

# ANCHORAGE SCHOOL DISTRICT



## **Certificated Employees Evaluation Document for Members of the AEA Bargaining Unit SECTION I**

Content of this handbook reflects the agreement between the AEA and the ASD.  
Updates and changes of this document will be posted on the District Connection online.

September 30, 2016 Revisions



# Anchorage School District

5530 East Northern Lights Boulevard, Anchorage, Alaska 99504

## Development

Anchorage Education Association, Anchorage Principals' Association, and district representatives jointly developed the certificated evaluation procedures. Contact your principal/supervisor, the AEA Evaluation Committee members, or central office for clarification of any questions you may have.

The Certificated Employee Evaluation Handbook and documents are available at [www.asdk12.org](http://www.asdk12.org) on the District Connection through Staff Evaluation or the Forms and Publications Library, and on the AEA website at [www.anchorageea.org](http://www.anchorageea.org).

## Professional Teacher Practices Commission

Educators are required, as a condition of their employment with the Anchorage School District, to comply with the Code of Ethics of the Professional Teaching Practices Commission. Website: <http://eed.alaska.gov/ptpc/>.

## Alaska State Cultural Standards

Cultural standards for educators apply to educators, including educators who are administrators or special service providers. In evaluating educators, the district shall consider the cultural standards set forth in 4 AAC 04.200(f).

## Statement of Non-Discrimination

The Anchorage School Board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability, and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity or service offered by the District. The District will comply with the applicable statutes, regulations, and executive orders adopted by Federal, State and Municipal agencies.

Inquiries or complaints may be addressed to the District's Equal Employment Opportunity Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132 or to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Director of the Office for Civil Rights, Department of Education, or Department of Health and Human Services.

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# SECTION I

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**Anchorage School District  
The Anchorage School Board  
2016-2017**

The Anchorage School Board is a municipal-wide elected body with governance responsibility for the Anchorage School District. As a governance board, it is our responsibility to: (1) set a clear direction for the district; (2) empower and hold accountable the superintendent for implementing our direction and managing district operations; (3) develop and adopt policies and budgets that support and implement the board's direction; and (4) model the professionalism and degree of effort they expect from students, families and staff.

**Mission**

Educate all students for success in life

**Vision**

All students will graduate prepared for post-secondary and employment opportunities.

**Destination 2020**

The board expects a high-performing district that achieves exceptional results. We believe a process of continuous improvement and reform for results can be consistent over time, transcending board membership and superintendents.

**Components of the Plan**

Our goals and plans outlined in Destination 2020 started with a solid foundation. All of the pieces were designed to tie together, complement each other and build up to an end goal of improved student achievement by the year 2020.

**Goals**

- 90% student proficiency, graduation, attendance, recommendation; 100 percent safety; efficiency
- In order to meet our vision and fulfill our mission, the district must be committed to its goals and areas of focus. Goals are SMART — specific, measurable, attainable, realistic and timely.
- Performance measures — Each of our goals contain one or more performance measures which use data and statistical evidence to determine progress toward the overall goal.

**Areas of Focus**

- Academics, evaluation, professional learning, business management, operations, communications and human resources.
- Directed attention and effort is focused on key areas within the district to ensure we continue moving toward achieving our goals. Organizationally, the district is structured around these areas of focus to maximize the impact of our resources.

**Core Values**

- Potential, high expectations, accountability, safety and responsiveness
- Core values are guidelines for decision-making and ethical conduct. They are beliefs that are shared throughout the district. They are the guiding principles we use to reach our goals.

**Operating Principles**

- Educator accountability, effective communication, evidence-based curriculum, and best-practice instruction, instructional differentiation, managed instruction, principal priorities, school innovation, technology integration
- Operating principles are written statements that describe how staff will interact with each other and those serve-peers, students, parents and community members. Operating principles are about everyday behaviors of employees.

# EMPLOYEE EVALUATION

## Alaska Statute AS 14.20.149

### Sec. 14.20.149 EMPLOYEE EVALUATION.

(a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under [AS 14.20.170\(a\)](#); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175\(b\)\(1\)](#).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under [AS 40.25](#). However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

# Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships • Content pedagogy</li> </ul> <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge, and proficiency • Interests and cultural heritage</li> </ul> <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment • Clarity • Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• For classroom • To extend content knowledge • For students</li> </ul> <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Learning activities • Instructional materials and resources</li> <li>• Instructional groups • Lesson and unit structure</li> </ul> <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with outcomes • Criteria and standards</li> <li>• Formative assessments • Use for planning</li> </ul>	<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students • Student interaction with students</li> </ul> <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of content • Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Instructional groups • Transitions • Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy • Use in future teaching</li> </ul> <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments • Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4c Communicating with Families</p> <ul style="list-style-type: none"> <li>• About instructional program • About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school projects</li> <li>• Involvement in culture of professional inquiry • Service to school</li> </ul> <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge / pedagogical skill</li> <li>• Receptivity to feedback from colleagues • Service to the profession</li> </ul> <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school/district regulation</li> </ul>	<p>3a Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning • Directions and procedures</li> <li>• Explanations of content • Use of oral and written language</li> </ul> <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions • Discussion techniques</li> <li>• Student participation</li> </ul> <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments • Student groups</li> <li>• Instructional materials and resources • Structure and pacing</li> </ul> <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria • Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students</li> <li>• Persistence</li> </ul>

