TEACHER EVALUATION AND GROWTH SYSTEM

Reference Handbook

Adopted by the Kyrene Governing Board
June 28, 2016

Kyrene Elementary School District
8700 South Kyrene Road
Tempe, Arizona 85284

Prepared By:

Teacher Evaluation Design Team (TEDT)
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I. STATEMENT OF PURPOSE AND BACKGROUND

A. Purpose

1. The Kyrene School District Teacher Evaluation and Growth System (TEGS) is designed to contribute to the District's pursuit of excellence in education. The primary purpose of evaluation and supervision of certificated personnel is to promote ongoing professional growth and effective teacher performance, which improves student learning.

2. The evaluation system also assures the Governing Board and the community that quality education is a responsibility shared by all staff. It provides for specific and reasonable plans for improvement of teacher performance, if the performance of the teacher requires improvement. The evaluation system also provides for termination of teachers for inadequate job performance as provided by Arizona State Statute.

B. Background

1. The TEGS applies to all certificated staff, except administrators. Evaluations must be completed by qualified evaluators. The primary evaluator is the principal, assistant principal, director, assistant director, or a student advisor designated by the principal or director.

2. The number of observations and evaluations and the timelines associated with them are minimum requirements and do not preclude the evaluator from performing more frequent evaluations.

II. BELIEF STATEMENTS

We believe the Teacher Evaluation and Growth System should:
- Foster school cultures where student learning and progress is the focus.
- Assure consistent implementation through inter-rater reliability.
- Promote collaboration.
- Promote ongoing multi-faceted professional teacher development for future growth.
- Communicate clear expectations for teacher performance.
- Provide a structure which allows teachers to demonstrate competence in multiple ways.
- Incorporate multiple measures of student achievement as a significant component in teacher evaluation.

III. STATE STATUTES AND POLICIES

Use of TEGS - TEGS is used for evaluating competency in classroom teaching performance or other professional assignments contracted to teachers. For issues of behavior and conduct not related to classroom teaching performance, such as, but not limited to, insubordination, unprofessional conduct, or failure to comply with Governing Board Policy, disciplinary action according to State Statute and Board Policy will be used. Any element can become grounds for discipline. (Very low ratings on the Art and Science of Teaching Framework elements can lead to disciplinary action.)

It is the intent that TEGS be aligned with State Statute, and to the extent that it is not, State Statute shall prevail.
**Probationary teachers and continuing teachers**

In this document, “probationary” refers to a teacher who either (1) has not been employed by the School District for more than the major portion of three consecutive school years, or (2) is serving in the teacher’s fourth year of employment with the School District and who has been designated in one of the two lowest performance classifications in the School District’s teacher evaluation system, or (3) is a formerly tenured teacher who received the lowest performance classification in the last district’s teacher evaluation system. This teacher is sometimes referred to as a "non-continuing" teacher (ARS §15-501; 15-536).

In this document, “continuing” refers to a teacher who has been employed by the School District for more than the major portion of three consecutive school years and is both (1) under contract of employment with the School District for the current year, and (2) not designated in the lowest performance classification in the district’s teacher evaluation system. This teacher is sometimes referred to as a "tenured" or “continuing” teacher (ARS §15-501;15-536).

**Definition of inadequacy of classroom performance (Kyrene Governing Board Policy GCO)​** – Any teacher’s classroom performance is inadequate if he/she receives any of the following:

- a rating of Ineffective on the iObservations Proficiency Scale for Teacher Performance, or
- a rating of Ineffective on the Student Growth Rubric, or
- a rating of Ineffective on the composite score of instructional practice and student growth, as indicated on the final evaluation score, or
- two or more scores of zero in a single element, or
- three or more scores of any combination of zeros and ones in an element.

Additionally, a continuing teacher’s classroom performance is inadequate if he/she receives a final evaluation score of “developing” for two consecutive years, unless the teacher is teaching a new subject or grade level (ARS 15-537). Continuing teachers with a final evaluation score of Developing will be notified that a second year at Developing will result in loss of continuing status and placement change to probationary status.

