



Teacher Evaluation Process & Documents

Governing Board Approved – August 12, 2026



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Teacher Evaluation System – Purpose Statement

The purpose of the Altar Valley School District Teacher Evaluation System is to improve instruction and to promote student and teacher success. The District is committed to the belief that the most important factor contributing to improved academic achievement is the classroom teacher.

An “*effective teacher*” is defined as a teacher whose students generally made satisfactory levels of academic progress. A “*highly effective*” teacher is defined as a teacher whose students generally made exceptional levels of academic progress.

To become a highly effective teacher requires a committed pursuit of continuous improvement that includes purposeful staff development, regular self-reflection, and the determination to incorporate new strategies and skills learned into the classroom. The District’s intent with this system is to provide a means to encourage this growth process.



Protocols For Teacher Evaluation

1. Teachers will participate in two formal observation cycles per academic year. The observation cycle will consist of a pre-conference to be held no more than five days before the observation, the observation of a complete and uninterrupted lesson, and a post-conference to be held no more than five days after the observation. There will be at least 60 calendar days between observation cycles. An observation may not be done within two instructional days of any scheduled period in which school is not in session for one week or more. Evaluators will use the Classroom Observation Instrument to score each observation.
2. Teachers who have worked in the Altar Valley School District for three or more years who score Highly Effective on their first formal observation may choose to opt out of a second formal observation.
3. Qualified evaluators will be approved by the Board annually.
4. During each formal observation cycle, Professional Responsibilities will be assessed using the Professional Responsibilities Rubric, which includes the following indicators of performance: Professional Learning, Collaboration, Family Engagement, Family Communication, and Leadership.
5. At the conclusion of each formal observation cycle, the Classroom Observation score and the Professional Responsibilities score will be added together to obtain one cumulative **Teacher Performance Score**. Teacher Performance will account for **50%** of teachers' final evaluation score.
6. At the beginning of the school year, teachers will be expected to complete a self-reflection based on the Classroom Observation Instrument and provide evidence to support each score. Teachers will then utilize their self-reflection to develop a **Professional Growth Plan (PGP)**. Over the course of the school year, teachers will collect evidence to document their progress toward completion of their goal. At the end of the school year, teachers will submit evidence of goal completion to their evaluator. A rubric will be used to score teachers' progress toward documenting, meeting, and reflecting upon their PGP. The PGP score will account for **30%** of teachers' final evaluation score.



7. **20%** of teachers' final evaluation score will be based on student achievement data. Group "A" teachers are defined as teachers with multiple measures of valid and reliable classroom-level student academic progress data, as determined by the LEA. These data shall align to Arizona's content standards, and be appropriate to individual teachers' subject areas. Group "B" teachers are defined as teachers not meeting the requirements for Group "A" teachers. The following data will be used:

- Group "A" Teachers:
 - **Kindergarten – 1st Grade:** Teacher-created culminating activity.
 - **2nd – 8th Grade:** District Benchmark Assessment
 - 2nd grade – 8th Grade Teachers will choose a Mastery Goal or a Growth Goal:

Mastery Goal: Student Achievement will be based on the student's performance level on the last benchmark of year. Or Student achievement metrics will be determined by each student's final proficiency level demonstrated on the end-of-year benchmark assessment.

Growth Goal: Growth will be assigned based on the percentage of students who increase at least one performance level in ELA or Math from the first benchmark to the last.

2nd – 8th Grade Teachers: Average all classes or choose one class as the sole measure (Math or ELA).

7th & 8th Grade Science Teachers: Choose a Mastery or Growth Goal utilizing the Science District Benchmark.

Group "B" Teachers:

Exceptional Student Services Teacher, Counselor, Special Area: PE, Social Studies, Science

Option 1: Teacher will select one Group A teacher to directly support via push in intervention and/or intervention provided during Re-Teach & Enrich / Power Hour.

Option 2: Teacher-created culminating activity. Must be a year long goal and project.

8. The data will be tabulated on the AVSD Tabulation Form and teachers will be given one of the following performance ratings based on the summative score:



3.7 – 4.0: Highly Effective. A highly effective teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the State Board of Education adopted professional teaching standards as determined by classroom observations required by ARS 15-537.

2.3 – 3.6: Effective. An effective teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the State Board of Education adopted professional teaching standards as determined by classroom observations as required by ARS 15-537.

