Southwest Region Schools
Evaluation Handbook
for certificated educators

educating our future, guided by our past...

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Community, parent and student input was gained through committee participation and consultation with local community school committee members, student government members, and the regional school board.

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Why does teacher evaluation matter to us?

Among in-school factors "research clearly identifies teacher skill as one of the most, if not the most, important factors in driving student achievement"
--Robert Marzano

The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages the active participation of students and parents.

Introduction to the Handbook

This SWRS handbook outlines our educator's evaluation system plan which is intended to promote professional growth as well as provide feedback and guidance for improving student learning and instruction. This plan is designed to foster a culture in which educators are actively engaged in continuing their own professional growth. Supervisors are active participants in the support and assistance of teachers by providing timely, informative, and constructive feedback and helping to provide appropriate supports.

Although their roles differ, supervisors and educators share in the responsibility for continued professional growth and the quality of

education in SWRS. The district sets the fundamental purposes of educator evaluation as improving teacher performance and documenting accountability. Teacher performance frames the professional growth dimension of our district's evaluation system, which in turn helps educators learn about, reflect on, and improve their practice. Formative in nature, the SWRS evaluation system facilitates continuous professional growth. At the same time, the system includes summative elements and reflects a focus on clear professional goals encouraging competence and quality performance. Clear criteria and standards supporting the district's mission and beliefs, as well as training for both educators and

supervisors, are included in the SWRS evaluation system.

SWRS has concluded that these elements, when taken together, permit reliable and valid judgments to be made regarding educator performance and professional growth. In an effort to promote self-directed professional growth, the teacher evaluation process provides options for professional development.

Philosophy

Southwest Region Schools is committed to providing the best educational program possible for all of its students. To that end, hiring and retaining highly qualified, certified staff and providing a system of evaluation that identifies staff members who display a mastery of standards outlined by the state and district is critically important. In addition, we believe that all staff members benefit from an evaluation process which enables the district to identify and provide staff development that is focused on helping teachers and administrators of all ability levels improve their performance.

We value the individual worth and dignity of all staff members, and hold the expectation that our staff members will recognize the individual worth and dignity of all learners. It is our intent to foster an atmosphere of continual improvement for both staff and students.

In Southwest Region School District, teachers and principals share accountability for teaching; accordingly, teachers, principals, students, and parents share accountability for learning.

Evaluation and support of certified personnel is essential to the achievement of the educational goals of the district. Through direct observation, and other performance indicators such as self-

evaluation and personal growth planning, peer observation, and stakeholder surveys, decisions can be made regarding personnel placement and staff development.

We expect observations and evaluations to be performed in a professional manner and with a cooperative spirit. Open communication and a sense of joint responsibility will promote higher performance on standards set forth in Alaska Statute, by the Southwest Region School Board and the Professional Teaching Practices Commission.

Adoption Background & Model Selection

In December 2012, the State Board of Education and Early Development (EED) adopted new regulations regarding teacher and administrator evaluations. These new regulations require that districts modify their existing systems to:

- Focus the evaluations on specific standards.
- Consider selected cultural standards.
- Assign one of four performance levels: exemplary, proficient, basic, and unsatisfactory.
- Assign an overall rating that uses the same four performance levels.
- Provide training for evaluators to ensure inter-rater reliability.
- Use student learning data in the evaluation of teachers and administrators (2015-2016 will be a pilot and year and will not count toward evaluation scores).

Districts were required to adopt one of the department-approved, nationally recognized frameworks for evaluation.

In collaboration with a group of district stakeholders, in the fall of 2014 the Southwest Region School District Board of Education chose to adopt the nationally recognized Marzano

teacher and administrator evaluation and observation model to be in compliance with section 14.20.149 of the Alaska Department of Education and Early Development Evaluation Regulations.   iObservation™ will be utilized for training, support and record-keeping of observation and evaluation data.

This model supports high levels of learning and quality classroom instruction, and is to be implemented for all certificated personnel across the district, including teachers (classroom teachers), non-classroom support personnel (specialists & counselors), school leaders (principals & assistant principals), and district leaders (directors & associate superintendents).

General Procedures
All Certificated Personnel

What general evaluation procedures apply to all certificated staff?

General Evaluation Procedures

Information in this section applies to all certificated SWRS educators; teachers, non-classroom instructional support personnel, school leaders and district leaders.

Authority to Evaluate

An annual written evaluation shall be prepared for all certificated personnel, both tenured and non-tenured, as required by state regulations. The process of certificated educator evaluation will be accomplished within prescribed guidelines utilizing state and district approved evaluation documents based on state and district standards for teachers and administrators. Evaluations shall be conducted by an administrator, or by an individual under the direction of an administrator, holding a current type B certification and employed by the school district.

Required Training

The district will provide training in supervision and evaluation for all administrators in the fall of the year. This training shall address procedures, performance standards, and the alternate goal setting plan for high performing tenured teachers and administrators.

Administrators will train all certified staff on state and district performance standards, procedures, and the evaluation instruments and processes that will be used to rate their performance. This information, along with job descriptions based on State and District Standards for Teachers and Administrators appropriate to assignments, shall be made available to each certified staff member at the beginning of the school year through distribution and availability of this handbook.

Required Observations

For tenured teachers, a minimum of two observations shall be conducted before completing the evaluation, including one full instructional unit observation. Non-tenured teachers will receive a minimum of four observations, including two full instructional unit observations. An instructional pre-conference and post-conference between the principal and employee shall be conducted before and after each scheduled formal observation. A combination of direct observation and conferencing will be utilized with all other types of certificated employees.

SWRS will utilize the iObservation™ Evaluation System developed by the Marzano Center and supported by Learning Sciences International to record and track observation data. This online tool is web-based and features an evaluation program with observation protocols, self-reflective and peer assessments, growth plans, discussion and conferencing capabilities, and a resource library for professional development.

Observation records and final evaluation documents will be maintained in the system. Hard copies of observation records and final evaluations will also be maintained in each employee's Personnel File at the District Office. Electronic signatures created in the iObservation™ system will be considered valid for purposes of confirmation of creation and receipt of documents.

Rated Domains

All certificated educators will receive a rating on each of the Marzano domains pertaining to their area of assignment. Domain ratings for the Marzano domains are based on ratings on elements selected to ensure coverage and applicability to the seven required Alaska Content Standards for Teachers or nine Alaska Content Standards for Administrators and Alaska Cultural Standards for Educators and Schools.

In addition, all educators will receive a rating for a student academic growth "domain," beginning with the 2016-2017 school year. New data measurements will be piloted during the 2015-2016 school year. All relevant domain scores will then be combined into a weighted average to determine an overall score.

Plans of Support and Improvement

Teachers whose performance receives a rating of "Basic" in two or more domains may be placed on a Professional Support Plan or receiving a rating of "Unsatisfactory" in one or more domains may be placed on a Plan for Improvement.

Both types of plans provide more intense supervision and enhanced supports. 4 AAC 04.19.010 (g) stipulates that a "teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section has not met the district performance standards for purposes of AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f)" and thus a Plan of Improvement would be recommended. If a Plan for Improvement is implemented, the plan must be documented using district-approved forms. Non-completion or unsuccessful completion of a Plan of Improvement may be grounds for non-renewal or dismissal.

Extreme circumstances related to performance may justify an immediate decision to recommend a Plan for Improvement, non-renewal or dismissal.

Performance Reporting to AK DEED

An overall "score" will be determined for state aggregate reporting purposes by combining the Marzano domains and the Student Growth domain as described in the following pages. Reporting of aggregate performance to the state will begin in the 2016-2017 year.

