

## **Post Falls School District 273**

Series 400: Certified Personnel: Selection

Policy No 402.14a

Policy Title: Certified Personnel Supervision and Evaluation

Page 1 of 15

# **Supervision and Evaluation of Certificated Employees**

## **Evaluation Purpose and Objectives**

The primary purpose of supervision and evaluation is to assist the certificated employee with continuous improvement in the quality of instruction in teaching the written curriculum to students. Supervision and evaluation is also used to help determine personnel decisions regarding staffing.

## **Evaluation Criteria**

The evaluation criteria to be included for teachers and pupil personnel are professional practice standards, student achievement and parent input.

### **Professional Practice**

67% of the evaluation

Aligned to Charlotte Danielson Framework for Teaching Second Edition

Parent/Guardian input gathered from annual survey

Teacher performance is of the highest quality through continuous growth with these objectives:

#### **Domain I: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy

1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

1d Demonstrating Knowledge of Resources

1e Designing Coherent Instruction

1f Designing Student Assessments

#### **Domain II: The Classroom Environment**

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

#### **Domain III: Instruction**

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

#### **Domain IV: Professional Responsibilities**

4a Reflecting on Teaching

4b Maintaining Accurate Records

4c Communicating with Families

4d Participating in a Professional Community

4e Growing and Developing Professionally

4f Showing Professionalism

### **Student Achievement**

33% of the evaluation

Multiple measures of growth in student achievement: ISAT, student learning objectives, formative assessments, teacher-constructed assessments of student growth, pre and post tests, performance based assessments, IRI, PSAT, SAT, ACT, District adopted assessments, EOCA, and/ or career technical exams.

### **Parent Input**

Annually a parent survey will be conducted for all certificated employees.

Other criteria that may be included throughout the evaluation may also include teacher portfolios or other data, student input or other beneficial artifacts

### **Participants**

All certificated employees will be evaluated on an annual basis. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders. The evaluations shall align with the Charlotte Danielson Framework for Teaching Second Edition and aligned to the pupil service staff's applicable national standards

### **Supervision and Evaluation**

Improvement of instruction is the primary responsibility of the building administrator. Each building administrator shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a one-time recertification requirement. The building administrator may ask supervisors, assistant principals and department heads, or others as appropriate, to assist them in this assigned task. Supervisors have a specific process which assists and supports both the administrator and the teachers to maintain a high standard of professional competency and to ensure best teaching strategies and designed curriculum. There is a set of guidelines upon which to base their recommendations following the district goals for status of contract renewal and/or change of assignment.

The District Evaluation and Rating System for all certificated employees is a four point ranking following the Charlotte Danielson Framework for Teaching Second Edition. The Danielson evaluation, rubric and ranking will be used by teachers self-reflectively to set growth goals for the next year. The evaluation, rubric and ranking system will be used by the principal for supervision and evaluation. In the formal evaluation with educator and principal, the evaluation, rubric and ranking system will be used to set growth goals for the next year.

1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

To calculate the overall rating, the average of the professional practice attributes will be weighed at 67% and the student achievement will weigh in at 33%. Parent/guardian input, shall be considered.

### **Sources of Data**

Data used in conducting teacher and pupil personnel evaluations shall include, but not be limited to, the educator's self-reflection using the district adopted rubric, student achievement data and parental input. The building administrator will also measure performance using the rubric, student achievement data and parental input.

Data and evidence to determine performance and evaluation will be gathered from direct observation. Other evidence may be gathered from analysis of building staff performance, student work and student performance, analysis of activities and assignments, i.e., planning documents and/or student and parent surveys.

## **Responsibilities of the Supervisor for all Certified Personnel:**

1. Review the district goals and building goals with all staff.
2. Review the mutually developed certificated employee instructional goals with each employee and suggest modifications if necessary.
3. Conduct formal and informal observations of teaching strategies and curriculum. Conduct a minimum of two documented observations annually, with at least one completed by January 1 of each year.
4. Offer continual assistance for overall improvement throughout the school year.
5. The Charlotte Danielson rubric and student achievement will be used to determine proficiency levels. Danielson Other information to consider will be parent input, student input, portfolios and other beneficial artifacts. Evaluate the performance and make necessary recommendations for contract consideration. Conduct formal evaluation conferences with each person to go over the complete evaluation in a thorough manner. If areas of performance need improvement notify district office and make improvement plan to address areas needing improvement. Evaluations will be conducted on or before June 1 of the school year.
6. If an improvement plan is in place conduct regular observations and post conferences in accordance with plan of improvement.
7. Send educator documented and signed observations, goals, self-evaluation, principal evaluation and supervision summary to district office for full review.

Supervision will be a positive process which results in feedback for the educator throughout the school year. Supervision is the day-to-day guidance given teachers for the purpose of improving instruction. Principals are encouraged to visit classrooms as often as possible, making both formal and informal observations of the instructional program.