**Confidentiality** - Certified teacher evaluation reports retained by the Governing Board and the Department of Education, including performance classifications, are confidential, do not constitute a public record and shall not be released or shown to any person except:

- the certified teacher who may make any use of it,
- authorized District officials for all personnel matters,
- school districts and charter schools that inquire about the performance of the teacher for employment purposes, or
- District hearings or court actions in which the competency of the teacher is at issue (A.R.S. 15-537).

**Arizona Framework for Measuring Teacher Effectiveness** - ARS § 15-203(A)(38) requires school districts to create a teacher evaluation system that includes student growth data as 33 to 50% of every teacher’s evaluation. In addition, the law states that in order to evaluate a teacher’s instructional practice, the system must be based on national teaching standards,
measured by rubrics with four levels of performance for each standard (highly effective, effective, developing, and ineffective), and include multiple observations. The new law required that we implement the new system in the 2012-2013 school year to which the District complied. The State Board of Education prepared the Arizona Framework for Measuring Educator Effectiveness to direct school districts in this work.

The TEDT recommended that Kyrene adopt the Marzano Evaluation Model for evaluation of instructional practice. The Marzano Model not only meets the criteria required by law, but is also well researched, widely used, and highly respected. It is “teacher friendly” in that it clearly defines the teaching performance objectives at each level of the rubric that teachers – including those new to the profession all the way up to the very experienced - can use for self-evaluation, reflection, and professional growth. The TEDT recommended that we use instructional practice as 60% of the evaluation and student growth data as 40% of the evaluation (see figure below).

Pay for Performance – A pay for performance plan was developed and approved by 97% of Kyrene teachers in May, 2014 (see section below). This is in alignment with ARS 15-977.

**Teacher Evaluation Components**

The components of the evaluation system are 60% instructional practice and 40% student growth data (which consists of 33% classroom data and 7% school/district wide data.) *

*Until Kyrene finalizes valid and reliable assessments for all courses and grade levels, a 67% instructional practice and a 33% student achievement model will be utilized.*
IV. INSTRUCTIONAL PRACTICE
It is the District’s goal and expectation that all teachers can increase their expertise from year to year which produces gains in student achievement from year to year with a powerful cumulative effect.

1. DOMAINS AND ELEMENTS
Evaluation of instructional practice is based on Marzano’s *Art and Science of Teaching Framework*, which is structured in four domains with sixty elements of teaching. Teachers are evaluated on these elements. The specific elements for each of the domains are listed on the *Art and Science of Teaching Framework Learning Map* in Appendix A. The protocol sheets with performance rating scales to define the elements are accessible in iObservation, the online evaluation toolkit at [www.EffectiveEducators.com](http://www.EffectiveEducators.com).

**Domain 1: Classroom Strategies and Behaviors**

Domain 1 identifies the 41 elements that occur in classrooms. These elements are grouped into three Lesson Segments:

- Lesson Segments Involving Routine Events
- Lesson Segments Addressing Content
- Lesson Segment Enacted on the Spot

**Domain 2: Planning and Preparing**

Planning and preparing has direct impact on teacher behaviors and strategies and therefore on student growth. There are three categories in this domain:

- Planning and preparing lessons and units
- Planning and preparing for the use of resources
- Planning and preparing for the needs of students.

**Domain 3: Reflecting on Teaching**

Reflecting on teaching has a causal effect on planning and preparation as it helps teachers make decisions based on the results of their lesson delivery and data collected during instruction. There are two categories in this domain:

- Evaluating personal performance
- Developing and Monitoring a Professional Growth Plan.

**Domain 4: Collegiality and Professionalism**

A teacher demonstrates collegiality and professionalism through interactions with students, parents, and colleagues. There are three categories in this domain:

- Promoting a positive environment
- Promoting exchange of ideas and strategies;
- Promoting district and school development.
2. PERFORMANCE RATINGS

Teachers are rated by evaluators on the 60 elements in the four domains through classroom observations, walk-throughs, conferences, and other data sources. Evaluators will use the iObservation rating scale of 0-4 (below) to rate the elements. Specific rating scales for each element are accessible in iObservations, the online evaluation toolkit at www.EffectiveEducators.com.

