

ANCHORAGE SCHOOL DISTRICT - Certificated Employees Evaluation Document (CEED) for Members of the AEA Bargaining Unit

Content of this handbook reflects the agreement between the AEA and the ASD.
Updates and changes of this document will be posted on Support Central.

Sept 26th, 2019 Revision

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 <https://share.asdk12.org/support/eval> on the Staff Evaluation site in Support Central, and on the AEA website at 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 teachers apply to all 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). Website:

<http://www.legis.state.ak.us/basis/aac.asp#4.04.200>.

https://share.asdk12.org/support/eval/Resources/Cultural_Standards_and_Indicators.pdf

Statement of Non-Discrimination

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, race, color, religion, gender identity, sexual orientation, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, good faith reporting to the board on a matter of public concern, or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. 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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Guiding Documents

School Board Goals

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 postsecondary 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.

Link: <http://www.asdk12.org/destination2020/>

Employee Evaluation

Alaska Statute AS 14.20.149

Link: <http://www.touchngo.com/lglcntr/akstats/Statutes/Title14/Chapter20/Section149.htm>

Danielson Framework

Link: <http://www.danielsongroup.org/framework/>

Link: <https://share.asdk12.org/support/eval/Resources/SmartCard.pdf>

ASD / 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 one formal written observations, with pre- and post-observation conferences, no later than the end of the first semester. 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 members 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 pre-arranged 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 to 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 meeting 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 Support or a Plan of Improvement, the educator 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. Need for Professional Support
1. Principals may indicate a need for professional support at any time, following at least two formal written observations of the employee within the performance of his/her duties.
 2. An indication of need for professional support 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
1. 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 timelines; the monitoring system; duration; and the member's right to have Association representation. Plans for Improvement shall represent the best efforts of the principal 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 principal.

- G. Members who are placed on Professional Support or a Plan of Improvement may choose to request an Evaluation Support Coach through the AEA Evaluation Committee or its representative. If available, a trained Evaluation Support Coach will assist the teacher in working towards meeting the areas indicated on the Plan of Professional Support 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

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). Training materials will be developed jointly by the ASD and AEA.

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 completed training in the use of the district's evaluation process and 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, 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 <https://share.asdk12.org/support/eval> and the AEA website at 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.

Charter Schools

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

Electronic Evaluation System

Observation notes and artifacts may be maintained in the electronic evaluation system. All information is viewable and downloadable.

Personnel File

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

Danielson Framework

The Danielson Framework for Teaching is the adopted evaluation tool for the district. The framework meets all of the expectations within the Alaska State Teacher Standards as is required by regulation. The framework is divided into 22 components organized into four domains. These areas define what educators should know and be able to do. Domain 2 and 3 are easily observable by administration. However, Domain 1 and 4 are considered "off stage" and therefore not as easily observable.

Link to Danielson Framework - <http://www.danielsongroup.org/framework/>

Artifacts

Educators are considered proficient unless the preponderance of evidence indicates otherwise. Therefore, educators who are not on plans are not required to provide artifacts to demonstrate proficiency. Obtaining exemplary status may require submitting artifacts. Educators on plans may be required to provide artifacts which demonstrate proficiency. Evaluators may upload artifacts as evidence of an educator's practice.

Rubrics

A Rubric is used to assist the evaluator in evaluating the educator's practice. An educator will be evaluated using the rubric specific to their job title.

Link to Rubrics - <https://share.asdk12.org/support/eval/SitePages/Educator%20Resources.aspx>

Forms/Documents

All forms/documents used in an educator's evaluation shall be approved jointly by the ASD and AEA and provided through the electronic evaluation system. Blank PDF versions of the evaluation forms will be available in the evaluation site.

Instructional Support

ASD Instructional Coaches and any other colleagues whose job it is to assist the educator in the area of curriculum, instruction, assessment or data collection, etc., provide an important role in helping educators reach their fullest potential. Such relationships are seen as professional development and are not evaluative in any manner. Trust is of the utmost importance for growth. These colleagues shall not gather for or provide evaluative information to the administration or participate in the evaluation.