# ASD/AEA Contract Language

## 464 EVALUATION PROCEDURE

- A. Members will be evaluated annually in accordance with the District's evaluation procedure and the requirements of State Law and the Regulations of the Department of Education and Early Development
- B. The schedule for evaluations shall be as follows (unless mutually agreed otherwise in writing by evaluator and evaluatee):
1. Non-tenured members shall receive a minimum of two formal written observations, with pre- and post-observation conferences. The evaluation shall be completed no later than February 15. Such evaluations may contain Plans for Improvement that extend until May 15, in order to provide maximum opportunity for retention;
  2. The evaluation of tenured members shall be completed no later than May 5. Evaluations which express concerns with member performance shall be based on a minimum of two formal written observations;
  3. A formal observation is an observation within the workplace, based on educator performance. It is prearranged according to a mutual date/time, includes a pre/post-observation conference, is documented, and the documentation is shared with the employee;
  4. Members will be given the opportunity to provide input on the performance of colleagues and administrators using a form developed by the District that includes a section for open comments. Participation in these evaluations by the member is at the member's option and must be completed no later than May 5.
- C. The evaluation of members shall include the following:
1. District-approved teacher evaluation documents will be used for both tenured and non-tenured members.
  2. The evaluation must clearly indicate when information other than specific observations by the evaluator has been used and clearly identify the source of the information;
  3. An acknowledgment of content signed by both the evaluator and the evaluatee must appear on evaluations. Acknowledgment by the evaluatee does not imply concurrence with the evaluation contents. The evaluatee must be informed of the right to review the written evaluation prior to final submission and comment in writing on any matter contained in it. Following receipt of the written evaluation, a period of 10 calendar days shall be allowed for the evaluatee to respond in writing to the evaluation. Such response will be placed in the evaluatee comments section of the document or attached to it if space does not permit. The evaluatee waives the right to written comments if not exercised within 10 calendar days. The fact that the evaluatee exercises the right to comment on the evaluation in the manner described may not be used against the evaluatee.
4. A member has the right to request one additional written observation by a mutually acceptable different evaluator;
5. All observation and evaluation documents are confidential (4 AAC 19.040). Unless mutually agreed otherwise by both the member and the District, no portion of an evaluation may be made public, except as evidence in a proceeding relative to a member's certification or employment, or as otherwise allowed or required by a court of law;
6. For evaluations to be useful, principals must be free to express performance concerns candidly. Furthermore, it is expected that principals will share performance concerns as they arise, in order to provide an informal opportunity for a member to address and correct any problems. Members may submit written rebuttals to evaluation comments with which they disagree.
7. The District, in conference its statutory obligation to provide various stakeholders with an opportunity to offer input into the evaluation of members, will work to assure that a full range of such input is secured, in order both to maximize involvement and to insure balanced reporting thereafter. Principals will be expected to keep track of input received and to weigh carefully its significance in promoting excellence in performance.
- D. If the purpose of an evaluation conference is to place a member on a Plan for Professional Growth or a Plan of Improvement, the member has the right to request Association representation. If the member elects Association representation, he/she shall be given at least 48 hours to obtain such representation.
- E. Plan for Professional Growth
1. Administrators may indicate a need for professional growth at any time, following at least two formal written observations of the employee within the performance of his/her duties.

# ASD/AEA Contract Language

2. An indication of need for professional growth is intended to provide the member with an opportunity to address performance concerns in a collaborative manner. It is not a necessary precursor to a formal Plan of Improvement.

## F. Plans for Improvement

No member shall be placed on a plan for improvement without prior observations by the evaluator. When a member is placed on a plan for improvement, the following shall be established in writing: the areas needing improvement; the program to be followed which shall include expectations, activities and prescribed time lines; the monitoring system; duration; and the member's right to have Association representation. Plans for Improvement shall represent the best efforts of the administrator to define expectations, identify performance deficiencies, and recommend activities that may support improvement in member performance. The preparation of the Plan for Improvement shall be discussed with the member, while completion of the final document is the responsibility of the administrator.

G. Members who are placed on a Plan for Professional Growth or a Plan of Improvement may choose to request an Instructional Coach through the AEA Evaluation Committee or its representative. If available, a trained Instructional Coach will assist the teacher in working towards meeting the areas indicated on the Plan for Professional Growth or the Plan of Improvement. The member requesting assistance is ultimately responsible for meeting the expectations of the evaluation plan.

H. If a change in the evaluation procedure is to be considered, the Association shall be involved. That involvement will include full opportunity for the Evaluation Committee of the Association to review proposed changes to any part of the evaluation system and to collaborate with District representatives about how best to meet common needs. The Association reserves the right to petition the School Board to intervene in disputes over proposed changes to the evaluation system which cannot be resolved administratively.

I. Additional evaluation information and procedures are found in the AEA/ASD Certificated Employee Evaluation Document available on the ASD website.



