

WICKENBURG UNIFIED SCHOOL DISTRICT



**CHAMPIONS
FOR
CHILDREN**

Teacher Evaluation

“Every Child has Hope, Every Student is a Graduate, Every Graduate has a Dream”

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WICKENBURG UNIFIED SCHOOL DISTRICT #9

VISION

(A picture of what we can become)

Every Child has Hope,
Every Student is a Graduate,
Every Graduate has a Dream

MISSION

(Why we exist)

The mission of the Wickenburg Unified School District is to be a *proponent* of a comprehensive, research-based education program which focuses on effective school factors to meet the needs of our students, staff, families and the Wickenburg Unified School District Community.

FOCUS STATEMENT

(How we are targeting our efforts)

We are creating A+ schools where there is a laser-like focus on the Essential Elements of Instruction (EEI) and moving each student to the next academic level.

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Message:

Wickenburg Unified School District has an excellent reputation for educating students. Wickenburg incorporates a collaborative, team approach to learning that involves a comprehensive school improvement process focused on student learning.

Our students are a continual source of pride for the community. They demonstrate high levels of achievement in academics and extra-curricular areas. All of our schools are focused on balancing a core curriculum of math, science, language arts, and social studies with enriching areas such as the fine arts, physical education, and technology. All this happens in schools where administrators and teachers believe in the importance of self-confidence and a positive, safe school climate for maximized learning.

All of our schools are in the pursuit of excellence in our educational programs. We take pride in our continuous school improvement model, which focuses on five essential factors we call “CAILL” (Curriculum, Assessment, Instruction, Leading, Learning) to help us achieve our vision of “Every Child has Hope, Every Student is a Graduate, and Every Graduate has a Dream.” Adhering to high standards, Wickenburg teachers are an integral part of student success.

The district facilitates a system-wide professional development opportunity on Friday afternoons. Workshops are offered in a variety of research-based strategies, unit planning, curriculum mapping, and technology integration. All certified staff members are required to attend trainings as identified by the district and the school principal.

Evaluation of Certificated Staff Members

Purpose:

A formal and comprehensive process of evaluating all certificated personnel is designed to provide for improvement of instruction through constructive evaluator feedback and teacher self-analysis. The evaluation will be a cooperative procedure, with the evaluator and the evaluate having full knowledge of the criteria, process, and results. (Policy GCO-RA)

Process:

Teacher Evaluation: Teacher evaluation shall include all classroom teachers and other certificated non-administrative staff members.

Evaluators: Qualified evaluators will be designated by the Board. Principals will have the primary responsibility for evaluation of teachers. The evaluator is responsible for the final written and official statement of the evaluation, which will be in writing, and a copy will be provided to the certificated teacher within **five (5)** days after completion of the evaluation.

Training: The District administration is responsible for in-service training for the evaluators. This in-service training will incorporate a philosophy, procedure, and techniques that ensure effective implementation of the evaluation system.

During the week of orientation, the school principal will review evaluation procedures with all certificated staff members.

Probationary status is given to a certificated teacher who has not been employed by the District for the major portion of three (3) consecutive years. Policy requires a minimum of two formal evaluations annually. **(Policy GGJ)**
If the probationary teacher exhibits “unsatisfactory” skills in more than three (3) areas, he/she must be placed on an improvement plan and an additional evaluation must take place.

Continuing status is given to a certificated teacher who has accepted the fourth (4th) consecutive teaching contract with the District, after being employed by the District for more than the major portion of three (3) consecutive years. **(Policy GCJ)**
If the continuing status teacher exhibits “Unsatisfactory” skills in more than one (1) area, he/she must be placed on an improvement plan and an additional evaluation must take place.

A Comprehensive Evaluation System:

Three components: Teacher Performance, Classroom Level Data, School-wide Data. Each component is consists of specific indicators and has been given a point value in order to create an overall picture of teacher effectiveness.

Teacher Performance:

In an effort to create a holistic picture of teacher effectiveness the following will be completed: Goal setting, Pre-observation conference, the Formal Observation, post-observation conference, Walk-through Data Gathering

Classroom Level Data:

Classroom data is collected to determine the level of effectiveness of the teacher. Multiple measurements should be used.

School-wide Data:

There are four items to be measured: Attendance, A-F Accountability, Survey, and Discipline.

The formal observation process must occur prior to Winter Break annually. Probationary teachers should have their first formal observation completed within the first quarter of school. If any concerns are raised, the teacher must be placed on an improvement plan and an additional observation must be scheduled prior to April 15 - ninety (90) days given to overcome identified inadequacy (ies) of classroom performance.

Wickenburg Unified School District

The four domains to be evaluated are based on those described by Charlotte Danielson in her book *Enhancing Professional Practice: A Framework for Teacher*. Each domain is worth four points. The domains are as follows:

Domain I: Planning and Preparation

Domain II: Creating a Classroom Environment

Domain III: Instructional Skills

Domain IV: Meeting Professional Qualities

Using the scoring rubric as a guide, the evaluator will determine the performance label along with the associated numerical value. The evaluator will also provide commentary regarding evidence collected to support point value.

We have added two additional domains:

Domain V: Classroom Data

Domain VI: School-wide Data

The evaluation uses a four-point rating scale – Highly Proficient, Proficient, Basic/Beginning, and Unsatisfactory. Teachers are given a rating on each of the domains. The teacher performance evaluation rubric is used to assess the individual's performance appropriately for each domain. The expectation is that teachers will strive to become highly proficient in all proficiencies over time. Early in a teacher's career it is expected that he/she will be rated basic/beginning on multiple standards, but will progress toward proficiency. Highly Proficient ratings should be reserved for truly outstanding performance at the level of role model.

The performance indicators are as follows:

4. **Highly Proficient**
3. **Proficient**
2. **Basic/Beginning**
1. **Unsatisfactory**

InTASC Professional Teaching Standards

- | | |
|--------------------------------------|------------------------------------|
| 1. Learner Development | 6. Assessment |
| 2. Learning Differences | 7. Planning Instruction |
| 3. Learning Environments | 8. Instructional Strategies |
| 4. Content Knowledge | 9. Reflection and continual Growth |
| 5. Innovative Application of Content | 10. Collaboration |
| | 11. Possible Measures |

The Teacher Performance Evaluation Rubric has been calibrated with both the InTASC Professional Teaching Standards and Charlotte Danielson's Framework.

Teacher Evaluation Timeline

The implementation of the district walk-through process sets an expectation that administrators are in classrooms frequently (at a minimum of weekly). Therefore, current data is available to determine if a teacher is demonstrating inadequacies of classroom performance. Additional observations may be made at the discretion of the evaluator.

Principals will make weekly walk-through observations throughout the year. These are informal observations and the data will be used for professional growth purposes as well as additional information on the formal observation.

Probationary Teachers

AUGUST (in-service days prior to start of school)

During new teacher induction training, the evaluation process is explained to **all** newly hired teachers. All other staff receives the training at their respective campuses by their principals.

Formal observation will be spaced and of sufficient duration (minimum of 30 uninterrupted minutes) so as to ensure that the evaluator has an opportunity to grasp an overall concept of a person's performance over a full schedule. Formal observations may be prearranged by either teacher or evaluator. Formal observations are those that are written and provide opportunity for follow-up conference.

NOTE: Observations may not be conducted within two (2) instructional days of any break of one (1) week or more.

SEPTEMBER

Pre-observation conference between the evaluator and individual teachers are scheduled. Teacher and the evaluator will collaboratively create a professional development plan and set learning goals for the teacher.

SEPTEMBER -OCTOBER

- **October 15** deadline: the first summative evaluation must be completed by this date. The written report must be provided to the teacher within five (5) days of the evaluation conference. The evaluated teacher has ten (10) days to comment in writing.

NOVEMBER -JANUARY

- **January 10** deadline: the deadline by which a second summative evaluation for probationary teachers, including observation, written report and conference shall be completed. (District Timeline) There must be 60 calendar days between formal observations.
- Not later than **January 15**: Preliminary notice of inadequacy of classroom performance and preliminary notice of intent to non-renew.
 - 90 days to overcome inadequacy.
 - Specify the nature of the inadequacies with such particularity to furnish the teacher an opportunity to correct.

JANUARY-APRIL

Prior to the intended date to provide notice of non-renewal and subsequent to the ninety (90) day period, an additional evaluation shall be made.

Notification of nonrenewal recommendation made to Board.

APRIL

- o On or before April 15th, the Board shall authorize and send notice to teacher who will not be renewed.
- o Notice of non-renewal is to be sent personally or registered mail.
 - Letter shall include statement of reasons for not reemploying.
 - Notice includes copy of any evaluation pertinent to the charges.
- o **No right to a hearing**

Continuing Teachers

AUGUST (in-service days prior to start of school)

Evaluation process training is provided to **all** teachers. Any teacher unavailable for this training will receive evaluation orientation at another time from the school principal.

The evaluator/building principal may make formal observations at any time. Formal observation will be spaced and of sufficient duration (minimum of 30 uninterrupted minutes) so as to ensure that the evaluator has an opportunity to grasp an overall concept of a person's performance over a full schedule. Formal observations may be prearranged by either teacher or evaluator. Formal observations are those that are written and provide opportunity for follow-up conference.

***NOTE:** During the walk-through process, an evaluator may develop concerns regarding classroom performance. A teacher may be removed from "continuing" status if observations indicate areas of inadequacies. Once identified, the evaluation process will follow the previously outlined process for probationary status teachers.

SEPTEMBER-OCTOBER

Evaluator will schedule Pre-observation conference, observation, and post-observation conferences. Pre-observation conference between the evaluator and individual teachers are scheduled. Teacher and the evaluator will collaboratively create a Professional Goals and Action Plan.

NOVEMBER -DECEMBER

Mid-year check-in: schedule second formal observation, if needed, review progress on Professional Goals and Action Plan.

BY MAY 1

End-of-year summative evaluation conference: review teacher performance evaluation, review available growth data, review Professional Goals and Action Plan, develop professional development plan for upcoming year.

The Numbers to Remember

- **30** uninterrupted minutes for formal observation. (Policy GCO-RA)
- **60** calendar days between formal observations.
- **5** days after completion of evaluation –a copy of the written evaluation needs to be delivered to the teacher. This is also the policy for classified staff. (A.R.S. §15-537(E))
- **10** days after the evaluation is delivered to the teacher – the time period allowed for a teacher to write and submit comments (if they wish to comment) concerning the evaluation. (Policy GCO-RA)
- **2** Summative evaluations minimum for probationary teachers. (A.R.S. §15-537(C))
- **1** Summative evaluation minimum for continuing teachers. (A.R.S. §15-537(C), 15-539(C))
- **15** business days for probationary and continuing teachers to return a signed contract after the contract is delivered to the teacher. (A.R.S. §§15-536(A), 15-538.01(B))
- Prior to **October 15** – the deadline by which the first summative evaluation for probationary teachers, including observation, written report and conference shall be completed. (District Timeline)
- Prior to **January 10** – the deadline by which a second summative evaluation for probationary teachers, including observation, written report and conference shall be completed. (District Timeline)
- No later than **January 15** to give *notice* for probationary teachers of inadequate classroom performance. This is the preliminary notice of inadequacy of classroom performance. (Since policy is tricky on this regarding continuing teachers, it's a good idea to follow this timeline for them as well). (A.R.S. §15-538(B))
- **60** instructional days (not calendar days) given to **continuing** teachers to overcome inadequacies in classroom performance. (A.R.S. §15-539(C))
- **90** calendar days (not instructional days) given to **probationary** teachers to overcome inadequacies in classroom performance. (A.R.S. §15-536(B))

Other evaluation details from policy:

- Some type of self-evaluation is “urged” (Policy GCO-RA)
- Faculty shall receive orientation regarding evaluation at the beginning of the year (Policy GCO-RA)
- Formal evaluations can’t be conducted within two instructional days of any school break of one week or more (A.R.S. §§15-537(C), 15-539(C))

