and Consults as Situations 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, Responsive and Supportive to Staff and Parents	• 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 Respectful and Supportive Atmosphere with Students, Staff, and 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	• 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).	• 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).	• 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).	• 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 No. 40

Classified Evaluation Handbook

Adopted by the Governing Board
12-21-17

<u>ALL CLASSIFIED EMPLOYEES</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. 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'*
5. Click *'Evaluation Handbooks'* and then the title of the evaluation handbook you would like to review.

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 Effective
Effective	No Ineffective No more than 4 Developing
Developing	No more than 2 Ineffective
Ineffective	3 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 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.

Glendale Elementary School District No. 40

District Leadership Evaluation Handbook

Adopted by the Governing Board:

12/21/17

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.

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

Accessing Evaluation Handbooks:

1. Visit GESD's website-www.gesd40.org
2. Click *'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

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 completes and submits 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 goal 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 two Professional Goals that align 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 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 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

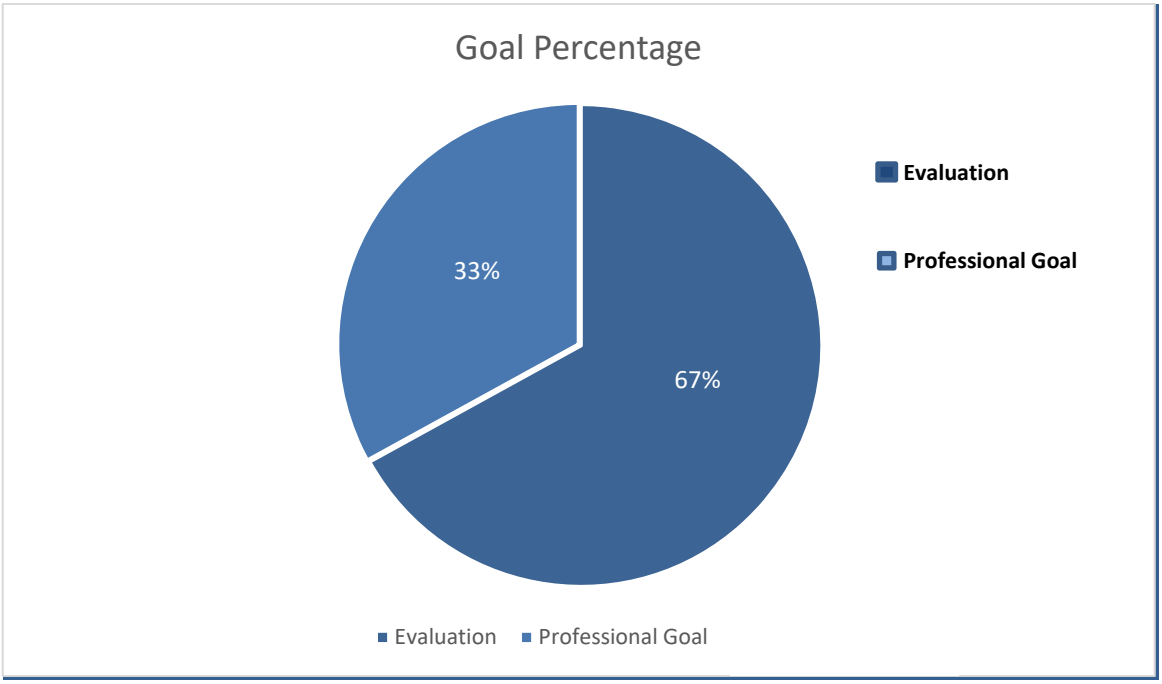

Table 1 – District Leader Performance Domain/Element Rubric

Domain	# of Elements	Highly Effective	Effective	Developing	Ineffective
Domain 1: District leader demonstrates strategic leadership	4	3 Highly Effective 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	3 Highly Effective 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 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 1 Developing No Ineffective	3 Highly Effective/Effective/ 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 No Ineffective	4 Highly Effective/Effective/ Developing 1 Ineffective	3 Highly Effective/Effective/ Developing 2 Ineffective

Domain 5: District leader demonstrates collaborative leadership	3	2 Highly Effective 1 Effective No Developing No Ineffective	3 Highly Effective/Effective/ 2 Developing No Ineffective	4 Highly Effective/Effective/ 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
Professional Goals 33%	There was minimal attempt to meet the goals; the goals were not met.	Some parts of the goals were met.	Most parts of the goals were met.	All parts of the goals were met and exceeded.