# General Information

## Purpose

The primary purpose of the Anchorage School District educator evaluation system is the improvement of performance through:

- defining educator performance standards against which performance can be measured;
- identification and correction of unacceptable performance;
- focusing administrative attention to areas of greatest need;
- providing a variety of evaluation options, tailored to individual circumstances, and school needs;
- supporting school action planning and instructional goals;
- inviting input from peers, parents, and students regarding performance;
- promotion of professional growth of educators;
- support for educators as members of school and community teams working toward common goals;
- providing an appropriate cycle of review which may or may not be annual;
- using multiple data elements (both formative and summative) to evaluate student learning, and to plan, form, and adjust instruction.

## Training

Training on the evaluation system will be held as an annual in-service prior to October 1 of each year. The in-service will address the district evaluation procedures, standards used in evaluating the performance of a certificated staff member, and any other information that is considered relevant to the process. These in-services will be held in whole school or small group conferences. Educators hired after the first week will be in-serviced on the evaluation system within 30 days of the initial starting date.

The in-service will be facilitated by an ASD administrator who has been trained on the use of the district's evaluation system and the Alaska State Teacher Performance (Teacher Standards).

## Evaluators

A person may not conduct an evaluation under this section unless the person holds a Type B certificate or is a site administrator under the supervision of a person with a Type B certificate, is employed by the district as an administrator and has completed training in the use of the district's evaluation system. This person cannot be a part of the AEA bargaining unit.

## Distribution

At the start of the school year, or upon initial hiring, the educator will be provided access to the following current evaluation materials: Certificated Employee Evaluation Document, Teacher Rubrics, and copies of current forms/documents which are to be used in a certificated employee's evaluation process. If there are changes to the

evaluation system within the school year, the district will provide updated information to all affected employees as soon as possible.

Additional evaluation materials such as Administrator's Handbook on Evaluation Procedures and copies of the Certificated Employee Evaluation Document and Rubrics will be available on the district website at [www.asdk12.org](http://www.asdk12.org) and the AEA website at [www.anchorageea.org](http://www.anchorageea.org).

## Transfers and Evaluation Status

An educator's evaluation status will remain the same upon transferring to another site/program. If an educator on an Instructional Improvement Evaluation (POG or POI) transfers before the evaluation cycle has concluded, their status transfers with him or her and the new supervisor will review the case and carry on with the evaluation process.

An educator working in a charter school shall be evaluated under the same procedures and expectations as all other educators in the district, except if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school administrator to evaluate the educators in that charter school. (AS 14.03.270)

## Itinerant

Educators assigned to more than one site will be evaluated by the administrator at their home school. However, it is expected that the primary administrator will seek input from any other administrator for whom service is provided by the educator.

## Where Documentation is Maintained:

### Unit File

Observation notes may be placed in the unit file. For further information, refer to the AEA/ASD Agreement.

### Personnel File

All finalized evaluation documents will be placed in the individual's electronic personnel file each year.

# Anchorage School District

## Certificated Employee Evaluation Process

The mission of the Anchorage School District is to educate all students for success in life. The importance of a competent and professional staff in achieving this mission is essential. Therefore, annual educator evaluations will emphasize professional development to encourage continuous improvement and increased student performance.

All educators will be evaluated annually. There are three categories of the educator evaluation process:

- Initial Evaluation (Non-Tenured)
- Proficiency Evaluation (Tenured)
- Instructional Improvement Evaluation (Non-Tenured/Tenured). Includes Basic and Unsatisfactory.

The evaluation process is built upon the standards of performance expected of all district educators. The Teacher Standards demand excellence. Once Teacher Standards are reached, the educator should show continuous professional development toward maintaining or exceeding proficiency. The Alaska State Cultural Standards shall be considered in the evaluation process.

### Evaluation Input

All educators, parents, students, and community members will be given the opportunity to provide input annually to the supervisor regarding the educator's performance. District approved input forms may be used for this purpose. In addition, educators may solicit input on their own, regarding themselves, as part of a self-improvement effort.

When the input information has been compiled, a summary sheet will be given to the educator. Original input forms are stored/held for educators on Plans of Improvement or in other cases where the district may have need.

Upon request, an educator is entitled to copies of all information used in the evaluation including copies of input forms. Should an administrator receive a complaint against the educator which indicates possible performance concerns, that information must be shared with the educator promptly so that attempts to correct the possible concerns may take place in a timely manner.

Any questions regarding the input process may be directed to the Human Resources Department, or refer to the Staff Evaluation page within the District Connection at <https://home.asdk12.org/>.

### Evaluation Process - Administrator Directions

Evaluation is designed to help administrators confirm that educator performance meets Teacher Standards.

The administrator should carefully review the Teacher Standards and the Alaska Cultural Standards for Educators. Having been adopted by the School Board, they constitute the reference points against which performance must be evaluated. Below each content standard are the performance indicators which are observable through normal classroom observation. It is understood and expected that other, important information regarding performance may come to an administrator's attention by means other than direct observation of classroom performance, including information from students, parents, and other educators. It is also understood that educator responsibilities extend beyond the classroom and, indeed, that not all who hold the title of educator actually work in classroom settings.