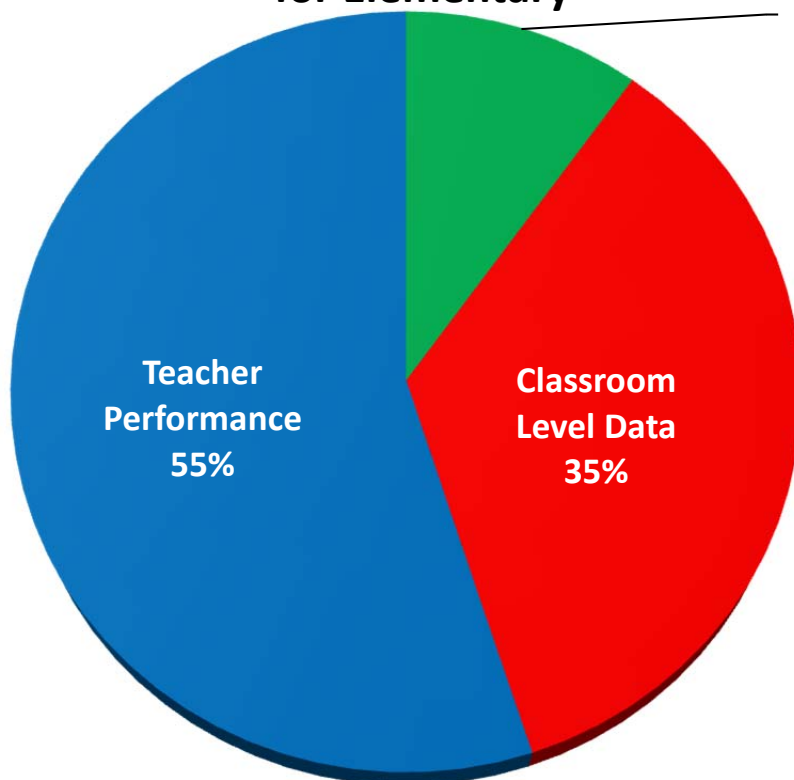
Wickenburg Unified School District
Evaluation Process 1 (Probationary)



Evaluation Process 1 (Continuing)



WUSD Teacher Evaluation for Elementary



Green: 10% **School Level Data**

1. ESEA Requirements
 - Attendance
 - % Assessed
 - AIMS
2. A-F Grade
3. Survey Data
4. Discipline Records

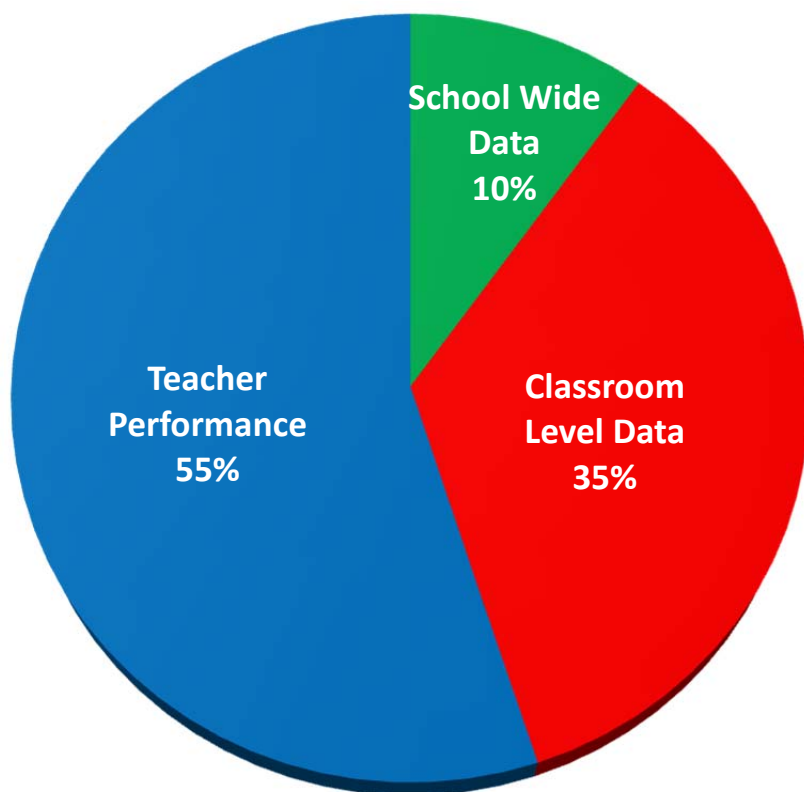
Red: 35% **Classroom Level Data** **Overall Scores and Growth!**

1. SAT 10 – 2nd
2. AIMS 3rd -5th
3. DIBELS – K-5
4. AZELLA- bonus point
5. Galileo
6. Formative Assessments
 - Specials
 - Rubrics
7. SPED
 - IEP Goals
 - DIBELS
 - STAR

Blue: 55% **Teacher Performance**

1. Formal Observation
 - Domain I – (20%) Planning
 - Domain II- (30%) Classroom environment
 - Domain III-(35%) Instructional skills
 - Domain IV – (15%) Professional responsibilities

WUSD Teacher Evaluation for Middle School



Green: 10% **School Level Data**

1. ESEA Requirements
 - Attendance
 - % Assessed
 - AIMS
2. A-F Grade
3. Survey Data
4. Discipline Records

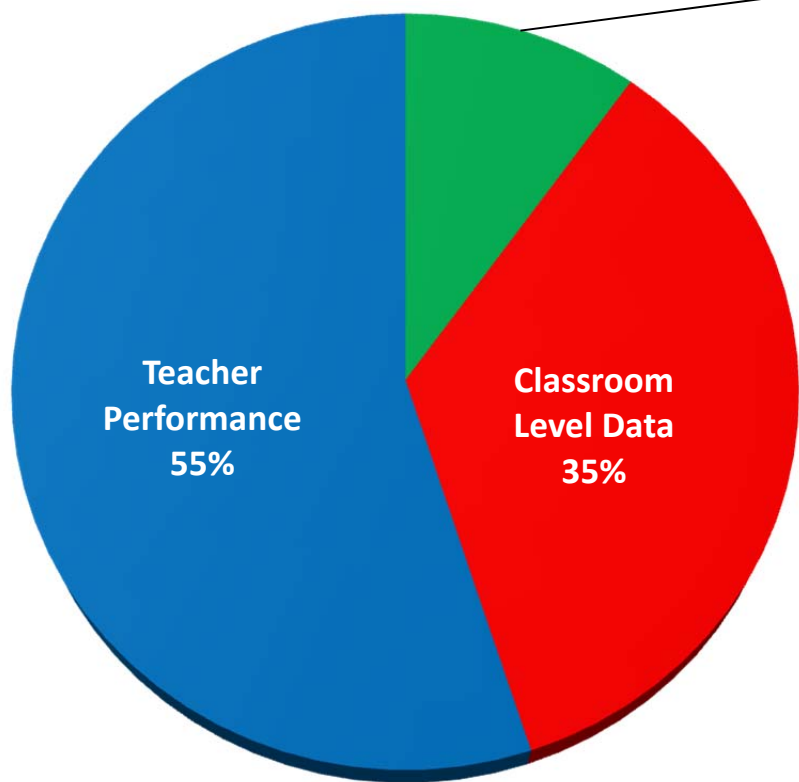
Red: 35% **Classroom Level Data**

1. AIMS 6th – 8th
 - 6th & 7th Rdg, Math, Wtg
 - 8th Reading, Math, Science
2. AZELLA-bonus point
3. ACT Explore - 8th
4. STAR Reading
5. Formatives
 - Specials
 - Rubrics
 - Formatives
6. SPED
 - IEP Goals
 - STAR

Blue: 55% **Teacher Performance**

1. Formal Observation
Portfolio/ Artifacts
 - Domain I – (20%)
Planning
 - Domain II- (30%)
Classroom environment
 - Domain III-(35%)
Instructional skills
 - Domain IV – (15%)
Professional responsibilities

WUSD Teacher Evaluation for High School



Green: 10% **School Level Data**

1. ESEA Requirements
 - Grad Rate
 - AIMS
 - Quality Core
2. A-F Accountability
3. Survey Data
4. Discipline Records

Red: 35% **Classroom Level Data**

2. SAT 10 – 9th
3. AIMS – 10th
 - R/M/Sci/W
4. Quality Core 9th – 10th
 - Eng/Math/SS/Sci
5. AZELLA-bonus point
6. Formatives –
 - Specials
 - Rubrics
 - Formatives
 - CTE assessment
7. ACT PLAN – 9th/10th
8. AP Testing
9. SPED
 - IEP Goals
 - STAR

Blue: 55% **Teacher Performance**

1. Formal Observation
 - Domain I – (20%) Planning
 - Domain II- (30%) Classroom environment
 - Domain III-(35%) Instructional skills
 - Domain IV – (15%) Professional responsibilities

Goal Setting and Observations

Goal Setting and Action Plan

Purpose:

To discuss the curriculum the teacher will deliver to students, the timeline under which the curriculum will be delivered, and the student products which will demonstrate the effectiveness of the instruction.

To provide an opportunity to identify both a personal goal as well as classroom goal along with strategies to obtain identified goals.

Process:

The Goal Setting and Action Plan form will be completed by the teacher.

During the Pre-conference meeting between the teacher and the evaluator, the completed Goal Setting and Action Plan will be reviewed. The role of the evaluator is to ensure that there has been thoughtful identification of goals and to assist with any necessary resources for successful completion of goals.

Great results are both systemic and sustainable. Gains in student performance are the result of systems functioning together to achieve improved student performance. Sustainable improvement in student performance is only achieved when we work together over a period of time. Together, the teacher and the principal can achieve great things for the benefit of students!

Once goals have been established, the principal should revisit them to ensure a trajectory of success. The final review will be during the end of year conference. At this time, the teacher will share data to support goals having been met or begin preliminary refinement of goals for the following year.

Goal Setting and Action Plan

Teacher's Name: _____ Position: _____ Year: _____

- A. **Professional Growth/Professional Responsibilities.** List one specific goal you would like to set for yourself this year to improve your instructional effectiveness and maintain your professional growth. (Personal professional goal)
- B. **Identify Academic Gaps and Deficiencies.** Identify the gaps between current and expected student performance. What are your observations?
- C. **Number one academic classroom goal.** Using available data, write your number one academic classroom goal (based upon student achievement) for the year: Identify a specific measurable goal that includes a timeline, i.e. "75% of my students will increase their score on conventions by 5% as measured by Galileo by May 2013".
- D. **Identify instructional strategies.** Identify specific strategies and intervention you will use to achieve the identified goal.
- E. **Related Professional Responsibilities.** Please list those activities outside your classroom that relate to your educational responsibilities.
- F. **Constraints, Concerns.** Please use this section to identify any constraints or limitations you have which impact you or your class this year.
- G. **Support Services.** Identify support services for students with special needs.

Pre-observation

Purpose:

To discuss the action plan you intend to design within your own classroom in order to improve student performance and ultimately demonstrate the effectiveness of your instruction.

Process:

Initially the teacher will complete the Pre-observation conference form. This is the teacher's opportunity to identify a particular emphasis for the observation. Although the evaluator will focus on many components, this input from the teacher will help additional focus. Decide collaboratively the focus of the classroom observation.

Teacher and evaluator will schedule the date and time of the observation and post-conference.

During the scheduled classroom observation, the evaluator will use some form of record keeping (e.g., scripting) to document the classroom interactions.

Please note that if the evaluator places a teacher on an improvement plan, all documentation related to the observation must be submitted to Human Resources along with the formal evaluation.

Wickenburg Unified School District
Pre-observation Conference Summary Form

TEACHER:	Probationary or Continuing
Assignment (Grade level):	Evaluator:
Content Observed:	
Pre-Conference Date/Time:	Observation Date/Time:
Post-Conference Date/Time:	

The evaluator and classroom teacher will meet and determine the class to be observed and focus of the observation.