Table 5 –Final Classification Matrix

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

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**

Glendale Elementary School District Leader Evaluation Rubric

Addresses 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 challenges with systems or processes in place for:** • 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	**Consistently establishes clear and effective systems and processes for:** • 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 • Providing opportunities for all staff to engage in department change efforts • Driving planning, monitoring, and resource allocation processes • Coaching others in leading change	**Empowers and sets expectations for stakeholders for:** • Resistance to 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.	**Regularly:** • Invites staff to seek opportunities to collaborate with the community on district improvements and initiatives.	**District culture empowers:** • Staff to seek opportunities to collaborate with the community on district improvements and initiatives.

Glendale Elementary School District Leader Evaluation Rubric

	• To participate in professional growth activities. • With communication regarding the importance of their involvement in support of district improvements and initiatives.	• Monitors and evaluates the district's activities and initiatives to ensure that all of the stakeholders' needs are addressed. • 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.	**Staff have a sense of ownership by:** • 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)			

Glendale Elementary School District Leader Evaluation Rubric

Ineffective	Developing	Effective	Highly Effective
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

Glendale Elementary School District Leader Evaluation Rubric

			• Anticipate and identify their professional development needs
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	**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

• Provide structures to align resources used with staff needs		• 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

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

• 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				
	Community Involvement				
	Notes/Comments				
	Outreach				
	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
- Resources in department
- Facebook
- Messenger
- Organizations
- Partnerships

Domain 6: Community Involvement and Outreach

- Community outreach events
- Assign community members to various committees and task forces
- Community/Business Partner Surveys

General Artifacts

- Videos
- Work Documents
- Other

Glendale Elementary School District

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	**Professional Goal #1**				
	Professional Goal #2				

Goal Classification: _____

Final Classification: _____

District Leader Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Glendale Elementary School District No. 40

Site Administrator Evaluation Handbook

Adopted by the Governing Board:
10/18/18

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

--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

HOW TO ACCESS THE SITE ADMINISTRATOR'S EVALUATION HANDBOOK ONLINE

1. Visit GESD's website – www.gesd40.org
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 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 meaningful, fair, and regular evaluation of their performance. The evaluation process should foster and guide the growth and development towards excellence in educational leadership.

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.

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

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.

- 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 site administrator being evaluated discuss the site administrator's performance ratings, self-assessment ratings, artifacts and any evidence needed to support the self-assessment or the evaluator ratings.

- 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).

Evaluation Process, Procedures and Responsibilities

Action	Purpose	Person(s) Responsible	Time Frame	Follow-up
Site Administrators' orientation to evaluation process by evaluators	To have a common understanding of the evaluation tool	Site Administrator and Evaluator	July	Goal setting conference
Site administrators will begin a data collection system, which includes evidence of progress in each domain Review school data, build site Integrated Action Plan	To support the progress of goals and final classification	Site Administrator	Throughout the school year	Goal setting conference Mid-Year Conference/Feedback Summative Conference
Goal Setting (see Individual Goal Plan)	Set goals and document in Individual Goal Plan	Site Administrator and Evaluator	October 15th	Mid-Year Conference/Feedback Summative Conference
Work with site staff to revise or extend site Integrated Action Plan based on needs identified in collected data Work with building staff to begin implementation of site Integrated Action Plan	Engage in conversation with stakeholders to work towards site specific goals	School staff and Site Administrator	Throughout the school year	Goal setting conference Mid-Year Conference/Feedback Summative Conference
Complete Site Administrator Self-Assessment Form (optional unless required by the evaluator)	Inform evaluator of assessment of oneself in all aspects of the evaluation process	Site Administrator	Prior to the mid-year review, summative conference or April 15th as instructed by the Evaluator	Summative Conference
School-wide student achievement results will be analyzed	Engage in conversation about progress in relation to student achievement growth	Site Administrator, Evaluator and Research Department	By April 15th	Summative Conference
Summative Evaluation	Provide written final classification to the Site Administrator and facilitate a final conference for the year	Site Administrator and Evaluator	By April 15th	Next Goal Setting Conference.

