

Teacher Evaluation and Growth System (TEGS)

Reference Handbook

Adopted by the Kyrene Governing Board

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I. STATEMENT OF PURPOSE AND BACKGROUND

A. Purpose

1. The Kyrene School District Teacher Evaluation and Growth System (TEGS) is designed to contribute to the District's pursuit of excellence in education. The primary purpose of evaluation and supervision of certificated personnel is to promote ongoing professional growth and effective teacher performance, which improves student learning.
2. The evaluation system also assures the Governing Board and the community that quality education is a responsibility shared by all staff. It provides for specific and reasonable plans for improvement of teacher performance, if the performance of the teacher requires improvement. The evaluation system also provides for termination of teachers for inadequate job performance as provided by Arizona law.

B. Background

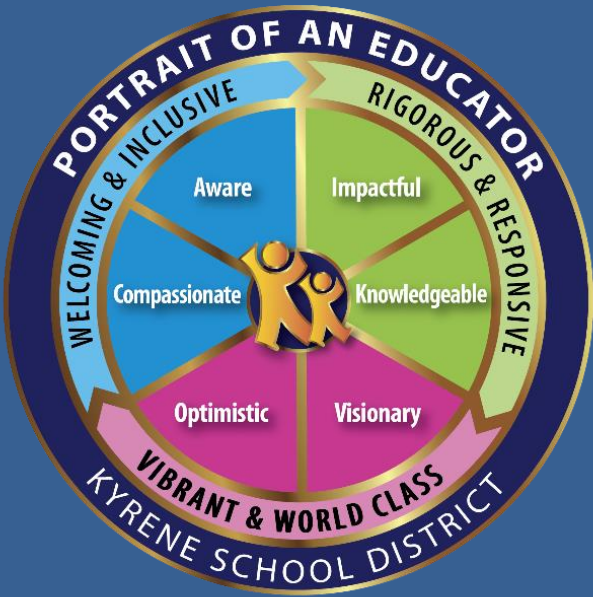
1. The TEGS applies to all certificated staff, except administrators. Evaluations must be completed by Board approved qualified evaluators. The primary evaluator is the principal, assistant principal, director, program manager, assistant director, or other qualified evaluator as designated by the principal or director.
2. The number of observations and evaluations as well as the timelines associated with them are minimum requirements and do not preclude the evaluator from performing more frequent evaluations.

II. BELIEF STATEMENTS

We believe the Teacher Evaluation and Growth System should:

- Foster school cultures where student learning and progress is the focus;
- Assure consistent implementation through inter-rater reliability;
- Promote collaboration;
- Promote ongoing multi-faceted professional teacher development for future growth;
- Communicate clear expectations for teacher performance;
- Provide a structure which allows teachers to demonstrate competence in multiple ways; and
- Incorporate valid and reliable multiple measures of student achievement, if available, as a significant component in teacher evaluation.

[The Portrait of a Kyrene Student](#) outlines the essential characteristics and skills our students are expected to develop by the time they leave the Kyrene School District. To support students in achieving this vision, Kyrene educators are encouraged to model and uphold the competencies defined in the Portrait of a Kyrene Educator. These educator attributes serve as a guide for fostering student growth and illustrating the values we aim to instill in every learner.



III. STATE STATUTES AND POLICIES

Use of TEGS

TEGS is used for evaluating competency in classroom teaching performance or other professional assignments contracted to teachers. For issues of behavior and conduct not related to classroom teaching performance, such as, but not limited to, insubordination, unprofessional conduct, or failure to comply with Governing Board Policy, disciplinary action in accordance with Arizona Revised Statutes and Kyrene Governing Board Policy will be followed.

It is the intent that TEGS be aligned with state statute, and to the extent that it is not, state statute shall prevail.

Probationary Teachers and Continuing Teachers

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

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

Inadequacy of Classroom Performance

Kyrene Governing Board Policy 4-103 defines a teacher’s classroom performance as inadequate if he/she meets any of the conditions listed below:

- a rating of Final Performance Classification rating of *Ineffective* (composite score of Individual Performance and Academic Progress) as indicated on the Final Evaluation
- an Individual Performance rating of *Not Present* as indicated on a Formal Observation or on the Final Performance [Classification or Evaluation]
- three (3) or more indicators have a score of zero (0) on one walkthrough or on the formal observation, or

- an indicator has a score of a zero (0) or one (1) with a minimum of six weeks of coaching after receiving a zero (0) or one (1) in that same indicator.