Observation & Rating Procedures

SWRS will utilize the iObservation™ Evaluation System developed by the Marzano Center and supported by Learning Sciences International to record and track observation data.

Marzano Element Ratings

Selected elements in the various Marzano Frameworks (teacher, non-classroom instructional support personnel, school leader & district leader) will be rated by evaluators in iObservation™ using provided scales and rubrics. For each observed element, the following rubric will be applied:

Not Applicable	Not Using	Beginning	Developing	Applying	Innovating
N/A	0	1	2	3	4

(It should be noted that a score of "NA" on an element does not count at all. It is referencing that the behavior does not apply to what is being observed at that time. When "Not Using" is selected, a score of 0 is applied. In that case, the behavior or strategy should have been used and was not.)

Marzano Conjunctive Scoring Model

SWRS will use Marzano's Conjunctive Scoring Model option provided in iObservation™ to calculate Marzano domain scores from observed elements for teachers, non-classroom instructional personnel, school leaders and district leaders. During the period of initial implementation (2014-2019) the conjunctive scoring model will equate to the Alaska Department of Education and Early Development reporting system nomenclature as follows:

Unsatisfactory	Basic	Proficient	Exemplary
40% or more of scored elements at Level 0 or 1	Less than 55% of scored elements at Level 3 or higher AND less than 50% of scored elements at Level 0 or 1	At least 55% of scored elements at Level 3 or higher	At least 55% of scored elements at Level 4

Student Growth Domain Rating

As student learning data is required in the process beginning with the 2016-2017 school year, there will be a Student Growth domain score similarly generated for that area. Student Data will be considered as one of the five "domains rated in the SWRS system.

Student growth measures will be piloted during the 2015-2016 school year and will not be reported until the 2016-2017 school year as required by regulation. Measures to be piloted include the SWRS Academic Vocabulary Assessment and NWEA MAP (Primary Grades, Reading, Language Usage, Mathematics, and Science). The chart below will be used to determine a rating for each assessment used.

Unsatisfactory	Basic	Proficient	Exemplary
Fewer than 40% of students met or exceeded growth targets	40% to 64% of students met or exceeded growth targets	65% to 85% of students met or exceeded growth targets	Greater than 85% of students met or exceeded growth targets

For the pilot year, all data sources will be equally weighted in determining a data domain score. For specific Student Growth Domain 2015-2016 piloting requirements see Appendix C: Student Growth.

Overall Instructional Practice Performance Rating Calculation

A requirement of the Alaska Department of Education and Early Development for teacher evaluation systems is the capability of reporting the number of Exemplary, Proficient, Basic and Unsatisfactory teachers/administrators. This reporting is anonymous and aggregated so that no individual teacher or administrator rating will be discernible. For the purposes of this reporting, employees final evaluation will include a summary of scores from all applicable domains. From those scores, an overall Instructional Practice/Leadership Practice score will be generated. Domains will be weighted to calculate an overall performance rating as follows (this will be re-weighted to include student growth data in 2016-2017):

Teachers			
Domain 1	**Domain 2**	**Domain 3**	**Domain 4**
68%	14%	8%	10%

Non-Classroom Instructional Personnel (specialists & counselors)			
Domain 1	**Domain 2**	**Domain 3**	**Domain 4**
49%	21%	12%	18%

School Leaders (principals & assistant principals)				
Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**Domain 5**
20%	40%	20%	10%	10%

District Leaders (directors & associate superintendent)					
Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**Domain 5**	**Domain 6**
14%	20%	14%	19%	19%	14%

Overall Score Calculation & Conversion to AK DEED Naming Conventions

Based on input from the Alaska Department of Education and Early Development and their alignment of the Alaska Standards for Teachers and the Marzano Framework, the SWRS Teacher Evaluation Workgroup decided that the following overall weighted scores will be converted to determine the teacher/administrator ratings reported to the state.

Unsatisfactory	Basic	Proficient	Exemplary
0-1.49	1.50-2.49	2.5-3.49	3.49-4.0

Opportunity for Stakeholders to Provide Feedback to Inform Evaluation

AS 14.20.149 (b)(7) states that "The certificated employee evaluation system must provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator."

SWRS encourages public comment on programs and performance. Students, parents, community members, teachers, and administrators are encouraged to approach appropriate supervisors with feedback at any time they feel it is warranted. Open, honest feedback and conversation about the progress of our students and quality of our schools is always welcomed.

SWRS will provide this opportunity through a survey available through the District's website as well as through hard copy surveys which may be printed from the website or which can be provided through any school or district office.

Surveys submitted before February 15 will be will be forwarded to the evaluator and will be shared with the teacher or administrator and their evaluator. These surveys will be considered as part of the evaluative process and should be a topic of professional conversation between the employee and evaluator.   Surveys received after February 15 will be forwarded to evaluator and will be shared with the teacher or administrator, but will not be considered for the current year's evaluation.

Surveys will be done in 2015-2016 using a paper-based or electronic distribution and collection method. See Appendix A for copies of current surveys.

Confidentiality & Access

Evaluation documents, including supervisory notes, information from students, parents, staff and community members, and related information used in preparing the evaluations are not public records. However, the individual who is the subject of the evaluation is entitled to a copy of formal observation and evaluation documents.

Responsibility for control, access, and confidentiality rests with the district. Each employee and his/her representative, who has the employee's written permission, may have access to his/her personnel file. Formal observation and evaluation documents may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated, following Alaska Administrative Code 4AAC 19.040.

All information used in evaluations must be documented and signed by the person providing such information and based on district and/or state performance standards. Sources of information used shall be noted on the evaluation.

Teacher Evaluation Program & Procedures

Teachers (classroom teachers), Non-Classroom Support Personnel (specialists & counselors)

What are the Standards for Alaska's Teachers?

STANDARDS
FOR ALASKA'S TEACHERS

1 A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include

a. engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

b. demonstrating consistency between a teacher's beliefs and the teacher's practice.

2 A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include

a. accurately identifying and reacting to the developmental abilities of students; and

b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3 A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include

a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

4 A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

c. drawing from a wide repertoire of strategies, including, where appropriate, instructional application of technology and adapting and applying these strategies within the instructional context;

d. connecting the content area to other content areas and to practical situations encountered outside the school; and

e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5 A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include

a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce stu-

dent learning and that assist students in reflecting on their own progress;

d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6 A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Performances that reflect attainment of this standard include

a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

b. communicating high standards for student performance and clear expectations of what students will learn;

c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

d. assisting students in understanding their role in sharing responsibility for their learning.

7 A teacher works as a partner with parents, families, and the community.

Performances that reflect attainment of this standard include

a. promoting and maintaining regular and meaningful communication between the classroom and students' families;

b. working with parents and families to support and promote student learning;

c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and

e. involving parents and families in setting and monitoring student learning goals.

8 A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

a. maintaining a high standard of professional ethics;

b. maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;

c. engaging in instructional development activities to improve or update classroom, school, or district programs; and

d. communicating, working cooperatively, and developing professional relationships with colleagues.

What are Alaska's Standards for Culturally Responsive Schools?
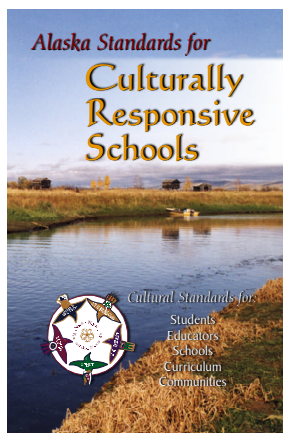
Cultural Standards Overview

Southwest Region Schools believes that recognition and valuing of local culture is critical to student success. All certificated staff, teachers, non-classroom instructional personnel (specialists), and administrators are expected to embed local culture in daily practice. This is guided by the Alaska Standards for Culturally Responsive Schools.