SECTION III – SUPPORTS AND INCENTIVES

Student Achievement Framework

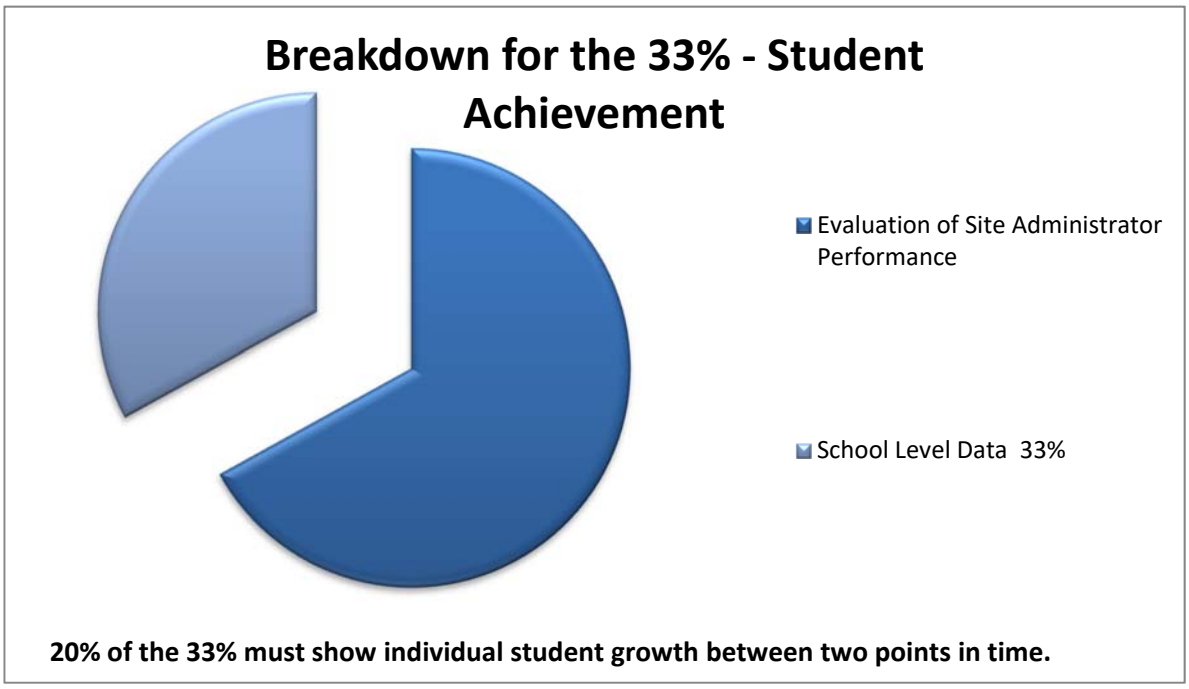

Table I. - Number of Elements and Domain Classifications

Domain/Classification	Highly Effective	Effective	Developing	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
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	No Ineffective Domains
Ineffective	1- Ineffective Domain

Table 3 – Final Performance Classification

		Classroom Performance 67%			
		Highly Effective	**Effective**	**Developing**	**Ineffective**
Student Achievement 33%	**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 DIBELS 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 DIBELS OR ▪ 15% decrease of Full Academic Year school students in "Minimally Proficient" classification in prior year AzMERIT ELA OR AzMERIT Math OR AIMS Science OR DIBELS	• 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 DIBELS 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 DIBELS 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 DIBELS	• 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

Sample Goal Statements

Option 1: Overarching school goal aligned to Integrated Action Plan

Option 2: Goal around collaborative teams

- Student Achievement
- Teacher Retention
- Financial Solvency
- Family Community Partnerships

Goal 3: School Specific Goal

During the current school year, Seventy-five Percent (75%) of the third grade reading students will increase their FAME score to meets or exceeds as measured by the district's assessment.