Evaluation is the summative process of assessing teacher performance and effectiveness during a given period of time. It may be used for the purpose of providing pertinent data for administrative decision-making related to the reappointment, reassignment, promotion or termination of professional staff.

All certified employees will be evaluated on a fair and consistent basis.

## **Supervision Modes**

The District will place certificated employees that have unsatisfactory performance in professional practice, student achievement or parent input components of the evaluation on a professional assistance plan, probation, transfer or nonrenewal. In the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, the school district will take proper steps to follow the procedures outlined in Idaho Code Sections 33-513 through 33-515 in order to assure the due process rights of all personnel.

Supervision modes for the assessment of continuous certificated professional competency are as follows.

- Supervisory and Evaluation Mode (for all certificated employees): for the purpose of continuous assistance to the certificated employee by the supervisor for professional competency.
- Professional Assistance Mode (for those Category 3 and Continuing certificated employees where, in their supervisor's assessment, a significant problem exists in meeting/aligning district objectives): for the purpose of formal evaluation of competence.
- Probationary Mode (for those Category 3 and Continuing certificated employees whose work is found to be unsatisfactory): for the purpose of providing the certificated employee with a plan of improvement and support within a specified timeframe. At the end of that timeframe the determination will be made whether they will be retained, discharged, discharged upon termination of the current contract term under a continued probationary status.

## **Professional Assistance**

The professional assistance mode is for those Category 3 and Continuing certificated teachers that based upon their supervisor's observations and evaluations, a significant performance issue exists in meeting district evaluation criteria.

Observations will be made by the principal/supervisor (or designee) and may include an Assistant Superintendent/Director. An additional evaluator may be called in to observe the employee and provide feedback to the employee.

The supervisor will:

1. Inform the district office administrator in charge of personnel of the need to provide professional assistance.
2. Fill out the professional assistance form and other appropriate support documentation.
3. Inform the teacher that his/her performance is documented as needing improvement and review necessary improvements.
4. Include on the professional assistance form the necessary improvements required for satisfactory performance.
5. Establish a timeline to meet satisfactory performance.
6. Offer assistance in meeting the timeline and required improvements for satisfactory performance.
7. Observe, conference and make recommendations for satisfaction of requirements.
8. Evaluate performance of certificated employee for satisfaction of requirements.

## **Probationary Mode**

The probationary mode is for those Category 3 and Continuing certificated employees whose work performance is found to be unsatisfactory.

The supervisor will:

1. Inform the district office administrator in charge of personnel of the recommendation to place a certificated employee on probation.
2. Inform the teacher that his/her performance is documented as unsatisfactory and has remained that way through the professional assistance mode.
3. Establish in writing the necessary improvements required for satisfactory performance.
4. Establish a probationary timeline to be no less than eight (8) weeks to meet satisfactory performance unless there are emergency circumstances.
5. Provide assistance and support for employee's successful completion of probationary period.
6. Observe, conference and make recommendations for satisfaction of requirements.
7. Offer assistance in meeting the timeline and required improvements for satisfactory performance.
8. Evaluate performance of certificated personnel for satisfaction of requirements for consideration on contractual status.

The superintendent (or designee) will make a recommendation for Board of Trustees' approval to place the certificated employee on probationary status pursuant to Idaho Code §§ 33-514 and 33-515.

Evaluation forms to include professional assistance and probation are placed in the employee's confidential personnel file.

## **Appeal**

If a certificated employee disagrees with his/her evaluation, they are afforded the opportunity to submit a rebuttal to the district level administrator. The rebuttal will be placed in the employee's confidential personnel file by the Clerk of the Board. If the certificated employee disagrees with his/her contractual the district shall follow Idaho Code §§ 33-513, 33-514 and 33-515.

## **Monitoring and Evaluations**

The evaluation model will be reviewed annually by the District Administration Team and Certificated Employees. The District Office Administrative Team will provide annual oversight of all certificated evaluations.

## **Professional Development and Training/Collecting and Using Data/Including Stakeholders**

Annually, the supervisor, the principals, teachers and the Administrative Team will analyze and evaluate the evaluation data to determine professional development needs and offerings. Aggregate data will be used in helping determine professional development offerings.

An annual survey of certificated staff will be conducted to identify professional development needs.

Certificated employees are annually required to do a self-reflection that requires using their data to evaluate the current year and develop growth goals for the next year based on that data.

The Three Year Professional Development Plan will be reviewed and revised annually by the District Administrative Team, the District Leadership Team and the Professional Development Committee.

An annual assessment of needed evaluation and supervision training will be conducted with the Administrative Team. The Administrative Team will annually discuss supervision needs, any new laws, required dates, revisions, suggestions or issues. The District will conduct approved classes for all administrators to expand their supervision and evaluation toolbox.

Administrators will meet at least once a month for administrative professional development.