Southwest Region Schools values local culture and promotes its inclusion in the classroom by embedding the four cultural standards identified in regulations. These standards are considered when evaluating educators. 4 AAC 04.200 (f) & 4 AAC 19.010(b)(c)(d)

The district also provides a strong cultural focus through its Yup'ik Studies program at all grade levels. The focus of this program is found in the ten Yup'ik Studies Outcomes for Students and the following four areas of focus:

•Incorporates local ways of knowing and teaching in the educator's work

•Uses local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students

•Works closely with parents to achieve a high level of complementary educational expectations between home and school

•Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential

The district will assess the inclusion of the Alaska Cultural Standards for Educators through the rating of selected cultural elements using the iObservation™ system when rating related Marzano elements.

from Alaska Standards for Culturally Responsive Schools

A Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;

2. utilize Elders' expertise in multiple ways in their teaching;

3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;

4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;

5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;

6. continually involve themselves in learning about the local culture.

B Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Students who meet this cultural standard are able to:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;

2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;

3. provide integrated learning activities organized around themes of local significance and across subject areas;

4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;

5. seek to ground all teaching in a constructive process built on a local cultural foundation.

from Alaska Standards for Culturally Responsive Schools

C   **Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.**

Educators who meet this cultural standard:

1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;

2. exercise professional responsibilities in the context of local cultural traditions and expectations;

3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D   **Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.**

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;

2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;

3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;

4. seek to learn the local heritage language and promote its use in their teaching.

E   **Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.**

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;

2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new under- standings;

3. reinforce the student's sense of cultural identity and place in the world;

4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;

5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

from Alaska Standards for Culturally Responsive Schools

What is the SWRS Yup'ik Studies program focus?

Student Outcomes

Yugtun
(Language)
Students will demonstrate an appreciation and understanding of their own language and culture, through the development of literacy skills (spoken and written) in the Yup'ik language.

Aka'tamani
(History)
Students will develop an understanding and appreciation of family and community history, beliefs, customs, and values through the involvement of the elders.

Ilat
(Kinship)
Students will understand the origin of names, importance of relationships among immediate family, extended family, and community as it relates to local values and traditions.

Picirarat
(Traditional Celebrations/Spirituality)
Students will demonstrate understanding and appreciation of the performance arts, traditional holidays, festivals, and celebrations through participation in revitalized cultural activities.

Anagyaraq
(Outdoor Survival Skills)
Students will develop skills and knowledge of weather, traditional survival methods, navigational (travel) skills, and modern technology enabling them to survive in the outdoors in all seasons.

Angussaagyaraq
(Subsistence Skills)
Students will demonstrate skills and knowledge of traditional and modern trapping, fishing, hunting and gathering methods, including knowledge of medicinal and edible plants, and the preparation and storage of food through safe traditional methods.

Nunam/Yuilqum
(Geography/Environment)
Students will develop knowledge related to an understanding of the changing environment, traditional and modern place names, and the importance of specific locations in our region.

Calinguararaq
(Functional Arts)
Students will demonstrate knowledge, skills, and appreciation of traditional crafts through the use of available resources.

Qanemciyaraq
(Storyteller's Art)
Students will demonstrate knowledge, skills, and appreciation of the traditional storyteller's art.

Yuraryaraq
(Dancer's Art)
Students will demonstrate knowledge, skills, and appreciation of traditional dance, composition, regalia, rhythm, history and seasonal stories told.

How are teachers evaluated?

All Teachers

The Southwest Region Schools teacher evaluation system is based on the Standards for Alaska's Teachers and regulations in 4AAC 04.200, 4AAC 04.205, 4AAC 10.040, as well as on state law AS14.20.149(b)(1).

Supervisors will conduct observations of teachers and may use sources of information such as student, parent, and community surveys, staff input, portfolios, etc. Any source of information other than direct observation shall be noted on the formal evaluation. Upon completion of the evaluation conference, both the evaluator and the evaluatee will sign all copies of the formal evaluation document, either in hard copy or electronic format. The evaluatee's signature does not indicate agreement or disagreement with the content of the document. It indicates receipt of the formal evaluation document. If an employee refuses to sign the evaluation, the principal shall note this on the evaluation and return it to the Personnel Office. The evaluator and evaluatee may retain a copy of the signed evaluation, but the original shall be placed into the employee's personnel file. The employee may submit a relevant response to the evaluation within five (5) workdays. The response shall be submitted to the employee's supervisor and placed in the evaluatee's personnel file.

The number and frequency of observations and pre & post conference required can be found in the *SWRS Teacher Evaluation Continuous Growth System* chart on the next page.

Tenured Teachers

Tenured employees shall be evaluated at least once per year, on or before February 15th. At least one formal observation is required. Timelines may be extended by mutual agreement. Upon recommendation from the principal, teachers have the choice of selecting the teacher enrichment pathway (not available until 2019-2020 school year) or the standard evaluation plan. A tenured teacher who receives one (1) or more "Unsatisfactory" or "Basic" rating(s) on any domain in the evaluation shall continue on the standard evaluation model if recommended for re-employment. A tenured teacher using the teacher enrichment pathway who does not attain the effective level(s) of performance shall be recommended by the principal for placement on the standard evaluation plan for the following school year. Should non-retention be considered for a tenured individual, the evaluation will be completed by February 15th, allowing time for formal notification of non-retention by the date prescribed by Alaska Statute and regulation.

Non-Tenured Teachers

Non-tenured teachers shall be evaluated at least twice per year. The first evaluation shall be completed on or before December 1st and the second will be completed on or before February 15th. Evaluations may continue until the last day of school for non-tenured personnel. Timelines may be extended by mutual agreement and approval by the Superintendent or designee.

SWRS Teacher Evaluation Continuous Growth System

NON-TENURED PLAN	TENURED PLAN	
Purpose: To support non-tenured teachers in learning and achieving the performance standards of the profession and the District.	**Purpose:** To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their on-going professional growth, ensuring that all staff continue to meet the standards for professional practice.	
STANDARD EVALUATION PLAN Observations are based on the Marzano Teacher Evaluation Model.		**TEACHER ENRICHMENT PATHWAY (TEP)**

• **Training:** Emphasis on the importance of conversations, trust, and honest reflections on practice.
• **Observation Protocol:** Non-tenured teachers follow the observation protocol steps below twice yearly; tenured staff once yearly:
  • *Pre-Conference*: Addresses the upcoming formal observation directed by guiding questions. Include a observation calibration component based on rubric self-reflection completed by teacher.
  • *Formal Observation:* Must be scheduled in advance. Minimum of one observation of a complete uninterrupted lesson or class period. Follow up with teacher must occur within 5 work days.
  • *Post Conference:* Must be completed within 5 days of formal observation. Conversation and reflection on the lesson observed.
  • *Informal Observations:* Minimum of one observation with a minimum duration of 10 minutes. Feedback required within 5 days.
  • *Walkthroughs:* Usually 3-10 min. Results may or may not be included in annual evaluation at the discretion of evaluator. If used in evaluation, feedback required within 5 days.
• **Evaluation Conference:** Discuss evidence gathered over time indicating teacher effectiveness.
		Follows the protocol:
		• Informal Observations: Minimum of 2 observations with a minimum duration of 10 min. each.
		• Teacher-driven goals relating to the Marzano Teacher Evaluation Model and District Performance Standards.
		