After reviewing the performance indicators of compliance for all Teacher Standards, the administrator conducts observations appropriate to the type of evaluation the educator is receiving. The administrator should supplement what is learned through such observations with information shared by parents, peers, students, or other administrators, and note conclusions in each area, by using the rubrics as a guide in completing the evaluation document. Educators are assumed proficient unless there is documented evidence otherwise.

An administrator's judgment that an educator meets the expected standard in each area completes the first part of the evaluation. The second part requires that the administrator supplement the checklist with a narrative summary of conclusions regarding the performance of the educator. When the summary is complete, the administrator will share the material with the educator and invite comments in the space provided. The educator may provide a response within the time required by the terms of the negotiated agreement.

Non-tenured evaluations shall be completed no later than February 15. Tenured evaluations shall be completed by May 5.

**Observation Information**

The goal of observation is to acknowledge best teaching practices and to improve instruction. Administrators must be free to express performance concerns candidly. It is expected that administrators will share performance concerns as they arise in order to provide an informal opportunity for an educator to address and correct any problems. Administrators and educators will work together to decide the most beneficial way to hold evaluation conferences at their building.

**Formal Observations:**

A formal observation is an observation within the workplace, based on educator performance. It is prearranged according to a mutual date and time, includes a pre and post-observation conference, is documented, and the documentation is shared with the employee in writing. A post-conference will include performance concerns, should there be any.

**Informal Observations:**

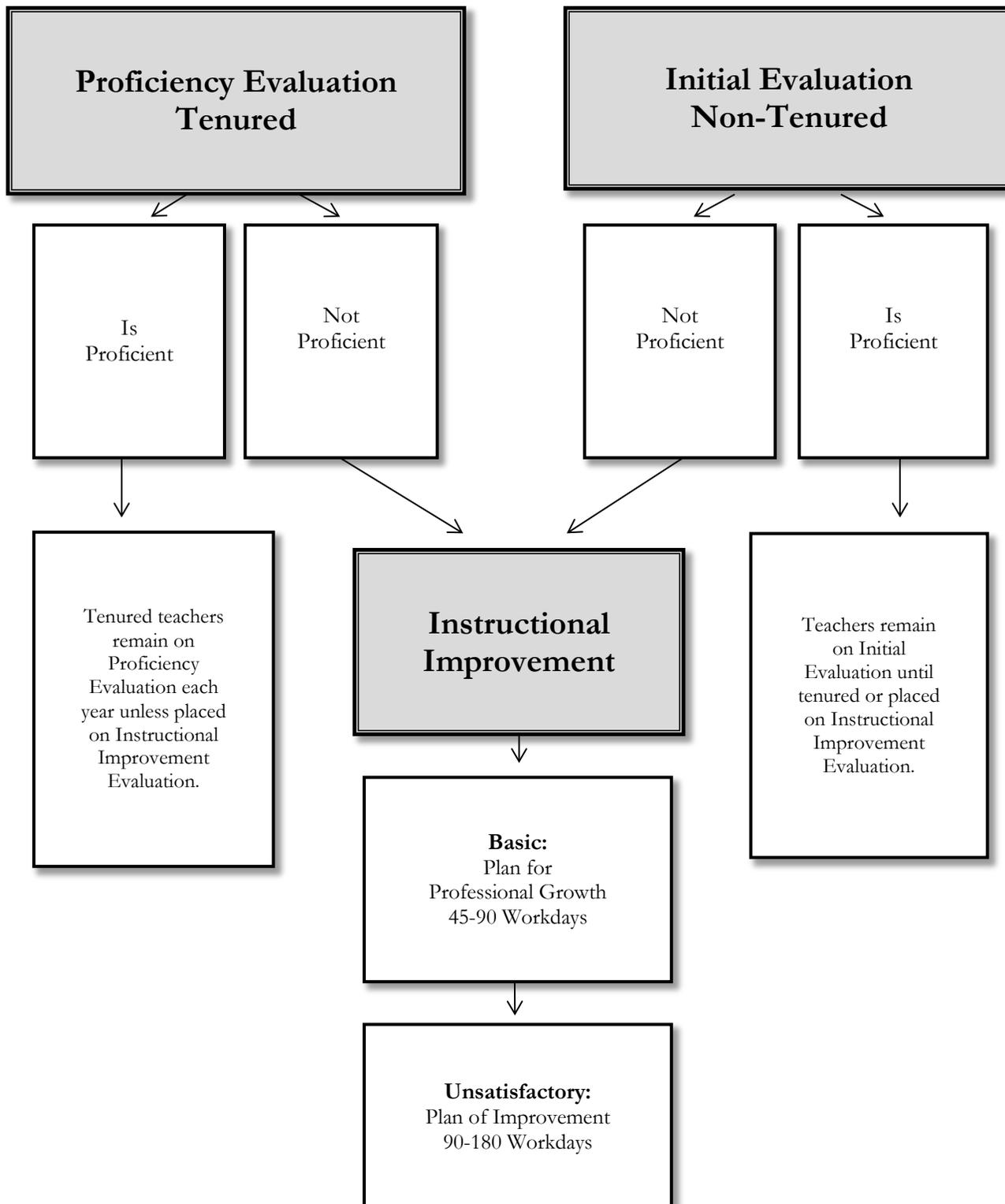
An informal observation is an observation that does not include a pre or post-conference and no prior or post paperwork is asked of the educator. Informal observations are approximately 15 minutes and are not prescheduled. A document may be used and feedback may be provided in writing to the educator. A minimum of one informal observation is required in the Proficiency Evaluation, but are optional in the Initial Evaluation and the Instructional Improvement Evaluation.