Additionally, a continuing teacher's classroom performance is inadequate if he/she receives a final evaluation with a performance classification/rating of Developing for two (2) consecutive years, unless the teacher is teaching a new subject or grade level (A.R.S. § 15-537). Continuing teachers with a final classification/rating of Developing will be notified that a second year at Developing will result in loss of continuing status and placement change to probationary status.

Confidentiality

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

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

Arizona Framework for Measuring Teacher Effectiveness

A.R.S. § 15-537 requires the Governing Board "to establish a teacher performance evaluation system that is designed to improve teacher performance and improve student achievement that includes the use of quantitative data on the academic progress for all students, which shall account for between twenty and thirty-three percent of evaluation outcomes." The individual performance shall account for between 67% and 80% of the total evaluation outcome. The statute requires the Board to include four (4) performance classifications in the framework.

For Kyrene, the final performance score is based on 80% Individual Performance and Professional Practice, and 20% for Academic Progress.

IV. INDIVIDUAL PERFORMANCE

It is the District's goal and expectation that all teachers can increase their expertise from year to year, which produces gains in student achievement from year to year with a powerful cumulative effect.

The Kyrene Evaluation Framework includes three main components, which are noted below as "PLAN," "TEACH" and "RESPOND," as well as the indicators to support each of the three components.

Kyrene Evaluation Framework

Rating	PLAN	Rating	TEACH	Rating	RESPOND
	Lesson Planning: Plan backward designed lessons that contain the TEACH components of a lesson		Learning Goal/Lesson Target/Success Criteria		Assess Student Progress: Create and administer daily formative assessments, common short-cycle and rigorous district assessments with fidelity that provide meaningful data to make instructional decisions.
	Equitable Learning Environment: Utilize the principles of Inclusive Practices		Anticipatory Set		Analyze Student Progress: Examine results of daily formative assessments, common short-cycle and interim, to <u>identify</u> the root causes of both strengths and specific challenges of individual students and/or groups of students.
			Teach and Model		
	Active Learning Environment: Plan lessons with strategies to actively engage and re-engage students throughout the lesson.		Guided Practice		Respond to Student Progress: Move analysis into action by making instructional decisions and developing instructional action plans that describe how insights gained from analysis will be applied to ensure students are being taught what they most need to learn.
			Check for Understanding		
	Digital Learning Environment: Uses technology to enhance students' understanding of content in a lesson or unit.		Adjust Instruction		Professional Learning Communities: Participate and work collaboratively with school teams to gather and analyze evidence of student learning on a regular basis to inform and improve professional practice and achieve district and school goals.
	Well-Managed Learning Environment: Establish consistent and clear rules, routines and procedures for classroom expectations.		Closure		

The look fors listed below are possible items that may be observed. It is not all-inclusive and all look fors are not required for a score of a three (3).

PLAN Indicators:

1. Lesson Planning

Plan backward designed lessons that contain the TEACH components of a lesson.

Look Fors:

- Lesson plans aligned to state standards and curriculum guides
- Annotated PDF of teacher guides

- On pace with Curriculum Guides
- Appropriate use of district resources
- Rigorous instructional choices
- Scaffolding for student needs
- Explicit strategies for monitoring progress and checking for understanding
- Plan in order to be proactive for anticipated misconceptions (embedded reteach) or previously mastered (extension)

2. Equitable Learning Environment

Provide each student access to a high quality, rigorous, and culturally relevant grade-level adopted curriculum where all learners feel honored, valued, and feels a sense of belonging. Look Fors:

- Scaffolding
- Tier 1.5
- Fluid grouping based on data
- Differentiation of instruction
- All students have access to core
- Initiates a variety of teaching strategies to meet students' needs
- Use of visuals (e.g. anchor charts, vocabulary/sentence stems posted), manipulatives, differentiated resources and materials
- Various entry points to the learning so all students can connect to their own experiences
- Various ways to demonstrate learning
- Explicit connections to make all learners feel welcome, safe, and included
- Student centered classroom activities (e.g., co-creation of charts, student use of instructional materials on walls)
- Implement IEP/504/BSP accommodations
- Implementation of MTSS

3. Active Learning Environment

Plan lessons with strategies to actively engage and re-engage students throughout the lesson.