		Aligned with action plans in any of the following areas:
		• Self-Directed Professional Development
		• Mentoring a New Teacher
		• National Boards Cert. Process
		• Teacher Trainer
		
		Not available until 2019-2020 school year.

For non-tenured teachers who: • Have been employed by the District for less than three full school years. Administrators are encouraged to work with non-tenured teachers on a Plan for Professional Growth when concerns are noted.	**For tenured teachers who:** • Are in first tenured year • Are continuing as tenured • Are not designated by administrator to move to the Teacher Enrichment Pathway protocol • Have a significant change in assignment Tenured teachers who have a rating of Basic or lower on two or more District performance standards as determined on the SWRS Standard Evaluation Summary.	**For tenured teachers who:** • Possess a valid Alaska teaching certificate. • Who have demonstrated overall Proficiency in all District Performance Standards, including student learning data beginning in the previous school year. • Are approved by the site administrator for this pathway (may continue on TEP with approval for two years. • Have received at least one overall Proficient Standard evaluation

PROFESSIONAL SUPPORT PLAN	PLAN OF IMPROVEMENT
Purpose: To provide teachers needing assistance a structure and guidance towards meeting standards for professional practice.	**Purpose:** To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.
Follows the protocol: • A rating of Basic on two or more District Performance Standards results in a Professional Growth Plan. • This is a directed evaluation period that focuses on selected components from District Performance Standards that are not in the Proficient range. • A Professional Growth Plan will be in place for no longer than 90 days.	Follows the protocol: • This is an intensive evaluation period that focuses on all components from all District Performance Standards that are in the unsatisfactory performance range. • A Plan of Improvement will be in place between 90 and 180 days. • Plan of Improvement will be written and administered according to Alaska State Statute AS 14.20.149.
Notes: 1) Superintendent (or designee) must be notified when a teacher begins Professional Support Plan **2)** Superintendent (or designee) must be consulted before a teacher is assigned a Plan of Improvement.	
For any teacher: • Whose performance remains in Basic overall for the previous evaluation period. • After successful completion of a Plan for Professional Growth, a teacher returns to prior evaluation status. • Teachers on this plan are held here until all objectives of the Professional Growth Plan are met. • If completion of the plan is progressing it may be continued at the discretion of site and district administration. • If unsuccessful, a teacher may proceed to the Plan of Improvement, if tenured.	**For any teacher:** • Whose performance at any point does not meet the performance criteria in District Performance Standards or who has failed to make adequate progress toward identified goals, • Who received an Unsatisfactory overall domain and/or element rating for the previous evaluation period. • Teachers on this plan are held here until all objectives of the Plan of Improvement are met, with adequate evidence to demonstrate a Basic rating. • If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.

Marzano Model Teacher Evaluation Learning Map
Domain One

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

Note: DQ

organiz

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Marzano Model Teacher Evaluation Learning Map

Domains Two, Three & Four

Domain 2: Planning and Preparing

Domain Two

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Domain Three

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Domain Four

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
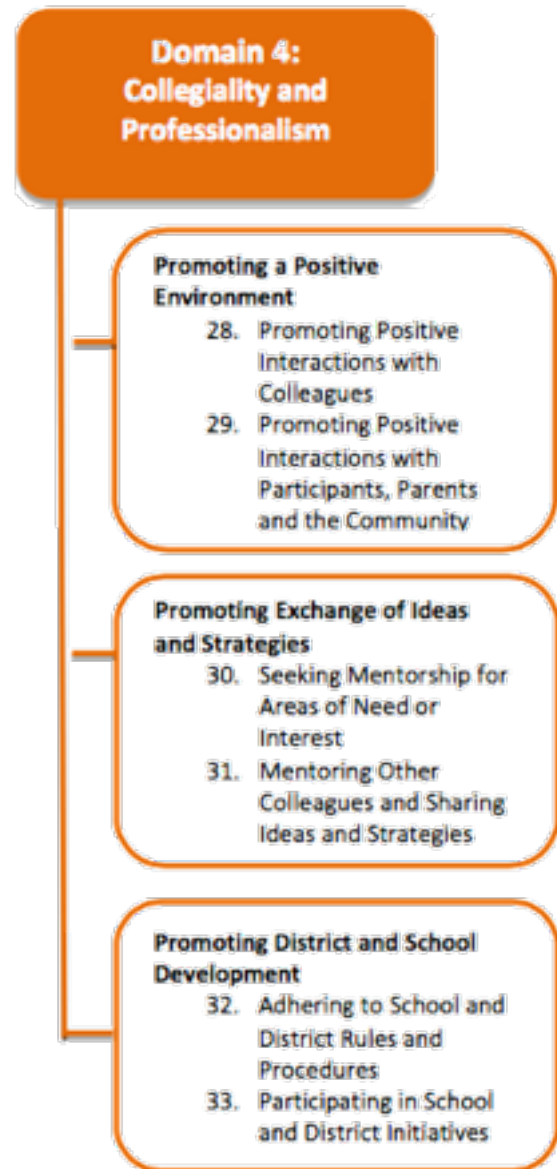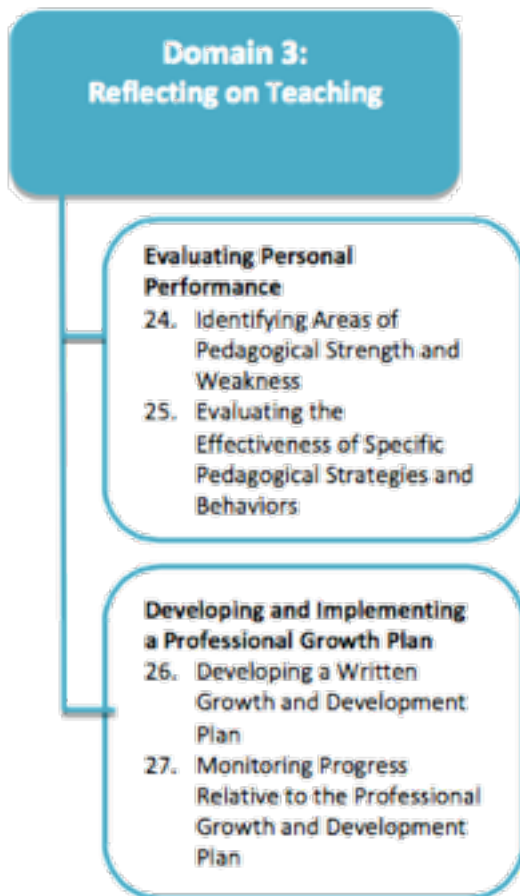60. Participating in District and School Initiatives

MARZANO CENTER — Learning Sciences — TEACHER & LEADER EVALUATION

Learning Sciences International

Marzano Non-Classroom Teacher Learning Map

Domains One & Two

Domain 1:
Instructional Support Strategies and Behaviors

Establishing Clear Goals
1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success

Establishing Content
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning

Facilitating Engagement
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Backgrounds
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

Domain 2:
Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

Planning and Preparing for Implementation of Content or Activities
17. Effective Goal Setting and Scaffolding of Content or Activities
18. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology
19. Use of Available Traditional Resources
20. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
21. Needs of English Language Learners

Planning and Preparing for the Needs of Participants Receiving Special Education
22. Needs of Participants Receiving Special Education

Planning and Preparing for the Needs of Participants Who Lack Support for Schooling
23. Needs of Participants Who Lack Support for Schooling

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TEACHER & LEADER EVALUATION

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Marzano Non-Classroom Teacher Learning Map

Domains Three & Four

Domain 3:
Reflecting on Teaching

Evaluating Personal Performance
24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4:
Collegiality and Professionalism

Promoting a Positive Environment
28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents and the Community

Promoting Exchange of Ideas and Strategies
30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development
32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives

Learning Sciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

Learning Sciences International

How does the Marzano Teacher Evaluation Model align to the Standards for Alaska's Teachers?