Instructional Rounds/Tours

Instructional Rounds/Tours can be an important part of creating a collaborative learning environment for educators. They are for Professional Development purposes and are non-evaluative. Notes or information gathered by the participants are strictly for the educator's benefit and will be given directly to the educator being observed.

Confidentiality

Alaska State regulation (4 AAC 19.040) requires educator evaluation information to be confidential. Only the educator has the right to waive the confidentiality and share the information.

Certificated Employee Evaluation Process

There are four categories of the educator evaluation process:

- Initial Evaluation (Non-Tenured)
- Proficiency Evaluation (Tenured)
- Non Evaluation Year (Tenured)
- Instructional Improvement Evaluation (Non-Tenured/Tenured). Includes Plan of Professional Growth or Plan of Improvement.

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.

Evaluators are to look for patterns or trends within the information provided and then compare that information to observations if applicable.

Upon request, an educator is entitled to copies of all information used in the evaluation including copies of input forms. Should an evaluator 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 and the educator has an informal opportunity to address the concern.

Any questions regarding the input process may be directed to the Human Resources Department.

Evaluation Process - Evaluator Directions

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

The evaluator 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. It is understood and expected that other, important information regarding performance may come to an evaluator'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 may extend beyond the classroom as defined by AEA negotiated agreement.

After reviewing the performance indicators for all Teacher Standards, the evaluator conducts observations appropriate to the type of evaluation the educator is receiving. The evaluator 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 evaluator rates an educator based on the preponderance of evidence gathered. The evaluator will write a brief narrative summary regarding the performance of the educator in the comments section of the final evaluation. When the summary is complete, the evaluator 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. Evaluators must be free to express performance concerns candidly. It is expected that evaluators will share performance concerns as they arise in order to provide an informal opportunity for an educator to address and correct any problems. Evaluators and educators will work together to decide the most beneficial way to hold evaluation conferences at their building. Observations will occur within the educator's core subject(s), area of endorsement, or main area of assignment.

Formal Observations:

A formal observation is generally 20-60 minutes within the workplace and based on educator performance. It is pre-arranged 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 **written** performance concerns, should there be any. 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.

If a supervisor cancels a formal observation for a second time, any additional pre-conference and guided questions will be optional for the educator.

Informal Observations:

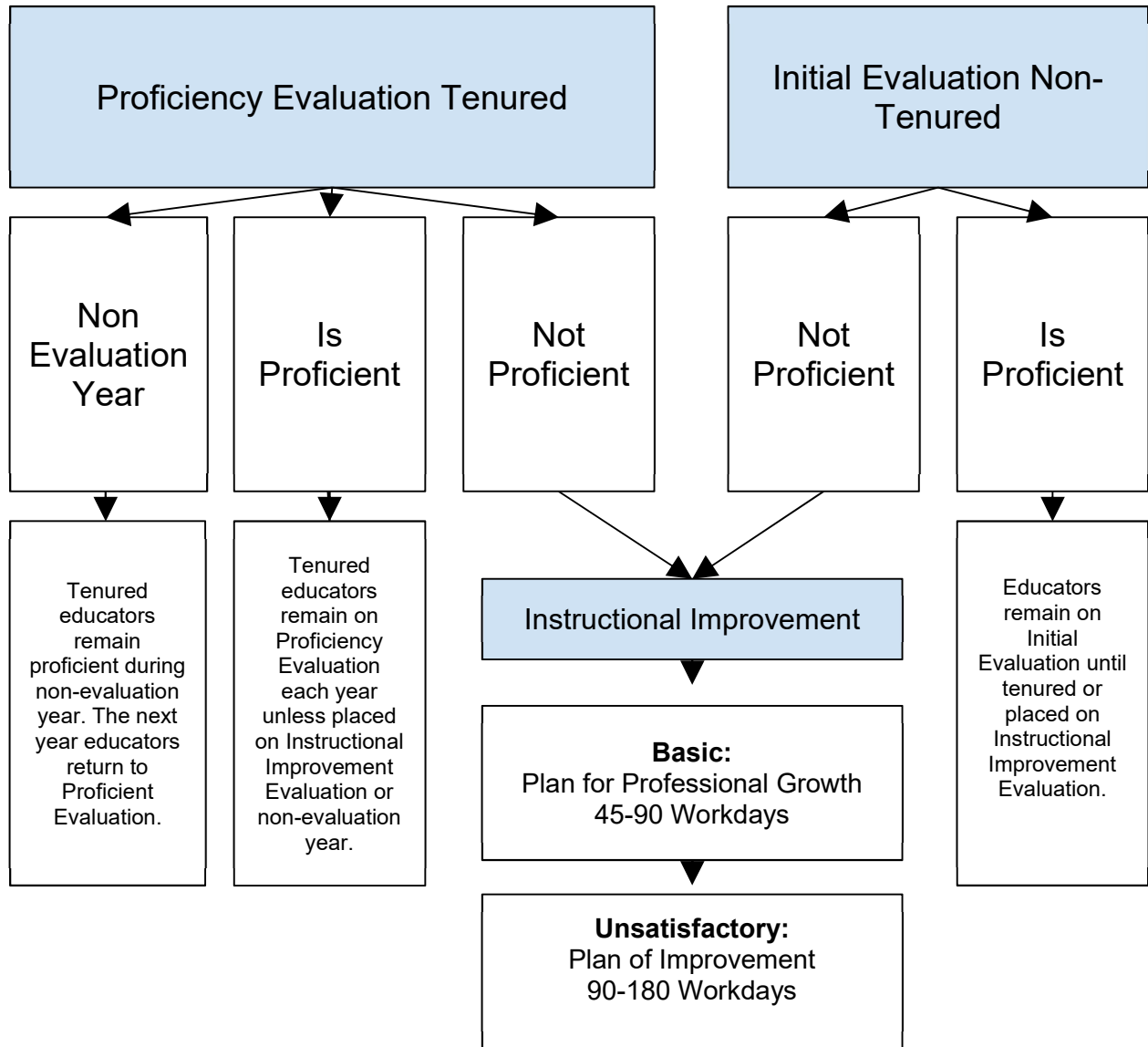
An informal observation is an observation that does not include a pre or post-conference and no prior or post paperwork is asked of the educator. Informal observations are generally 15 minutes and are not

pre-scheduled. An AEA/ASD approved document will be used and feedback will be provided in writing to the educator. A minimum of one informal observation is required in the Proficiency Evaluation, but informal observations are optional in the Initial Evaluation and the Instructional Improvement Evaluation. Written documentation is required and will be shared with the educator.

Walk-through Observations:

Walk-throughs are brief visits by evaluators to enhance their knowledge of instructional practices within their schools. They are generally three to five minutes. Walk-through Observations are not part of the evaluation process. Documentation is not required.

Certificated Employee Flow Chart



Initial Evaluation

Certificated employees on the Initial Evaluation will receive a minimum of one formal written observation prior to the end of the first semester. 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 by October 15th. The purpose of the beginning of the year conference is to reflect on the Danielson Framework for Teaching and review the most recent evaluation if available. This is not a goal oriented process and no documentation is required by the educator.
- ∞ Frequent walk-through observations. Walk-throughs are generally 3-5 minutes, non-evaluative and no written documentation is required.
- ∞ Informal observations at the evaluator's discretion. Informal observations are generally 15 minutes and written documentation within the evaluation system is required.
- ∞ Two Observations, one of which must be a formal observation with pre and post observation. Formal observations are generally 20-60 minutes and written documentation within the evaluation system is required.
- Written documentation that is shared with the educator. An approved AEA/ASD form will be used.
- A face to face evaluation conference. Conference will review the annual evaluation document by Feb. 15th.