**Walk-through Observations:**

Walk-throughs are short, informal observations of approximately 5 to 10 minutes or less. No documentation is required.

# Certificated Employee Flow Chart

Proficiency is every employee's goal.



# Initial Evaluation

Certificated employees on the Initial Evaluation will receive a minimum of two formal written observations annually. These formal observations must occur on separate days. It is preferred that the post-observation conference take place as soon after the observation as feasibly possible, in order to provide prompt feedback.

The Initial Evaluation is for non-tenured educators. It consists of the following:

- A beginning of the year conference to discuss the evaluation process. The purpose of the Initial Evaluation is for educators to maintain proficiency according to the four instructional framework domains;
- Frequent walk-through observations. Walk-throughs are short in duration and no written documentation is required;
- Informal observations at the administrator's discretion;
- Two formal observations with pre and post-conferences;
- The evaluation conference to review the annual evaluation document. An educator may choose to provide additional information or documentation to their administrator in order to be considered and evaluated as "Exemplary." The administrator may also ask for additional documentation or supportive information. Often this information can be shared during pre and post-observation conferences or follow-up discussions;
- Educators have ten calendar days to electronically sign and submit a response after receiving administrator comments.

The educator may be moved at the discretion of the administrator into the Instructional Improvement Evaluation if an educator has had two formal observations.



# Checklist for Initial Evaluation Procedure

This form is for informational use only and should not be turned in as part of the employee evaluation.

1. \_\_\_\_\_ Mandatory evaluation training must be provided prior to October 1 of each year.
2. \_\_\_\_\_ Access to current evaluation materials. i.e., evaluation handbook, forms, rubrics.
3. \_\_\_\_\_ All non-tenured educators must use the Initial Evaluation. The objective is for teachers to be proficient on the four instructional framework domains. Supervisors confirm which employees are on the Initial Evaluation and the name of evaluator by September/October. (Evaluator must hold a Type B certificate and not be a member of AEA bargaining unit.)
4. \_\_\_\_\_ A beginning of the year conference should be completed by October 15.
5. \_\_\_\_\_ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator.
6. \_\_\_\_\_ Educators may choose to provide additional documentation or supportive information in order to be considered and evaluated for "Exemplary."
7. First Observation Cycle
  - \_\_\_\_\_ a. Pre-Conference
  - \_\_\_\_\_ b. Formal Observation
  - \_\_\_\_\_ c. Post-Conference
8. Second Observation Cycle
  - \_\_\_\_\_ a. Pre-Conference
  - \_\_\_\_\_ b. Formal Observation
  - \_\_\_\_\_ c. Post-Conference
9. \_\_\_\_\_ Evaluation must be submitted by administrator to non-tenured educators no later than February 15.
10. \_\_\_\_\_ Final Evaluation conference held on or before February 15.
11. \_\_\_\_\_ Educator electronically acknowledges Evaluation within 10 calendar days after receiving administrator comments. Educator comments are optional.

# Proficiency Evaluation

The Proficiency Evaluation is for tenured educators with prior year evaluations of Proficient or Exemplary. The Proficiency Evaluation consists of the following:

- A beginning of the year conference with the administrator by October 15. The educator will select an area of focus with the district, school, and individual professional goals in mind;
- Frequent walk-through observations. Walk-throughs are short in duration and no written documentation is required;
- Informal observations. Administrators will complete a minimum of one informal observation per school year of approximately 15 minutes;
- Written documentation shared with the educator. An ASD form may be used;
- Formal observations. These may occur during the school year at the administrator's discretion;
- An end-of-the-year evaluation conference will be held on or before May 5 to review the professional development goal and the annual evaluation. This conference will be held to review the final evaluation document. The educator may choose to provide additional information or documentation to the administrator in order to be considered and evaluated as "Exemplary." The administrator may also ask the educator to provide additional documentation or supportive information. Often this information can be shared during pre and post-observation conferences or follow-up discussions;
- The final evaluation form with administrator comments no later than May 5 of each year. Educators have ten calendar days to electronically sign and submit a response after receiving administrator comments.

An educator may be moved into the Instructional Improvement Evaluation after the educator has had two formal observations.



# Checklist for Proficiency Evaluation Procedure

This form is for informational use only and should not be turned in as part of the employee evaluation.