Alaska Standards to Marzano Model Alignment

The State of Alaska requires that the model chosen for the evaluation of certificated teachers aligns to the Standards for Alaska's Teachers. The chart that follows shows the alignment of each Marzano element to the appropriate standard.

Focus elements chosen by the district evaluation committee are highlighted in **BLUE** and labeled **<--- FOCUS ELEMENT** .

Each yearly evaluation, for classroom teachers, both tenured (1 required formal observation) and non-tenured (2 required observations), will, at a minimum, include ratings in each of the thirteen identified "focus elements." This is required to ensure that all evaluations address each of the seven required Standards for Alaska's Teachers. Under state regulation teachers are required to be evaluated on standards 2-7. Standard one, which relates to a teacher's personal philosophy of education is not explicitly evaluated as part of the system. To make the system more manageable and provide greater focus on critical elements, SWRS has chosen to highlight thirteen focus elements that are required to be part of all teacher evaluations.

While the focus elements comprise the minimum set required, it is encouraged and expected that a number of the other forty-seven elements in the model will receive ratings based on specific job duties and identified needs. We encourage all educators to keep in mind that the model is comprised of a set of indicators intended to describe best practice in the classroom and focus instructional effort on areas having the greatest impact on student learning.

Understands Student Needs
Performance Standard 2: Understands how students learn and develop
DEFINITION: The teacher identifies the developmental abilities of students and teaches appropriately. This includes accommodating student learning differences.

Domain 1: Classroom Strategies & Behaviors
   1. **Providing Clear Learning Goals and Scales <--- FOCUS ELEMENT**
   3. Celebrating Success
  21. Organizing Students for Cognitively Complex Tasks
  39. Demonstrating Value and Respect for Low Expectancy Students

Domain 2: Planning & Preparing
  47. Planning and Preparing for the Needs of English Language Learners
  48. Planning and Preparing for the Needs of Student Receiving Special Education

Differentiation and Cultural Responsiveness

Performance Standard 3: Teaches with respect to students' individual and cultural characteristics

DEFINITION: Identifying and using instructional strategies that are appropriate to the individual and special needs of students, including student and local community culture.

Domain 1: Classroom Strategies & Behaviors
15. Organizing Students to Practice and Deepen Knowledge
31. Providing Opportunities for Students to Talk about Themselves
36. Understanding Students' Interests and Backgrounds **<--- FOCUS ELEMENT**
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Domain 2: Planning & Preparing
44. Attention to Established Content Standards <--- FOCUS ELEMENT
49. Planning and Preparing for the Needs of Students Who Lack Support for Schooling

Instruction and Content Knowledge

Performance Standard 4: Teaches with respect to students' individual and cultural characteristics

DEFINITION: Identifying and using instructional strategies that are appropriate to the individual and special needs students, including student and local community culture.

Domain 1: Classroom Strategies & Behaviors
6. Identifying Critical Information <--- FOCUS ELEMENT
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into Digestible Bites
10. Processing New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning
14. Reviewing Content
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation & Testing
23. Providing Resources and Guidance

Domain 2: Planning & Preparing
45. Use of Available Traditional Resources
46. Use of Available Technology

Assessment

Performance Standard 5: Facilitates, monitors, and assesses student learning

DEFINITION: The teacher uses multiple data elements (both formative and summative) to evaluate student learning, and to plan, inform and adjust instruction.

Domain 1: Classroom Strategies & Behaviors
   2.   Tracking Student Progress **<--- FOCUS ELEMENT**

Domain 2: Planning & Preparing
   42. Effective Scaffolding of Information in Lessons **<--- FOCUS ELEMENT**
   43. Lessons within Units

Learning Environment

Performance Standard 6: Creates and maintains an engaging learning environment

DEFINITION: The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. This includes creating a stimulating and safe learning community, communicating high expectations, using a variety of classroom management techniques.

Domain 1: Classroom Strategies & Behaviors
   4.   Establishing Classroom Routines **<--- FOCUS ELEMENT**
   5.   Organizing the Physical Layout of the Classroom
   24. Noticing When Students are Not Engaged **<--- FOCUS ELEMENT**
   25. Using Academic games
   26. Managing Response Rates
   27. Using Physical Movement
   28. Maintaining a Lively Pace
   29. Demonstrating Intensity and Enthusiasm
   30. Using Friendly Controversy
   32. Presenting Unusual or Intriguing Information
   33. Demonstrating "Withitness"
   34. Applying Consequences for Lack of Adherence to Rules and Procedures
   35. Acknowledging Adherence to Rules and Procedures
   38. Displaying Objectivity and Control
   40. Asking Questions of Low Expectancy Students
   41. Probing Incorrect Answers with Low Expectancy Students

Families and Community

Performance Standard 7: Works as a partner with parents, families, and the community

DEFINITION: The teacher communicates regularly and collaborates with students, families and community to promote student learning.

Domain 4: Collegiality and Professionalism
    56. Promoting Positive Interactions about Students and Parents **<--- FOCUS ELEMENT**
    59. Adhering to District and School Rules and Procedures
    60. Participating in District and School Initiatives **<--- FOCUS ELEMENT**

Professional Practice

Performance Standard 8: Participates and contributes to the teaching profession

DEFINITION: Teacher maintains high standard of professional ethics by maintaining and updating knowledge of their content area and best teaching practices. Teachers works collaboratively with colleagues to improve instruction and ultimately impact student learning.

Domain 3: Reflecting on Teaching
    50. Identifying Areas of Pedagogical Strengths and Weakness **<--- FOCUS ELEMENT**
    51. Evaluating the Effectiveness of Individual Lessons and Units
    52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
    53. Developing a Written Growth and Development Plan **<--- FOCUS ELEMENT**
    54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism
    55. Promoting Positive Interactions with Colleagues **<--- FOCUS ELEMENT**
    57. Seeking Mentorship for Areas of Need or Interest
    58. Mentoring Other Teachers and Sharing Ideas and Strategies

What supports are provided to teachers?

Staff Development Opportunities

Southwest Region Schools provides numerous types of staff development opportunities and in conjunction with the Southwest Region Education Association, as part of our negotiated agreement, also provides several sources of staff development funding. Under the Negotiated Agreement, tuition reimbursement funds are available for staff taking college/university courses and staff development funds are available for staff attending a short-term conference and/or workshop.

2013-2016 Negotiated Agreement Article 16: Tuition Reimbursement

The district will provide a total annual amount of $10,000 for the purpose of tuition reimbursement. All coursework must meet the requirements as described in Article 15, Section C.1. of the Negotiated Agreement. Decisions relating to the expenditure of those funds will be made by a committee of three teachers, two appointed by the Association and one appointed by the superintendent. Funds are for the express purpose of tuition reimbursement and may not be used to attend association activities.

