Purpose

The Matanuska-Susitna Borough School District (MSBSD) recognizes the significant impact that individual educators have on student learning. Accordingly, the performance evaluation of certified personnel is essential to achieving the education goals of the district. The purpose of evaluation, however, is far greater than assessing performance or tracking data. It is fundamentally about improvement. The program of evaluation will provide a process that encourages principals, administrators, teachers and staff to work together to promote professional excellence and improve the quality of instructional and professional practices and facilitate student learning and growth.

Information collected through the evaluation process will be used for individual purposes and to inform certain decisions regarding our education system. Organizational change or improvement requires focused attention and cohesive action. Aligning professional development activities from data gathered through the evaluation tool and monitoring established initiatives through the evaluation process is a logical mechanism for long-term sustainable system wide improvement.

Improvement is often possible through reflection, self-awareness, and informal support; however, the evaluation procedure will also bring structured assistance to employees who need development. These conversations and procedures inform and support a full range of Human Resource Decisions.

The evaluation process will have greater emphasis on recognizing instructional effectiveness. Clearly, there are differences between proficient and exemplary teachers and identifying exceptional practice is an important part of this system.; it provides a context for describing and discussing excellence. This will allow not only celebrating stellar professional practice but also providing opportunity for observing and emulating these great examples.

Continuous improvement, reflection, and revision are a recognized part of any evaluation systems health over time. This plan and handbook will be reviewed on a regular basis updated on feedback from all stakeholder groups to ensure the process meets the needs of participants.

Authority and Access

All evaluation documents including supervisory notes, information form students, parents, staff, and community members, and related information used in preparing the evaluations are not public records and not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information. Unless mutually agreed upon otherwise by both the person evaluated and the school board (or it's designee), no portion of an evaluation may be public except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by court of law as specified by 4 AA 19.040(d).

The superintendent or designee shall approve access to evaluations on a "need to know" basis. Responsibility for control, access, and confidentiality rests with the Superintendent. Each

employee and his/her identified representative, who has employee's written permission, may have access to his/her own personnel file.

Only individuals who hold a current valid Type B Alaska Administrative Certificate are employed by the District as an administrator, and have completed the required training may evaluate certified staff. The authority to evaluate certificated employees may be delegated by the Superintendent to appropriate administrative staff.

Consistent with Board Policy 4112.8 and 4112.9 no administrator will be permitted to conduct the evaluation of a member of the same family or of a person for which he/she is in a consensual relationship. Where a conflict of interest exists such as mentioned above, an alternate unrelated evaluator shall perform the observation and other evaluative tasks. The evaluator will also disregard input from staff or other stakeholders from a member of an employee's family or household or participant in a consensual relationship.

Criteria

Even the most robust evaluation process will breakdown if the criteria by which employees are measured lack relevance and clarity. To ensure the evaluation was based on clear and rigorous criteria as well as maintain compliance with state law and regulation, the District underwent a thorough review of the three most widely recognized teacher evaluation frameworks.

These frameworks were reviewed by a committee of teachers, administrators, and District officials. After careful consideration the committee selected Danielson, C (2007). *Enhancing professional practice: a framework for teaching*. Association for Supervision and Curriculum Development, 2007. The framework is a definition of what good teaching looks like and defines what teachers should know and be able to do in the exercise of their profession. The rubric provides a common language among professionals in the education field to ease conversations. Listed below are the 22 components that are defined for teaching in the framework. For all other evaluation groups, the framework components can be found in the Appendix at the end of this handbook.

> *"So, what is a good teaching? If you were to walk into a classroom right now, what might you see or hear there that would convince you that you're in the presence of an expert teacher? That is, what would make you this 'If I had a child this age, I'd want them in this room?'"*
>
> *~ Charolette Danielson*

DOMAIN 1: Planning and Preparation

- 1a. Knowledge of content and pedagogy
- 1b. Knowledge of students
- 1c. Selecting instructional goals
- 1d. Knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

DOMAIN 2: 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 3: Instruction

- 3a. Communicating with students
- 3b. Using questions and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communiating with families
- 4d. Participating in a professional community
- 4e. Growing and developing professionally
- 4f. Showing professionalism

ALIGNMENT WITH STATE CONTENT STANDARDS

Since 1996, Alaska has had content and performance standards for teachers. The content standards are outlined in 4 AAC 04.200(b) and reflect the highest abilities and qualities of the education profession. These standards are required to be the basis for the District's evaluation system in accordance with AS 14.20.149. Missing in these standards, are specific descriptions and evaluative criteria with a developed scale and rubric by which evaluators may base their assessments. To account for the use of the required standards as well as the need for more specific criteria the District has aligned the adopted Danielson Framework with the established Alaska Standards. The framework may then be viewed as a mechanism for more effectively defining and describing the current standards.

