

 Tucson, Arizona POLICY REGULATION	REGULATION TITLE: Evaluation of Certificated Teachers
	CODE: GCO-R

A. Definitions

Performance Improvement Conversation: Verbal recommendations for improvement provided by the supervisor following classroom observations when deficiencies in performance are recognized.

Suggestions for Growth: Evaluator feedback that provides coaching and suggestions for further growth when a teacher *meets* the minimum classroom performance standard (no deficiencies have been noted in one or more classroom observations).

Instructional Strategies: Specific, concrete instructional strategies that are targeted to the unique needs of the identified teacher and/or students in question. Examples of instructional strategies include but are not limited to concrete suggestions such as pop ups, partner buzz, numbered tables, graphic organizers, use of specific hand signals, whiteboards. General statements such as “routines” or “delivery” or “engagement strategies” or “pacing” or “community” are too generalized and do not meet this definition unless they provide specific concrete strategies.

B. Procedural Steps When Deficiencies in Performance Have Been Observed During Classroom Observations:

1. In the event deficiencies are noted in classroom observations, the improvement of classroom instruction is set in motion by Performance Improvement Conversations (PIC’s) between the evaluator and the person being evaluated.
2. Performance Improvement Conversations shall be based on more than one classroom observation unless the evaluator determines that the deficiency is so severe that immediate action is required.
3. Performance Improvement Conversations are verbal recommendations for improvement, the purpose of which is to encourage the employee to utilize a variety of strategies to improve performance.
4. Both the evaluator and the employee shall dialog to identify and prioritize strategies best suited to correct the identified deficiencies.
5. When the evaluator identifies multiple deficiencies, the evaluator shall identify and prioritize which of Standards 1 (Planning), 2 (Instructional Delivery) or 3 (Classroom management) the teacher needs to address in order to correct the identified

deficiencies. Standards 1, 2 and 3 are aligned to the Teacher Evaluation Instrument adopted by the Governing Board on May 8, 2007.

6. The evaluator shall identify available resources to assist the employee in correcting the identified deficiencies and set forth expectations for a reasonable time frame for correction.
7. The employee is responsible for utilizing the identified and available resources toward improvement of instruction, and for engaging in consistent dialog with the evaluator in a mutually agreed upon manner.
8. Employees are encouraged to begin immediately implementing recommended *instructional strategies* in the classroom under the guidance of the evaluator. "Immediately" does not mean the employee immediately "meets" performance standards but instead means "immediate application in the classroom."
9. Upon conclusion of each Performance Improvement Conversation, the evaluator shall recap the conversation via email; employees are encouraged to respond or gain clarity via email.
10. When an evaluator notes deficiencies during an observation, a Performance Improvement Conversation shall take place no later than the post observation conference for that observation.
11. Whenever Performance Improvement Conversations have taken place, the employee's next performance evaluation shall reflect these Performance Improvement Conversations as well as the status of the employee's progress.

Reviewed: August 24, 2012 [Friday Report]

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Legal Ref:

Cross Ref: 2011-12 TEA Consensus Agreement Adopted by the TUSD Governing Board June 14, 2011