After two formal observations and upon receiving the final evaluation, the educator will be placed on an Instructional Improvement Evaluation if an educator has two or more Basics or one or more Unsatisfactory ratings.

Additionally, an educator may choose to provide two to five artifacts per component with a brief explanation of how they meet the Danielson Framework's critical attributes to be considered exemplary in any component. The final evaluation form with evaluator comments shall be submitted no later than Feb 15th of each year. Educators have ten calendar days to electronically sign and submit a response after receiving evaluator comments. Educator comments are optional.

Checklist for Initial Evaluation Procedure

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

Date Completed:

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 educators to be proficient on the four instructional framework domains. Evaluators confirm which employees are on the Initial Evaluation and the name of evaluator by September/October. Evaluator must hold a Type B certificate, or be a site administrator under the supervision of a person with 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. _____ Educators may choose to provide additional documentation or supportive information in order to be considered and evaluated for "Exemplary."
6. _____ First Observation Cycle (Prior to the end of the first semester)
 - a. _____ Pre-Conference
 - b. _____ Formal Observation
 - c. _____ Post-Conference

Written observation feedback provided to educator during this process.

_____ Second Observation Cycle (**Formal or Informal** at the evaluator's discretion)

 - a. _____ Pre-Conference (**Formal Only**)
 - b. _____ Observation
 - c. _____ Post-Conference (**Formal Only**)

Written observation feedback provided to educator during this process.
7. _____ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator.
9. _____ Evaluation must be submitted by evaluator to non-tenured educators no later than February 15.
10. _____ Final Evaluation conference by February 15.
11. _____ Educator electronically acknowledges Evaluation within 10 calendar days after receiving evaluator comments. Educator comments are optional.

Proficiency Evaluation

The Proficiency Evaluation consists of the following:

- A beginning of the year conference with the evaluator by October 15. The purpose of the beginning of the year conference is to reflect on the Danielson Framework for Teaching and review the most recent evaluation. This is not a goal oriented process and no documentation is required by the educator.
- Frequent walk-through observations. Walk-throughs are brief in duration generally 3-5 minutes, non-evaluative and no written documentation is required.
- Informal observations. Evaluators will complete a minimum of one informal observation per school year. Informal observations are generally 15 minutes with written documentation required.
- Written documentation shared with the educator. An AEA/ASD form will be used.
- Formal observations. These may occur during the school year at the evaluator's discretion. Formal observations are generally 20-60 minutes with written documentation required.
- A face to face end-of-the-year evaluation conference will be held by May 5. This conference will be held to review the final evaluation document.

After two formal observations and upon receiving the final evaluation, the educator will be placed on an Instructional Improvement Evaluation if an educator has two or more Basics or one or more Unsatisfactory ratings.

Additionally, an educator may choose to provide two to five artifacts per component with a brief explanation of how they meet the Danielson Framework's critical attributes to be considered exemplary in any component. The final evaluation form with evaluator comments shall be submitted no later than May 5 of each year. Educators have ten calendar days to electronically sign and submit a response after receiving evaluator comments. Educator comments are optional.

Checklist for Proficiency Evaluation Procedure

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

Date Completed

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. Evaluators confirm which employees are on the Proficiency Evaluation and the name of evaluator by September/October. Evaluator must hold a holds a Type B certificate, *or is a site administrator under the supervision of a person with 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. _____ Educators may choose to provide additional documentation or supportive information in order to be considered and evaluated for "Exemplary."
6. _____ First Informal Observation.

Written observation feedback provided to educator during this process.

Additional Observations (Informal or Formal at the evaluator's discretion)

- a. _____ Pre-Conference (**Formal Only**)
 - b. _____ Observation
 - c. _____ Post-Conference (**Formal Only**)
- Written observation feedback provided to educator during this process.*
7. _____ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator.
 8. _____ Final evaluation conference by May 5.
 9. _____ Educator electronically acknowledges evaluation within 10 calendar days after receiving evaluator comments. Educator comments are optional.