Necessary revisions will be presented in a timely manner to the Post Falls Board of Trustees for their input, suggestions and approval.

## **Funding**

As monies are available, the District will provide ongoing training for administrators in supervision and evaluation.

Trainings will include collaboration, formal training, book reads, self-reflection, supervision and evaluation. Supervision training needs will be reviewed at least once a year with the supervisor and the principals. District support will be provided for evaluation and supervision training.

## **Personnel Records**

Permanent records of each certified staff shall be maintained in the employee's personnel file and will also be used to show growth over time.

All evaluation records must be kept confidential within the parameters identified in federal and state regulation regarding the right to privacy (Section 33-518, Idaho Code)

The District Administrative Team will annually review each evaluation of certified and classified staff.

Rankings of individual certified staff shall be reported to the State Department of Education annually for State and Federal reporting purposes. Reporting individual rankings to the State will be conducted at the District Office level by the Administrative Team.

## **Evaluation System Approval**

The District will provide annual oversight of compliance to having criteria and procedure in place for evaluations that are research based and aligned with the Charlotte Danielson Framework for Teaching.

The Post Falls Board of Trustees will adopt any recommended revisions that will improve the supervision and evaluation process.

Supervision and Evaluation revisions will be submitted to the State Department of Education in the time frame requested.

# Professional Growth Form

Name

Position

Date

## Danielson Attribute Goal

1. Goal/Objective Statement:

Please list one attribute area from the Professional Growth Summary checklist that you plan to focus on next year.

2. Activity Statement: What am I going to do to improve my chosen attribute area? How will I reach my goal/objective?

3. Assessment: How will I know I have met my goal area?

Timeline: When will I complete the goal/objective?

4. Is there something specific that you would like for the observing administrator to watch for during observations?  
Check any that you want observed and state any particular actions or attributes that you want the administrator to observe.

Areas to consider:

Domain I: Planning and Preparation

Domain II: The Classroom Environment

Domain III: Instruction

Domain IV: Professional Responsibilities

# Professional Growth Form

updated SY21 (Board approval 8-10-20)

Name

Position

Date

## Student Achievement Goal:

1. Goal/Objective Statement:

Please list two student achievement goals (What are your two measurable student achievement goals? Must be a number or percentage.)

A)

B)

| Examples: Student Achievement Indicators  | Examples: Student Success Indicators  |
|---|---|
| <ul style="list-style-type: none"><li>● ISAT</li><li>● Student Learning Objectives</li><li>● Formative Assessment</li><li>● Teacher-Constructed Assessments of Student Growth</li><li>● Pre-and-Post Tests</li><li>● Performance Based Assessments</li><li>● Idaho Reading Indicator (IRI)</li><li>● College Entrance Exams (ACT, SAT, PSAT, etc)</li><li>● District Adopted Assessments</li><li>● End of Course Exams</li><li>● Advanced Placement (AP) Exams</li><li>● Career Technical Exams (CTE)</li></ul> | <ul style="list-style-type: none"><li>● Students' 504 or IEP Plans</li><li>● Students' Behavior Improvement Plans</li><li>● School / District Identified Student Objectives</li></ul> |

2. Activity Statement: What am I going to do to improve each identified student achievement goal areas? How will I reach my goal/objective?

A.)

B.)

3. Timeline: Are your goals semester or yearend?

# Professional Growth Self Reflection

*updated SY21 (Board approval 8-10-20)*

Name \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

## **Student Achievement Reflection**

Please take some time and reflect upon your performance:

1. Identify what you saw as successful improvements for each of your two Student Achievement goals areas.

A)

B)

2. Identify what you would do differently for each of your two Student Achievement goals areas.

A)

B)

3. Percentage of students meeting achievement/success targets? \_\_\_\_\_ Must be a percentage.

Based on average student achievement growth my performance has \_\_\_\_\_ met \_\_\_\_\_ not met basic professional standards of growth.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Building Administrator \_\_\_\_\_



## Professional Growth Self Reflection

Name \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

### Danielson Attribute Reflection

Please take some time and reflect upon your performance:

1. Identify what you saw as successful improvements in the Danielson Attribute areas.
  
  
  
  
  
  
  
  
  
  
2. Identify what you would do differently.
  
  
  
  
  
  
  
  
  
  
3. Based on my performance this year, I will focus on \_\_\_\_\_ from the attributes for the Professional Growth Summary list and \_\_\_\_\_ and \_\_\_\_\_ for student achievement goals for the next school year.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Building Administrator \_\_\_\_\_

**Permanent File Professional Growth Summary  
Certified Teacher Student Achievement**

Teacher's name \_\_\_\_\_ Years in District \_\_\_\_\_

Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls teacher is a positive, confident professional who accepts and cares for all children. The teacher sets high and clear standards for self and students. The educator communicates well, models appropriate behavior and inspires a love of learning.*

The purpose of this form is to give an annual summation of the teacher's professional practice and is 67% of the total evaluation.