1.7 – 2.2: Developing. A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the State Board of Education adopted professional teaching standards, as determined by classroom observations as required by ARS 15-537. Developing teachers will fall into one of two categories:

- New teachers in their first two years of teaching or a teacher who changes grades/department in the first two years of their new assignment.
- Teachers who are continuing teachers of more than three years.

1.6 or Below: Ineffective. An ineffective teacher consistently fails to meet expectations and requirements and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal levels of competency in the State Board of Education adopted professional teaching standards, as determined by classroom observations required by ARS 15-537.

9. In addition to the formal observation cycle(s), evaluators will conduct at least three informal, walk-through classroom visits during the school year and provide written feedback within 24 hours.



Plan Of Improvement / Preliminary Notice Of Inadequacy Of Classroom Performance

Note: A “Developing” teacher in this section of the Altar Valley School District Teacher Evaluation Policy is defined as a continuing teacher of more than three years.

1. If following the second observation cycle, classroom instruction has not improved to a score of 2.3 or higher, the teacher will be placed on an Improvement Plan and assigned an improvement period of at least 45 instructional days as prescribed by Arizona state statute. Following the 45-day improvement period, the evaluator will conduct a follow-up observation cycle. If, following this observation cycle, the score remains below a 2.3 on the Classroom Observation Instrument, the teacher may be subject to non-renewal of employment or dismissal.
2. Any teacher determined to be Developing or Ineffective based on the Classroom Observation Instrument may receive a preliminary notice of inadequacy of classroom performance.

The Process For Appealing An Evaluation Score

When an evaluation is used as the criterion for establishing a teacher’s compensation, the teacher will be so informed at the conference where the evaluation is discussed.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal to the Superintendent no later than ten (10) days after the conference where the disputed evaluation is discussed.

The appeal to the Superintendent shall be limited to the sole issue of how the evaluation procedure used is at variance from the Board-adopted procedure. The burden of proof is on the teacher and the appeal may consist of a paper review. The decision of the Superintendent shall be final and not subject to further appeal or review.



Teacher Evaluation Process Checklist & Timeline

- ☐ Pre-Conference #1
 - ☐ Self-Evaluation On Classroom Observation Instrument
 - ☐ Fall Professional Growth Plan
 - ☐ Pre-Conference Checklist
 - ☐ Student Achievement Data Discussion:
 - ☐ For Kinder – 1st Grade Teachers: Proposal for Culminating Activity
 - ☐ For 2nd – 8th Grade Group “A” Teachers: Mastery or Growth
 - ☐ For Group “B” Teachers: Option #1 or Option #2
- ☐ Formal Observation #1
- ☐ Post-Conference #1
 - ☐ Post Conference Checklist
- ☐ Pre-Conference #2 (If Needed)
 - ☐ Pre-Conference Checklist
- ☐ Formal Observation #2 (If Needed)
- ☐ Post-Conference #2 (If Needed)
 - ☐ Post-Conference Checklist

IMPORTANT DATES:

- ☐ **October 1, 2026:**
 - ☐ First round of teacher evaluations completed
 - ☐ Culminating Activity approved
 - ☐ “B” teachers: Option 1 or 2 approved
- ☐ **FEBRUARY 4, 2027:** Second round of teacher observations completed
- ☐ **April 15, 2027:**
 - ☐ Spring Professional Growth Plan due
 - ☐ Culminating Activities completed
 - ☐ 2nd - 8th grade Group “A” teacher’s content / class decision approved
- ☐ **May 4, 2027:** Summative Evaluation Conferences with Teachers completed



Pre-Observation Conference Check List

Respond in writing to the following questions and be prepared to discuss during your pre-observation conference. Also, please bring supporting documentation and/or artifacts with you to your pre-observation conference.

- What are your learning outcomes for this lesson and how will you know your students have mastered them?
- Briefly describe the students in this class, including those with special needs. Please be specific: Discuss the accommodations and modifications that apply.
- How will you engage all students in the learning? What will you do? What will the students do? Will the students work individually, whole group, or in small groups? If the students will be in small groups, discuss the data that you used to group students.
- How do you document and monitor students' progress in learning?
- Is there anything that you would like me to specifically observe during the lesson? Consider your Professional Growth Plan or other personal targets for growth.