Look Fors:

- All students engaged in educational discourse
- Variety of participation strategies to include all students
- Productive struggle
- Focus on open-ended higher-level questions that move student thinking forward
- Collaboration
- Incorporate movement at appropriate times
- Segmenting the lesson to allow time for learners to re-engage
- Engage and re-engage students as necessary

4. Digital Learning Environment

Uses technology to enhance students' understanding of content in a lesson or unit.

Look Fors:

- Technology is embedded in learning and is used as a tool to deepen knowledge or access the content
- Different apps to collect responses, administer assessments
- Purposeful use of district adopted software
- Aligned to ITSE standards (refer to Portrait of a Kyrene Student)
- Interactive engagement
- Use of assistive technology when appropriate

5. Well-Managed Learning Environment

Establish consistent and clear rules, routines, and procedures for classroom expectations.

Look Fors:

- Use of PBIS systems
- Creates positive relationship with students
- Mutual respect between students and teacher and staff
- Established routines and procedures
- Student ownership of expectations
- Positive classroom culture
- Appropriate pacing of TEACH indicators
- Calm, consistent redirection
- Disruption minimized
- Withitness

TEACH Indicators:

Learning Goal/Lesson Target/Success Criteria

A clear, concise description of what will be learned (learning intention) and how it will be demonstrated (success criteria)

Look Fors:

- Refers to goal and/or targets strategically during lesson
- Writes in a clear language
- Derives lesson target from grade level standards and district curriculum
- Includes learning intention and success criteria
- Ensures students are actively engaged with the lesson target

Anticipatory Set

An engaging activator to help students establish purpose, retrieve prior knowledge, and/or previewing learning.

Look Fors:

- Engages student interest by providing purpose, previewing learning, and/or linking to prior knowledge
- Ensures it is no more than 3-5 minutes in length
- Ensures students are engaged and on task with anticipatory set

Teach and Model

A demonstration or explanation that aligns to the lesson target

Look Fors:

- Instructs or demonstrates each learning chunk
- Ensures all students are engaged and on-task in learning (and responds/redirects when necessary) throughout the lesson

Guided Practice

Students' immediately practice each small, manageable chunk, as teacher observes.

Look Fors:

- Ensures students, practice or process new skills/knowledge/vocabulary or content after each chunk
- Monitors actively
- Aligns to lesson target
- Ensures students are engaged and on-task with guided practice

Check for Understanding

Quick observation/formative assessment of each chunk of lesson during and after each guided practice.

Look Fors:

- Uses intentionally
- Explicitly plans for use after each chunk
- Aligns to lesson target
- Chooses quick to complete options
- Interprets data/understanding level quickly
- Chooses overt options
- Uses frequent and multiple techniques
- Limits individual tutoring
- Ensures students are engaged and on-task with check for understanding

Adjust Instruction

Adjustments to teaching based on feedback received from each check for student understanding.

Look Fors:

- Clarifies/reteaches instruction
- Makes decisions based on feedback from the check for understanding
- Makes adjustment decisions on critical content connected to lesson target

Closure

Students consolidate the learning from the lesson. Revisiting or reflecting on the lesson target(s) with the students, in order to help organize the new learning or information into a meaningful context so that they can apply their knowledge to future learning opportunities.

Look Fors:

- Ensures alignment to lesson target
- Uses at end of lesson
- Facilitates a review, wraps-up, or reflection on the lesson
- Restates, reviews the lesson target
- Ensures students are engaged and on-task with the closure

RESPOND Indicators:

1. Assess Student Progress

Plan and administer daily formative assessments, common short-cycle and rigorous district assessments with fidelity that provide meaningful data to make instructional decisions.

Look Fors:

- CFU's within lesson and aligned to learning target
- Documentation of student data
- Variety of assessment strategies
- Student discussion at various points throughout lesson
- Teacher will be able to discuss why specific assessment was created
- Teacher will be able to discuss district assessment results

2. Analyze Student Progress

Examine results of daily formative assessments, common short-cycle and district assessments, to identify the root causes of both strengths and specific challenges of individual students and/or groups of students.