Check one:

Teacher's overall rating on Permanent Growth Summary \_\_\_\_\_ 1 (needs improvement)  
\_\_\_\_\_ 2 (basic)  
\_\_\_\_\_ 3 (proficient)  
\_\_\_\_\_ 4 (distinguished)

The purpose of this form is to give an annual summation of the teacher's performance to include student achievement with 33% weight.

Check one:

Teacher's Student Achievement Proficiency \_\_\_\_\_ met  
\_\_\_\_\_ not met

## Permanent File Certified Teacher Professional Growth Summary

The purpose of this form is to give an annual summation of the teacher's performance as an employee of the district.

Teacher's name \_\_\_\_\_ Years in District \_\_\_\_\_  
 Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls teacher is a positive, confident professional who accepts and cares for all children. The teacher sets high and clear standards for self and students. The educator communicates well, models appropriate behavior and inspires a love of learning.*

Please check the appropriate column:

| Professional Performance                           | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>          |                |       |            |               |
| 1a Demonstrating Knowledge of Content and Pedagogy |                |       |            |               |
| 1b Demonstrating Knowledge of Students             |                |       |            |               |
| 1c Setting Instructional Outcomes                  |                |       |            |               |
| 1d Demonstrating Knowledge of Resources            |                |       |            |               |
| 1e Designing Coherent Instruction                  |                |       |            |               |
| 1f Designing Student Assessments                   |                |       |            |               |
| <b>Domain II: The Classroom Environment</b>        |                |       |            |               |
| 2a Creating an Environment of Respect and Rapport  |                |       |            |               |
| 2b Establishing a Culture for Learning             |                |       |            |               |
| 2c Managing Classroom Procedures                   |                |       |            |               |
| 2d Managing Student Behavior                       |                |       |            |               |
| 2e Organizing Physical Space                       |                |       |            |               |
| <b>Domain III: Instruction</b>                     |                |       |            |               |
| 3a Communicating with Students                     |                |       |            |               |
| 3b Using Questioning and Discussion Techniques     |                |       |            |               |
| 3c Engaging Students in Learning                   |                |       |            |               |
| 3d Using Assessment in Instruction                 |                |       |            |               |
| 3e Demonstrating Flexibility and Responsiveness    |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b>    |                |       |            |               |
| 4a Reflecting on Teaching                          |                |       |            |               |
| 4b Maintaining Accurate Records                    |                |       |            |               |
| 4c Communicating with Families                     |                |       |            |               |
| 4d Participating in a Professional Community       |                |       |            |               |
| 4e Growing and Developing Professionally           |                |       |            |               |
| 4f Showing Professionalism                         |                |       |            |               |
|  | Unsatisfactory | Basic | Proficient | Distinguished |
| <b>Overall Evaluation Rating:</b>                  |                |       |            |               |

**Permanent File**  
**Instructional Therapist Professional Growth Summary**  
**Student Achievement**

Name \_\_\_\_\_ Years in District \_\_\_\_\_

Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls instructional therapist is a positive, confident professional who accepts and cares for all children. The professional sets high and clear standards for self and students. The therapist communicates well, models appropriate behavior and inspires a love of learning.*

The purpose of this form is to give an annual summation of the instructional therapist's professional practice and is 67% of the total evaluation.

Check one:

Therapist's overall rating on Permanent Growth Summary \_\_\_\_\_ 1 (needs improvement)  
\_\_\_\_\_ 2 (basic)  
\_\_\_\_\_ 3 (proficient)  
\_\_\_\_\_ 4 (distinguished)

The purpose of this form is to give an annual summation of the therapist's performance to include student achievement with 33% weight.

Check one:

Therapist's Student Achievement Proficiency \_\_\_\_\_ met  
\_\_\_\_\_ not met

## Permanent File Instructional Therapist Professional Growth Summary

The purpose of this form is to give an annual summation of the instructional therapist's performance as an employee of the district.

Instructional Therapist's name \_\_\_\_\_ Years in District \_\_\_\_\_  
 Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls instructional therapist is a positive, confident professional who accepts and cares for all children. The therapist sets high and clear standards for self and students. The therapist communicates well, models appropriate behavior and inspires a love of learning.*