1. \_\_\_\_\_ Mandatory evaluation training must be provided prior to October 1 of each year.
2. \_\_\_\_\_ Access to current evaluation materials i.e., evaluation handbook, forms, rubrics.
3. \_\_\_\_\_ Proficient tenured educators use the Proficiency Evaluation. The objective is for all educators to maintain proficiency. Administrators confirm which employees are on the Proficiency Evaluation and the name of evaluator by September/October. (Evaluator must hold a Type B certificate and not be a member of AEA bargaining unit.)
4. \_\_\_\_\_ A beginning of the year conference should be completed by October 15.
5. \_\_\_\_\_ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator.
6. \_\_\_\_\_ Educators may choose to provide additional documentation or supportive information in order to be considered and evaluated for "Exemplary."
7. \_\_\_\_\_ First Informal Observation. Copy of observation feedback given to educator.

## Optional:

8. \_\_\_\_\_ Second Informal Observation. Copy of observation feedback given to educator.
9. Optional - First Observation Cycle
  - \_\_\_\_\_ a. Pre-Conference
  - \_\_\_\_\_ b. Formal Observation
  - \_\_\_\_\_ c. Post-Conference
10. Optional - Second Observation Cycle
  - \_\_\_\_\_ a. Pre-Conference
  - \_\_\_\_\_ b. Formal Observation
  - \_\_\_\_\_ c. Post-Conference
11. \_\_\_\_\_ Final evaluation conference on or before May 5.
12. \_\_\_\_\_ Educator electronically acknowledges evaluation within 10 calendar days after receiving administrator comments. Educator comments are optional.



# Instructional Improvement Evaluation

Certificated employees on the Initial Evaluation will receive a minimum of two formal written observations annually. These formal observations must occur on separate days. It is preferred that the post-observation conference take place as soon after the observation as feasibly possible, in order to provide prompt feedback.

The Instructional Improvement Evaluation is for educators determined to be basic or unsatisfactory. To be moved into this category, an educator must have had two formal observations with evidence indicating below proficient performance. This consists of the following:

- An evaluation conference to discuss the Plan for Professional Growth or Plan of Improvement. The Plan for Professional Growth is developed collaboratively by the educator and the administrator. The Plan of Improvement will be developed by the administrator with input from the educator. The goal of the Instructional Improvement Evaluation is for educators to become proficient;
- Frequent walk-through observations. Walk-throughs are short in duration and no written documentation is required;
- Informal observations. Written documentation shared with the educator;
- Two formal observations with pre and post-conferences;(one additional formal observation may be requested)
- An evaluation conference to determine if the educator has obtained proficiency. This conference will be held to review the evaluation document. The educator may choose to provide additional information or documentation. The administrator may also ask for additional documentation or supportive information. Often this information can be shared during pre and post-observation conferences or follow-up discussions.

An educator has the right to request one additional written observation by a mutually acceptable different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and Teacher Standards. If the educator and the evaluator cannot agree on a mutually acceptable different evaluator, the district and AEA shall mediate. The responsibility for contacting the mutually acceptable different evaluator lies with the educator. (Refer to AEA/ASD Agreement.)



## **Plan for Professional Growth (Basic)**

- An educator who has been rated basic in two or more components, as determined by their administrator, shall be placed on a plan of professional growth (POG).
- A Plan for Professional Growth may be created in order to provide the educator with an opportunity to address performance concerns in a collaborative manner. It is not necessarily a precursor to a formal Plan of Improvement. However, if Proficiency is still not met, a formal Plan of Improvement will be implemented.
- This Plan is considered professional growth and the primary responsibility for developing the draft professional growth plan and meeting expectations is the educator's. However, final determination will be made by the administrator, who will provide guidance/suggestions into the design of the plan through discussion of possible activities and ideas for ways to improve in identified areas. The educator will have 45-90 workdays following administrator finalization of the Plan for Professional Growth (may be extended by mutual agreement) to be proficient in the four instructional framework domains. The educator will be observed a minimum of once formally and once informally during the Plan of Professional Growth.
- Educators also have the right to request one additional written observation by a mutually acceptable, different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and instructional framework. The responsibility for contacting the mutually acceptable, different evaluator lies with the educator.
- The educator has the right to request AEA representation and shall be given at least 48 hours to obtain such representation.
- Educators may request an AEA/ASD Instructional Coach by personally contacting the AEA (refer to AEA/ASD Agreement).
- If, at the end of the Plan, the educator has demonstrated the required growth, the educator will be placed on the Proficiency or Initial Evaluation based on tenure. Two formal observations will be required the next school year.

## **Plan for Improvement (Unsatisfactory)**

- An educator who has been rated unsatisfactory in one or more components, as determined by their administrator, shall be placed on a plan of improvement (POI).
- To be moved into this category, an educator must have had two formal observations.
- A formal Plan for Improvement will be developed by the administration and implemented in compliance with contractual and statutory procedures. Educators who are put on a Plan for Improvement need to understand that this action places them in job jeopardy. They will receive a letter of warning that failure to satisfy the requirements of the Plan may result in loss of employment. The Plan for Improvement timeline for tenured educators shall not be less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the administrator and educator. The Plan must address, in writing, the specific areas outlined in the collective bargaining agreement and state law.
- The educator will be formally observed at least twice during this Plan for Improvement.
- Educators also have the right to request one additional formal observation by a mutually acceptable, different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and instructional framework. The responsibility for contacting the mutually acceptable, different evaluator lies with the educator.
- The educator has the right to request AEA representation and shall be given at least 48 hours to obtain such representation. Educators also have the right to request one additional formal observation by a mutually acceptable, different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and Instructional Framework. The responsibility for contacting the mutually acceptable, different evaluator lies with the educator.
- Educators may request an AEA/ASD Instructional Coach by personally contacting the AEA.
- If, at the end of the Plan, the educator has demonstrated the required growth, the educator will be placed on the Proficiency or Initial Evaluation based on tenure. Two formal observations will be required the next school year.