### iObservation Rating Scale for All Teachers

<table>
<thead>
<tr>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts and creates new strategies for unique student needs and situations.</td>
<td>Engages students in the strategy and monitors the extent to which it produces the desired outcomes.</td>
<td>Engages students in the strategy with no significant errors or omissions.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Strategy was called for but not exhibited.</td>
</tr>
</tbody>
</table>

The teacher can view the evaluator’s ratings and comments in real time on iObservation. These ratings, displayed as data points as they are collected, are factored into a running cumulative total, leading to a rating on the iObservation Proficiency Scale (below). The iObservation Proficiency Scales use the four performance classification labels as required by State Statute.

The two scales below, one for probationary teachers and one for continuing teachers, differentiate the expectations we hold for non-tenured and tenured teachers in Kyrene.

### iObservation Proficiency Scale for Category 1 (Probationary Teachers)

<table>
<thead>
<tr>
<th>Probationary Teachers</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: Classroom Strategies and Behaviors</td>
<td>At least 65% at Levels 3 and/or 4 with no scores of 0.</td>
<td>55% or greater at Levels 3 and/or 4</td>
<td>Less than 55% at Level 3 and less than 50% at Levels 1 and/or 0</td>
<td>Greater than or equal to 50% at Levels 1 and/or 0</td>
</tr>
<tr>
<td>D2: Planning and Preparing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3: Reflecting on Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4: Collegiality and Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### iObservation Proficiency Scale for Category 2 (Continuing Teachers)

<table>
<thead>
<tr>
<th>Continuing Teachers</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: Classroom Strategies and Behaviors</td>
<td>At least 75% at Levels 3 and/or 4 with no scores of 0.</td>
<td>65% or greater at Levels 3 and/or 4</td>
<td>Less than 65% at Level 3 and less than 50% at Levels 1 and/or 0</td>
<td>Greater than or equal to 50% at Levels 1 and/or 0</td>
</tr>
<tr>
<td>D2: Planning and Preparing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3: Reflecting on Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4: Collegiality and Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The TEDT will consider a recalibration of scores based on a study of two years of performance ratings data.
OBSERVATION AND EVALUATION REQUIREMENTS AND SCHEDULE

Teachers will be rated by evaluators on the 60 elements in the four domains through classroom observations, walk-throughs, conferences, and other data sources.

<table>
<thead>
<tr>
<th>Probationary (formerly T-3)</th>
<th>Continuing (formerly T+3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than January 15:</td>
<td>No later than April 15:</td>
</tr>
<tr>
<td>1st observation of a complete and uninterrupted lesson</td>
<td>Observation of a complete and uninterrupted lesson</td>
</tr>
<tr>
<td>Midpoint evaluation score is calculated in iObservation by January 15.</td>
<td>Final evaluation score is calculated in iObservation by May 15.</td>
</tr>
<tr>
<td>* No later than April 15:</td>
<td></td>
</tr>
<tr>
<td>2nd observation of a complete and uninterrupted lesson</td>
<td></td>
</tr>
<tr>
<td>Final evaluation score is calculated in iObservation by May 15.</td>
<td>Final evaluation score is calculated in iObservation by May 15.</td>
</tr>
</tbody>
</table>

*Statute requires no less than 60 calendar days between first and second observation.

An evaluation is a cycle of data gathering from at least one observation, at least one preconference and one post-conference, walkthroughs, and other data sources.

Observation by primary evaluator:

- The evaluator and teacher will meet in person for a preconference before a scheduled observation.
- The evaluator conducts observation of a complete and uninterrupted lesson and records data points as a draft in iObservation.
- The evaluator and teacher meet in person for a post-conference, to include teacher sharing information for Domain 2, Domain 3, and Domain 4.
- The evaluator adds comments to iObservation to reflect dialogue.
- The evaluator finalizes iObservation data within 10 business days of an observation.
- Teachers have the opportunity to respond or add comments, using either the iObservation form (if evaluator has clicked “response”) or the iObservation conference tool (under Collaborate tab), within 5 business days of finalized iObservation data.