Look Fors:

- Teacher will be able to discuss results of daily exit ticket
- Identifies common gaps in learning

- Use of data protocol
- Can explain data protocol
- Comparing classroom results from assessments

3. Respond to Student Progress

Look Fors:

- Implement next steps
- Re-teach (all, some, few)
- Utilize Tier 1.5
- Plan for next lesson(s)
- Plan for or change student groupings (individual teachers or team)
- Scaffolds to support student learning based on data
- In the moment adjustments

Move analysis into action by making instructional decisions and developing instructional action plans that describe how insights gained from analysis will be applied to ensure students are being taught what they most need to learn.

4. Professional Learning Communities

Participate and work collaboratively with school teams to gather and analyze evidence of student learning on a regular basis to inform and improve professional practice and achieve district and school goals.

Look Fors:

- PLC addresses the 4 questions
- Deep dives into the layers of standards and delivery options
- Teachers are prepared for PLC
- Actively participate in PLC
- Analyzing student data across grade level
- Use of a PLC and planning protocol
- Common formative assessment that team develops, including agreed upon exemplars
- Teams analyze trends in data to inform subsequent instruction and student need
- Discussions about instructional strategies; What worked? What to do differently next time?
- Plan for groupings (e.g. small groups), Walk-to-Read
- Planning for assessments and pacing of unit lessons
- Collaboration of ideas, strategies, problem solving model (MTSS)
- Action Plan for pacing

Alignment of Portrait of an Educator Competencies with the Kyrene Evaluation Framework

The competencies outlined in the *Portrait of an Educator* are intentionally embedded within and monitored through the Kyrene Evaluation Framework. This alignment ensures that our educator evaluation practices reflect and support the core attributes we aspire to develop in every Kyrene educator.

The following section illustrates how these two foundational documents align. Please refer to the linked document for a detailed crosswalk of competencies and evaluation criteria.

[Competencies and Evaluation Criteria Crosswalk](#)

Ratings and Scores

The *Individual Performance* rating is a weighted average of scores across all the Components. An average score is calculated for each Standard then weighted. Teach is weighted at 50% while both Plan and Respond are each weighted at 25%. The following scale is used to assign a score for the Final Rating. After calculating the final score, a teacher is then assigned an *Individual Performance* rating.

Criteria for Level	Score
Teacher demonstrates expertise in use of component	3
Teacher is proficient in use of component	2
Teacher is developing in use of component	1
Elements from the component should have been present, but were not or have minimal impact	0
Not observable or applicable	0

Teachers must have a weighted average that falls within the range for each rating as outlined below. *A Not Present rating will be assigned for teachers a weighted average that falls below 0.9.*

Rating (Score)	Weighted Average Required
Expertise (3)	2.8 - 3.0
Proficient (2)	1.60-2.79
Developing (1)	0.90-1.59
Not Present (0)	<0.90

Observation and Evaluation Requirements and Schedule

For the purposes of clarity, the definitions of terms are included below. It is important to note the distinct definitions of these terms are not interchangeable.

- **Walkthrough.** A 3-10 minute classroom observation to gather data on standards. Walkthrough ratings are for informational feedback only. As part of the final

evaluation, ratings are reviewed but are not calculated to arrive at a final score.

- **Observation.** An observation of a complete and uninterrupted lesson. May be announced or unannounced.
- **Evaluation.** A review of all data collected to date to determine the Individual Performance Rating. After state testing scores are available, the Individual Performance Rating is combined with the Academic Progress score to create a state classification.

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

Teachers will receive ratings and feedback from evaluators on the 16 indicators during classroom observations, walk-throughs, conferences, and other data sources.

Probationary (formerly T-3)	Continuing (formerly T+3)
No later than January 15: 1 st observation of a complete and uninterrupted lesson	
*No later than April 15: 2 nd observation of a complete and uninterrupted lesson Final evaluation score is calculated in the evaluation system by May 15.	No later than April 15: Observation of a complete and uninterrupted lesson Final evaluation score is calculated in the evaluation system by May 15.
*Statute requires no less than 60 calendar days between first and second observation.	