During the current school year, Seventy-five Percent (75%) of the sixth grade math students will increase their FAME score to meets or exceeds as measured by the district's assessment.

Option 4: Attaining Strategic Plan Goals

During the current school year, Seventy-five Percent (75%) of the School Strategic Plan Goals will be met.

Incentives

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.

SECTION IV – OBSERVATION AND OVERVIEW

Overview of the Evaluation Domains and Components

Domain 1: 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.

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.

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.

Domain 2: -
Equity and Cultural Responsiveness in a Community of Care and Support for Students

Element – 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 – -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 –Fostering School Community: Site administrator fosters relationships between stakeholders the support student success.

Domain 3: Curriculum, Instruction and Assessment

Element – Implements a comprehensive program of instruction: Site Administrator ensures monitors and assesses a guaranteed and viable curriculum is aligned to state standards.

Element – Evidence based, rigorous relevant instruction: Site Administrator ensures that rigorous, relevant, and appropriate first best instruction and makes recommendations to improve instructional deficiencies.

Element – 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 – 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: Professional Capacity of School Personnel

Element – Administrator recruits, hires, mentors and evaluates staff: Site Administrator establishes and effectively manages processes and systems that ensure a high-quality, high-performing staff.

Element – Professional Learning Communities: Site Administrator fosters a professional community of teachers to promote each student's academic success and well-being.

Element – Professional Development: Site Administrator collaboratively creates a professional development plan providing learning opportunities and monitors the effectiveness of the plan through various data points.

Domain 5: Meaningful Engagement of Families and Community

Element – 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 – Family and community outreach: Site Administrator collaborates with families and community to engage in and support the school.

Element – Advocacy for school: Site Administrator leverages district and community resources to promote school improvement and student learning.

Domain 6: Managerial Leadership and Maintenance and Operations

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.

Element – Trust management and resolution: Site Administrator effectively and efficiently enriches the relationship among all stakeholders.

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.

Glendale Elementary School District Site Administrator Evaluation Matrix

School Vision, Mission, Core Values and School Improvement PSEL Standards 1 & 10					
	1 Ineffective	**2 Developing**	**3 Effective**	**4 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 goals, mission, vision and core values.	**Inconsistently:** •Uses relevant data, articulates, implements, monitors and adjusts and evaluates a clear evidence based action plan that aligns to IAP goals, mission, vision and core values.	**Consistently:** •Uses relevant data, articulates, implements, monitors and adjusts and evaluates a clear evidence based action plan that aligns to IAP goals, mission, vision and core values.	**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 goals, mission, vision and core values.	• Integrated Action Plan (IAP) • Data • Professional Dev. Plan • Feedback aligned to PD & Plan • Leadership Team Agendas • Guiding Coalition Agendas
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					
	1 Ineffective	**2 Developing**	**3 Effective**	**4 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 •Involves parents in a proactive and reactive manner	**Consistently and effectively:** •Follows district policy when addressing student misconduct in a positive, fair, and unbiased manner. •Empowers other school personnel and parents as part of the action plans	• Discipline data • Mentoring notes • Action plans • Behavior Intervention Plans / FBA's • TAT Team / Behavior TAT Documentations • SEL Log

Glendale Elementary School District Site Administrator Evaluation Matrix

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

Glendale Elementary School District Site Administrator Evaluation Matrix

Curriculum, Instruction, and Assessment PSEL Standard 4					
	1 Ineffective	**2 Developing**	**3 Effective**	**4 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

Glendale Elementary School District Site Administrator Evaluation Matrix

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

Glendale Elementary School District Site Administrator Evaluation Matrix

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 used for RTI • Student tracking of data / students using data

Glendale Elementary School District Site Administrator Evaluation Matrix

Professional Capacity of School Personnel PESL Standards 6 & 7					
	1 Ineffective	**2 Developing**	**3 Effective**	**4 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