Please check the appropriate column:

| Professional Performance                        | Unsatisfactory | Basic | Proficient | Distinguished |
|---|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>       |                |       |            |               |
| Demonstrating Knowledge in Specialty Area       |                |       |            |               |
| Demonstrating Knowledge of School Programs      |                |       |            |               |
| Establishing Goals for Program                  |                |       |            |               |
| Demonstrates Knowledge of Resources             |                |       |            |               |
| Integrating Supports with School Needs          |                |       |            |               |
| Developing a Plan to Evaluate Effectiveness     |                |       |            |               |
| <b>Domain II: The Learning Environment</b>      |                |       |            |               |
| Creating an Environment of Trust and Respect    |                |       |            |               |
| Establishing a Culture for Ongoing Improvement  |                |       |            |               |
| Establishing Procedures for Accessing Support   |                |       |            |               |
| Maintaining Positive Professional Interactions  |                |       |            |               |
| Organizing Physical Space for Training          |                |       |            |               |
| <b>Domain III: Delivery of Services</b>         |                |       |            |               |
| Collaborating with Staff and Administrators     |                |       |            |               |
| Engaging Teachers in Learning New Skills        |                |       |            |               |
| Sharing Expertise with Staff                    |                |       |            |               |
| Locating Resources for Teacher                  |                |       |            |               |
| Demonstrating Flexibility and Responsiveness    |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b> |                |       |            |               |
| Reflecting on Practice                          |                |       |            |               |
| Preparing and Submitting Reports                |                |       |            |               |
| Participates in a Professional Community        |                |       |            |               |
| Growing and Developing Professionally           |                |       |            |               |
| Showing Professionalism                         |                |       |            |               |
|   | Unsatisfactory | Basic | Proficient | Distinguished |
|   |                |       |            |               |



## Permanent File School Psychologist Professional Growth Summary

The purpose of this form is to give an annual summation of the psychologist's performance as an employee of the district.

Name \_\_\_\_\_ Years in District \_\_\_\_\_

Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls school psychologist is a positive, confident professional who accepts and cares for all children. The psychologist sets high and clear standards for self and students. The psychologist communicates well, models appropriate behavior and inspires a love of learning.*

Please check the appropriate column:

| Professional Performance   | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>                          |                |       |            |               |
| 1a Demonstrating Knowledge and Skill in Using Assessments          |                |       |            |               |
| 1b Demonstrating Knowledge of Child and Adolescent Psychopathology |                |       |            |               |
| 1c Establishing Goals for Services at Each Site                    |                |       |            |               |
| 1d Demonstrating Knowledge of Regulations and Resources            |                |       |            |               |
| 1e/f Developing a Plan for Effectiveness                           |                |       |            |               |
| <b>Domain II: Learning Environment</b>                             |                |       |            |               |
| 2a Establishing Rapport with Students and Staff                    |                |       |            |               |
| 2b Managing Routines and Procedures for Referrals                  |                |       |            |               |
| 2c Organizing Physical Space                                       |                |       |            |               |
| <b>Domain III: Delivery of Service</b>                             |                |       |            |               |
| 3a Responding to Referrals   |                |       |            |               |
| 3b Evaluating Student Needs  |                |       |            |               |
| 3c Leading the Evaluation Process                                  |                |       |            |               |
| 3d Maintaining Contact with Mental Health Providers                |                |       |            |               |
| 3e Demonstrating Flexibility and Responsiveness                    |                |       |            |               |
| 3f Organizing Time Effectively                                     |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b>                    |                |       |            |               |
| 4a Reflecting on Practice  |                |       |            |               |
| 4b Using Professional Communication with Stakeholders              |                |       |            |               |
| 4c Maintaining Accurate Records                                    |                |       |            |               |
| 4d Participating in a Professional Community                       |                |       |            |               |
| 4e Growing and Developing Professionally                           |                |       |            |               |
|  | Unsatisfactory | Basic | Proficient | Distinguished |
| Overall Evaluation Rating:   |                |       |            |               |





## Permanent File School Nurse Professional Growth Summary

The purpose of this form is to give an annual summation of the school nurse's performance as an employee of the district.

Nurse's name \_\_\_\_\_ Years in District \_\_\_\_\_

Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls school nurse is a positive, confident professional who accepts and cares for all children. The nurse sets high and clear standards for self and students. The school nurse communicates well, models appropriate behavior and supports student learning.*

Please check the appropriate column:

| Professional Performance  | Unsatisfactory | Basic | Proficient | Distinguished |
|---|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>   |                |       |            |               |
| 1a: Demonstrating medical knowledge and skill in nursing techniques.  |                |       |            |               |
| 1b: Demonstrating knowledge of child and adolescent development.  |                |       |            |               |
| 1c: Establishing goals for the nursing program appropriate to the setting and the students served.                        |                |       |            |               |
| 1d: Demonstrating knowledge of government, community, and district regulations and resources.                             |                |       |            |               |
| 1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program. |                |       |            |               |
| 1f: Developing a plan to evaluate the nursing program.  |                |       |            |               |
| <b>Domain II: The Environment</b>   |                |       |            |               |
| 2a: Creating an environment of respect and rapport.   |                |       |            |               |
| 2b: Establishing a culture for health and wellness.   |                |       |            |               |
| 2c: Following health protocols and procedures.  |                |       |            |               |
| 2d: Oversees health-related staff responsibilities.   |                |       |            |               |
| 2e: Organizing physical space.  |                |       |            |               |
| <b>Domain III: Delivery of Service</b>  |                |       |            |               |
| 3a: Assessing student needs.  |                |       |            |               |
| 3b: Administering medications to students.  |                |       |            |               |