Observation by primary evaluator:

- The evaluator and teacher will meet in person for a pre-conference before a scheduled observation.
- The evaluator conducts observation of a complete and uninterrupted lesson and provides feedback as a draft in the District's evaluation system.
- The evaluator and teacher meet in person for a post-conference, to include teacher sharing information for PLAN and RESPOND components.
- The evaluator adds comments in the District's evaluation system to reflect dialogue.
- The evaluator finalizes the evaluation within ten (10) business days of an observation.
- Teachers have the opportunity to respond to the evaluator's feedback on the evaluation form within five (5) business days of receiving the finalized form.

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

- The evaluator will conduct multiple announced or unannounced walkthroughs of approximately 3-10 minutes to gather data on indicators.
- The evaluator will provide a rating* and coaching feedback on walkthroughs. The goal is to provide immediate feedback; however, feedback should not be delayed longer than five (5) business days after the walkthrough.
- The evaluator may also provide feedback for PLAN and RESPOND components at any time during the evaluation cycle.
- The evaluator submits feedback in the District's evaluation system.

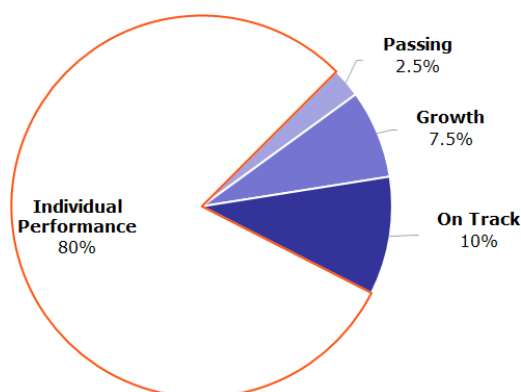
Walkthrough ratings are for informational feedback only. As part of the final evaluation, ratings are reviewed but are not calculated to arrive at a final score.

Classroom observations and walkthroughs may not be conducted two (2) instructional days before any school break of one week or more. Conferences collaboratively scheduled during these days are acceptable.

V. ACADEMIC PROGRESS

When state assessment data is available, academic progress comprises 20% of the Final Performance score for each teacher.

State assessment results from the current year are used to define academic progress. School-wide results of a teacher's primary assignment are utilized to calculate the academic progress score for each teacher, unless a teacher has more than two sites assigned. In this latter case, a teacher's rating utilizes the District's score.



Subcomponents

To more fully capture ways in which students demonstrate academic progress, the measure of *Academic Progress* consists of three components: *Proficiency*, *Growth*, and *On Track*. For *Growth* and *On Track* to be calculated, results from two consecutive years of the same state assessment are required. In years when these components cannot be measured, proficiency will comprise the full weight of the academic progress score.

- **Proficiency.** This measure is the percent of students passing the statewide assessment, broken down into the percent of students passing in English language arts and the percent passing in math.
- **Growth.** This measure illustrates the percent of students demonstrating improvement in their scale score on the statewide assessment between the prior and current years

of testing. This measure only includes students with multiple years of data and is calculated for English language arts and for math.

- **On Track.** This measure illustrates the percent of students for whom the difference in their scale score on the statewide assessment between the prior and current years of testing shows a growth trajectory high enough to project they will continue passing or else reach passing within three years (*On Track*). It may not illustrate performance to a defined expectation (i.e. passing) for a current year. This measure only includes students with multiple years of data and is calculated for English language arts and math.

Calculating the Rating

When two consecutive years of results for the same assessment are available, the components are weighted in the final performance score at 2.5% proficiency (1.25% for ELA and 1.25% for Math), 7.5% growth (3.75% on ELA and 3.75% on Math) and 10% on track (5% on ELA and 5% on Math). Otherwise, proficiency is weighted as 20%.

The formula below illustrates how the weighted average percent is calculated for each school and the District in a year with all three components.

$$\frac{\left\{ \begin{array}{l} (\text{Percent of students passing ELA} \times 1.25\%) + (\text{Percent of students passing Math} \times 1.25\%) + \\ (\text{Percent of students growing in ELA} \times 3.75\%) + (\text{Percent of students growing in Math} \times 3.75\%) + \\ (\text{Percent of students on track in ELA} \times 5\%) + (\text{Percent of students on track in Math} \times 5\%) \end{array} \right\}}{20\%}$$

Based on this weighted average, a 4-level rubric is used to assign the *Academic Progress* score. The weighted average must meet the minimum percentage required for each rating. A rating of Minimally Performing is assigned for a weighted average that is less than 25%.