Essential Standard to be observed: _____

AZ Standard: _____

Include copy of unwrapped document:

☐ Y

☐ N

Where are you in the lesson?

☐ New material

☐ Reteach

☐ Enrich

What teaching/learning strategies will be observed and what methods will be used?

Are there any group or individual characteristics or circumstances of which the evaluator should be aware? (i.e.) Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.

Is there any particular emphasis you would like placed on any of the following:

Questioning techniques

Instructional groupings

Discipline

Multiple Intelligences

Accommodations for EL

Use of space

Essential Elements of Instruction

Diversity

Transitions

Cooperative Learning

Feedback

Routines

Expectations

How will you know the students have accomplished the lesson objective?

Include copy of mini-formative to be used:

☐ Y

☐ N

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Wickenburg Unified School District
Post-observation Conference

Purpose:

The post-observation conference offers the opportunity for the teacher and the evaluator to discuss specific elements of the lesson observed.

Process:

The teacher and the evaluator collaboratively review the lesson observed and articulate any professional development or other goals based upon the discussion.

Use the evaluation rubric to create scores for the observation - Creating a Classroom Environment and Instructional Skills.

The post-observation conference should occur within five days of the observation.

The evaluator completes the post-observation conference form, collects the teacher's signature, and provides a signed copy to the teacher within five days of the post-conference.

Wickenburg Unified School District
Post-observation Conference Form

TEACHER:	Probationary or Continuing
Assignment (Grade level):	Supervisor:
Content:	Observation Date/Time:
Pre-Conference Date/Time:	Post-Conference Date/Time:

The evaluator and classroom teacher will meet to determine professional development plan.

1. Teacher analysis of the lesson.

2. Evaluator analysis of the lesson.

a. Scores

b. Highlights

3. Reinforcement

4. Refinement

5. Recommendation for the teacher Goal Plan

Teacher Signature

Date

Principal Signature

Date

Wickenburg Unified School District
Walk-through Data Gathering

Purpose:

Evaluators in order to gain a holistic picture of teacher effectiveness will use walk-through data gathering opportunities as a part of the teacher evaluation process.

Process:

It is the expectation of WUSD that evaluators are consistently engaging in the practice of walk-through data gathering. Evaluators should strive to be in an individual teacher's classroom three times per month.

Evaluators will use the information as part of the overall evaluation process.

Teacher Performance Rubric

The Evaluation Rubric

Evaluation Model

The teacher and administrator will collaborate within this performance evaluation system. Data from a variety of sources including, but not limited to, student achievement, content team collaboration, classroom observation both formal and informal, and teacher-produced material will be used in determining the summative ratings within each category. A formative evaluation conference will be held by the end of the first semester. A summative evaluation conference will be held prior to May 1, and the final written evaluation will be completed prior to May 15.

Teachers will be evaluated based on how effectively they demonstrate performance on four proficiency standards. For each standard, the evaluator will provide specific comments on strengths and development areas and a rating. Progress toward meeting performance targets will also be documented. As part of the evaluation process, the evaluator will assist in providing direction for the teacher's personal professional development plan.

Effective professional growth is a continual process. As new strategies and techniques are developed, professional teachers, even while maintaining commendable practice; strive to find areas in which to distinguish themselves. Therefore, in one's career, there is a natural movement through the categories. In order to expand professional practices, teachers must find areas for improvement. Consequently, the higher levels are set to function as career goals – inspiring growth rather than establishing set requirements. The real goal is to find areas of refinement where the master teacher can move towards distinction.

Artifacts

See list of identified artifacts that may be used as evidence relevant to specific domains.

Rating Scale

The evaluation uses a four-point rating scale – Highly Proficient, Proficient, Basic/Beginning, and Unsatisfactory. Teachers are given a rating on each of the four domains. The teacher performance evaluation rubric is used to assess the individual's performance appropriately for each domain. The expectation is that teachers will strive to become highly proficient on all proficiencies over time. Early in a teacher's career it is expected that he/she will be rated basic/beginning on multiple standards, but will progress toward proficiency. Distinguished ratings should be reserved for truly outstanding performance at the level of role model.

Highly Proficient (4):	Proficient (3):	Basic/Beginning (2):	Unsatisfactory (1):
The teacher has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The teacher can transfer this high level of performance to any changes in assignment or duty. He/She is an integral part of his/her department, campus and school community. This teacher assumes responsibility for leadership duties and has a high level of positive visibility. The teacher continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her classroom operates at a qualitatively different level consisting of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning.	The teacher clearly understands the concepts underlying the areas and is able to implement each consistently and effectively. Skills may often be exhibited and are routinely practiced.	The teacher can articulate the concepts in each of the areas. But implementation is sporadic, intermittent, not entirely successful. Some growth is evident in some of the components of each area.	The teacher cannot yet identify or articulate the fundamental practices associated with each area. Teacher practices may raise questions as to the safety and/or well-being of their students. Teacher does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area.

Wickenburg Unified School District

Domain 1 – Planning and Preparation

1.1 Selects objective at the correct level of difficulty

Highly Proficient (4) Teacher is proficient <i>and</i> instrumental in designing and creating curricular plans for instruction. Teacher takes an active leadership role in curricular design. Teacher may participate in extra duty curricular design teams. Teacher enriches the classroom beyond mandated standards to maximize student learning.	Proficient (3) Teacher has developed a year-long plan for meeting mandated assignments for a specific course. Teacher knows what each student must demonstrate on mandated assessments. Teacher both utilizes existing resources and creates own materials.	Basic/Beginning (2) Teacher sometimes uses or ineffectively uses plans for mandated assessments unit by unit. Teacher seeks assistance for planning from veteran teachers and utilizes existing resources.	Unsatisfactory (1) Teacher does not use mandated assessments. Teacher plans are random, scattered, or non-existent beyond daily student activities.
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1.2 Designs appropriate assessments

Highly Proficient (4) Teacher is proficient <i>and</i> designs a variety of assessment formats. Teacher designs assessments which consistently match the level of cognition used during instruction. Teacher concurrently designs an initial assessment and reassessment based on clearly established criteria. Teacher engages students in the process of creating and analyzing assessments. Teacher designs authentic assessments which mirror real-life experiences.	Proficient (3): Teacher consistently aligns classroom assessments to the mandated district assessments, the Common Core State Standards, and /or designated course outcomes. Teacher designs assessments which match the level of cognition used during instruction. Teacher establishes clear criteria for assessment prior to instruction.	Basic/Beginning (2): Teacher inconsistently aligns classroom assessments to the mandated district assessments, the Common Core State Standards, and /or designated course outcomes. Teacher's assessment design and plan for instruction have aligned levels of cognition. Teacher establishes limited criteria for assessments.	Unsatisfactory (1): Teacher does not align classroom assessments to the mandated district assessments, the Common Core State Standards, and /or designated course outcomes. Teacher's assessments do not match the level of cognition used during instruction. Teacher does not establish clear criteria for assessment prior to instruction.
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1.3 Designs a task analysis

Highly Proficient (4) Teacher is proficient <i>and</i> assumes a leadership role in facilitating the design of task analysis within the content area among colleagues. He/She generates new task analysis when faced with curricular changes or modifies task analysis based on the level of student achievement.	Proficient (3): Teacher utilizes a task analysis process consistently which reflects an alignment of instructional practices to course and program outcomes. The teacher's task analysis identified program outcomes, course outcomes, unit outcomes, and lesson outcomes (inclusive of the following steps: select objective and level of cognition, clarify terms, list and sequence steps of essential learning).	Basic/Beginning (2): Teacher ineffectively utilizes a task analysis process which may omit a component or reflects misalignment to course or program outcomes. Teacher shows progress in designing task analysis.	Unsatisfactory (1): Teacher did not utilize any process for task analysis or task analysis fails to address course and program outcomes.
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Domain II – Creating a Classroom Environment:

2.1 Interacts with students/sets appropriate feeling tone

Highly Proficient (4) Teacher is proficient <i>and</i> students exhibit respect for the teacher in and out of the classroom. Teacher anticipates and proactively addresses student needs by utilizing all available resources. Teacher creates a sense of community in the classroom. Students exhibit an obvious connection to the teacher.	Proficient (3): Teacher-student interactions are professional and respectful with warmth and caring. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher by willingly cooperating with teacher and teacher instructions. There is evidence that teacher knows students' names, shows interest in student issues, and addresses students' concerns/needs. Students exhibit respect for and cooperation with the teacher.	Basic/Beginning (2): Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies or favoritism. Teacher may unintentionally disregard or ignore students' cultural, gender, familial or physical differences, or teacher may not attempt to correct his or her own behavior. Students follow directions with only minimal cooperation or respect.	Unsatisfactory (1): Teacher interaction with student(s) are negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for teacher. Teacher does not address student challenges to authority. Teacher does not demonstrate understanding of students' cultural, gender, familial or physical differences, or teacher may not attempt to correct his or her own behavior.
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2.2 Facilitates student-to-student interaction

Highly Proficient (4) Teacher is proficient <i>and</i> establishes a sense of community in the classroom. Students demonstrate respect for one another as individuals and as students. Teacher shows students in and out of the classroom how to resolve conflicts through conflict resolution, cooperative processing and peer mediation.	Proficient (3): Student interactions are generally polite and respectful. Teacher initiates strategies to foster mutual respect and intervenes when appropriate to ensure that any underlying problems are addressed.	Basic/Beginning (2): Students do not generally exhibit negative behavior toward one another or negative interactions are brief and somewhat controlled by the teacher. The teacher does not attempt strategies that foster mutual respect or does not address an underlying problem.	Unsatisfactory (1): Inappropriate student-to-student interactions are not addressed by the teacher. There is a general lack of respect among students.
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Wickenburg Unified School District

2.3 Applies principles of retention/meaning/valuing

Highly Proficient (4) Teacher is proficient <i>and</i> conveys genuine enthusiasm for the content. Students demonstrate consistent commitment to learning the content. Teacher fosters active participation, curiosity, attention to detail and the valuing of content on the part of each student. Teacher systematically connects instruction to each student's prior knowledge and experiences.	Proficient (3): Teacher provides examples and explanations that increase the value of the content. The teacher exhibits general enthusiasm for the content. Students demonstrate interest in the content. Teacher connects instruction to each student's prior knowledge and experiences.	Basic/Beginning (2): Teacher inconsistently provides examples and explanations that increase the value of the content. Teacher presents some content as a task that must be accomplished with minimum resistance, time or accuracy. Teacher ineffectively connects instruction to each student's prior knowledge and experiences.	Unsatisfactory (1): Teacher does not provide effective examples and explanations that increase the value of the content. Teacher shows little interest or enthusiasm for content. Teacher may even show resentment for a particular teaching assignment. Teacher does not connect instruction to each student's prior knowledge and experiences.
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2.4 Sets high expectations for student achievement/applies principles of motivation

Highly Proficient (4) Teacher is proficient <i>and</i> conveys high and consistent expectations for all students. Teacher has established standards that ensure high quality work. Students use teacher – and district – generated rubrics to improve and achieve high quality performance. Students show pride in their work. Teacher facilitates a process by which students set high standards which mirror real world criteria. Students routinely use teacher -and district – generated rubrics to initiate improvement for themselves and to help peers. Students seek challenging work and take obvious pride in meeting their own high quality expectations.	Proficient (3): Teacher conveys explicit, expectations for all students. Teacher insists on quality work and uses instructional strategies to hold students accountable. Students exhibit pride in their own work. All students demonstrate progress on core standards and/ or course outcomes. Teacher – and district – generated rubrics are used to set standards.	Basic/Beginning (2): Teacher inconsistently conveys modest expectations for student achievement in classroom performance. Most students demonstrate progress on core standards and/ or course content outcomes. Teacher may not generate or use district rubrics to set standards.	Unsatisfactory (1): Teacher conveys few expectations for student achievement and classroom performance. Most students do not demonstrate progress on core standards and/ or course content outcomes. Student achievement shows no progress, and the quality of student work is consistently poor.
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2.5 Sets standards of student behavior/monitors and applies principles of reinforcement