|   |                |       |            |               |
|---|----------------|-------|------------|---------------|
| 3c: Promoting wellness through classes or classroom presentations.  |                |       |            |               |
| 3d: Managing emergency situations.  |                |       |            |               |
| 3e: Demonstrating flexibility and responsiveness.   |                |       |            |               |
| 3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs. |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b>   |                |       |            |               |
| 4a: Reflecting on practice.   |                |       |            |               |
| 4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion.                              |                |       |            |               |
| 4c: Communicating with families   |                |       |            |               |
| 4d: Participating in a professional community.  |                |       |            |               |
| 4e: Engaging in professional development.   |                |       |            |               |
| 4f: Showing professionalism.  |                |       |            |               |
|   | Unsatisfactory | Basic | Proficient | Distinguished |
| Overall Evaluation Rating:  |                |       |            |               |

**Permanent File**  
**Counselor Professional Growth Summary**  
**Student Achievement**

Counselor's name \_\_\_\_\_ Years in District \_\_\_\_\_

School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls school counselor is a positive, confident professional who accepts and cares for all children. They set high and clear standards for self and students. The counselor is balanced, communicates well and models appropriate behavior.*

The purpose of this form is to give an annual summation of the counselor's professional practice and is 67% of the total evaluation.

Check one:

Counselor's overall rating on Permanent Growth Summary \_\_\_\_\_ 1 (unsatisfactory)  
\_\_\_\_\_ 2 (basic)  
\_\_\_\_\_ 3 (proficient)  
\_\_\_\_\_ 4 (distinguished)

The purpose of this form is to give an annual summation of the counselor's performance to include student achievement with 33% weight.

Check one:

Counselor's Student Achievement Proficiency \_\_\_\_\_ met  
\_\_\_\_\_ not met

## Permanent File Counselor Professional Growth Summary

The purpose of this form is to give an annual summation of the counselor's performance as an employee of the district.

Counselor's name \_\_\_\_\_ Years in District \_\_\_\_\_  
 School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls school counselor is a positive, confident professional who accepts and cares for all children. The counselor sets high and clear standards for self and students. The counselor is balanced, communicates well and models appropriate behavior.*

Please check the appropriate column:

| Professional Performance   | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>                                    |                |       |            |               |
| 1a Demonstrating Knowledge of School Counseling Theory                       |                |       |            |               |
| 1b Demonstrating Knowledge of Students                                       |                |       |            |               |
| 1c Establishing Counseling Outcomes  |                |       |            |               |
| 1d Demonstrating Knowledge of Resources                                      |                |       |            |               |
| 1e Designing a Coherent Counseling Program                                   |                |       |            |               |
| 1f Designing Program Assessment  |                |       |            |               |
| <b>Domain II: The Environment</b>  |                |       |            |               |
| 2a Creating an Environment of Respect and Rapport                            |                |       |            |               |
| 2b Establishing a Culture for Learning                                       |                |       |            |               |
| 2c Managing Routines and Procedures  |                |       |            |               |
| 2d Managing Student Behavior   |                |       |            |               |
| 2e Organizing Physical Space   |                |       |            |               |
| <b>Domain III: Delivery of Service</b>                                       |                |       |            |               |
| 3a Communicating with Students   |                |       |            |               |
| 3b Using Appropriate Counseling Techniques                                   |                |       |            |               |
| 3c Engaging Students in the Formulation of Current and Future Plans          |                |       |            |               |
| 3d Assessing Student Needs   |                |       |            |               |
| 3e Implementing Responsive Services  |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b>                              |                |       |            |               |
| 4a Reflecting on Practice  |                |       |            |               |
| 4b Maintaining Accurate Records and Using Appropriate Data to Guide Practice |                |       |            |               |
| 4c Communicating with Families, Staff, and Community                         |                |       |            |               |
| 4d Participating in the Professional Community                               |                |       |            |               |
| 4e Growing and Developing Professionally                                     |                |       |            |               |
| 4f Showing Professionalism   |                |       |            |               |
|  | Unsatisfactory | Basic | Proficient | Distinguished |
| <b>Overall Evaluation Rating:</b>  |                |       |            |               |



## Permanent File Speech & Language Pathologist Professional Growth Summary

The purpose of this form is to give an annual summation of the SLP's performance as an employee of the district.