Glendale Elementary School District Site Administrator Evaluation Matrix

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

Glendale Elementary School District Site Administrator Evaluation Matrix

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

Glendale Elementary School District Site Administrator Evaluation Matrix

Meaningful Engagement of Families and Community PSEL Standard 8					
	1 Ineffective	**2 Developing**	**3 Effective**	**4 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

Glendale Elementary School District Site Administrator Evaluation Matrix

Family and community outreach	**Ineffectively:** •Collaborates to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	**Inconsistently:** •Collaborates to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	**Consistently:** •Collaborates to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school	**Consistently and effectively:** •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	• Community newsletters • Auto dialers • 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					
	1 Ineffective	2 Developing	3 Effective	4 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

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: June 11, 2020

Future Board Meetings dates 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.

June 25	Superintendent's 2020-2021 Performance Pay Criteria Superintendent Evaluation Instrument Principal and Teacher Evaluation Ratings Proposed Expenditure Budget State Assessment Data Extracurricular Fee Schedule SFB Capital Plan
July 9	2020-2021 Expenditure Budget
July 23	Special Meeting
August 13	Report on Opening of School ASBA Political Agenda Direction ASBA Delegate Assembly Representative Fundraiser Activity Requests Recruitment Trips Superintendent Goal Progress Report
August TBD	Board Retreat: Class Sizes Board Self Evaluation Instrument Program Evaluation/Sustainability Board Goals Discipline Reports
August 27	Special Meeting Strategic Plan Update Board Discussion on Strategic Planning Priorities Executive Session for Superintendent's Evaluation.
September 10	Peer Observers Qualified Evaluators Phased Retirement Plan
September 24	Special Meeting
October 8	Annual Financial Report ASBA Bylaw Changes
October 22	Special Meeting Board Self Evaluation *Annual Board Self-Evaluation deadline October 30*
November 12	A-F Letter Grade Presentation *Superintendent Summative Performance Evaluation Deadline November 30*
December 10	Revised Budget
January 14	Organizational Meeting *Organizational Meeting deadline January 15* Employee and Student Discipline Hearing Procedures Hearing Officer List
January 28	Employment Contracts and Agreements

February 11	Certified Contract Renewals
February 25	Special Meeting
March 11	Meet and Confer/Salary Recommendations Administrative Contract Renewals
March 25	Special Meeting
April 15	Board Meeting Schedule Classified Employment Renewals Medical, Dental, Vision, Life, Mid-Term and Short-Term Disability Insurance Pay for Performance Plan ASBA Political Agenda Submissions
April 29	Special Meeting
May 13	Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts Facsimile Signatures Salary Tables, Fringe Benefits and Extra Duty Stipends
May 27	Special Meeting
June 3	Board Retreat
June 10	Strategic Plan Update/Discussion Employee Garnishments Student Activity Treasurer Execution of Vouchers Workers Compensation, Property, Casualty and Liability Insurance Claims Service Agreement Authorization to Settle Claims Evaluation Handbooks
June 24	Principal and Teacher Evaluation Ratings Proposed Expenditure Budget State Assessment Data Extracurricular Fee Schedule SFB Capital Plan Facility Use Fee Schedule and Agreement

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken
Sick Leave Buy Back Policy Study Session	8/22/19	Mary Ann Wilson		Information provided in Board Update 9.20.19
SmartSchools Detailed Report on Costs/Savings	9/12/19	Jamie Aldama		Information provided in Board Update 9.20.19
Census Resolution	9/12/19	Brenda Bartels	10/14/19	Resolution Adopted
Superintendent's Evaluation Instrument	10/14/19	Sara Smith		Added to June 25 upcoming agenda items list
Staff Resignation Data	1/9/20	Monica Pimentel		Information provided in the Board Update 2.14.20
Add Strategic Plan Review to Calendar	2/6/20	Sara Smith		Added to June 25 upcoming agenda items list
Add Board Retreat to Calendar	2/6/20	Sara Smith	2/13/20	