Additional feedback by primary evaluator or other qualified evaluator from site/program:

- The evaluator will conduct multiple announced or unannounced walkthroughs of approximately 3-10 minutes to gather data on observable elements.
- The evaluator will provide iObservations data feedback on walkthroughs. The goal is to provide immediate feedback; however, feedback should not be delayed longer than 5 business days after the walkthrough.
- The evaluator may also provide feedback for Domain 2, Domain 3, and Domain 4 at any time during the evaluation cycle.
- The evaluator submits data in iObservation.
Classroom observations, walkthroughs, and evaluations may not be conducted two instructional days before any school break of one week or more. Conferences collaboratively scheduled during these days are acceptable.

Modifications to this section (including Learning Goals and Scales, data point requirements, and Deliberate Practice Professional Growth Plan) are found in Appendix C.

V. STUDENT GROWTH

The Arizona Framework for Teacher Effectiveness requires that districts use quantitative student academic progress data as a component of all teachers’ evaluation, designating two groups of teachers for the purpose of evaluation:

- **Group A** teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s Academic Standards, and appropriate to individual teachers’ content areas.
- **Group B** teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s Academic Standards, and appropriate to individual teachers’ content areas.

The TEDT determined that student growth data from multiple measures will account for 33% of the composite Final Evaluation Score for both Group A and Group B teachers. State-level data (e.g., AzMERIT) must be used where available. Student achievement data will be school-level data. A 4-point rubric has been developed to rate teachers’ effectiveness which includes multiple measures of student achievement. **

**Kyrene will use school-wide and/or district-wide student achievement data only for both Group A and Group B teachers, while Kyrene develops valid and reliable assessments for courses and grade levels.**
Note: To mitigate and account for student differences and influences outside of a teacher’s control, the 33% consists of 11% status rating and 22% growth rating.

Each teacher will be able to access his/her teacher data profile, much like a student achievement profile, on the district data system. The teacher can continuously review the cumulative data online.

VI. FINAL EVALUATION SCORE

The teacher’s iObservation Proficiency Scale rating is converted to an Instructional Practice Score. This Instructional Practice Score is weighted at 67% and the student achievement score is weighted at 33% resulting in a composite Final Evaluation Score.

For example:

<table>
<thead>
<tr>
<th>Instructional Practice score</th>
<th>Student Growth Score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>4.0</td>
<td>3.0</td>
<td>3.67</td>
</tr>
</tbody>
</table>

This composite final score is the basis of the teacher evaluation rating (Highly Effective, Effective, Developing, and Ineffective), compiled in iObservation. The final scores fall into the following ranges:

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5-4.0</td>
<td>2.5-3.49</td>
<td>1.5-2.49</td>
<td>0-1.49</td>
</tr>
</tbody>
</table>
VII. PAY FOR PERFORMANCE PLAN

This program is a combination individual and group-based performance award distributed annually per eligible teacher from 301 Legislation. The Kyrene School District recognizes that student outcomes are the joint product of many people working collaboratively. This program explicitly encourages teachers to work together toward the common goal of improving student achievement.

The individual performance award is predicated on an eligible teacher achieving a performance rating of Effective or Highly Effective as designated by the Kyrene Teacher Evaluation System and the completion of qualifying professional development.

VIII. PERFORMANCE IMPROVEMENT PLANS

The Performance Improvement Plan is for any teacher whose classroom performance is inadequate as determined by any of the following:

- a rating of Ineffective on the iObservations Proficiency Scale for Teacher Performance, or
- a rating of Ineffective on the Student Growth Rubric, or
- a rating of Ineffective on the composite score of instructional practice and student growth, as indicated on the final evaluation score, or
- two or more scores of zero in a single element, or
- three or more scores of any combination of zeros and ones in an element.

Additionally, a continuing teacher’s classroom performance is inadequate if he/she receives a final evaluation score of “developing” for two consecutive years, unless the teacher is teaching a new subject or grade level.

A. A teacher placed on a Performance Improvement Plan will be issued a Preliminary Notice of Inadequacy of Classroom Performance in accordance with ARS §15-538. The notice will include any documentation supporting the primary evaluator's decision that the teacher's performance is inadequate and shall also incorporate the Performance Improvement Plan. The Governing Board shall be notified within 10 instructional days of the delivery of the notice. The teacher has the responsibility for implementing the plan and accessing resources to overcome any inadequacies.