Rating (Score)	Required Weighted Average
High Performing (3)	70%
Performing (2)	50%
Partially Performing (1)	25%
Minimally Performing (0)	<25%

VI. FINAL PERFORMANCE CLASSIFICATION

The *Final Performance Classification Rating* is calculated by summing the weighted *Individual Performance* and *Academic Progress* scores together. The weighted score is calculated by multiplying the Individual Performance Score by 80% and multiplying the Academic Progress Score by 20%.

(Individual Performance Score X 80%) + (Academic Progress Score X 20%) = FINAL SCORE

A 4-level rubric is used to assign the *Final Performance* rating. An Ineffective rating will be assigned for teachers with a final score less than 0.4.

Final Classification	Score Required
Highly Effective	2.8-3.0
Effective	1.0-2.6
Developing	0.4-.0.8
Ineffective	<0.4

Individual Performance (IP) +		Academic Progress (AP) =		Final	
IP Rating	Weighted Score	AP Rating	Weighted Score	Score	Classification
Expertise	2.4	Highly Performing	0.6	3.0	Highly Effective
Expertise	2.4	Performing	0.4	2.8	Highly Effective
Expertise	2.4	Partially Performing	0.2	2.6	Effective
Expertise	2.4	Minimally Performing	0.0	2.4	Effective
Proficient	1.6	Highly Performing	0.6	2.2	Effective
Proficient	1.6	Performing	0.4	2.0	Effective
Proficient	1.6	Partially Performing	0.2	1.8	Effective
Proficient	1.6	Minimally Performing	0.0	1.6	Effective
Developing	1.0	Highly Performing	0.6	1.4	Effective
Developing	1.0	Performing	0.4	1.2	Effective
Developing	1.0	Partially Performing	0.2	1.0	Effective
Developing	1.0	Minimally Performing	0.0	0.8	Developing
Not Present	0.0	Highly Performing	0.6	0.6	Developing
Not Present	0.0	Performing	0.4	0.4	Developing
Not Present	0.0	Partially Performing	0.2	0.2	Ineffective
Not Present	0.0	Minimally Performing	0.0	0.0	Ineffective

VII. PERFORMANCE IMPROVEMENT PLANS (PIP)

- A. A teacher's performance is determined to be inadequate as defined in Section III.
- B. A teacher whose performance is inadequate will be placed on a Performance Improvement Plan (PIP) and will be issued a Preliminary Notice of Inadequacy of Classroom Performance in accordance with A.R.S. § 15-538. The notice will include any documentation supporting the primary evaluator's decision that the teacher's performance is inadequate and shall incorporate the Performance Improvement Plan.

The Governing Board shall be notified within ten (10) instructional days of the delivery of the notice. The teacher has the responsibility for implementing the plan and accessing resources to overcome any inadequacies.

Additionally, if a continuing teacher is placed on a Performance Improvement Plan due to the final evaluation score being Developing for two consecutive years and teacher is not teaching a new grade level or new grade or subject, he/she will be moved to probationary status at the beginning of the third year.

- C. The Performance Improvement Plan (see template in Appendix A) will be developed by the evaluator and will:

- Identify each standard or student data category in which the teacher is found to be inadequate;
- Outline the plan to correct inadequacies;
- Specify recommended resources or professional development activities;
- Specify the dates for the evaluator and teacher to monitor and review the teacher's progress on the PIP; and
- Specify the date by which improvement is required.

The evaluator will conduct additional observations, walkthroughs, and conferences to gather additional data to provide feedback and support.

The teacher will remain under the PIP for a minimum of 45 days, as required by State statute.

- D. At the conclusion of the PIP period, a full evaluation using the District's final evaluation form will occur.

The teacher must demonstrate that the inadequacy set forth in the PIP has been overcome and that the teacher has maintained adequate classroom performance in all other aspects of the teacher's duties as defined by the Governing Board.

- Probationary teachers must show progress in all identified deficient standards to overcome a determination of inadequate performance and have the PIP discontinued. Standard ratings from the complete and uninterrupted lesson observation and/or conference at the end of the 45-day PIP period that result in overcoming inadequacies will be entered into the District's evaluation system.
- Continuing teachers must have a rating of a two (2) or higher in all identified deficient standards to overcome a determination of inadequate performance and have the PIP discontinued. Standard ratings from the complete and uninterrupted lesson observation and/or conference at the end of the 45-day PIP period that results in overcoming inadequacies will be entered into the District's evaluation system.

