

# 3.2WF—LICENSED

## PERSONNEL EVALUATIONS

### Definitions

"Beginning administrator" means a building-level or district-level leader who has not completed three (3) years of experience as a building-level or district-level administrator.

"Building level or district level leader" means an individual employed by the District whose job assignment is that of a building level or district level administrator or an equivalent role, including an administrator licensed by the State Board of Education, an unlicensed administrator, or an individual on an Administrator Licensure Completion Plan. Building level or district level leader does not include the superintendent, deputy superintendents, associate superintendents, and assistant superintendents.

"Novice teacher" is a teacher who has less than three (3) years of public school classroom experience. A Novice teacher includes a teacher of record holding a provisional license.

"Teacher" has the same definition as A.C.A. § 6-17-2803(16).

### Teachers

Teachers will be evaluated under the provisions and timelines of the Teacher Excellence and Support System (TESS) to include the provisions within this policy.

The superintendent or designee(s) shall develop procedures to govern the evaluation process and timelines for the evaluations.

All teachers, other than novice teachers, will have a summative evaluation over all domains and components at least once every four (4) years. To establish the initial four-year (4) rotation schedule for, other than novice teachers, to be summatively evaluated, at least one-quarter (1/4) of each school's teachers, other than novice teachers, were selected for evaluation by random draw in a public Personnel Policy Committee meeting. Novice teachers will receive a summative evaluation in their first year as a novice teacher. Based on the novice teacher's effectiveness in their classroom, it will be left up to the building principal as to whether or not the novice teacher will receive additional summative evaluations for the remainder of their novice period. The year following their novice period, the teacher will be placed into their designated cohort group and assume the four (4) year summative evaluation rotation for the following years.

A teacher transferring from another district with three (3) or more years of classroom experience will receive a summative evaluation their first year in the district and will then be placed into their designated cohort group and assume the four (4) year summative evaluation rotation for following

years.

The table below shows the TESS Cohort Groupings.

|          | 2022-2023 SY     | 2023-2024 SY     | 2024-2025 SY     | 2025-2026 SY     | 2026-27 SY       |
|----------|------------------|------------------|------------------|------------------|------------------|
| Cohort 1 | Summative        | Formative -Yr. 1 | Formative -Yr. 2 | Formative -Yr. 3 | Summative        |
| Cohort 2 | Formative -Yr. 3 | Summative        | Formative -Yr. 1 | Formative -Yr. 2 | Formative -Yr. 3 |
| Cohort 3 | Formative -Yr. 2 | Formative -Yr. 3 | Summative        | Formative -Yr. 1 | Formative -Yr. 2 |

TESS Groupings By Building

Elementary School

Cohort 1: Kindergarten, 2nd Grade, and Special Education

Cohort 2: 1st Grade, 3rd Grade, and Certified Interventionists

Cohort 3: 4th Grade, Encore, GT, and Counseling

Middle School

Cohort 1: 7th Grade, 8th Grade, and Library Media

Cohort 2: 5th Grade, 6th Grade, and certified interventionists

Cohort 3: PE, Art, Counseling, Special Education, and CTE

High School

Cohort 1: English Language Arts & Inclusion Teacher, Foreign Language, Social Studies, and Library Media

Cohort 2: CTE, PE, Health, Coaching, Music, and Self Contained Special Education

Cohort 3: Mathematics & Inclusion Teacher, Science, and Counseling

General Procedures

| Formal Observation (Announced)                                                         | Indirect Observation (Unannounced)                                                                                                                             |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| One full class period – 45 minutes minimum                                             | Will vary in length                                                                                                                                            |
| Script to collect evidence on Domains 2 & 3 Teachers provide evidence of Domains 1 & 4 | Script to collect evidence on Domains 2 & 3 that focus on targeted areas of PGP’s or Use an electronic feedback form to collect evidence and provide feedback. |
| Must have pre-and post-conference                                                      | Post-conference (face-to-face or feedback provided electronically)                                                                                             |
| Rate components Feedback in writing within 5 working days of post-conference           | Update notes Provide copies to the teacher                                                                                                                     |

| Formal Observation (Announced)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Indirect Observation (Unannounced)                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Summative Year - at least 1 covering all components</p> <p>Formative Years - 1, 2, and 3 - no formal observation</p> <p>Novice Teachers - will have one (1) summative each semester during their first year with the school district covering all components. If novice teachers are "effective" or "highly effective" they will not be required to receive additional summative evaluations for the remainder of their novice period. This decision will be left up to the building principal.</p> <p>Transfer Teachers with three (3) or more years of classroom experience - at least one (1) covering all components in their first semester. Based on the transfer teacher's effectiveness on the summative i it will be left up to the building principal as to whether or not the transfer novice teacher will an additional summative evaluation in the second semester.</p> | <p>It is the responsibility of the principal or designee to continuously support the teacher on an ongoing basis through the formative years. There is no set amount of indirect observations.</p> |

All teachers shall annually develop a Professional Growth Plan (PGP) annually that identifies professional growth outcomes to advance the teacher's professional skills and clearly links personalized, competency-based professional learning opportunities to the professional growth outcomes. The teacher's evaluator must approve the teacher's PGP. If there is a disagreement between a teacher and the teacher's evaluator concerning the PGP, the decision of the evaluator shall be final.

Following a summative evaluation, the teacher shall receive an overall performance rating that is derived from:

1. A written evaluation of the teacher's performance on all evaluation domains as a whole;
2. The evaluation framework and evaluation rubric appropriate to the teacher's role;
3. More than one type of evidence of the teacher's professional practice including, but not limited to:
  - a. Direct observation;
  - b. Indirect observation;
  - c. Artifacts;
  - d. Data; and
4. Presentations of evidence chosen by the teacher, the evaluator, or both.