2013-2016 Negotiated Agreement Article 17: Staff Development

The District will provide a total annual amount of $16,000 for the purpose of staff development. In order to minimize teacher's time away from the classroom, $8,000 may be utilized for staff development during the regular school year, and $8,000 may be utilized for staff development completely held during non-contracted times (i.e. Summer break). The District's Travel Authorization (TA) form must be approved by the site administrator for staff development activities held during the school year before being submitted for funding approval. Decisions relating to the expenditure of those funds will be made by a committee of three teachers, two appointed by the Association and one appointed by the Superintendent. Funds are for the express purpose of teacher training in education related areas and may not be used to attend association activities.

Other Possible Opportunities

- The Alaska Staff Development Network (ASDN) provides Marzano specific courses.
- Annual district-sponsored training for all staff regarding district specific initiatives related to evaluative model (i.e. focus elements, procedures, etc.)
- College credit "book study" related to the Marzano framework sponsored by the district.
- Site and district ongoing support for use of iObservation™ and its resources (i.e. site/district leadership to lead monthly training in this area, or other models…)
- Time may be allotted for staff to participate in peer collaboration including peer observations, peer walk-throughs, pre- and post-conferences, etc.
- For evaluators/administrators, continuous inter-rater reliability training.
- Differentiated opportunities for staff (new hires vs veterans, or different levels of plans for teachers such as teacher enrichment pathway, professional growth or plans for improvement).

Professional Growth Plans (self-directed)

The professional growth plan addresses the district targeted Marzano element for developing a written growth and development plan (Domain 3, Element 53) - "The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources." The purpose of the professional growth plan is to provide teachers with a guideline for focused, self-directed professional development throughout the school year.

Guidelines for Professional Growth Plans:

- Tenured and non-tenured teachers complete a self-evaluation and growth plan each school year.

- Completion of a professional growth plan is a required, targeted element from Domain 3 (#53) of the Marzano evaluation model. An assessment of progress toward the goals of the professional growth plan is not a formal evaluation measure. The plan is intended to be a self-directed, self-reflective measure.

- Professional growth plans should be based on SMART goals and developed through the iObservation™ protocol described below.

Professional Growth Plan Protocol:

- The teacher will complete an iObservation™ self evaluation for all domains by the end of the second week of the school year.

- The teacher will use the iObservation™ Professional Growth Plan process to select one to three (1-3) target element(s) for use in their personal, professional growth in the current school year.

- The teacher will use the iObservation™ Professional Growth Plan to develop a SMART (Specific, Measurable, Achievable, Realistic, Timely) goal for each chosen element.

- The teacher will develop action steps to meet each goal with related timelines.

- Throughout the school year, the teacher should reflect and update the progress of the professional growth plan. If desired, updates to the growth plan can be used as evidence for "Domain 3, Element 54: Monitoring Progress Relative to the Professional Growth and Development Plan" in the evaluation process.

- During each observation & evaluation conference, the teacher and administrator will discuss the progress of the teacher's self-directed, professional growth plan.

Professional Support Plan (district-directed)

A professional support plan will be developed for any teacher that receives a rating of "Basic" on two or more domains but has not received a rating of "Unsatisfactory" in any domain. The purpose of the professional support plan is to provide teachers needing assistance a structure and guidance towards meeting standards for professional practice.

Guidelines for the Professional Support Plan:

- A rating of Basic or lower on two or more of the District Performance Standards results in a Professional Support Plan.

- This is a directed evaluation period that focuses on selected components from District Performance Standards that are not in the Proficient range.

- A Professional Support Plan will be in place for no longer than 90 days.

Professional Support Plan Protocol:

- The administrator will direct the initiation of a Professional Support Plan for the teacher in iObservation™ using the professional growth plan model.

- The teacher will develop a Professional Support Plan using iObservation™ in collaboration with the administrator.

- For each domain in which a basic score was received, the teacher will select low scoring elements (2 or below) as focus elements for the support plan. The administrator may guide the teacher in selecting appropriate elements.

- The teacher will use an iObservation™ Professional Support Plan to develop a SMART (Specific, Measurable, Achievable, Realistic, Timely) goal for each element chosen in collaboration with the administrator.

- The teacher and administrator, as part of the professional support plan, will develop steps to meet the goals and timelines. The timeline for the plan is not to exceed 90 days. It is suggested that steps toward meeting the goal be collaboratively reviewed by the administrator and teacher, at a minimum, every 20 days until the goal is met.

- Once a goal is met, the administrator will complete an informal observation of the teacher focusing specifically on the target element(s) in iObservation™.

- If all of the evaluated elements in domains rated Basic previously are at the applying or higher level in the most recent observations in iObservation™, then the support plan will be discontinued.

- If the overall rating for the domain is below applying, the growth plan will be continued or revised in collaboration with the administration.

Plan for Improvement (district-directed)

A plan for improvement shall be developed for any non-tenured or tenured teacher/specialist or administrator who receives one (1) or more "Unsatisfactory" domain ratings on the formal evaluation form. A plan for improvement may also be called for based on performance documented during an informal or formal observation. However, an administrator may recommend non-retention according to Alaska statutes and/or SWRS board policy.

Guidelines for the Plan for Improvement:

- A rating of Unsatisfactory on one (1) or more of the District Performance Standards results in a Plan for Improvement.
- This is a directed evaluation period that focuses on selected components from District Performance Standards that are not in the Basic, Proficient or Exemplary range.
- A Plan for Improvement will be in place for between 90 and 180 days, as specified in the plan.

Plan for Improvement Protocol:

The administrator shall schedule a conference with the teacher or administrator to collaboratively develop a plan. The employee may be accompanied by a representative of the Association or a person of his/her choice. The purpose of this conference is to collaboratively develop a plan for improvement which shall:

- be based on district performance standard(s);
- identify specific area(s) of weakness;
- state measurable objectives to address area of weakness;
- describe how achievement of objectives will be measured;
- specify a reasonable timeline for improvement;
- describe assistance or resources to be provided to teacher;
- for tenured teachers, the plan shall last no less than 90 work days and no more than 180 work days unless shortened by mutual agreement between the evaluator and evaluatee;
- for administrators, the plan shall last for not less than 90 workdays and not more than 210 workdays unless shortened by mutual agreement between the evaluator and evaluatee;
- for non-tenured teachers, the plan for improvement must last no less than 30 work days.   The duration of the plan for improvement shall be determined by the evaluator.

If, at the conclusion of the plan for improvement, the certificated employee's performance again does not meet the district performance standards, the district may terminate its employment contract with the principal/administrator or certified director.

Regularly scheduled meetings to review progress on the plan for improvement and a written shared report of each meeting is required. At least two observations are required during the plan for improvement. A form is provided for this purpose. Tentative dates can be scheduled at the conference.

Appendices

Appendix A: Stakeholder Input Surveys

TEACHER SURVEY FOR STUDENTS GRADES K-3

DATE:_____ TEACHER:_____ CLASS OR GRADE:_____

Thank you for taking this survey. Your ideas and feelings matter. Please color the face that best matches your feelings.   Quyana.

	Never	Sometimes	Always
1. My teacher helps me make safe choices.	☹	😐	☺
2. My teacher helps me learn.	☹	😐	☺
3. My teacher makes learning fun.	☹	😐	☺
4. My teacher has many things for us to do.	☹	😐	☺
5. My teacher lets me share my feelings and ideas.	☹	😐	☺
6. My teacher makes me feel important.	☹	😐	☺
7. I like my teacher.	☹	😐	☺
8. My teacher is friendly.	☹	😐	☺
9. My classmates are friendly.	☹	😐	☺
10. I like school.	☹	😐	☺
11. My teacher wants me to be at school.	☹	😐	☺

This form is to be distributed and collected by the principal or his/her designee.