If the post-PIP evaluation demonstrates that the teacher has not corrected the identified inadequacy, or that the teacher has not maintained adequate classroom performance in all other aspects of the teacher's duties, a recommendation will be made to the Governing Board for dismissal or non-renewal, as provided in statute.

A certificated teacher who is currently a continuing teacher but who has been designated after an evaluation in the lowest performance classification for the current school year shall become a probationary teacher for the subsequent school year and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two highest performance classifications.

E. Appeal of teacher evaluation

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

The teacher must submit a written request for an appeal within five (5) Business Days of receiving the evaluation. The appeal shall be submitted to the Superintendent, in care of Talent Management. Per Governing Board Policy 4-103, the burden of proof rests solely with the appealing teacher, therefore a detailed explanation and evidence is required in the written appeal.

Board Policy 4-103, Employee Evaluations – Procedures for Appeal of Evaluation states "A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal no later than five (5) Business Days after the conference where the disputed evaluation is discussed."

- Any PIP will continue in effect during the pendency of the appeal.
- An independent evaluator will be appointed to review the evaluation, review relevant documentation and/or conduct additional observations, if applicable. Talent Management will facilitate this process.
- The independent evaluator must be a Qualified Evaluator and must be agreed to by the teacher and the primary evaluator. If there is no initial agreement, Talent Management will provide a list of five (5) qualified evaluators from which to choose.
- If the independent evaluator agrees with the primary evaluator, the evaluation and the decision are final.
- If the independent evaluator does not agree with the primary evaluator, the matter will be referred to the supervisor's supervisor or designee, who shall review all relevant documentation and render a decision. That decision shall be final.

VIII. PRE-OBSERVATION CONFERENCE FORM

The pre-conference form in Appendix B is an optional tool teachers can use to plan for a pre-conference meeting.

APPENDICES

APPENDIX A: Performance Improvement Plan (PIP)

Teacher: _____ Employee ID #: _____

Evaluator: _____ Date: _____

This Performance Improvement Plan (PIP) for any teacher whose classroom performance is inadequate as determined by any of the following:

- ☐ a Final Performance Classification rating of *Ineffective* (the composite score of Individual Performance and Academic Progress) as indicated on the final evaluation;
- ☐ an Individual Performance rating of *Not Present* as indicated on a Formal Observation or on the Final Evaluation;
- ☐ three (3) or more indicators have a score of zero (0) on one walkthrough or on the formal observation;

Description of coaching summary

- ☐ an indicator has a score of a zero (0) or one (1) with a minimum of six weeks of coaching after receiving a zero (0) or one (1) in that same indicator.

Description of coaching summary

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

The PIP will be developed by the evaluator and will:

- Identify each indicator or student data category in which the teacher is found to be inadequate
- Outline the plan to correct inadequacies
- Specify recommended resources or professional development activities
- Identify dates for the evaluator and teacher to monitor and review the teacher's progress on the PIP
- Specify the dates for the evaluator and teacher to monitor and review the teacher's progress on the PIP
- Specify the date by which improvement is required

Indicator:

Student Data Category:

Plan to Correct Inadequacies:

Recommended Resources/Professional Development Activities:

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

Date by which improvement must be shown:

Signature of Employee

Date

Signature of Evaluator

Date

Signature of Talent Management Administrator

Date

APPENDIX B: Kyrene Evaluation Framework Optional Pre-Conference Form

Name: _____

Date: _____

Subject: _____

1. Identify the Arizona State Standard, lesson target and success criteria for the lesson.

Arizona State Standard	
Lesson Target and Success Criteria	

2. Describe how you will plan for an equitable learning environment.

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3. Identify student engagement strategies for this lesson.

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4. Describe how you will use technology to enhance instruction.

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5. Describe how you will establish and manage classroom rules and expectations.

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6. Describe the sequence of the lesson, including all elements of TEACH.

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- 7. Describe how you will make adjustments during the lesson to ensure success for all students.**

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- 8. Identify the assessment that will be used during this lesson to check for understanding and describe how the data will be used.**

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- 9. Share how you contribute to the success of your Professional Learning Community.**

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