NON-EVALUATION YEAR

Alaska State Statute (AS14.20.149) permits the district to limit its evaluation of tenured educators who have consistently exceeded the district performance standards to one evaluation every two years.

ASD Expectation for Performance

The stated philosophy of the ASD in working within the “Danielson Framework for Teaching” is that educators live in proficiency and visit exemplary. With that in mind, the goal for ASD educators is to achieve overall proficiency in all evaluated components within each domain of the Danielson Framework. Educators who meet the criteria of proficiency for two consecutive years will be considered to have “consistently exceeded the district performance standards.”

Non Evaluation Year Criteria and Procedures

- Educators must be tenured to qualify for a non-evaluation year.
- Tenured educators must have been found to be proficient for the previous two consecutive school years (No Unsatisfactory components and no more than one Basic).
 - Educators are considered proficient unless evidence indicates otherwise
 - Educators on a Plan of Professional Growth or a Plan of Improvement during either of the previous two school years are not eligible for the non-evaluation year.
- Tenured educators who request to be evaluated, rather than participate in the non-evaluation year, will be granted their request.
- Evaluators have final decision making authority in determining which eligible tenured educators will participate in the non-evaluation year.
 - Evaluators will provide a written rationale to tenured educators who qualify but are not granted a non-evaluation year.
- After completion of a non-evaluation year, tenured educators will return to the tenured proficiency evaluation cycle for one year.
 - If, during that evaluation cycle, a tenured educator again meets the criteria to qualify, he or she will return to a non-evaluation year during the following school year.
 - If, during that evaluation year, an educator does not meet the criteria for a non-evaluation year due to receiving a Basic rating on two or more components, or an Unsatisfactory rating on one or more components, he or she will be placed on a Plan of Professional Growth or a Plan of Improvement and will need to demonstrate two consecutive years of proficiency in order to qualify for another non evaluation year.
- If performance concerns arise during the non-evaluation year, the evaluator will address the issues informally (per contract) and if not corrected, will place the tenured educator back onto a proficiency evaluation.

- Educators participating in a non-evaluation year will not be required to complete any steps of the evaluation process as outlined in this document.
- Evaluators will still visit classrooms and conduct walk-throughs of all educators to enhance knowledge of instructional practices taking place within their schools.

Instructional Improvement Evaluation

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 the preponderance of 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 evaluator. The Plan of Improvement will be developed by the evaluator 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 brief in duration (generally three to five minutes), non evaluative and no written documentation is required.
- Informal observations. Informal observations are generally 15 minutes with written documentation required. Written documentation shared with the educator. An AEA/ASD form will be used.
- Two formal observations with pre and post-conferences. Formal observations are generally 20-60 minutes with written documentation required. Written documentation shared with the educator. An AEA/ASD form will be used.
- A face to face evaluation conference to determine if the educator has met the proficiency requirements. This conference will be held to review the Plan, evidence collected, documentation presented and the final evaluation document. The educator may choose to provide additional information or documentation. The evaluator 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.

Additionally:

- 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 determine the additional evaluator.

- Plan timelines may be extended or reduced, by mutual agreement. Plans with extensions or reductions to the timeline will be properly modified or rewritten within two weeks of the decision to alter.
- An educator who is Basic in two or more components or Unsatisfactory in any one component will not be given an overall rating of proficient.

Plan of Professional Growth (Basic)

- An educator who has been rated basic in two or more components, as determined by their evaluator, shall be placed on a Plan of Professional Growth (POG).
- A Plan of 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 may be implemented.
- The evaluator will meet and share with the educator performance expectations. The educator will reflect and collaborate on a proposed plan to achieve proficiency in the identified components. Final determination will be made by the administration. The educator will have 45-90 work days following evaluator finalization of the Plan for Professional Growth (may be extended or reduced 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 Evaluation Support Coach by personally contacting the AEA 274-0536. The choice to work or not work with an Evaluation Support Coach lies with the educator and may not be used against the educator. Plans must be developed before an Evaluation Support Coach can provide assistance.