Post-Observation Conference Check List

Respond in writing to the following questions and be prepared to discuss during your post-observation conference. Also, please bring supporting documentation and/or artifacts with you to your post-observation conference.

- What was your instructional outcome? Which students met your outcome and what evidence supports your conclusion? Provide evidence at the conference.

- What are you going to do for students who did not meet the instructional outcome?

- Discuss the effectiveness of **ONE** of these aspects of your instructional delivery:
 - Communicate Selected Standards or Objectives to ALL Learners
 - Average Percentage of Students On Task (Actively Engaged in Academic Learning)
 - Use Formative Assessment to Determine Instructional Needs of Students OR Monitor and Adjust
 - Foster a Climate of Fairness, Caring, and Respect OR Maintains Standards for Behavior, Routines, and Transitions

- If you had the opportunity to teach this lesson again to the same group of students again, what would you do differently?

- What impact did your grade level PLC have on the planning, delivery, and/or reflection of this lesson?



Classroom Observation Score Collection Sheet

Teacher:	School:
Date:	Observer:

4	3	2	1	
Instructional Practices to Support All Learners				
				Make Learning Relevant
				Content Knowledge
				Anticipatory Set
				Provide Scaffolding to Assist and Support Student Understanding
				Key Vocabulary Emphasized
				Bell Work
				Provide Specific and Immediate Feedback to Students
				Intermittent Closure
				Congruent and Relevant Evidence of Lesson Planning
				Communicate Selected Standards or Objectives to ALL Learners
Student Engagement				
				Average Percentage of Students on Task actively engaged in academic learning %
				Facilitates Student-led Learning
Cognitive Level of Questions and Activities				
				Cognitive Level of Questions and Activities
Assessment Practices				
				Closure
				Use Formative Assessment to Determine Instructional Needs of Students
				Monitor and Adjust
Learning Environment				
				Foster a Climate of Fairness, Caring and Respect
				Maintains Standards for Behavior, Routines and Transitions
				Reinforces Effort or Provides Recognition
				Materials Management

Instructional Practices Comments:

Student Engagement Comments:

Cognitive Level Comments:

Assessment Practices Comments:

Learning Environment Comments:



4	3	2	1
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Professional Responsibilities			
			Engagement in Meaningful and Appropriate Professional Learning Opportunities
			Collaboration with Colleagues
			Engagement with Families
			Communication with Families
			Leadership

Professional Responsibilities Comments:

Reinforcement:

Refinement:

Performance Level:

- 3.7-4.0 = Highly Effective ____
- 2.3-3.6 = Effective ____
- 1.7-2.2 = Developing ____
- 1.6 or below = Ineffective ____

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____



Professional Growth Plan – Fall

This plan is designed to support teacher growth and development by identifying Areas for Growth and professional learning opportunities to assist the teacher in improving their work. Submit this plan with your completed self-evaluation to your administrator.

Teacher's Name: _____ Grade Level(s): _____ Subject: _____	
School: _____ School Year: _____ Date: _____ Based on your self-assessment, what goal have you identified? What is an area of knowledge or skill that you would like to strengthen?	
Describe the connection between this goal and your teaching assignment.	
What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?	
Describe the activities you will do to work toward your goal and the timeline for each activity.	
Activities: • 5-7 recorded IRIS Connect videos with peer coaching and self-reflection with administrator or approved peer.	Timeline:
What resources will you need to achieve your goal?	



Professional Growth Plan – Spring

This plan is designed to support teacher growth and development by identifying Areas for Growth and professional learning opportunities to assist the teacher in improving their work. Submit this plan with all relevant supporting documentation to your administrator.

Teacher's Name: _____ Grade Level(s): _____ Subject: _____

School: _____ School Year: _____ Date: _____

Based on your self-assessment, what goal did you identify? What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment.

Complete a self-reflection that addresses the following points: Did you meet your goal? What successes and challenges did you experience as you worked to achieve your goal? What next steps can you take to ensure continued success in this area?

Describe the activities you completed and the timeline for each activity.

Activities:

5-7 recorded IRIS Connect videos with peer coaching and self-reflection with administrator or approved peer.

Timeline:

What resources did you need to achieve your goal?