Highly Proficient (4) Teacher is proficient <i>and</i> clearly communicates and articulates a rationale for established standards in order to ensure student ownership. Students are part of the process of creating the standards for conduct. Students monitor their own and their peer's behavior, correcting one another respectfully. The teacher's response to misbehavior is sensitive to individual student needs.	Proficient (3): Teacher clearly communicates appropriate rules and standards of behavior for students. Teacher is alert to student behavior at all times and holds each student accountable for standards of behavior. Teacher utilizes preventive and corrective behavioral management strategies to ensure optimum teaching/learning time: i.e. proximity, eye contact, use of technology, room management, and transitions. This classroom would have few disciplinary disruptions, minor infractions would be handled immediately, and students would resume on-task behavior with little or no reminder.	Basic/Beginning (2): Standards of conduct have been established for most situations, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student behavior but is inconsistent in enforcing rules or assigns inappropriate consequences. The environment is such that students appear to be testing the teacher.	Unsatisfactory (1): Teacher does not establish rules of student conduct or does not clearly communicate the established rules. Students are confused about what the standards are or choose to ignore them. Teacher is unaware of what students are doing, or teacher does not monitor or respond to student behavior. When teacher does respond, the response is inconsistent.
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2.6 Ensures classroom safety and accessibility of physical resources

Highly Proficient (4) Teacher is proficient <i>and</i> has established procedures to rearrange classroom as appropriate to the lesson. Effectively manages volunteers and/or paraprofessionals. Overall room arrangement is student – centered. For example, the room reflects enthusiasm of the content, creativity, pride in student effort, student shared responsibility and teacher organization.	Proficient (3): Teacher's classroom is safe and accessible. Any issues involving student safety or accessibility are handled quickly and efficiently through the appropriate channels.	Basic/Beginning (2): Teacher seeks to correct safety issues after being apprised of the situation. Teacher leaves the room unattended only for emergencies and contacts appropriate personnel as soon as possible.	Unsatisfactory (1): Teacher's classroom is unsafe and or poorly arranged for physical accessibility. Teacher leaves classroom unattended or unsupervised as a matter of routine.
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Domain III – Instructional Skills

3.1 Establishes classroom procedures and provides appropriate direction

Highly Proficient (4) Teacher is proficient <i>and</i> empowers students to develop their own understanding of the content through problem solving, critical thinking, real world and interdisciplinary applications. Teacher makes appropriate provisions (e.g., variation in time, task demands, communication, assessment and responses modes) for individual students who have particular learning differences or needs.	Proficient (3): Teacher directions and explanations are organized in a logical manner, appropriate for the learner, and include all essential information. No distracting or confusing information included in the directions. Teacher directions and explanations are accessible to all students.	Basic/Beginning (2): Teacher directions and explanations are organized in a logical manner, appropriate for the learner, and include all essential information. No distracting or confusing information included in the directions. Teacher directions and procedures are clarified after initial student confusion. Teacher directions and procedures are not consistently reinforced.	Unsatisfactory (1): Teacher directions and explanations are not organized in a logical manner, appropriate for the learner, and include all essential information. No distracting or confusing information included in the directions. Evidence that students are confused or unable to follow the lesson.
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3.2 Aligns instruction to lesson objective

Highly Proficient (4) Teacher is proficient <i>and</i> utilizes the techniques of motivation for all students. Teacher finds techniques to accommodate differences in learning styles and abilities. In addition, teacher incorporates current research on learning.	Proficient (3): The objective of the lesson is aligned to the core standards, and /or course outcomes in measurable, observable terms with a clear description of the student outcomes. All assignments and activities are appropriate to student and aligned to the objective. Almost all students are challenged during the lesson with modifications and accommodations.	Basic/Beginning (2): The objective of the lesson is somewhat aligned to the core standards, and /or course outcomes in measurable, observable terms with a clear description of the student outcomes. Most activities and assignments are appropriate to students and promote active engagement. Most assignments are aligned to district curriculum and outcomes.	Unsatisfactory (1): The objective of the lesson is not aligned to the core standards, and /or course outcomes in measurable, observable terms with a clear description of the student outcomes. Activities and assignments are developmentally inappropriate for students. Students are not actively engaged. Activities are not aligned to the district curriculum.
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3.3 Presents content clearly and engages all students in learning

Highly Proficient (4) Teacher is proficient <i>and</i> presents content in a way that students acquire content and make insightful connections to their lives and other learnings. Students take an active role in presenting content.	Proficient (3): Presentation of content includes use of multiple representations and explanations of concepts that capture key ideas. Information, responses, activities and questions engage students in collaborative learning experiences, and critical thinking.	Basic/Beginning (2): Presentation of content ineffectively uses of representations and explanations of concepts that capture key ideas. Information, responses, activities and questions engage students at times in deeper levels of understanding of the content.	Unsatisfactory (1): Presentation of content does not include use of multiple representations and explanations of concepts that capture key ideas. Information, responses, activities and questions engage students in surface application of content.
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3.4 Ensures active participation of all students

Highly Proficient (4) Teacher is proficient <i>and facilitates student activities and discussion that apply academic vocabulary and content processes and/or problem solving.</i> Teacher questions are consistently of high quality. Students conduct their own self-directed discussions utilizing teacher guidance. All students participate in extending their application of the content.	Proficient (3): Teacher's questions are of high quality, aligned, clear, appropriate and thoughtful. Teacher provides time for student reflection and application on the new learning. Classroom interaction represents true discussion with teacher stepping aside when appropriate. All students participate in application of the content at high levels.	Basic/Beginning (2): Teacher's questions are of high quality, aligned, clear, appropriate and thoughtful. Only some questions invite thoughtful student response. Teacher sometimes provides time for student reflection and application on the new learning. Some students participate in the application of the content at high levels.	Unsatisfactory (1): Teacher questions are not of high quality, aligned, clear, appropriate and /or thoughtful. Teacher does not provide time for student reflection and application on the new learning. Students do not participate in the application of the content.
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3.5 Provides opportunities for practice

Highly Proficient (4) Teacher is proficient <i>and</i> stays current with content. Materials are specifically designed to utilize motivation techniques. Materials/Resources are varied to accommodate various styles of learning. Teacher utilizes new sources of technology and/or community resources to enhance aligned materials. Students feel that they are an integral part in creating/providing appropriate, current, aligned materials.	Proficient (3): Instructional materials engage students consistently. Teacher modifies materials to accommodate all students with special and unique needs. Teacher designs practice to meet each student's instructional level. Differentiation and / or grouping is used to support students during practice. Teacher provides adequate practice before moving students to independent practice. Teacher uses knowledge of results to determine when to move students to independent	Basic/Beginning (2): Instructional materials ineffectively engage students consistently. Teacher ineffectively modifies materials to accommodate all students with special and unique needs.	Unsatisfactory (1): Instructional materials do not engage students consistently. Teacher does not modify materials to accommodate all students with special and unique needs.
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3.6 Essential Elements of Instruction are used consistently

Highly Proficient (4) Teacher is proficient and ensures that the elements are consistently and routinely observed in all lessons. As a result of monitoring and accurate diagnosis, effective adjustments are made. Student learning is evident, and transitions within a lesson are seamless. Each element enhances student learning. Teacher can articulate his/her instructional skills and freely shares these skills with others. Within lessons, teacher can fully integrate district and Common Core State Standards and/or technical or applicable standards.	Proficient (3): All elements vital to the lesson are present and observable. Pacing is appropriate and gauged to student responses and behavior. Teacher adjusts pacing and structure to actual student learning, rather than the clock.	Basic/Beginning (2): Some structure to the lesson, but vital element(s) of lesson is (are) missing, such as teaching to the objective, active participation, monitor and adjust, model, practice (guided or independent). Pacing of lesson is inconsistent	Unsatisfactory (1): Lesson has no clearly defined structure. Essential elements of a lesson are not observable or poorly demonstrated. Pacing of the lesson is too slow or rushed or both.
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3.7 High-quality, timely, constructive and specific feedback is provided to students

Highly Proficient (4) Consistent, timely, and high quality feedback: accurate, substantive, constructive and specific. Ongoing feedback is provided on student progress made during the learning process and after product is completed. Students utilize feedback to improve future learning. Students make prompt use of the feedback in their learning. Teacher fosters a self-reflective process for each student.	Proficient (3): Feedback is consistently of high quality: accurate, substantive, constructive and specific. Feedback is consistently provided in a timely manner.	Basic/Beginning (2): Feedback is inconsistent in quality: not always accurate, substantive, constructive and specific. Some elements of high quality are present; others are not. Timelines of feedback is inconsistent.	Unsatisfactory (1): Feedback is either not provided or is of uniformly poor quality: inaccurate, non-substantive, non-constructive and/or not specific. Feedback is not provided in a timely manner.
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3.8 Monitors and adjusts lesson/demonstrates flexibility

Highly Proficient (4) Teacher is proficient and makes necessary adjustments to the lesson to correct structure and augment learning.	Proficient (3): Teacher makes some necessary adjustments during a lesson, and the adjustments occur smoothly.	Basic/Beginning (2): Teacher attempts to adjust a lesson, with mixed results or is capable of making adjustments for the next class period.	Unsatisfactory (1): Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
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3.9 Responsive to students

Highly Proficient (4) Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. Teacher invites and regularly provides opportunities for students to generate feedback on learning. The teacher then utilizes student responses for improvement of his/her teaching.	Proficient (3): Teacher successfully accommodates students' questions or interests that are relevant to the lesson.	Basic/Beginning (2): Teacher attempts to accommodate students' questions or interests, sometimes failing to distinguish between relevant and irrelevant questions of the lesson.	Unsatisfactory (1): Teacher does not address students' questions or interests that are relevant to the lesson.
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3.10 Demonstrates persistence in attaining student success

Highly Proficient (4) The teacher continues to expand his/her repertoire of strategies to ensure that all students master the content at a high level. When the repertoire is exhausted, the teacher seeks out other professionals to gain information, strategies, or alternative resources to continually improve the quality of learning in the classroom. Teacher is able to collect and analyze data from his/her classroom in order to devise and implement new strategies to enhance student learning. The teacher can reflect upon his/her data and performance to demonstrate the acquisition of new skills and can discuss the results of his/her findings with colleagues.	Proficient (3): Teacher persists in seeking various approaches in order to ensure that all students are successful. Teacher can demonstrate that he/she has provided multiple opportunities for students to succeed using a variety of strategies. These may include, but are not limited to multiple testing opportunities; expanded opportunities to practice, extended learning time when appropriate; ability to correct, edit and redo after remediation; use of expanded opportunity periods or tutoring; and re-teaching by students and teachers.	Basic/Beginning (2): Teacher accepts responsibility for the success of all students but uses only a limited repertoire of instructional strategies.	Unsatisfactory (1): When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.
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3.11 Reflects and analyzes instruction

Highly Proficient (4) Teacher is proficient but attends to more detail and can explain how specific instances in the lesson can relate to specific behavior in the classroom. Teacher then judges the effectiveness of the lesson in terms of student learning rather than teacher actions. Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weigh the relative strength of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches with different classes.	Proficient (3): Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general instances during the lesson to support the judgment. Teacher articulates specifically which changes he/she will make and can explain what instructional skills apply.	Basic/Beginning (2): Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes general but not specific suggestions about how a lesson may be improved.	Unsatisfactory (1): The teacher does not reflect upon the lesson, or upon reflection, does not know if a lesson was effective or achieved its goals, or teacher profoundly misjudges the success of the lesson.
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Wickenburg Unified School District

