TEACHER PERFORMANCE EVALUATION SYSTEM

LEARNING OBSERVATION INSTRUMENT

COACHING OBSERVATION INSTRUMENT

ROOSEVELT SCHOOL DISTRICT #66
MARICOPA COUNTY, ARIZONA
Table of Contents

POSITION STATEMENT............................................................................................................. 1
  Definitions............................................................................................................................. 1

LEARNING OBSERVATION PROCEDURES............................................................................. 5

RATING SCALE......................................................................................................................... 7
  Learning Observation Instrument ......................................................................................... 7
  Coaching Observation Instrument ......................................................................................... 8

INADEQUACY OF CLASSROOM PERFORMANCE............................................................... 9

Appendix A
  Rewarding Excellence in Instruction and Leadership
    Learning Observation Instrument ...................................................................................... A-1

Appendix B
  Rewarding Excellence in Instruction and Leadership
    Coaching Observation Instrument .................................................................................... B-1
Roosevelt School District No. 66
Teacher Evaluation System

POSITION STATEMENT

The Teacher Evaluation Process was developed by a committee comprised of teachers and administrators. The process is based on Arizona’s College and Career Ready Standards and aligned with the In-TASC Standards. The Teacher Evaluation Committee believes the evaluation process is a collaborative endeavor between the teacher and evaluator. It is an opportunity for the teacher and evaluator to dialogue about quality classroom instruction in an atmosphere of mutual trust and respect. The evaluation process fosters self-reflection, requires standards-based planning and promotes accountability for effective classroom instruction.

The purpose of evaluation shall be the improvement of the quality of instruction. Such a process, to achieve the greatest 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 document the extent to which the teacher makes student learning the primary focus of the teacher’s professional time.
- 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 document:

- **Certificated teacher** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is
employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

- **Inadequacy of classroom performance** means the definition of inadequacy classroom performance adopted by the Governing Board (See pg.9).

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

- **Performance classifications means** the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education. The four (4) performance classifications, designated as highly effective, effective, developing, and ineffective.

- **Performance ratings** means the rating given to a teacher based on the descriptor criteria for the following Learning Observation Cycle (LOI) components: the Pre-Conference Meeting, Observation, and Post-Conference Meeting. The ratings range from zero (0) to five (5) where three (3) is defined as Proficient; or

The rating given to a coach based on the descriptor criteria for the following Coaching Observation Instrument (COI) components: Instructional Delivery, Collaborative Team Meeting, Instructional Conference, and Leadership Team. The ratings range from zero (0) to four (4).

- **Qualified evaluator** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

- **REILize Decision Support System (RDSS)** is a revolutionary data system that empowers educators to view all the data sets that contribute to their professional performance, and the aligned resources designed for professional and student growth. The six components of the RDSS are designed to work together to deliver real-time assessment and observation data to the educator, and then deliver aligned professional development resources customized to the educator's individual professional needs.

- **REIL-TNG Score** is the performance scores from the observation and student growth components that combined to create a single measure of educator effectiveness. The REIL-TNG Score will be used to determine each teacher's annual State Performance Classification.
• **Roster Verification** is a process within REILize Decision Support System (RDSS) that empowers educators to connect themselves to the students they directly and indirectly impact. By completing the roster verification process the educators ensures their class rosters are complete and accurate.

The Teacher Performance Evaluation System encompasses the Learning Observation Cycle (pre-conference, observation, and post-conference) and the Coaching Observation Cycle (Instructional Delivery, Collaborative Team Meeting, Instructional Conference, and Leadership Team) and provides an opportunity for a teacher and evaluator to engage in an intentional, on-going, data-driven dialogue designed to improve classroom instruction and student academic progress.
LEARNING OBSERVATION PROCEDURES

1. Teachers will receive Teacher Performance Evaluation System in-service within the first two weeks of each school year.

2. The evaluator(s) shall conduct a pre-conference meeting with the teacher no more than three (3) work days prior to the observation. The purpose of the pre-conference is to create a setting in which the teacher articulates the plans and rationale for the upcoming lesson that will be observed by the evaluator, including lesson objectives and expected outcomes. This discussion allows the evaluator to determine how effectively the teacher plans for task-analysis, real-time assessment, modeling/constructing knowledge, and critical thinking. The pre-conference is usually twenty (20) to thirty (30) minutes in length.

3. The Governing Board prescribes that the teacher performance evaluation system pursuant to A.R.S. 15-203(A)(38) shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the evaluator(s) observing the teacher. Four observation cycles shall be conducted during the school year. An observation cycle includes pre-conference, classroom observation and a post-conference. There shall be at least sixty (60) calendar days between the first and last observations.