The Summative Evaluation shall provide an opportunity for the evaluator and the teacher to discuss the review of the evidence used in the evaluation and provide feedback that the teacher can use to improve his/her teaching skills and student learning.

While teachers are only required to be summatively evaluated once every four (4) years, the teacher's evaluator may conduct a summative evaluation in any year.

A teacher shall continue to demonstrate a commitment to student learning in formative years by furthering the teacher's professional growth and development as guided by the teacher's PGP. The teacher's evaluator, or one or more individuals selected by the evaluator, shall support the teacher on an ongoing basis throughout the formative years by:

- Providing teachers with immediate feedback about teaching practices;
- Engaging teachers in a collaborative, supportive learning process; and
- Helping teachers use assessment methods supported by evidence-based research that inform the teacher of student progress and provide a basis for adapting teaching practices.

An overall performance rating is not required in a formative year, but all teachers will get a rating so that they will be eligible for merit pay if eligible according to DESE rules.

### **Building Level or District Level Evaluations**

Building-level or district-level leaders will be evaluated under the schedule and provisions required by the Leader Excellence and Development System (LEADS).

The superintendent or designee(s) shall develop procedures to govern the evaluation process and timelines for the evaluations.

Building-level or district-level leaders, except for beginning administrators, shall have a summative evaluation at least once every four (4) years. To establish the initial four-year rotation schedule for building-level or district-level leaders, except for beginning administrators, to be summatively evaluated, at least one-quarter (1/4) of each school's building-level or district-level leaders were selected for evaluation by volunteering for a position in the rotation. Beginning administrators shall have a summative evaluation in their first year as a beginning administrator. Based on the beginning administrator's effectiveness as an instructional leader in their building, it will be left up to the Evaluator as to whether or not the beginning administrator will receive additional summative evaluations for the remainder of their novice period. The year following their novice period, the beginning administrator will be placed into his/her designated cohort group and assume the four (4) year summative evaluation rotation for the following years.

A building level or district level administrator transferring from another district with three (3) or more years of building level or district level experience will receive a summative evaluation their first year in the district and will then be placed into their designated cohort group and assume the four (4) year summative evaluation rotation for following years.

The table below shows the LEADS Cohort Groupings.

|                             | <b>2022-23</b>    | <b>2023-2024 SY</b> | <b>2024-2025 SY</b> | <b>2025-2026 SY</b> | <b>2026-27 SY</b> |
|-----------------------------|-------------------|---------------------|---------------------|---------------------|-------------------|
| Assistant Superintendent    |                   |                     | Summative           | Formative - Yr. 1   | Formative - Yr. 2 |
| Elementary School Principal | Formative - Yr. 3 | Summative           | Formative -Yr. 1    | Formative -Yr. 2    | Formative - Yr. 3 |
| High School Principal       | Formative -Yr. 3  | Summative           | Formative -Yr. 1    | Formative -Yr. 2    | Formative -Yr. 3  |
| Middle School Principal     | Formative -Yr. 2  | Formative- Yr. 3    | Summative           | Formative - Yr. 1   | Formative -Yr. 2  |

|                          | <b>2022-23</b>    | <b>2023-2024 SY</b> | <b>2024-2025 SY</b> | <b>2025-2026 SY</b> | <b>2026-27 SY</b> |
|--------------------------|-------------------|---------------------|---------------------|---------------------|-------------------|
| Curriculum Administrator | Formative - Yr. 2 | Formative- Yr. 3    | Summative           | Formative - Yr. 1   | Formative -Yr. 2  |
| MS/ES Ass't Principal*   | Formative - Yr. 1 | Formative - Yr. 2   | Formative - Yr. 3   | Summative           | Formative - Yr. 1 |
| MS/HS Ass't. Principal*  | Summative         | Formative - Yr. 1   | Formative - Yr. 2   | Formative - Yr. 3   | Summative         |

\* (Assistant Principals will be evaluated by a Building Principal)

A building-level or district-level leader shall complete a PGP based on the standards and functions determined during the initial summative evaluation meeting with the superintendent or designee. If there is a disagreement between a building-level or district-level leader and the leader's evaluator concerning the PGP, the decision of the evaluator shall be final.

The building-level or district-level leader shall annually revise his/her PGP and associated documents required under LEADS. In a non-summative evaluation year, his /her job performance will be measured on how well the PGP's goals have been met.

The Superintendent or designee shall use the evaluation framework and rubric that is appropriate to the role and responsibilities of the building-level or district-level leader when conducting the building-level or district-level leader's summative evaluation. The building-level or district-level leader's summative evaluation shall result in a written overall performance rating that is based on multiple sources of evidence of the building-level or district-level leader's professional practice, which may include:

1. Direct observation;
2. Indirect observation;
3. Artifacts; and
4. Data.

When the Superintendent or designee conducts a summative evaluation, he/she will base the building-level or district-level leader's continuing employment recommendation on:

- The level of performance based on the performance functions and standards of the evaluation rubric;
- The evidence of teacher performance and growth applicable to the building or district-level leader; and
- The building- or district-level leader's progression on his or her professional growth plan.

While building-level or district-level leaders are required to be summatively evaluated once every four (4) years, the Superintendent or designee may conduct a summative evaluation in any year.

Cross Reference: 8.2—CLASSIFIED PERSONNEL EVALUATIONS

Legal References: A.C.A. § 6-17-2801 et seq.  
A.C.A. § 11-3-204  
DESE Rules Governing Educator Support and Development

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