Domain IV – Meeting Professional Responsibilities

4.1 Maintains accurate records to illustrate student growth/progress

Highly Proficient (4) Record keeping system is accurate, effective and encourages students to monitor their progress. Students understand the grading system and how to improve their learning. As appropriate, a student is able to assess his/her progress through meaningful participation and maintenance of student records.	Proficient (3): Record keeping system is evident and effective. Records are consistent with student progress. In general, accurate records are maintained and updated regularly.	Basic/Beginning (2): A record keeping system is rudimentary and only partially effective in measuring student progress. Some inconsistencies are evident and student progress is minimally monitored.	Unsatisfactory (1): No or few records are kept. Record keeping is in disarray. Records are incomplete, inconsistent or no record keeping system is evident.
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4.2 Maintains non-instructional records appropriately

Highly Proficient (4) Records are precise and a system is evident to generate accurate records as needed. Teacher assists other teachers in accurate record keeping.	Proficient (3): Records are adequate and fully utilized with little need for correction. Attendance, permission slips, inventories, etc. are all examples.	Basic/Beginning (2): Records are adequate but require frequent monitoring for corrections.	Unsatisfactory (1): Teacher does not use and/or maintain adequate records as required by local school procedures.
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4.3 Communicates with parents

Highly Proficient (4) Teacher communication with families is open and frequent – not limited to only corrective comments. Teacher attempts to include family and community expertise in school activities in and out of the classroom. Teacher facilitates the students' efforts to involve the community for a variety of educational purposes.	Proficient (3): Teacher maintains regular and open communication with families as needed to ensure student success. Follow-up communication is made. Communication is completed in a timely an appropriate manner.	Basic/Beginning (2): Teacher ineffectively communicates with families are modest or untimely. Few attempts are made with little or no follow up.	Unsatisfactory (1) Teacher does not communicate with families about school programs and student progress. Teacher does not actively attempt to engage families in participating in school events. Communication is inappropriate or untimely.
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4.4 Contributes to school and district priorities

Highly Proficient (4) Teacher is aware of school/district activities and makes efforts to involve others. Teacher assumes leadership roles in school, district, and state level projects. Teacher volunteers for school, district, and state activities. Teacher actively encourages others to become involved.	Proficient (3): Teacher participates fully and meaningfully in school/district programs when requested. Teacher may seek some active roles. Teacher willingly offers suggestions and alternatives in a positive manner.	Basic/Beginning (2): Teacher is generally aware of school and district activities. Teacher minimally participates in required school/district functions.	Unsatisfactory (1): Teacher is unaware of school/district activities. Teacher avoids becoming involved in required school/district programs, or attends but refuses to participate in required school/district activities.
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4.5 Provides appropriate student advocacy

Highly Proficient (4) Teacher actively seeks appropriate services for his/her students (i.e. testing, counseling, locating specialized equipment, etc). Teacher facilitates positive attitudes and inclusionary practices between and among students, particularly for those traditionally underserved. Teacher actively challenges school-wide negative attitudes and exclusionary practices and leads others to foster positive change.	Proficient (3): Teacher works with various personnel to ensure that all students receive a fair opportunity to succeed (i.e. special education teachers, ELL teachers, school psychologist, instructional aides, etc). Teacher is consistently aware of how his/her actions impact students.	Basic/Beginning (2): Teacher attempts to correct unintentional exclusionary practices to better serve all students. Teacher begins to realize how his/her actions impact all students.	Unsatisfactory (1): Teacher practices result in students being either ill-served or excluded in the classroom (i.e. ignoring accommodations on an IEP, exhibiting gender bias or cultural insensitivity).
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4.6 Participates in professional development and demonstrates professional growth

Highly Proficient (4) Teacher is proficient <i>and</i> routinely dialogues with other professionals in order to further advance professional development. Teacher routinely reflects upon practices and develops a professional growth plan which may include an action research component in the classroom or school.	Proficient (3): Teacher actively participates in mandated professional development activities and seeks other opportunities for growth (i.e. conferences, professional journals). Teacher implements, monitors, and adjusts practices as a result of professional development activities.	Basic/Beginning (2): Teacher attends mandated professional development activities, but does not seek additional opportunities.	Unsatisfactory (1) Teacher does not participate in professional development activities as mandated by the school, district or state.
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Artifact List

Purpose:

The evaluator needs to develop a comprehensive “picture” of the teacher being evaluated. Although much will be gleaned through classroom observations and walk-through observations, artifacts offer additional pieces of information.

Process:

During the post-observation conference, the teacher will share artifacts with evaluator. The teacher must be prepared to discuss the instructional relevance to the artifacts. The evaluator may request specific artifacts prior to meeting. Artifacts should not become a cumbersome collection of “busywork” but rather items that are purposeful to the task of increasing student achievement.

Examples of individual artifacts:

- Lesson Plans
- Display of technology used
- Student work/ journals/ notebooks
- Parent communication log
- Professional development (completion and plans for use)
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
- Formative and summative assessments and data charts
- Professional Contributions
- Relevant data
- Class rules and procedures
- Professional Learning Communities (PLC) minutes
- Membership in professional organizations
- National Board Certification
- Discipline records
- Service on School and District committees
- Mentoring of new staff

Parent/ student/ community surveys

School-wide Portfolio

- Discipline Records
- Attendance

Wickenburg Unified School District

Professional Development

Purpose:

Wickenburg Unified School District has made a commitment to the professional development of certified staff members. Each Friday afternoon of the school year has designated in support of professional collaboration, training, student data analysis. All certified staff members are expected to attend Friday training events unless prior arrangements have been made with supervisors.

Process:

Professional development needs will be determined on three levels. Through the Goal Setting and Action Plan, the teacher and evaluator will identify professional development needs – training or literature. Secondly, through analysis of school data and teacher evaluations, principals will identify key professional development topics for the year. Finally, the District will identify through District-wide data analysis, principal input, teacher survey, and alignment with District goals, annual professional development topics.

The Professional Development Log should be used to track professional development hours. Annually, this document should be completed by the teacher and presented to the principal for verification. The original completed Professional Development Log should be kept in the teachers personal records along with the professional development certificates. A copy of the completed Professional Development Log should be sent to the Human Resources office for personnel records.

Examples of Professional Development

- District-provided in-service trainings
- Professional Learning Communities
- Book study
- Read research articles and professional magazines
- Fee-based workshops
- University or college credit courses

Wickenburg Unified School District

School: _____
Name: _____
Year: _____

Professional Development

Date	Hours	Title
Total Hours		

I attest to the factual completion of the above documentation.

Employee Signature _____ Date _____

I have reviewed supporting documentation to these Professional Development hours completed.

Supervisor Signature _____ Date _____

Wickenburg Unified School District

Professional Contributions

Purpose:

WUSD recognizes that teachers provide support to students on multiple arenas outside of the classroom day. Teachers who consistently provide these experiences to students impact the school community in ways that cannot be measured on a traditional evaluation.

Process:

Teachers will record activities in which they have participated throughout the school year. They will record these activities on the Professional Contributions worksheet which will be shared with their evaluator at the summative conference. Points earned here will help to determine a teacher's score on element 4.4 of the evaluation rubric.

Professional Contributions

Name _____ School _____ Position _____

The professional contributions listed are not exhaustive, but are intended to be a guide. There is no difference between paid and non-paid contributions. The recommended Tier for the activities/tasks is based on the amount of time projected. This worksheet will be completed, reviewed and signed by the school principal and signed by the employee.

Key:**Tier I:** 5+ hours per month = 45 hours per year = 6 points**Tier II:** 2-5 hours per month = 18-45 hours per year = 4 points**Tier III:** <2 hours per month = <18 hours per year = 2 points**Rating:****Highly Proficient:** 20 points**Proficient:** 16 points**Basic:** 12 points**Unsatisfactory:** 0 points

PROFESSIONAL CONTRIBUTION	Recommended Tier	I	II	III
Academic Tutor	II			
Afterschool event worker	III			
Club sponsor	I			
ADE sponsored professional development	II			
Supervisor afterschool event (worker, chaperone, dance, etc)	III			
After-school sports coach	I			
Afterschool performances	III			
School-wide committees (professional)	II			
District-wide committees	III			
School-wide committees (cultural)	III			
SST/STAT	I			
Education Technology Mentor/Liaison	III			
Grant writer and manager	II			
In-service presenter	III			
Language Interpreter	II			
New Teacher Mentor Teacher	I			
Coordinator (awards assembly, C.C., Red Ribbon, Field trips)	III			
Presenter at state or national associations	III			
Professional Association Leadership	III			
Professional publications (i.e., Beyond Textbooks Posting)	III			
P.T.A. member	III			
Summer School/Intercession/Science camp teacher	II			
Case manager (IEP, ILP-Gifted)	I			
Team leader/department chair	I			
OTHER				
OTHER				
OTHER				
TOTAL POINTS FOR PROFESSIONAL CONTRIBUTIONS:				

Teacher Signature_____
Date_____
Principal Signature_____
Date

Classroom Data

Classroom Data

Purpose:

Classroom data should be used to drive instructional decisions at the classroom level. It is also collected to help determine the level of effectiveness of the instruction. Multiple measurements should be used.

Process:

Classroom data will be collected and analyzed in two ways when available: status data and growth data. The teacher and evaluator may choose either status (percent passing) or growth as part of their evaluation.

If available and appropriate to a teacher's content area, data from statewide assessments (e.g. AIMS, SAT 10, etc.) shall be used as at least *one* of the classroom-level data elements. AIMS and ST 10 data will be collected from the prior year, and used in the current year for evaluation purposes.

Identify assessment for the grade level and subject area. Formatives must be approved at the district level and across the grade level and/or content area.

Assessment Menu

	Reading/Writing			Math			Art, Music, PE
K			DIBELS			Formative	Formative
1		Galileo	DIBELS		Galileo	Formative	Formative
2	ST10	Galileo	DIBELS	ST10	Galileo	Formative	Formative
3	AIMS	Galileo	DIBELS	AIMS	Galileo	Formative	Formative
4	AIMS	Galileo	DIBELS	AIMS	Galileo	Formative	Formative
5	AIMS	Galileo	DIBELS	AIMS	Galileo	Formative	Formative

	Reading/Writing			Math			Science		Social Studies		Art, Music, PE
6	AIMS	Galileo	Formative	AIMS	Galileo	Formative	AIMS W/M	Formative	AIMS W	Formative	Formative
7	AIMS	Galileo	Formative	AIMS	Galileo	Formative	AIMS W/M	Formative	AIMS W	Formative	Formative
8	AIMS	Galileo	Formative	AIMS	Galileo	Formative	AIMS Sci	Formative		Formative	Formative

	Reading/Writing		Math		Science		Social Studies		CTE, Art, Music, PE
9	ST 10	Formative	ST 10	Formative	AIMS Sci	Formative		Formative	Formative
10	AIMS	Formative	AIMS	Formative	AIMS Sci/W	Formative	AIMS W	Formative	Formative
11	AIMS	Formative	AIMS	Formative		Formative		Formative	Formative
12	AIMS	Formative	AIMS	Formative		Formative		Formative	Formative