# Checklist for Professional Growth

This area is designed to support professional growth and development, which may be fostered by support of colleagues and other professional resources.

1. \_\_\_\_\_ Meet with the evaluating administrator. If this conference is to inform an educator that they have been placed on a Plan for Professional Growth, the educator has the right to request an AEA Representative to be present. The educator shall be given 48 hours to obtain such representation.
2. \_\_\_\_\_ Receive two evaluation documents: the Evaluation Document (Initial or Proficiency) and the Plan for Professional Growth.
3. \_\_\_\_\_ The educator has the responsibility to provide input on the Plan. The final determination of the Plan is the administrator's.
4. \_\_\_\_\_ An educator may choose to contact an AEA Rights person to assist with this process (274-0536, extension 538).
5. \_\_\_\_\_ If an educator chooses, an additional formal observation may be completed by a different mutually acceptable evaluator.
6. \_\_\_\_\_ Meet with the evaluating administrator to collaboratively discuss possible activities and ideas for ways to improve in the identified area(s), e.g. workshops, classes, observing/collaborating with other educators, requesting an Instructional Improvement Coach.
7. \_\_\_\_\_ Should an educator choose to obtain an Instructional Improvement Coach, the educator may request one through the AEA office at 274-0536, extension 538.
8. \_\_\_\_\_ The educator will be observed a minimum of once formally and once informally during the Plan of Professional Growth.
9. \_\_\_\_\_ Educators have the right to obtain copies of any/all information or documentation concerning their performance that is used in their evaluation.
10. \_\_\_\_\_ If an educator has obtained proficiency, he or she may be required to complete two formal observations within the Initial or Proficiency Evaluation Model the following year. If an educator has not obtained proficiency, more formal intervention is warranted.
11. \_\_\_\_\_ If an educator is tenured, the Plan for Professional Growth timeline shall not be less than 45 workdays and not more than 90 (may be extended by mutual agreement) unless the minimum time is shortened by agreement between the administrator and educator.
12. \_\_\_\_\_ For non-tenured educators, the evaluation process must be completed by February 15. For tenured educators, the evaluation process must be completed by May 5.
13. \_\_\_\_\_ Following the receipt of the written evaluation, an educator has 10 calendar days to electronically finalize and return the form. Electronically finalizing the form acknowledges receipt of the document, not necessarily agreement with the content. Should the educator choose to make a written response to the evaluation, he or she must do so within 10 calendar days, and BEFORE the document is electronically finalized. (Failure to provide input will result in the evaluation being finalized without educator input.)

Contractual requirements to be met before an educator can be placed on a Plan for Professional Growth:

- Educator has received two formal observations.
- The evaluating administrator shared performance concerns. The contract requires that performance concerns be shared as they arise in order to provide an informal opportunity for the educator to correct any problems.

\*An educator who is Basic in two or more components or Unsatisfactory in any one component will not be given an overall rating as Proficient.

# Checklist for Plan of Improvement

1. \_\_\_\_\_ Meet with the evaluating administrator. If this conference is to inform an educator that they have been placed on a Plan of Improvement, the educator has the right to request an Association Representative to be present. The educator shall be given 48 hours to obtain such representation.
2. \_\_\_\_\_ Should an educator choose to obtain representation, he or she should contact an AEA Rights person at 274-0536, extension 538, to request assistance. After obtaining AEA assistance, the administrator, the educator, and the representative will resume the Plan of Improvement conference.
3. \_\_\_\_\_ Receive two evaluation documents: the Evaluation Document (Initial or Proficiency) and the Plan of Improvement.
4. \_\_\_\_\_ The educator has the responsibility to provide input on the Plan. The final determination of the Plan is the administrator's.
5. \_\_\_\_\_ An educator receives a letter of warning from the evaluating administrator, stating that the educator is now in a job jeopardy situation and failure to comply with the requirements of the Plan of Improvement may result in loss of employment.
6. \_\_\_\_\_ During the plan period, an educator has the right to request one additional formal observation to be done by a different, mutually acceptable evaluator.
7. \_\_\_\_\_ Should an educator choose to obtain an Instructional Improvement Coach, he or she may request one through the AEA office at 274-0536, extension 538.
8. \_\_\_\_\_ Educators have the right to obtain copies of any/all information or documentation concerning their performance that is used in their evaluation.
9. \_\_\_\_\_ If an educator is tenured, the Plan of Improvement timeline shall not be less than 90 workdays and not more than 180 unless the minimum time is shortened by agreement between the administrator and educator.
10. \_\_\_\_\_ For non-tenured educators, the evaluation process must be completed by February 15. For tenured educators, the evaluation process must be completed by May 5.
11. \_\_\_\_\_ If an educator has obtained domain proficiency, he or she may be required to complete two Formal observations within the Initial or Proficiency Evaluation Model the following year. If an educator has not met proficiency, more formal intervention is warranted.
12. \_\_\_\_\_ Following the receipt of the written evaluation, the educator has 10 calendar days to electronically finalize and return the form. Electronically finalizing the form acknowledges receipt of the document, not necessarily agreement with the content. Should the educator choose to make a written response to the evaluation, he or she must do so within 10 calendar days, and BEFORE electronically finalizing the document. An AEA Rights person may assist with this. Failure to provide input will result in the document being finalized without educator input.