1. The PIP (Appendix B) will be developed by the evaluator and will:
   a. Identify each element or student data category in which the teacher is found to be inadequate.
   b. Outline the plan to correct inadequacies.
   c. Specify recommended resources or professional development activities.
   d. Specify the dates for the evaluator and teacher to monitor and review the teacher’s progress on the PIP.
   e. Specify the date by which improvement is required.

2. The evaluator will conduct additional observations, walk-throughs, and conferences to gather additional data to provide feedback and support.

3. The teacher will remain under the PIP for a minimum of 45 days, as required by State Statute.
4. A full evaluation will occur at the conclusion of the PIP period.

5. At the conclusion of the PIP, the teacher must demonstrate that the inadequacy set forth in the PIP has been overcome and that the teacher has maintained adequate classroom performance in all other aspects of the teacher’s duties as defined by the Governing Board. If the post-PIP evaluation demonstrates that the teacher has not corrected the identified inadequacy, or that the teacher has not maintained adequate classroom performance in all other aspects of the teacher’s duties, a recommendation will be made to the Governing Board for dismissal or non-renewal, as provided in statute.

6. The below tables outline the outcomes that are possible for each inadequacy definition based on whether a teacher is probationary or continuing.

**Probationary Teachers**

<table>
<thead>
<tr>
<th>Inadequacy Definition</th>
<th>At the end of the statutory time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of Ineffective in the iObservations Proficiency Scale for Teacher Performance</td>
<td>Teacher has a rating of Ineffective, indicating the teacher has been unable to overcome the inadequacies, in which case the teacher would be issued an Intent to Non-Renew or an Intent to Dismiss, as provided in ARS 15-536. If inadequacies are overcome, discontinuance of the PIP.</td>
</tr>
<tr>
<td>Rating of Ineffective on the Student Growth Rubric</td>
<td>Teacher has two or more scores of zero in any single element or three or more scores of any combination of zeros and ones in any single element will result in an Intent to Non-Renew or an Intent to Dismiss, as provided in ARS 15-536.</td>
</tr>
<tr>
<td>Rating of Ineffective on the composite score of instructional practice and student growth, as indicated on the final evaluation score</td>
<td>Teacher has overcome inadequacies and the PIP is discontinued. Element scores from a complete and uninterrupted lesson observation and/or conference at the end of the 45-day PIP period that result in overcoming inadequacies will be transferred back into iObservation.</td>
</tr>
<tr>
<td>Received two or more scores of zero in a single element</td>
<td>To overcome inadequacies, the teacher must receive a rating of 2 or higher in all rated elements in D1, 2, 3, and 4; with the exception of Element 59 in D4, which requires a rating of 3 or higher.</td>
</tr>
<tr>
<td>Received three or more scores of any combination of zeros and ones in an element</td>
<td></td>
</tr>
</tbody>
</table>
### Continuing Teachers

<table>
<thead>
<tr>
<th>Inadequacy Definition</th>
<th>At the end of the statutory time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of Ineffective in the iObservations Proficiency Scale for Teacher Performance</td>
<td>Teacher has a rating of Ineffective in the iObservations Proficiency Scale or Student Growth Rubric, indicating the teacher has been unable to overcome the inadequacies in which case the teacher would be issued an Intent to Dismiss, as provided in ARS 15-539.</td>
</tr>
<tr>
<td>Rating of Ineffective on the Student Growth Rubric</td>
<td>Teacher has two or more scores of zero in any single element or three or more scores of any combination of zeros and ones in any single element will result in an Intent to Dismiss, as provided in ARS 15-539.</td>
</tr>
<tr>
<td>Received two or more scores of zero in a single element</td>
<td>Teacher has overcome inadequacies and the PIP is discontinued. Element scores from a complete and uninterrupted lesson observation and/or conference at the end of the 45-day PIP period that result in overcoming inadequacies will be transferred back into iObservation. To overcome inadequacies, the teacher must receive a rating of 2 or higher in all rated elements in D1, 2, 3, and 4; with the exception of Element 59 in D4, which requires a rating of 3 or higher.</td>
</tr>
<tr>
<td>Received three or more scores of any combination of zeros and ones in an element</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** ARS 15-538.01. C. A certificated teacher who is currently a continuing teacher as defined in this section but who has been designated after an evaluation conducted according to the requirements pursuant to section 15-537 in the lowest performance classification for the current school year shall become a probationary teacher as defined in section 15-536 for the subsequent school year and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two highest performance classifications.