DOMAIN V – GROUP A TEACHERS			ASSESSMENT - 35%
5a: AIMS (3 rd – 8 th + 10 th) // Stanford 10 (2 nd & 9 th)			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
STATUS 85% or better AIMS/ CTE student pass rate* ST10 reaching 50% NPR	STATUS Between 84% and 75% AIMS/ CTE student pass rate* ST10 reaching 50% NPR	STATUS Between 74% and 60% AIMS/ CTE student pass rate* ST10 reaching 50% NPR	STATUS 59% or below AIMS/ CTE student pass rate* ST10 reaching 50% NPR
GROWTH 7% increase over previous year's pass rate	GROWTH 2-6% increase over previous year's pass rate	GROWTH No change or 1% increase over previous year's pass rate	GROWTH A decrease from previous year's pass rate
Comments:			Score: (MAX 4points)
5b: GALILEO (1 st – 8 th)			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
STATUS 85% or better student pass rate*	STATUS Between 84% and 75% student pass rate*	STATUS Between 74% and 60% student pass rate*	STATUS 59% or below student pass rate*
GROWTH Average Growth Coefficient of 3+	GROWTH Average Growth Coefficient of 1.5 - 3	GROWTH Average Growth Coefficient of 1.49 to 0	GROWTH Average Growth Coefficient of Less than 0
Comments:			Score: (MAX 4points)
5c: DIBELS (K-5)			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
90% or better student pass rate (Low Risk)	Between 89% and 75% student pass rate (Low Risk)	Between 74% and 60% student pass rate (Low Risk)	59% or below student pass rate (Low Risk)
Comments:			Score: (MAX 4 points)
5d: Classroom Formative Assessment			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
85% or better students pass with initial instruction	Between 84% and 75% students pass with initial instruction	Between 73% and 60% students pass with initial instruction	59% or below students pass with initial instruction
Comments:			Score: (MAX 4 points)

*AIMS & Galileo pass rate = all students designated as Meets AND Exceeds

DOMAIN V			ASSESSMENT - 35%
5e: Special Education – bonus points			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
85% or better students achieved IEP goals	Between 84% and 75% students achieved IEP goals	Between 73% and 60% students achieved IEP goals	59% or below students achieved IEP goals
Comments:			Score: (MAX 4 points)
5f: AZELLA – (Reclassification) - bonus points			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
90% or better students reclassified based upon Proficient score	Between 89% and 80% students reclassified based upon Proficient score	Between 79% and 60% students reclassified based upon Proficient score	59% or below students reclassified based upon Proficient score
Comments:			Score: (MAX 4 points)

Calculating the Growth Coefficient for Galileo Assessments

Growth Coefficients are calculated based on the class average amount of categorical movement that students attain from the pre-assessment (fall or winter) to the post-assessment (spring). Point values are given to each student based on how much movement, zero points are assigned for no movement, and negative points are assigned for negative movement. The points that are assigned to each student are detailed in the grid below.

		Spring Performance Level			
		Falls Far Below	Approaches	Meets	Exceeds
Fall/Winter Performance Level	Falls Far Below	0	2	3	4
	Approaches	-1	0	2	3
	Meets	-2	-1	1	2
	Exceeds	-3	-2	0	1

According to the point matrix, students who achieve at a Meets level on the pre-test will receive 1 point for remaining in the Meets category in the spring; will receive -1 points for falling into the Approaches category in the spring, and will receive +2 points for moving into the High Meets category. Likewise, students who receive a score in the Exceeds category on the pre-test will be given +2 points for remaining in the Exceeds category on the post-test in the spring.

After points are given to all students in a teacher's group, the points are averaged across students, and the resulting number is the teacher's Growth Coefficient. For example, suppose a teacher's group contains 10 teachers with the following performance on the fall and spring math benchmark:

	Fall Performance	Spring Performance	Points
Student 1	F	A	2
Student 2	M	A	-1
Student 3	M	M	1
Student 4	M	E	2
Student 5	A	M	2
Student 6	A	A	0
Student 7	F	M	3
Student 8	M	E	2
Student 9	M	E	2
Student 10	E	M	0
Growth Coefficient			1.3

On average, this group of 10 students showed positive performance level movement from fall to spring, resulting in a Growth Coefficient of 1.3.

School-wide Data

Wickenburg Unified School District
School-wide Data

DOMAIN VI - SCHOOL-WIDE DATA - 10%			
7a: Attendance*			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
95% or better student attendance rate	Between 94% and 93% student attendance rate	Between 93% and 91% student attendance rate	90% or below student attendance rate
Comments:			Score:
7b: A-F Accountability			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
AZ Learns Label of "A"	AZ Learns Label of "B"	AZ Learns Label of "C"	AZ Learns Label of "D" or "F"
Comments:			Score:
7c: Survey			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A minimum of 90% of the parents surveyed rate the school as an "A" or "B"	A minimum of 80% of the parents surveyed rate the school as an "A" or "B"	A minimum of 70% of the parents surveyed rate the school as an "A" or "B"	Fewer than 70% of the parents surveyed rate the school as an "A" or "B"
Comments:			Score:
7d: Discipline			
Highly Proficient (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Fewer than 5% of the students have committed an ADE reportable disciplinary offense	Between 6% and 10% of the students have committed an ADE reportable disciplinary offense	Between 11% and 15% of the students have committed an ADE reportable disciplinary offense	More than 15% of the students have committed an ADE reportable disciplinary offense
Comments:			Score:

- Attendance: District will take into account epidemic illness.

The Comprehensive Teacher Evaluation Form

***used for summative evaluation purposes**

Wickenburg Unified School District

TEACHER:	Probationary or Continuing	
Assignment /Grade Level:	Summative Evaluation	1 2
Content Observed:		
Pre-Conference Date(s):	Evaluation Date:	
Post-Conference Date(s):	Evaluator:	

DOMAIN I: PLANNING & PREPARATION	RATING				
		HP(4)	P(3)	B(2)	U(1)
Selects Objective at correct level of difficulty	1.1				
Designs appropriate assessments	1.2				
Designs a task analysis	1.3				
SUMMARY OF DOMAIN I	Average score				
EVIDENCE AND COMMENTS:					

DOMAIN II: CLASSROOM ENVIRONMENT	RATING				
		HP(4)	P(3)	B(2)	U(1)
Interacts with students/sets appropriate feeling tone	2.1				
Facilitates student-to-student interaction	2.2				
Applies principles of retention/meaning/valuing	2.3				
Sets high expectations for student achievements/applies principles of motivation	2.4				
Sets standards of students behavior/ monitors and applies principles of reinforcement.	2.5				
Ensures classroom safety and accessibility of physical resources.	2.6				
SUMMARY OF DOMAIN II	Average score				
EVIDENCE AND COMMENTS:					

Wickenburg Unified School District

DOMAIN III - INSTRUCTIONAL SKILLS	RATING				
		HP(4)	P(3)	B(2)	U(1)
Establishes classroom procedures and provides appropriate direction	3.1				
Aligns instruction to lesson objective	3.2				
Presents content clearly and engages all students in learning	3.3				
Ensures active participation of all students	3.4				
Provides opportunities for practice	3.5				
Essential Elements of Instruction and used consistently	3.6				
High-quality, timely constructive and specific feedback is provided to students	3.7				
Monitors and adjusts lesson/demonstrates flexibility	3.8				
Responsive to students	3.9				
Demonstrates persistence in attaining student success	3.10				
Reflects and analyzes instruction	3.11				
SUMMARY OF DOMAIN III	Average score				

EVIDENCE AND COMMENTS:

DOMAIN IV - PROFESSIONAL QUALITIES	RATING				
		HP(4)	P(3)	B(2)	U(1)
Maintains accurate records to illustrate student growth/progress	4.1				
Maintains non-instructional records appropriately	4.2				
Communicates with parents	4.3				
Contributes to school and district priorities	4.4				
Provides appropriate student advocacy	4.5				
Participates in professional development and demonstrates professional growth	4.6				
SUMMARY OF DOMAIN IV	Average score				

EVIDENCE AND COMMENTS:

	PTS	SUMMARY SCORE
DOMAIN I: PLANNING AND PREPARATION (20%)	0	
DOMAIN II: CLASSROOM ENVIRONMENT (30%)	0	
DOMAIN III: INSTRUCTIONAL SKILLS (35%)	0	
DOMAIN IV: PROFESSIONAL QUALITIES (15%)	0	

Wickenburg Unified School District

DOMAIN V - ASSESSMENT - 35%		RATING			
5a: Stanford 10 (Grades 2 nd and 9 th)		HP(4)	P(3)	B(2)	U(1)
Status					
5b: AIMS READING		HP(4)	P(3)	B(2)	U(1)
Status or Growth					
5c: AIMS MATH		HP(4)	P(3)	B(2)	U(1)
Status or Growth					
5d: AIMS SCIENCE (Grades 4 th and 8 th)		HP(4)	P(3)	B(2)	U(1)
Status or Growth					
5e: AIMS WRITING (Grades 5 th , 6 th , and 7 th)		HP(4)	P(3)	B(2)	U(1)
Status or Growth					
5f: Galileo (Grades 1 st and 8 th)		HP(4)	P(3)	B(2)	U(1)
Reading					
Math					
5g: DIBELS (K-5 th)		HP(4)	P(3)	B(2)	U(0)
Status or Growth					
5h: Mini-Formatives		HP(4)	P(3)	B(2)	U(0)
Content Area					
5i: Special Education - bonus		HP(4)	P(3)	B(2)	U(0)
IEP Objectives					
5h: AZELLA - bonus		HP(4)	P(3)	B(2)	U(0)
Reclassification					
Growth					
SUMMARY OF DOMAIN V	Average score				
EVIDENCE AND COMMENTS:					

DOMAIN VI - SCHOOL-WIDE DATA - 10%		RATING				
7a: Attendance		HP(4)	P(3)	B(2)	U(1)	
7b: A-F Accountability		HP(4)	P(3)	B(2)	U(1)	
7c: Survey		HP(4)	P(3)	B(2)	U(1)	
7d: Discipline		HP(4)	P(3)	B(2)	U(1)	
SUMMARY OF DOMAIN VI		Average score				
EVIDENCE AND COMMENTS:						

Overall Summary

TEACHER:	Evaluator:	
Position (Grade level):	Probationary or Continuing	
	#1	#2
Observation Date:		
Content Observed:		
Conference Date:		

	OVERALL SCORE	Weighted SCORE
TOTAL TEACHER PERFORMANCE SCORE (55%)		
TOTAL ASSESSMENT (35%)		
TOTAL SCHOOL-LEVEL DATA (10%)		
FINAL TEACHER EVALUATION SCORE		

Final Rating	3.5 or better = Highly Proficient; 2.75 – 3.49 = Proficient; 2.0 – 2.74 Basic; less than 1.9 = Unsatisfactory
	If a teacher earns an "unsatisfactory" rating, he/she must be placed on an improvement plan and an additional evaluation must take place.

EVALUATOR COMMENTS:	
EVALUATOR SIGNATURE	DATE

I have read the contents of the comprehensive evaluation and have had an opportunity to discuss with my evaluator.
I understand that my signature verifies receipt, but does not indicate concurrence.

TEACHER SIGNATURE _____ DATE _____

The teacher has ten (10) days from the summative evaluation conference to prepare a written response.

This evaluation with any additional teacher response will be placed in the teacher's personnel file.
Copies are given to both the teacher and the evaluator.

Performance Improvement Plan

Purpose:

Through an improvement plan a teacher who is struggling will have an opportunity to be supported and improve.

Process:

Probationary Status Teacher -

- If a probationary status teacher exhibits “unsatisfactory” skills, he/she must be placed on an improvement plan.
- A probationary status teacher who has completed his/her third year of employment and who has been designated in one of the two lowest performance classifications will not move to continuing status.
- A notice of inadequacy of classroom performance must be given at least 90 days in which to overcome inadequacies.

Continuing Status Teacher -

- If a continuing status teacher exhibits “unsatisfactory” skills, he/she must be placed on an improvement plan. A continuing status teacher who is designated in the lowest performance classification for two consecutive years may not be transferred to another school unless the school district has issued a notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher and the governing board has approved the new placement as in the best interests of the students in the school.
- A notice of inadequacy of classroom performance for continuing status teachers must be given at least 60 days in which to overcome inadequacies.

Definition of inadequacy of classroom performance –

A teacher who has been designated in one of the two lowest performance classifications is considered to demonstrate inadequacy of classroom performance.

Performance Improvement Plan (Template)

List this individual's top three strengths and top three development needs. Identify recommended professional development activities or specific steps to support ongoing development and desired outcome.

Top 3 Strengths:

1.

2.