Name \_\_\_\_\_ Years in District \_\_\_\_\_  
 Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls speech and language pathologist is a positive, confident professional who accepts and cares for all children. The SLP sets high and clear standards for self and students. The SLP communicates well, models appropriate behavior and inspires a love of learning.*

Please check the appropriate column:

| Professional Performance   | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|------------|---------------|
| <b>Domain I: Planning and Preparation</b>  |                |       |            |               |
| Demonstrating knowledge and skill in therapy area  |                |       |            |               |
| Establishes goals integrated appropriately to the setting and the students served                        |                |       |            |               |
| Demonstrates knowledge of child and adolescent development   |                |       |            |               |
| Demonstrates knowledge of district, state, and federal regulations and guidelines                        |                |       |            |               |
| Demonstrates knowledge of resources within and beyond the school and district                            |                |       |            |               |
| Therapy program meets the needs of individual students   |                |       |            |               |
| Develops a plan to evaluate the therapy program  |                |       |            |               |
| <b>Domain II: Learning Environment</b>   |                |       |            |               |
| Establishes a culture of respect, rapport and productive communication                                   |                |       |            |               |
| Organizes time effectively   |                |       |            |               |
| Manages routines and procedures for referrals.   |                |       |            |               |
| Establishes standards of conduct and contributes to a culture for student behavior throughout the school |                |       |            |               |
| Organizes physical space for testing and therapy   |                |       |            |               |
| <b>Domain III: Delivery of Service</b>   |                |       |            |               |
| Evaluates student needs.   |                |       |            |               |
| Implements interventions to maximize students' likelihood of success                                     |                |       |            |               |
| Communicates positively with families  |                |       |            |               |
| Collects information and writes appropriate reports  |                |       |            |               |
| Demonstrates flexibility and responsiveness  |                |       |            |               |
| <b>Domain IV: Professional Responsibilities</b>  |                |       |            |               |
| Reflects on practice   |                |       |            |               |
| Participates in staff and administrative collaboration   |                |       |            |               |
| Maintains an effective data management system  |                |       |            |               |
| Participates in a professional community   |                |       |            |               |
| Engages in professional development  |                |       |            |               |
| Demonstrates professionalism regarding attendance, punctuality and discretion in privacy issues.         |                |       |            |               |
|  | Unsatisfactory | Basic | Proficient | Distinguished |
| Overall Evaluation Rating:   |                |       |            |               |

**Permanent File**  
**Librarian Professional Growth Summary**  
**Student Achievement**

Name \_\_\_\_\_ Years in District \_\_\_\_\_

Assignment \_\_\_\_\_ School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls librarian is a positive, confident professional who accepts and cares for all children. The librarian sets high and clear standards for self and students. The librarian communicates well, models appropriate behavior and inspires a love of learning.*

The purpose of this form is to give an annual summation of the librarian's professional practice and is 67% of the total evaluation.

Check one:

Librarian's overall rating on Permanent Growth Summary \_\_\_\_\_ 1 (unsatisfactory)  
\_\_\_\_\_ 2 (basic)  
\_\_\_\_\_ 3 (proficient)  
\_\_\_\_\_ 4 (distinguished)

The purpose of this form is to give an annual summation of the librarian's performance to include student achievement with 33% weight.

Check one:

Librarian's Student Achievement Proficiency \_\_\_\_\_ met  
\_\_\_\_\_ not met

## Permanent File Librarian Media Specialist Professional Growth Summary

The purpose of this form is to give an annual summation of the librarian's performance as an employee of the district.

Librarian's name \_\_\_\_\_ Years in District \_\_\_\_\_

School \_\_\_\_\_ Years in Position \_\_\_\_\_

*A Post Falls school librarian is a positive, confident professional who accepts and cares for all children. They set high and clear standards for self and students. The librarian is balanced, communicates well and models appropriate behavior.*

Please check the appropriate column:

| Professional Performance  | 1 = Needs Improvement | 2 = Basic | 3 = Skilled | 4 = Expert |
|---|-----------------------|-----------|-------------|------------|
| <b>Domain I: Planning and Preparation</b>   |                       |           |             |            |
| Demonstrating knowledge of literature and current trends in library/media practice and information technology                           |                       |           |             |            |
| Demonstrating knowledge of the school's program and student information needs within that program                                       |                       |           |             |            |
| Establishing goals for the library/media program appropriate to the setting and the students served                                     |                       |           |             |            |
| Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan |                       |           |             |            |
| Planning the library/media program integrated with the overall school program   |                       |           |             |            |
| Developing a plan to evaluate the library/media program   |                       |           |             |            |
| <b>Domain II: Learning Environment</b>  |                       |           |             |            |
| Creating an environment of respect and rapport  |                       |           |             |            |
| Establishing a culture of investigation and love of literature  |                       |           |             |            |
| Managing student behavior   |                       |           |             |            |
| Organizing physical space to enable smooth flow   |                       |           |             |            |
| <b>Domain III: Delivery of Service</b>  |                       |           |             |            |
| Maintaining and extending the library collection in accordance with the school's needs and within budget limitations                    |                       |           |             |            |
| Collaborating with teachers in the design of instructional units and lessons  |                       |           |             |            |
| Engaging students in enjoying literature and in learning information skills   |                       |           |             |            |
| Assisting students and teachers in the use of technology in the library /media center   |                       |           |             |            |
| Demonstrating flexibility and responsiveness  |                       |           |             |            |
| <b>Domain IV: Professional Responsibilities</b>   |                       |           |             |            |
| Reflecting on practice  |                       |           |             |            |
| Preparing and submitting reports and budgets  |                       |           |             |            |
| Communicating with the larger community   |                       |           |             |            |
| Participating in a professional community   |                       |           |             |            |
| Engaging in professional development  |                       |           |             |            |
| Showing professionalism   |                       |           |             |            |



Principal Comments:

Support status for \_\_\_\_\_ school year.