Contractual requirements to be met before an educator can be placed on a Plan of Improvement:

- Educator has received two formal observations.
- The evaluating administrator shared performance concerns. The contract requires that performance concerns be shared as they arise in order to provide an informal opportunity for the educator to correct any problems.

\*An educator who is Basic in two or more components or Unsatisfactory in any one component will not be given an overall rating as Proficient.

# Instructional Coach Information

The Instructional Coach Program offers assistance to those educators who have been formally evaluated and placed on a Plan for Professional Growth (Basic) or a Plan of Improvement (Unsatisfactory) Evaluation. Educators may request a trained Instructional Coach who will provide one-on-one guidance and resources to help the educator meet proficiency. To request an Instructional Coach contact the AEA office at 274-0536, extension 538.

Successful peer assistance relationships are most effective when built upon trust, candor, and open discussion between the Instructional Coach and the educator. Trust is fostered and encouraged by a formal assurance that all communication regarding performance issues, as well as observation reports, will be kept confidential. To provide this assurance, AEA and ASD mutually agree to the following:

1. Instructional Coaches will not be asked to report to either the AEA or the ASD or the employee's supervisor regarding the educator's progress identified on the Plan for Professional Growth (Basic) or Plan of Improvement (Unsatisfactory) Evaluation, or about the performance, in general, of an assigned certificated employee;
2. The Instructional Coach will not be asked to participate in the evaluation of the educator in any circumstances;
3. Neither the ASD nor the AEA shall call the Instructional Coach as a witness in any proceeding related to the non-retention or discipline of the certificated employee.

# GLOSSARY OF TERMS

<b>Basic (Plan of Professional Growth)</b>	Basic educators have potential for success with professional growth and personal effort. A basic educator has not met all Teacher Standards. Refer to Framework for Teaching.
<b>Component</b>	In the Danielson Framework, each domain is made up of a number of components.
<b>Domain</b>	An area of knowledge or activity. The Danielson Framework has four domains or areas of knowledge.
<b>Elements</b>	In the Danielson Framework, a more specific descriptor of each component.
<b>Evaluation</b>	The assessment of educator performance.
<b>Evidence / artifact</b>	Items presented to support an assertion. These may include work samples, assessments, anecdotal data, coursework, etc.
<b>Exemplary (Distinguished)</b>	Exemplary educators distinguish themselves by consistently exceeding proficiency. Refer to Framework for Teaching.
<b>Formal observation</b>	A formal observation is prearranged according to a mutual date / time, includes a pre- and post-conference for each observation, is documented, and the evaluating administrator shares the information in writing with the educator.
<b>Goal</b>	A desired result a person or system envisions, plans, and commits to achieve, a personal or organization endpoint.
<b>Informal observation</b>	A form of observation lasting approximately 15 minutes and is generally not prearranged. Classroom visits, staff interaction, and professional involvement are examples.
<b>Instructional Round</b>	Designed to promote professional improvement. Information from instructional rounds are not scored as a part of the evaluation process.
<b>Multiple measures</b>	Determined by ASD.
<b>Personnel File</b>	District level employee file.
<b>Proficient</b>	The proficient level educator demonstrates a solid, expected professional performance. Refer to Framework for Teaching.
<b>Student data</b>	Data includes but is not limited to student work samples, writing samples, quizzes, tests, standards-based report card data, attendance, behavior, and intervention data, statewide testing, and universal screening, etc. Student data will be appropriate for the grade level and subject taught. For example, a kindergarten teacher may use letter assessments; however, a high school chemistry teacher may use a quiz on the periodic table of elements.
<b>Student growth</b>	Measurable gains made by a student in the student's knowledge, understanding, or skill in a subject.
<b>Student learning data</b>	Objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject area that occurred during the time the student was taught that subject by a teacher.
<b>Unsatisfactory (Plan of Improvement)</b>	An unsatisfactory educator is below the expectation of "do no harm," is clearly unacceptable, and needs to improve immediately. Refer to Framework for Teaching.
<b>Walk-Through Observation</b>	A walk-through is a shorter form of an Informal Observation. They are approximately 5-10 minutes. Walk-through Observations will not be scored as part of the evaluation process. Focused, purposeful documentation may be shared with the educator.