3.

Top 3 Development Needs (Identify target outcome, timing and recommended support requirements)

1.

2.

3.

I have read the contents of this Performance Improvement Plan and have had the opportunity to discuss with my evaluator. I understand that my signature verifies receipt, but does not indicate concurrence.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

WUSD Policies

- **GCO**
- **GCO-RA**

For further information, please refer to WUSD Policy Manual.

EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process of evaluation for professional staff members shall lead to improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Certain elements in an effective evaluation process shall be emphasized:

- Evaluation shall be a cooperative endeavor between evaluator and evaluatee.
- Open communication shall be considered essential.
- The agreed-upon purpose of evaluation shall be to work toward common goals for the improvement of education. This shall include attention to student and staff success, which shall include all certificated staff members.
- Evaluation shall be continuous, flexible, and sensitive to need for revision.
- The result of evaluation(s) shall be courses of action for the improvement of instruction. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee.
- Evaluation shall be considered one aspect of effective management, rather than a discrete entity.
- Effective evaluation depends on accurate information; therefore, input from all appropriate sources shall be used.
- Evaluation(s) shall be based on, but not limited to:
 - Job expectations within the District.
 - Instruments for assessment.
 - Personal observation.

Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members

In accordance with state law, the District shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- A copy of the evaluation system shall be given to each teacher in the District.
- The Board shall receive from the Superintendent recommendations for qualified evaluators prior to naming evaluators.
- The Board will designate qualified evaluators by name or position at a Board meeting each year.

Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if the teacher receives a rating of *unsatisfactory* in one (1) or more of the components set forth in the District's teacher evaluation system. A teacher's classroom performance is also inadequate if the teacher receives a rating of *needs improvement* in three (3) or more of the components set forth in the District's teacher evaluation system.

If the District receives approval to budget for a career ladder program, more than one (1) evaluation system may be developed as authorized in A.R.S. 15-539. If more than one (1) level is established, the same level of performance for minimum adequacy shall be required of all teachers who have completed the same number of years of teaching in the District.

Prior approval by the Board is not required for each notice of inadequacy. The principal(s), associate principal(s), and Director of Human Resources/Student Services are authorized to issue notices of inadequacy of classroom performance, subject to approval by the Superintendent. When a notice is issued without prior Board approval, the Board shall be notified within five (5) days of such issuance.

**Evaluation of Administrators
and Psychologists**

The District shall establish a system for the evaluation of the performance of principals, other school administrators, and psychologists. The District will seek advice from District administrators and psychologists in the development of this performance evaluation system.

Adopted: August 19, 2010

LEGAL REF.: A.R.S. 15-503
 15-536
 15-537
 15-538
 15-539 *et seq.*
 15-544
 15-549
 15-918.02
 A.A.C. R7-2-605

CROSS REF: GCF - Professional Staff Hiring
 GCJ - Professional Staff Noncontinuing and Continuing
 Status
 GCQF - Discipline, Suspension, and Dismissal of
 Professional Staff Members

REGULATION**REGULATION**

EVALUATION OF PROFESSIONAL STAFF MEMBERS

Purpose

A formal process of evaluating all certificated personnel will be implemented. The purpose of evaluation shall be the improvement of the quality of instruction. Such a process, to achieve the greater measure of success, shall be predicated on the assumption that the evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria, process, and results.

The following statements give more specific purposes for evaluation:

- Evaluations determine how well the objectives held by the school are being carried out. The success of the educational program is dependent upon the quality of classroom instruction, supervision, and administration.
- Evaluations provide the basis for motivation and for self-improvement, permitting personnel to be aware of their strengths and weaknesses in order to improve.
- Evaluations provide a basis for planning in-service training and supervisory activities. Such activities can be most effective when they are based upon clear evidence of need as shown by evaluation studies.
- Evaluations provide the basis for administrative decisions. Such decisions may include the employment of personnel, their assignment, the granting of continuing status, promotion, demotion, or termination.
- Evaluations aid in determining the adequacy or inadequacy of classroom performance.

Definitions

When used in this regulation:

- *Instructional day* will mean a day in which pupils are scheduled to attend school for instructional time.

REGULATION**REGULATION****Teacher Evaluation**

Teacher evaluation shall include all classroom teachers and other certificated nonadministrative staff members. Such evaluation shall be based on Policy GCO and the procedures outlined in the following.

Evaluators. Qualified evaluators shall be designated by the Board. The evaluator shall be responsible for the final written and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation. [A.R.S. 15-537]

The administration is responsible for an in-service training program for evaluators. This program shall incorporate a philosophy, procedure, and techniques that ensure effective implementation of the evaluation plan.

Classroom visitations by evaluator. Formal observations shall be spaced and of sufficient duration (minimum of *thirty* [30] uninterrupted minutes) so as to ensure that the evaluators have an opportunity to grasp an overall concept of a person's performance over a full schedule.

Formal observations may sometimes be prearranged through initiation by either the observer or the teacher. Formal observations shall be defined as those that are written and provide an opportunity for a follow-up conference.

Informal observations may be made at the discretion of the administrator.

Procedural steps in the process of evaluation:

- At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan. This shall include whether the evaluation is used as a criterion for establishing a teacher's compensation.
- Self-evaluation for the teacher shall be urged.
- An observation(s) in the classroom shall be completed.
- An opportunity for a conference shall follow each formal observation-visitation.
- A written record shall be made of each formal observation, with a copy to the observed.
- The official evaluation shall be reduced to writing and signed by both the teacher and the evaluator. The teacher's signature shall not mean concurrence. The teacher shall be allowed ten (10) days to write and submit any comments, which shall be attached to the evaluation.

REGULATION**REGULATION**

- A copy of the written evaluation shall be transmitted to the teacher within five (5) days after completion of the evaluation, and a copy shall be retained for the principal's file. A third copy shall be placed in the teacher's personnel file and made available to authorized District officers and employees.
- Teacher evaluations are confidential, do not constitute a public record, and shall not be released or shown to any person except for the explicit purposes set out in A.R.S. 15-537.

Evaluation program. The specific format for the teacher evaluation system will be developed in compliance with Policy GCO and this regulation under the leadership of the Superintendent.

Inadequate classroom performance. All teachers whose classroom performance is inadequate will be notified in accordance with the law and the contents of Policy GCO.

Frequency of written evaluations. Evaluations shall be made at least two (2) times per year for noncontinuing teachers, and at least once per year for continuing teachers.

Evaluation schedule (also see Policy GCJ):

- *Noncontinuing teachers (employed by the School District for less than the major portion of three [3] consecutive school years):*
 - During the week of orientation, evaluation procedures shall be reviewed at each school. Any teacher who is hired after orientation week shall be individually oriented by the evaluator.
 - Prior to January 10, an evaluation, including observation, written report, and conference shall be completed.
 - Not later than January 15, a teacher whose classroom performance has been evaluated as being inadequate shall be given a preliminary notice of inadequacy of classroom performance. The notice will provide the noncontinuing teacher at least ninety (90) days in which to overcome the inadequacies and shall specify the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and overcome the grounds for the charge. If the notice is issued without prior Board approval, the Board shall be notified within five (5) days of such issuance.

REGULATION**REGULATION**

- Prior to the *intended date* to provide notice of nonreemployment, and subsequent to the ninety (90) day period during which a teacher was provided the opportunity to overcome any noticed inadequacy(ies) of classroom performance, a second evaluation shall be made.
- The Board shall authorize, as necessary, and send notice to noncontinuing teachers who will not be reemployed for the ensuing school year.
- Subject to sections 15-539, 15-540, 15-541, 15-544 and 15-549, the Governing Board shall offer a teaching contract for the next ensuing school year to each certificated noncontinuing teacher who is under a contract of employment with the School District for the current school year, unless the Governing Board, a member of the Board acting on behalf of the Board or the Superintendent gives notice to the teacher of the Board's intention not to offer a teaching contract or unless such teacher has been dismissed pursuant to section 15-538, 15-539, 15-541, or 15-544. Notice of the Board's intention not to reemploy the teacher shall be by delivering it personally to the teacher or by sending it by registered or certified mail to the teacher at the teacher's place of residence, as recorded in the District's records. The notice shall incorporate a statement of reasons for not reemploying the teacher. If the reasons are charges of inadequacy of classroom performance as defined by the Governing Board pursuant to section 15-539, subsection D, the Board or its authorized representative, at least ninety (90) days prior to such notice, shall give the teacher written preliminary notice of inadequacy, specifying the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and overcome the grounds for such charge. The written notice of intention not to reemploy shall include a copy of any evaluation pertinent to the charges made and filed with the Board.
- None of the above statements shall be construed to give the noncontinuing teacher the right to a hearing pursuant to 15-536 and 15-539.
- *Continuing teachers (employed by the School District for more than the major portion of three [3] consecutive school years):*

REGULATION**REGULATION**

- Continuing teachers shall be evaluated at least once each year. If the evaluation is used as the basis of a preliminary notice of inadequacy of classroom performance, the evaluation:
 - ▲ May not be conducted within two (2) instructional days of any school break of one (1) week or more.
 - ▲ Must be conducted in accord with District procedure.
 - ▲ Must be completed in time to be included in the written preliminary notice of inadequacy of classroom performance, which may be issued by the Governing Board or its authorized representative or delegated employee at least ten (10) instructional days before the start of the statutory period of time the teacher is to be given to correct the inadequacy and overcome the grounds for the charge. In all cases in which an employee of the Governing Board issues a notice of inadequacy of classroom performance without prior approval by the Board, the employee shall report such issuance to the Governing Board within five (5) school days.
 - ▲ The written preliminary notice of inadequacy of classroom performance shall specify the nature of the inadequacy of classroom performance with such particularity as to furnish the teacher an opportunity to correct the teacher's inadequacies and overcome the grounds for the charge. The written preliminary notice of inadequacy of classroom performance shall be based on a valid evaluation according to District procedure, shall include a copy of any evaluation pertinent to the charges made and shall state the date, not less than sixty (60) instructional days, by which the teacher has to correct the inadequacy and overcome the grounds for the charge. If the teacher does not demonstrate adequate classroom performance within the allotted time the Board shall dismiss the teacher either within ten (10) days of service of a subsequent notice of intention to dismiss or by the end of the contract year in which the notice is served unless the teacher requests a hearing as provided by A.R.S. 15-539.

REGULATION**REGULATION**

- All provisions of A.R.S. 15-538.01, A.R.S. 15-539, and other applicable Arizona Revised Statutes shall be complied with in the dismissal of continuing teachers.
- Subject to A.R.S. 15-539, 15-540, 15-541, 15-544, and 15-549, the Governing Board shall offer to each continuing teacher under contract of employment with the District for the current year a contract renewal for the next ensuing school year unless the Governing Board, a member of the Board acting on behalf of the Board, or the Superintendent gives notice to the continuing teacher of the Board's intent not to offer a contract and to dismiss the teacher as provided in A.R.S. 15-539.

Teacher Acceptance of Contract. The teacher's acceptance of the contract must be indicated within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked.

Receipt is considered to have occurred when the written contract is:

- personally delivered,
- placed in the teacher's school-provided mailbox, including electronic mail, or
- two (2) days after being placed in a United States Postal Service mail box.

The teacher accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the teacher fails to accept the contract.

Administrators and Psychologists

Continuous evaluation of all aspects of the total educational program, including student progress, personnel, curriculum, and facilities, will include a formal process of evaluating all certificated administrators and psychologists. The purpose of this evaluation shall be the improvement of the quality of the educational program in the District. The evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria, process, and results.

The following statements give more specific purposes for evaluation:

REGULATION**REGULATION**

- Evaluations determine how well the objectives held by the school and District are being carried out. The success of the educational program is dependent upon many factors, which include the quality of classroom instruction, student evaluation, supervision, and administration.
- Evaluations provide the basis for motivation and for self-improvement, permitting administrative personnel to be aware of strengths and weaknesses in order to improve the operation of the District's programs.