At the start of the third year, teacher moves to probationary status and is placed on a Performance Improvement plan.
B. Appeal of teacher evaluation

A teacher may appeal an evaluation if they receive a rating of Ineffective and the rating may be used as criteria for establishing compensation.

1. The teacher must request an appeal within ten (10) calendar days of receiving the evaluation. Board Policy Regulation GCO-RB, Evaluation of Staff Members – Procedures for Appeal of Evaluation states “A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal no later than ten (10) days after the conference where the disputed evaluation is discussed.”

- Any PIP will continue in effect during the pendency of the appeal.
- An independent evaluator will be appointed to review the evaluation, review relevant documentation and/or conduct additional observations, if applicable. Human Resource Services will facilitate this process.
- The independent evaluator must be a Qualified Evaluator and must be agreed to by the teacher and the primary evaluator. If there is no initial agreement, Human Resources will provide a list of five (5) qualified evaluators from which to choose.
- If the independent evaluator agrees with the primary evaluator, the evaluation and the decision are final.
- If the independent evaluator does not agree with the primary evaluator, the matter will be referred to the Assistant Superintendent of Instructional Leadership, or designee, who shall review all relevant documentation and shall render a decision. That decision shall be final.
APPENDICES
APPENDIX B: PERFORMANCE IMPROVEMENT PLAN

Teacher: ________________________________ Employee ID #: ____________

Evaluator: _______________________________ Date: _______________________

This Performance Improvement Plan (PIP) is developed to assist you in addressing the elements identified on ________________ and which resulted in a rating of Ineffective on:

- the iObservations Proficiency Scale for Teacher Performance
- the Student Growth Rubric
- the composite score of instructional practice and student growth, as indicated on the final evaluation score
- Two or more scores of 0 on a single element
- Three or more scores of any combination of 0’s and 1’s in an element

It is your responsibility to access resources and carry out the strategies, specific suggestions and recommendations made to improve your performance in the identified Domains/Elements.

The PIP will be developed by the evaluator and will:
  a. Identify each element or student data category in which the teacher is found to be inadequate and provide a detailed summary of how the observation data describes the inadequacies in each element.
  b. Outline the plan to correct inadequacies.
  c. Specify required resources or professional development activities.
  d. Identify dates for the evaluator and teacher to monitor and review the teacher’s progress on the PIP.
  e. Specify the date
  f. Specify the date by which improvement is required.

Domain/Design Question /Element(s) #: ________________________________

Student Data Category: ________________

Plan to Correct Inadequacies (Measurement for success includes, but is not limited to, the Marzano Evidence & Scales):

Recommended Resources/Professional Development Activities:

Dates for the evaluator and teacher to monitor and review the teacher’s progress on the PIP:

Date by which improvement must be shown as identified in the Written Preliminary Notice of Inadequacy:

__________________________________________________________________________

Signature of Employee ________________________________ Date

Signature of Evaluator ________________________________ Date

Signature of Human Resource Services Administrator ________________________________ Date
Data Point Requirements

* Teachers can expect electronic feedback in Domain 1 a minimum of once per quarter totaling 4 or more walkthroughs during the school year.
* Teachers may request additional visits when they feel additional feedback is needed.
* Evaluators will aim for a minimum of 16 Domain 1 data points for each teacher and a minimum of 15 data points for Domains 2, 3, and 4 combined.
* When an evaluator has concerns about instructional practice, they will conduct additional visits and gather additional data to provide feedback and support improvement.
* If teachers feel as though they are not receiving feedback as outlined in this appendix, then they need to follow this sequence:
  * Speak with the evaluator to schedule a time for a walkthrough.
  * Contact the building KEA representative for assistance with setting up a meeting with the evaluator.
  * Follow District policy regarding Complaints About Personnel, as outlined in Board Policy, K-1461.