TEACHER SURVEY FOR STUDENTS GRADES 4-8

DATE:_____ TEACHER:_____ CLASS OR GRADE:_____

Thanks for taking this survey. Your ideas and suggestions matter to us. Quyana.

Instructions: Circle the answer that best matches your feelings about the statements below.

1. My teacher has high expectations of me.	Never	Sometimes	Always
2. My teacher explains the lessons in a way that I can understand.	Never	Sometimes	Always
3. My teacher grades fairly.	Never	Sometimes	Always
4. My teacher treats me fairly.	Never	Sometimes	Always
5. My classroom is a positive place for learning.	Never	Sometimes	Always
6. The things I learn are important.	Never	Sometimes	Always
7. My teacher shows respect for all students.	Never	Sometimes	Always
8. My teacher encourages class discussions	Never	Sometimes	Always
9. My teacher cares if I am absent.	Never	Sometimes	Always
10. My teacher is well prepared for class.	Never	Sometimes	Always
11 My teacher is patient and helpful.	Never	Sometimes	Always
12,`My teacher keeps me informed of my grades.	Never	Sometimes	Always
13. When I have problems, I can trust this teacher will help me.	Never	Sometimes	Always
14. My teacher lets my parents know about my performance in class.	Never	Sometimes	Always
15. My teacher expects my best effort and quality work.	Never	Sometimes	Always
16. I would like to have this teacher again.	Never	Sometimes	Always

Comments:

This form is to be distributed and collected by the principal or his/her designee.

TEACHER SURVEY FOR STUDENTS GRADES 9-12

DATE:_____ TEACHER:_____ CLASS OR GRADE:_____

Thanks for taking this survey. Your ideas and suggestions matter to us. Quyana.

Instructions: Please circle a number representing your feelings about each statement.
1 means you strongly disagree with the statement, and 5 means that you strongly agree with the statement.

	<<Strongly ------------------------------ Strongly>> <<Disagree-------------------------------- Agree>>				
1. My teacher has high expectations of me.	1	2	3	4	5
2. My teacher explains the lessons in a way that I can understand.	1	2	3	4	5
3. My teacher explains the importance of the lesson and tries to make it interesting.	1	2	3	4	5
4. My teacher treats everyone fairly.	1	2	3	4	5
5. My teacher grades fairly.	1	2	3	4	5
6. My teacher cares about me and wants me to learn.	1	2	3	4	5
7. My teacher gives clear directions for assignments and grading procedures.	1	2	3	4	5
8. My teacher shows respect for all students.	1	2	3	4	5
9 My teacher encourages all students to participate in class.	1	2	3	4	5
10. My teacher shows consideration for students' feelings.	1	2	3	4	5
11. My teacher is well prepared for class.	1	2	3	4	5
12. My teacher is patient and helpful.	1	2	3	4	5
13. My teacher keeps me informed of my grades.	1	2	3	4	5
14. When I have problems, I can trust this teacher will help me.	1	2	3	4	5
15. I would like to have this teacher again.	1	2	3	4	5
16. My teacher cares if I am absent.	1	2	3	4	5

Comments:

This form is to be distributed and collected by the principal or his/her designee.

TEACHER SURVEY FOR PARENTS

Date _____I am _____ a parent/guardian _____ a community member

My students are in these grades: K__ 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__11__ 12 __

Thanks for taking this survey. Your ideas and suggestions matter to us. Quyana.

1. Have you met your student's teacher(s)?

2. Have you visited your student's classroom(s)?

3. Do you feel welcome in the school?

Please answer the following questions about your student's teacher(s). If you have more than one student and/or more than one teacher, please respond for each teacher.

Name of Teacher/Counselor	4. Does your teacher communicate with you about your child?	5. Does the teacher respect and value your child?

6. Do you have other comments about any of your child's teachers? (please use the back of this form if necessary):

IF YOU WANT TO DISCUSS THIS FURTHER, PLEASE INDICATE YOUR NAME AND PHONE :

_____
YOU MAY ALSO CALL THE SCHOOL DIRECTLY, OR THE DISTRICT OFFICE AT 888-478-7977.

PRINCIPAL SURVEY FOR STUDENTS GRADES K-2

DATE:_____ PRINCIPAL/ASST. PRINCIPAL _____

Thank you for taking this survey. Your ideas and feelings matter. Please color the face that best matches your feelings. Quyana.

	Never	Sometimes	Always
1. My principal helps me make safe choices.	☹	😐	🙂
2. My principal helps me with problems.	☹	😐	🙂
3. My principal treats everyone fairly.	☹	😐	🙂
4. My principal cares about me.	☹	😐	🙂
5. My principal lets me share my feelings and ideas.	☹	😐	🙂
6. My teacher makes me feel important.	☹	😐	🙂
7. I like the principal.	☹	😐	🙂
8. My principal is friendly.	☹	😐	🙂
9. My classmates are friendly.	☹	😐	🙂
10. I like school.	☹	😐	🙂
11. My principal wants me to be at school.	☹	😐	🙂

ADMINISTRATOR SURVEY FOR STUDENTS IN GRADES 3-12, PARENTS & COMMUNITY MEMBERS

DATE:_____   PRINCIPAL/ASST. PRINCIPAL _____

Thanks for taking this survey. Your ideas and suggestions matter to us.   Quyana.

Instructions: Please circle a number representing your feelings about each statement.
1 means you strongly disagree with the statement, and 5 means that you strongly agree with the statement.

I am   _____ a student   _____ a parent   _____ a community member.

	<<Strongly----------------------- Strongly>> <<Disagree ------------------------- Agree>>				
1. The administrator has high expectations for students	1	2	3	4	5
2. The administrator treats everyone fairly.	1	2	3	4	5
3. The administrator shows respect for everyone.	1	2	3	4	5
4. The administrator cares about teachers and staff.	1	2	3	4	5
5. The administrator cares about parents and students.	1	2	3	4	5
6. The administrator has clear expectations for teachers and staff about how they are evaluated.	1	2	3	4	5
7. The administrator is well prepared for meetings and activities.	1	2	3	4	5
8. The administrator values cooperation among teachers, staff, and parents to achieve the learning goals of the school.	1	2	3	4	5
9. The administrator shows consideration for the feelings of others.	1	2	3	4	5
10. The administrator is patient and helpful.	1	2	3	4	5
11. When I have problems, I can trust this administrator will help me.	1	2	3	4	5
12. The administrator establishes a positive environment for education.	1	2	3	4	5
13. The administrator is open to questions and suggestions.	1	2	3	4	5
14. The administrator encourages parents to be involved.	1	2	3	4	5

Comments (please use the back of this form if necessary):

IF YOU WANT TO DISCUSS THIS FURTHER, PLEASE INDICATE YOUR NAME AND PHONE :

_____

This form is to be distributed and collected by the superintendent or his/her designee.

ADMINISTRATOR SURVEY FOR STAFF

DATE:_____   PRINCIPAL/ASST. PRINCIPAL _____

Thanks for taking this survey. Your ideas and suggestions matter to us.   Quyana.

Instructions: Please circle a number representing your feelings about each statement.
1 means you strongly disagree with the statement, and 5 means that you strongly agree with the statement.