The specific format for the evaluation system for certificated administrators and psychologists will be developed under the leadership of the Superintendent.

Administrator/Psychologist Contract Renewal

If the administrator's contract with the School District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the administrator unless on or before April 15 the Board gives notice to the administrator of the Board's intention not to offer a new administrative contract.

If the administrator's or psychologist's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the administrator or psychologist unless on or before April 15 the Board gives notice to the administrator or psychologist of the Board's intention not to offer a new administrative contract or psychologist's contract.

LEGAL REF.: A.R.S. 15-503	15-539
15-536	15-540
15-537	15-541
15-538	15-544
15-538.01	15-549

Certificated Job Descriptions

- **Elementary**
- **Secondary**

Wickenburg Unified School District
WICKENBURG UNIFIED SCHOOL DISTRICT
JOB TITLE: TEACHER – Elementary School
LOCATOR: 1.1

Position Type: Exempt	Department: Professional Staff
Salary Schedule: Certified	Reports to: School Principal
Salary Range: \$31,000 - \$38,200	Location: Elementary School
Term of Employment: Certified Calendar	Date: August 26, 2011
Shift: Day	Approved by: Human Resources

We are creating excellent schools where there is a laser-like focus on the Essential Elements of Instruction and moving each student to the next academic level.

POSITION SUMMARY:

To create a flexible elementary program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education, in accordance with each pupil's ability; to establish good relationships with parents and other staff members.

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

ESSENTIAL FUNCTIONS:

- Teaches district approved curriculum using Beyond Textbooks and other District approved resources;
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district;
- Develops lesson plans and instructional material and provides individualized and small group instruction to adapt the curriculum to the needs of each pupil;
- Translates lesson plans into developmentally appropriate learning experiences;
- Communicates regularly with parents outside normal classroom day by means of newsletters, notes, phone calls, conferences, etc.
- Establishes and maintains standards of student behavior to achieve an effective learning atmosphere;
- Evaluates students' academic and social growth, keeps appropriate records and prepares progress reports;
- Identifies student needs and makes appropriate referrals and develops strategies for individual education plans;
- Remains available to students and parents for education-related purposes outside the instructional day;
- Plans and coordinates the work of teacher aides, parents and volunteers in the classroom and on field trips;
- Provides individualized and small group instruction to adapt the curriculum to the needs of the student;
- Creates an environment for learning through functional and attractive displays, interest centers and exhibits of student work;
- Complies with all rules, regulations and policies of the Governing Board.

MARGINAL DUTIES:

- Other job related duties as assigned by supervisor;
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises students to ensure safe and orderly environment.

OTHER SKILLS/ABILITIES/KNOWLEDGE/ WORK STYLE:

- Must have an adequate working knowledge and use of education technology;
- Must be detail-oriented, self-motivated, and able to work collaboratively;
- Must demonstrate flexibility, common sense, and good judgment;
- Must demonstrate an extremely high regard for confidential and sensitive information;

Wickenburg Unified School District

- Completes assigned tasks and projects in a competent and timely fashion;
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines;
- Responds promptly to questions and requests, seeking assistance when appropriate;
- Develops positive working relationships with school staffs, students and families;
- Must maintain well-groomed appearance;
- Demonstrates a personal professional code of ethics;
- Must be able to comply with District's attendance standards as described in established guidelines.

CERTIFICATES, LICENSES AND REGISTRATION:

- Current Arizona Department of Education Elementary Teaching Certificate with SEI endorsement (or ESL/bilingual endorsement);
- Early Childhood Endorsement required for Kindergarten by June 2012;
- Reading Specialist and Math preferred;
- Early Childhood Endorsement preferred for Grades one through three;
- Must meet elementary education, highly qualified requirements with documentation to support;
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1968;
- Must maintain a current Fingerprint Clearance Card.

COMMUNICATION SKILLS:

- Communicates effectively with the supervisor, other school staff, parents, and students;
- Must use appropriate grammar;
- Must have legible handwriting.

MATHEMATICAL SKILLS:

- Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists;
- Able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule format.

PHYSICAL DEMANDS:

- Regularly required to sit, stand and reach with hands and arms, talk or hear and taste or smell;
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls;
- Must be able to walk, and climb or balance, stoop, kneel or crouch;
- May regularly lift and /or move up to 20 pounds;
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate;
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job;
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EVALUATION: Evaluation by school principal or other Board approved evaluator in accordance with Board Policy.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.

Reviewed / agreed to by _____

Date _____

Wickenburg Unified School District
WICKENBURG UNIFIED SCHOOL DISTRICT
JOB TITLE: TEACHER – Middle School
LOCATOR: 1.2

Position Type: Exempt	Department: Professional Staff
Salary Schedule: Certified	Reports to: School Principal
Salary Range: \$31,000 - \$38,200	Location: Vulture Peak Middle School or Festival Foothills Elementary School
Term of Employment: Certified Calendar	Date: April 26, 2011
Shift: Day	Approved by: Human Resources

We are creating excellent schools where there is a laser-like focus on the Essential Elements of Instruction and moving each student to the next academic level.

POSITION SUMMARY:

To create a flexible middle school program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for secondary education, in accordance with each pupil's ability; to establish good relationships with parents and other staff members.

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

ESSENTIAL FUNCTIONS:

- Teaches district approved curriculum using Beyond Textbooks and other District approved resources;
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district;
- Develops lesson plans and instructional material and provides individualized and small group instruction to adapt the curriculum to the needs of each pupil;
- Translates lesson plans into developmentally appropriate learning experiences;
- Communicates regularly with parents outside normal classroom day by means of newsletters, notes, phone calls, conferences, etc.
- Establishes and maintains standards of student behavior to achieve an effective learning atmosphere;
- Evaluates students' academic and social growth, keeps appropriate records and prepares progress reports;
- Identifies student needs and makes appropriate referrals and develops strategies for individual education plans;
- Remains available to students and parents for education-related purposes outside the instructional day;
- Plans and coordinates the work of teacher aides, parents and volunteers in the classroom and on field trips;
- Provides individualized and small group instruction to adapt the curriculum to the needs of the student;
- Creates an environment for learning through functional and attractive displays, interest centers and exhibits of student work;
- Complies with all rules, regulations and policies of the Governing Board.

MARGINAL DUTIES:

- Other job related duties as assigned by supervisor;
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises students to ensure safe and orderly environment.

OTHER SKILLS/ABILITIES/KNOWLEDGE/ WORK STYLE:

- Must have an adequate working knowledge and use of education technology;
- Must be detail-oriented, self-motivated, and able to work collaboratively;

Wickenburg Unified School District

- Must demonstrate flexibility, common sense, and good judgment;
- Must demonstrate an extremely high regard for confidential and sensitive information;
- Completes assigned tasks and projects in a competent and timely fashion;
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines;
- Responds promptly to questions and requests, seeking assistance when appropriate;
- Develops positive working relationships with school staffs, students and families;
- Must maintain well-groomed appearance;
- Demonstrates a personal professional code of ethics;
- Must be able to comply with District's attendance standards as described in established guidelines.

CERTIFICATES, LICENSES AND REGISTRATION:

- Current Arizona Department of Education Elementary or Secondary Teaching Certificate with SEI endorsement (or ESL/bilingual endorsement);;
- Must meet elementary or secondary education highly qualified requirements with documentation to support;
- Must have endorsements/approved areas in core classes taught listed on certificate;
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1968;
- Must maintain a current Fingerprint Clearance Card.

COMMUNICATION SKILLS:

- Communicates effectively with the supervisor, other school staff, parents, and students;
- Must use appropriate grammar;
- Must have legible handwriting.

MATHEMATICAL SKILLS:

- Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists;
- Able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule format.

PHYSICAL DEMANDS:

- Regularly required to sit, stand and reach with hands and arms, talk or hear and taste or smell;
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls;
- Must be able to walk, and climb or balance, stoop, kneel or crouch;
- May regularly lift and /or move up to 20 pounds;
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate;
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job;
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EVALUATION: Evaluation by School Principal or other Board approved evaluator in accordance with Board Policy.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.

Reviewed / agreed to by _____

Date _____

Wickenburg Unified School District
WICKENBURG UNIFIED SCHOOL DISTRICT
JOB TITLE: TEACHER – High School
LOCATOR: 1.3

Position Type: Exempt	Department: Professional Staff
Salary Schedule: Certified	Reports to: School Principal
Salary Range: \$31,800 - \$38,200 (DOE)	Location: Wickenburg High School
Term of Employment: Certified Calendar	Date: April 26, 2011
Shift: Day	Approved by: Human Resources

*We are creating excelling schools where there is a laser-like focus on the
Essential Elements of Instruction and moving each student to the next academic level.*

POSITION SUMMARY:

To create a flexible high school program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for college and career readiness, in accordance with each pupil's ability; to establish good relationships with parents and other staff members.

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

ESSENTIAL FUNCTIONS:

- Teaches district adopted curriculum utilizing District approved resources;
- Instructs students in citizenship and subject matter specified in state standards, law and administrative regulations and policies of the school district;
- Develops lesson plans and instructional material and provides individualized and small group instruction to adapt the curriculum to the needs of each pupil;
- Identifies student needs and makes appropriate referrals and implements strategies for individual education plans;
- Translates lesson plans into developmentally appropriate learning experiences;
- Establishes and maintains standards of student behavior to achieve an effective learning atmosphere;
- Evaluates students' academic growth, keeps appropriate records and maintains a grade book;
- Communicates regularly with parents outside normal classroom day by means of newsletters, notes, phone calls, conferences, etc;
- Remains available to students and parents for education-related purposes outside the instructional day;
- Plans and coordinates the work of teacher aides, parents and volunteers in the classroom and on field trips;
- Creates an environment for learning through functional and attractive displays and exhibits of student work;
- Complies with all rules, regulations and policies of the Governing Board.

MARGINAL DUTIES:

- Other job related duties as assigned by supervisor;
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises staff as assigned;
- Supervises students to ensure safe and orderly environment.

OTHER SKILLS/ABILITIES/KNOWLEDGE/ WORK STYLE:

- Must have an adequate working knowledge and use of education technology;
- Must be detail-oriented, self-motivated, and able to work collaboratively;
- Must demonstrate flexibility, common sense, and good judgment;

Wickenburg Unified School District

- Must demonstrate an extremely high regard for confidential and sensitive information;
- Completes assigned tasks and projects in a competent and timely fashion;
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines;
- Communicates effectively with the school principal and other staff;
- Responds promptly to questions and requests, seeking assistance when appropriate;
- Develops positive working relationships with school staffs, students and families;
- Must maintain well-groomed appearance;
- Demonstrates a personal professional code of ethics;
- Must be able to comply with District's attendance standards as described in established guidelines.

CERTIFICATES, LICENSES AND REGISTRATION

- Current Arizona Department of Education Secondary Teaching Certificate with SEI endorsement (or ESL/bilingual endorsement);
- Must meet secondary education highly qualified requirements with documentation to support;
- Must have endorsements/approved areas in core classes taught listed on certificate;
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1968;
- Must maintain a current Fingerprint Clearance Card.

COMMUNICATION SKILLS:

- Communicates effectively with the immediate supervisor, other school staff, parents, and students;
- Excellent oral and written skills.

MATHEMATICAL SKILLS:

- Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists;
- Able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule format.

PHYSICAL DEMANDS:

- May regularly sit, stand and reach with hands and arms, talk or hear and taste or smell;
- May frequently use hands to finger, handle, or feel objects, tools, or controls;
- May require ability to walk, and climb or balance, stoop, kneel and crouch;
- May lift and /or move up to 20 pounds;
- May require close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate;
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job;
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EVALUATION: Evaluation by School Principal or other Board approved evaluator in accordance with Board Policy.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.

Reviewed / agreed to by _____ Date _____