- If, at the end of the Plan, the educator meets the proficiency requirements, meaning no more than one component rated as basic with all other components rated as proficient, the educator will be placed on the Proficiency or Initial Evaluation based on tenure. Two formal observations will be required the next evaluation cycle.

Plan of Improvement (Unsatisfactory)

- An educator who has been rated unsatisfactory in one or more components, as determined by their evaluator, 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 of Improvement will be developed by the evaluator and implemented in compliance with contractual and statutory procedures. Educators who are put on a Plan of 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 of Improvement timeline for tenured educators shall not be less than 90 work days and not more than 180 work days unless the minimum time is reduced by agreement between the evaluator 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 of 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 may request an AEA/ASD Evaluation Support Coach by personally contacting the AEA 274-0536. The choice to work or not work with an Evaluation Support Coach lies with the educator and may not be used against the educator. Plans must be developed before an Evaluation Support Coach can provide assistance.
- If, at the end of the Plan, the educator meets the proficiency requirements, meaning no more than one component rated as basic with all other components rated as proficient, the educator will be placed on the Proficiency or Initial Evaluation based on tenure. Two formal observations will be required the next evaluation cycle.

Checklist for Plan of Professional Growth

This form is for informational use only and should not be turned in as part of the employee evaluation. Contractual requirements to be met before an educator can be placed on a Plan of Professional Growth:

- Educator has received two formal observations.
- The evaluator 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.

Date Completed:

1. _____ Meet with the evaluator. If this conference is to inform an educator that they are being 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. _____ 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 evaluator, the educator, and the representative will resume the Plan of Professional Growth conference.
3. _____ Receive the evaluation document (Initial or Proficiency).
4. _____ Meet with the evaluator to collaboratively discuss possible activities and ideas for ways to improve in the identified area(s), e.g. classes, professional development activities, observing other educators.
5. _____ Receive the finalized Plan of Professional Growth.
6. Should an educator choose to obtain an-AEA/ASD Evaluation Support Coach, the educator may request one through the AEA office at 274-0536, extension 538.
7. The educator will be observed a minimum of once formally and once informally during the Plan of Professional Growth.
 - A. _____ Informal Observation.
Written observation feedback provided to educator during this process.
 - B. Formal Observation
 - a. _____ Pre-Conference
 - b. _____ Formal Observation
 - c. _____ Post-Conference
Written observation feedback provided to educator during this process.

8. _____ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator..
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 met the proficiency requirements, meaning no more than one component rated as basic with all other components rated as proficient, he or she will be required to complete two formal observations within the Initial or Proficiency Evaluation Model the following evaluation cycle. If an educator has not obtained proficiency, more formal intervention is warranted.
11. _____ If an educator is tenured, the Plan of Professional Growth timeline shall not be less than 45 work days and not more than 90 (may be extended by mutual agreement) unless the minimum time is reduced by agreement between the evaluator and educator.
12. _____ For non-tenured educators, the evaluation process must be completed by February 15th. For tenured educators, the evaluation process must be completed by May 5th.
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. An AEA Rights person may assist. Failure to provide input will result in the evaluation being finalized without educator input.

*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

This checklist is for educator use and is not part of the electronic process. Contractual requirements to be met before an educator can be placed on a Plan of Improvement:

- Educator has received two formal observations.
- The evaluator 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.

Date Completed:

1. _____ Meet with the evaluator. 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 evaluator, the educator, and the representative will resume the Plan of Improvement conference.
3. _____ Receive the evaluation document (Initial or Proficiency).
4. _____ An educator receives a letter of warning from the evaluator, 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.
5. _____ Should an educator choose to obtain an AEA/ASD Evaluation Support Coach, he or she may request one through the AEA office at 274-0536, extension 538.
6. The educator will be observed a minimum of twice formally during the Plan of Improvement.
 - A. _____ First Formal Observation Cycle
 - a. _____ Pre-Conference
 - b. _____ Formal Observation
 - c. _____ Post-ConferenceWritten observation feedback provided to educator during this process.
 - B. Second Formal Observation Cycle
 - a. _____ Pre-Conference
 - b. _____ Formal Observation
 - c. _____ Post-Conference

Written observation feedback provided to educator during this process.