   Additional informal observations may be conducted at the discretion of the evaluator(s) and/or administrator.

4. Following each observation the evaluator(s) shall conduct a post-conference meeting as prescribed by law. The purpose of the post-conference is to create a setting in which the teacher analyzes the lesson, demonstrates attributes that indicate scores on the post-conference elements, receives a reinforcement and a refinements, and reviews observation and post-conference element scores. The post-conference is usually thirty (30) to forty (40) minutes.

5. At the conclusion of the post-conference, the evaluator(s) shall review with the teacher the Learning Observation Instrument Scoring as generated by REILize Decision Support System (RDSS) and the form shall be signed by both the teacher and the evaluator. The teacher’s signature shall not mean concurrence. The teacher shall be allowed ten (10) calendar days to write and submit any comments, which shall be attached to the evaluation. The teacher and evaluator shall be responsible for electronically signing the Observation Cycle Scores within the RDSS.
6. A written record of each observation cycle shall be provided to the teacher 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.

7. The Professional Responsibilities rubric shall be scored by the site administrator prior to the conclusion of the school year. The Professional Responsibilities rubric is designed to identify appropriate professional responsibilities as demonstrated by the teacher.

8. The educator shall be responsible for verifying the observation scores and rosters within the REILize Decision Support System (RDSS).

9. A final written record, the REIL-TNG Scorecard, shall be generated and provided to the teacher upon the completion of the four (4) observation cycles and the student academic achievement results are released. The REIL-TNG Scorecard informs the teachers of their REIL-TNG Score. The REIL-TNG Score is the performance scores from the observation and student growth components that combined to create a single measure of educator effectiveness. The REIL-TNG Score shall determine the teacher’s State performance classification. A copy shall be placed in the teacher’s personnel file and made available to authorized District officers and employees.
RATING SCALE

Learning Observation Instrument

Within the Learning Observation Instrument (LOI) each of the Elements receives a rating based on the Descriptor criteria for one or more of the following: Learning Observation Cycle components, the Pre-Conference Meeting, Observation, and/or Post-Conference Meeting.

The ratings range from zero (0) to five (5) where three (3) is defined as Proficient and zero (0) and one (1) are defined as Inadequate.

The LOI ratings are defined as:

1. Rating of five (5)
   
   The teacher meets the element descriptor criteria at levels three (3), four (4) and five (5).

2. Rating of four (4)
   
   The teacher meets the element descriptor criteria at levels three (3) and four (4).

3. Rating of three (3) **Proficient**
   
   The teacher meets the element descriptor criteria at level three (3).

4. Rating of two (2)
   
   The teacher meets the element descriptor criteria at level two (2).

5. Rating of one (1)
   
   The teacher meets the element descriptor criteria at level one (1).

6. Rating of zero (0)
   
   The teacher does not meet the element descriptor criteria at any level.
Coaching Observation Instrument

Within the Coaching Observation Instrument each of the Elements receives a rating based on the Descriptor criteria for one or more of the following: Enhancing Culture, Designing Support, and Implementing Professional Learning.

The COI ratings are defined as:

1. Rating of four (4)
   The coach meets the element descriptor criteria at level and four (4).

2. Rating of three (3)
   The coach meets the element descriptor criteria at level three (3).

3. Rating of two (2)
   The coach meets the element descriptor criteria at level two (2).

4. Rating of one (1)
   The coach meets the element descriptor criteria at level one (1).

5. Rating of zero (0)
   The coach does not meet the element descriptor criteria at any level.
INADEQUACY OF CLASSROOM PERFORMANCE

A teacher's classroom performance is inadequate if:

A teacher's classroom performance is deemed inadequate if the teacher receives:

five (5) zeros (0's) or ones (1's) in any combination of the elements during any single observation cycle of the Pre-Conference, Observation, and or the Post-Conference of the Learning Observation Instrument (LOI); or

five (5) zeros (0's) or ones (1's) in any combination of the elements during any single observation cycle of Instructional Delivery, Collaborative Team Meeting, Instructional Conference, and or the Leadership Team of the Coaching Observation Instrument (COI).

Teachers new to the district shall be exempt from this definition for their first observation cycle.

If the definition of Inadequacy of Classroom Performance is met, the District's procedures for addressing Inadequacy of Classroom Performance will be initiated.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.
This Page Intentionally Left Blank
Appendix A

Rewarding Excellence in Instruction and Leadership
Learning Observation Instrument
This Page Intentionally Left Blank
Appendix B

Rewarding Excellence in Instruction and Leadership
Coaching Observation Instrument
INSERT B