	<<Strongly----------------------- Strongly>> <<Disagree ------------------------- Agree>>				
1. The administrator has high expectations for everyone.	1	2	3	4	5
2. The administrator treats everyone fairly.	1	2	3	4	5
3. The administrator shows respect for everyone.	1	2	3	4	5
4. The administrator cares about teachers and staff.	1	2	3	4	5
5. The administrator cares about parents and students.	1	2	3	4	5
6. The administrator has clear expectations for teachers and staff.	1	2	3	4	5
7. The administrator is well prepared for meetings and activities.	1	2	3	4	5
8. The administrator values cooperation among teachers, staff, and parents to achieve the learning goals of the school.	1	2	3	4	5
9. The administrator shows consideration for the feelings of others.	1	2	3	4	5
10. The administrator is patient and helpful.	1	2	3	4	5
11. When I have problems, I can trust this administrator will help me.	1	2	3	4	5
12. The administrator establishes a positive environment for education.	1	2	3	4	5
13. The administrator is open to questions and suggestions.	1	2	3	4	5
14. The administrator keeps me informed of my evalaution.	1	2	3	4	5
15. I enjoy working for this administrator.	1	2	3	4	5
16. I enjoy working for this school	1	2	3	4	5
17. The administrator encourages parents to be involved.	1	2	3	4	5

Comments (please use the back of this form if necessary):

IF YOU WANT TO DISCUSS THIS FURTHER, PLEASE INDICATE YOUR NAME AND PHONE :

_____

This form is to be distributed and collected by the superintendent or his/her designee.

Appendix B: Student Growth Measures for Teachers

How will Student Growth be Calculated?

Selection of Student Growth Measures

In the spring of 2015, the Southwest Region Schools Evaluation Committee met to create and select appropriate assessments of student academic growth. During the process, the evaluation committee also decided that district-wide Student Learning Objectives (SLOs) will be used for at least the period of time until the state's AMP assessment is fully implemented. These SLOs will be created by the committee for particular grade levels and academic disciplines. For K-5/6 teachers, SLOs will be created for Reading, Language Arts and Mathematics. For 6/7-12 teachers, SLOs will be created by subject area and specific course.

SWRS Academic Vocabulary Measures (2015-2016 pilot)

Based on an identification of a universal need to improve academic vocabulary across the district and research, notably by Dr. Robert Marzano on the impact of deficits in this area on student learning and performance on assessments, SWRS hosted a weeklong workshop in May 2015 to create a district-aligned assessment of academic vocabulary at all levels. Vocabulary selected for assessment and focus was primary taken from Dr. Marzano's in his *Building Academic Vocabulary* and *Vocabulary for the Common Core*. The workshop facilitated by Dr. Hella Bel Hadj Amor and Mark Endsley of Education Northwest resulted in the creation of assessment items covering a focused set of Tier II and at the upper grades Tier III vocabulary terms.

For the purposes of this handbook, academic vocabulary student data will consist of student academic vocabulary assessment data from all classes taught by a teacher, for which an assessment exists.

Assessment Applicability

SWRS Academic Vocabulary results will be used in evaluation for the following staff groups:

- K-5/6 elementary staff (appropriate grade level Tier II assessment)
- 6-8 secondary staff (Tier II assessment - shared responsibility across all subject area assignments and courses in school)
- 9-12 secondary staff (Tier II assessment - shared responsibility across all subject area assignments and courses in school)
- 6/7-12 secondary staff (Tier III assessment - specific terms & concepts related to course)

Data will be available through our Schoolnet™ and PowerSchool™ servers.

Scoring

Academic vocabulary assessment will be given three times yearly; fall, winter, and spring. Individual student growth targets for use in SLOs will be based upon the expected percentage of vocabulary growth between fall and winter test windows. The expected growth model below recognizes that

assessments are designed to measure full-year academic growth, while evaluation is based upon fall-to-winter growth.

The following initial targets are for fall to winter growth in number of terms correct.

- 0-20% correct in fall: 30% growth
- 21-40% correct in fall: 20% growth
- 41-60% correct in fall: 10% growth
- 61-80% correct in fall: 5% growth
- 81-100% correct in fall: 0% growth
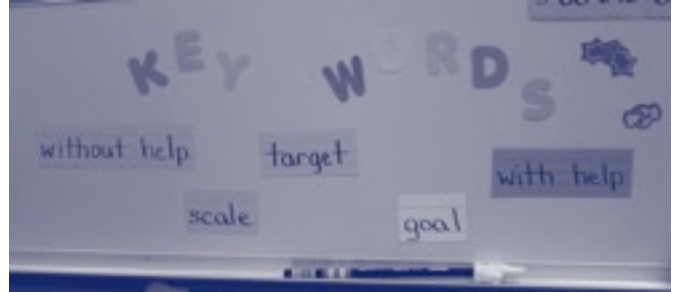
At the end of the 2015-2016 pilot year, growth targets will be re-evaluated and adjusted as necessary.

Pilot versions of these assessments will be previewed at the 2015 Fall Inservice by all certificated staff and finalized during the 2015-2016 school year pilot by subject and grade level teams.

NWEA MAP Assessment (2015-2016 pilot)

SWRS has been administering the NWEA MAP for Primary Grades, MAP for Reading, Language Usage & Mathematics, and MAP for Science assessments three times per year at all grade levels and data has been collected for the past three years at all sites. Individual student growth targets for use in SLOs will based upon expected RIT growth between fall and winter test windows. Data will be available through our Schoolnet™ and PowerSchool™ servers.

Assessment Applicability

The group selected the NWEA MAP assessment for piloting as it was believed that it most closely mirrored the content, format, and delivery methodology of the state's new Alaska Measures of Progress assessment. It was decided that while this assessment would be appropriate for piloting, that it would likely be replaced by the AMP assessment as soon it was its final format, adaptive, and mandated by the state for inclusion in the data set.

MAP results will be used for the following staff groups:

- K-1 elementary staff (MAP: Math & Reading Primary Grades)
- 2-5/6 elementary staff (MAP Reading, MAP Language Usage & MAP Mathematics)
- 6/7-12 Mathematics teachers (MAP Mathematics)
- 6/7-12 Science teachers (MAP Science)
- 6/7-12 Social Studies teachers (MAP Reading)
- 6/7-12 Language Arts teachers (MAP Reading & MAP Language Usage)

NWEA MAP assessments are administered district-wide, three times per year in fall, winter and spring.

Scoring

SLOs for MAP will be determined by using expected Fall to Winter RIT growth with consideration given to the standard error of each test. The formula for determining whether a student made growth is:

(Winter RIT Score + Standard Error) ≥ (Fall RIT Score - Standard Error + Typical Fall to Winter Growth)

The data required to do the calculation above is available through PowerSchool and individual student MAP reports.

Weighting of Student Growth Measures

For the pilot year, all data sources will be equally weighted in determining a data domain score.

Criteria for Inclusion of Student Growth Data in A Teacher's Evaluation

In order to report a fair and accurate picture of student growth in a teacher's classroom, the evaluation committee set the following criteria for inclusion of individual student data in the data set used to determine the teacher's impact on learning.

All of the following criteria have to be met for inclusion of data. A student must have:

- A student must have a valid score on the fall assessment.

- A student must have a valid score on the winter assessment.

- A student must have be continuously enrolled in the teacher's class between the fall and winter assessments (dropping out/transferring schools and coming back will remove data from the set)

- A student must have an 80% attendance rate or better between the fall and winter assessments.

NOTE: While data scores will be calculated and available for teachers and administrators for viewing, no data score will impact a teacher or administrator overall rating during the 2015-2016 pilot year. The purpose of calculating the scores during the 2015-2016 pilot year will be to determine the effectiveness and appropriateness of the assessment measures and calculation methods selected.