7. _____ At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator..
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 work days and not more than 180 unless the minimum time is reduced by agreement between the evaluator 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 met the proficiency requirements, meaning no more than one component rated as basic with all other components rated as proficient, he or she will be required to complete two Formal observations within the following evaluation cycle. 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 the document is electronically finalized. An AEA Rights person may assist. Failure to provide input will result in the document being finalized without educator input.

*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.

Evaluation Support Coach Information

The AEA/ASD Evaluation Support Coach Program offers assistance to those educators who have been formally evaluated and placed on a Plan of Professional Growth (Basic) or a Plan of Improvement (Unsatisfactory) Evaluation. Educators may request a trained Evaluation Support Coach who will provide one-on-one guidance and resources to help the educator meet proficiency. To request an Evaluation Support Coach, contact the AEA office at 274-0536, extension 538. All evaluation information is, according to State regulation, confidential. Therefore, although it is highly encouraged, and to the educator's benefit to work with a Coach, it is the educator's choice to involve a Coach or any other person in matters regarding the evaluation.

Successful peer assistance relationships are most effective when built upon trust, candor, and open discussion between the Evaluation Support 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. AEA/ASD Evaluation Support 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 the educator.
2. The Evaluation Support 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 Evaluation Support Coach as a witness in any proceeding related to the non-retention or discipline of the certificated employee.

Glossary of Terms

Artifact	Any item used in the evaluation to supplement and or further document as evidence, an educator’s performance (e.g. educator planning, student work, student assessment or data, professional development documentation).
Basic (Plan of Professional Growth)	An educator whose performance has fallen into the Basic category according to the rubric in two or more areas will be determined to be Basic and placed on a Plan of Professional Growth. Refer to the appropriate rubric on Support Central (https://share.asdk12.org/support/eval)
Component	In the Danielson Framework, each domain is made up of a number of components.
Domain	An area of knowledge or activity. The Danielson Framework has four domains or areas of knowledge.
Elements	In the Danielson Framework, a more specific descriptor of each component.
Evaluation	The assessment of educator performance.
Evidence	Actions, statements and or artifacts which determine the evaluation status according to the rubric. The final evaluation is ascertained by where the preponderance of evidence lies within the rubric.
Exemplary (Distinguished) by Component	An educator may be exemplary by component. Refer to the appropriate rubric on Support Central (https://share.asdk12.org/support/eval)
Formal observation	<p>A formal observation is pre-arranged according to a mutual date / time, includes a pre- and post-conference for each observation, is documented, and the evaluator shares the information in writing with the educator.</p> <p>A formal observation is generally 20-60 minutes within the workplace and based on educator performance. It is</p>

	pre-arranged 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 written performance concerns, should there be any.
Informal observation	A form of observation generally lasting 15 minutes that is not required to be prearranged. Classroom visits, staff interaction, and professional involvement are examples. Written documentation is required and will be shared with the educator.
Instructional Round/Tour	Designed as professional development. Information from instructional rounds are not part of the evaluation process. Refer to the General Information section of this document.
Personnel File	District level employee file.
Proficient	An educator is determined to be proficient if he or she is rated proficient in 21 or 22 of the 22 components, with no unsatisfactory components. Refer to the appropriate rubric on Support Central (https://share.asdk12.org/support/eval)
Unsatisfactory (Plan of Improvement)	An educator whose performance has fallen into the Unsatisfactory category according to the rubric, in one or more areas, will be seen as Unsatisfactory and placed on a Plan of Improvement. Refer to the appropriate rubric on Support Central (https://share.asdk12.org/support/eval)
Walk-Through Observation	A walk-through is a brief visit by a principal or supervisor to enhance their knowledge of instructional practices within their schools. They are generally three to five minutes. Walk-through Observations are not part of the evaluation process. Documentation is not required.