\_\_\_\_\_ Mentor Assistance

\_\_\_\_\_ Peer Assistance

Professional Development Focus Areas:

Growth Plan Conference (Fall):      Date:

Observation(s):                      Date:

Conference:                              Date:

Professional Growth Summary Overall Rating \_\_\_\_\_

Parent input: \_\_\_\_\_ Survey Monkey

\_\_\_\_\_ Other

This evaluation has been discussed with me. My signature does not necessarily indicate agreement with the content of this evaluation. I have reviewed this document, and I am aware that it will be placed in my personnel file. I am aware that I may deliver, by mail or otherwise, a rebuttal to the undersigned within 45 days. Any rebuttal will be attached to this document.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

Principal/Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

# Professional Assistance Form

Certificated Employee: \_\_\_\_\_

Date of last conference: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Areas needing improvement:

Plan for improvement:

Timeline for improvement:

Conference timeline:

Observer comments:

I acknowledge that the supervisor has explained this summary of performance to me. I understand a copy of this form is being placed in my personnel file pursuant to Idaho Code § 33-518. My signature does not indicate agreement or disagreement with the statements herein.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

# Probation Form

Certificated Employee: \_\_\_\_\_

Date of last conference: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Areas needing improvement:

Plan for improvement:

Timeline for improvement:

Conference timeline:

Observer comments:

I acknowledge that the supervisor has explained this summary of performance to me. I understand a copy of this form is being placed in my personnel file pursuant to Idaho Code § 33-518. My signature does not indicate agreement or disagreement with the statements herein.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

## Supervision and Evaluation Category 1,2,3 and Renewable Contract Certificated Employees

Employee: \_\_\_\_\_ Administrator \_\_\_\_\_

| Deadline              | Category 1 & 2 Teachers   | Date |
|-----------------------|---|------|
| September Third Week  | Principal will give supervision and evaluation expectations and procedures to all NEW teachers.<br>Principal will hold a follow-up conference to review/discuss the supervision process.  |      |
| End 1st Quarter       | Principal will hold pre-observation conference to set goals, growth plan and plan observation.<br>Principal will conduct a classroom observation and conference.<br>Post observation conference is documented, dated and signed by teacher and administrator for employee personnel file.   |      |
| 3rd quarter           | *Continuing performance issues will be brought to direct supervisor   |      |
| June 1                | Principal will conduct and document a classroom observation.<br>District approved written evaluation shall include:<br>Evidence of 2 documented and signed observations and conferences<br>33% of evaluation will be based on at least two measures of growth in student achievement<br>Input from parents/guardians of students<br>Employee professional Self Reflection of Goals<br>Summary Sheet   |      |
| 4th quarter to July 1 | Category 1 employees will be notified of renewal or non-renewable<br>Category 2 employees will be provided a written statement of the reasons for non-reemployment.   |      |
| Deadline              | Category 3 & Renewable Teachers   | Date |
| 1st Quarter           | Principal will hold pre-observation to set goals, review growth plan and plan observation.  |      |
| January 1             | Deadline for principal to complete at least first observation and one post observation conference that is documented, dated and signed by teacher and administrator.<br><br>*Performance issues will determine activating professional assistance mode for 6-8 weeks<br>*Performance issue documentation must include:<br>Notification date to direct supervisor<br>Dates and times of meetings<br>Specific performance issues<br>Support plans and ideas for improvement |      |
| 3rd Quarter           | *Continuing performance issues will be brought to direct supervisor<br>* Probation for 8 - 12 weeks will begin. Date may fluctuate contingent upon Board meeting date.  |      |
| June 1                | Principal will conduct and document a second classroom observation.<br>District approved written evaluation shall include:<br>Evidence of 2 documented and signed observations and conferences<br>Professional Practice Evaluation 67%<br>33% of evaluation will be based on at least two objective measures of growth in student achievement<br>Input from parents/guardians of students.<br>Employees Professional Self Reflection of Goals<br>Summary Sheet            |      |
| July 1                | Employees will be notified of renewal or non-renewable.<br>*If non-renewed professional assistance and probation modes will have been completed.  |      |

Adopted: 06/11/01

Amended: 3/13/06; 6/08/09; 8/13/12; 3/09/15; 8/10/20, 9/12/22