Professional Growth Plan Scoring Rubric

	4	3	2	1
Professional Growth Plan	Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument. Teacher provides evidence that activities were implemented within the specified time frame(s). Teacher completes a self-reflection that analyzes successes and challenges experienced during the school year and identifies next steps.	Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument. Teacher provides evidence that activities were implemented within the specified time frame(s). Teacher completes a self-reflection.	Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument. Teacher provides evidence that activities were implemented within the specified time frame(s).	Teacher formulates a Professional Growth Plan based on self-assessment on the AVSD Classroom Observation Instrument.



Classroom Observation Summary Form

Observation #1

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Observation #2

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Observation #3 (If Needed)

Pre-Conference Date: _____

Observation Date: _____

Post-Conference Date: _____

Walk-Through Dates:

1. _____

2. _____

3. _____

Performance Level:

3.7-4.0 = Highly Effective _____

2.3-3.6 = Effective _____

1.7-2.2 = Developing _____

1.6 or below = Ineffective _____

Teacher _____

Signature _____

Date _____

Evaluator _____

Signature _____

Date _____



Final Evaluation Tabulation Document

Name: _____ School: _____ Grade/Subject: _____

Teacher Performance: Classroom Observations & Professional Responsibilities

	4	3	2	1
	3.7 – 4.0	2.3 – 3.6	1.7-2.2	1.6 or below
#1 Date: _____				
#2 Date: _____				
#3 Date: _____ (If Needed/Only count 2 highest scores)				

Score: _____ (50%)

Student Data: Mastery (Benchmark/Culminating Activity)

4	3	2	1
>70% of students scored Proficient or Highly Proficient	59% - 69% of students scored Proficient or Highly Proficient	50% - 58% of students scored Proficient or Highly Proficient	< 49% of students scored Proficient or Highly Proficient

Score: _____ (20%)

Student Data: Growth

4	3	2	1
>70% of students meet at least one of the district growth goals	59% - 69% of students meet at least one of the district growth goals	58% - 50% of students meet at least one of the district growth goals	< 50% or less of students meet at least one of the district growth goals



Score: _____ (20%)

Professional Growth Plan

	4	3	2	1
Professional Growth Plan				

Score: _____ (30%)

Final Score: _____

Performance Level:

3.7-4.0 = Highly Effective _____

2.3-3.6 = Effective _____

1.7-2.2 = Developing _____

1.6 or below = Ineffective _____

Teacher Signature _____

Evaluator Signature _____

Date: _____



Culminating Activity Planning Document

Purpose of The Document

- To provide a helpful template for planning the culminating activity.
- To establish objective criteria for teachers and evaluators to discuss the culminating activity.

Assessment Planning

What is the scope of the culminating activity?
<i>Is the assessment designed to measure important skills and standards mastered over the full year, semester, unit, etc? The scope can vary depending on the purpose of the assessment and what the teacher wants to measure.</i>
•

What is the purpose of the assessment?
<i>What standards and skills is the culminating activity meant to measure?</i>
• • •

How will the data be used?
<i>Will the data be used primarily to determine the effectiveness of instruction, to identify individual student needs, or both?</i>
•



What does mastery look like and how will it be measured?

<i>Explain what mastery looks like in terms of student performance and explain how you will measure mastery. Which rubric will you use? A rubric is required.</i>

- | |
|---|
| <ul style="list-style-type: none">• |
|---|

What is the mastery goal and how will it be determined?
--

<i>What is your mastery goal for students? This will vary based on the purpose and scope of the assessment. Plan to analyze the results afterward and look for the factors that influenced students' achievement.</i>

- | |
|---|
| <ul style="list-style-type: none">• |
|---|

After Assessment Analysis

Examine Results

<i>Close-Up Questions:</i> <i>What specific student needs did you see? Is there information that could be used to help specific students going forward?</i>
--

- | |
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| <ul style="list-style-type: none">••• |
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<i>Wide-Angle Questions:</i> <i>What were the strengths and weaknesses of the instruction assessed through the culminating activity? What effective instructional strategies / practices should teachers adopt when teaching the standards? Are there any changes you could make that might improve student learning?</i>
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- | |
|---|
| <ul style="list-style-type: none">••• |
|---|

Mastery Goal: <i>What factors influenced whether or not students met the mastery goal?</i>

- | |
|---|
| <ul style="list-style-type: none">••• |
|---|