In addition, references to the standards are found throughout the relevant evaluation and education regulations. As a result, the district must ensure compliance with the various provisions by aligning the framework adequately with the State's content and performance standards. The alignment for teachers is provided on the following page. For all other evaluation groups, no alignment was completed because Alaska content standards did not exist.

ALASKA TEACHING STANDARDS	FRAMEWORK FOR TEACHING COMPONENTS
AK STANDARDS: UNDERSTANDS HOW STUDENTS LEARN AND DEVELOP The teacher identifies the development abilities of students and teaches appropriately. This includes accommodating student learning differences.	2b. Establishing a Culture for Learning 3a. Communicating with Students **3c. Engaging Students in Learning** 3e. Demonstrating Flexibility and Responsiveness
AK STANDARDS: TEACHES WITH RESPECT TO STUDENTS' INDIVIDUAL AND CULTURAL CHARACTERISTICS Identifying and using instructional strategies that are appropriate to the individual and special needs students, including students' local community culture.	**1b. Demonstrating Knowledge of Students** 3e. Demonstrating Flexibility and Responsiveness 4a. Reflecting on Teaching
AK STANDARDS: KNOWS CONTENT AREA AND HOW TO TEACH IT The teacher knows content area and uses current instructional practices to meet the needs of all students. This includes a wide repertoire of strategies and application and use of technology.	1a. Demonstrating Knowledge of Content and Pedagogy 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources **1e. Designing Coherent Instruction**
AK STANDARDS: FACILITIES, MONITORS, AND ASSESSES STUDENT LEARNING The teacher uses multiple data elements (both formative and summative) to evaluate students learning and to plan, inform and adjust instruction.	**1f. Designing Student Assessments** 3d. Using Assessment in Instruction **4b. Maintaining Accurate Records**
AK STANDARDS: CREATES AND MAINTAINS AN ENGAGING LEARNING ENVIRONMENT 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 and using a variety of classroom management techniques.	**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 3a. Communicating with Students **3b. Using Questioning and Discussion Techniques** **3c. Engaging Students in Learning**
AK STANDARDS: WORK AS A PARTNER WITH PARENTS, FAMILIES, AND THE COMMUNITY The teacher communicates regularly and collaborates with students, families and community to promote student learning.	**4c. Communicating with Families**
AK STANDARDS: PARTICIPATES AND CONTRIBUTES TO THE TEACHING RPOFESSION Teacher maintains high standard of professional ethics by maintaining and updating knowledge of their content area and best teaching practices. Teacher works collaboratively with colleagues to improve instruction and ultimately impact student learning.	4d. Participating in a Professional Community 4e. Growing and Developing Professionally **4f. Showing Professionalism**

REQUIRED COMPONENTS

As the Evaluation Advisory Committee reviewed the 22 components identified in the framework, concerns arose regarding the number of components which made up the framework. It was through these conversations that a decision was reached to identify ten required components on which all teachers would be evaluated. This decision in no way lessens the importance of the remaining components, nor does it invalidate the framework in its entirety. The framework in its simplest form represents a description of exceptional teaching and a clear explanation of performance expectations. At the conclusion of the first pilot year, the District added two required components for teachers at the recommendation of various evaluation users. This brought the required components up to 12 for this evaluation group. All other groups remained at ten required components.

By only requiring a narrowed set of required components the committee accomplished the implementation, at least in the initial years, of a manageable set of expectations which teachers and administrators could focus their attention. The remaining components continue to be listed on all documents and can be selected by administrators for inclusion in the evaluation of individuals or groups. The committee agreed that valuable language existed in all the 22 components and though the required components cover the key areas for all professionals more specific language may exist in the non-required that provide valuable insights and more appropriate descriptors in certain situations. Other certified teachers that are not classified as teachers will be evaluated on ten required components and the remaining 12 will be considered non-required.

Below are the 12 required components for teachers. The required components for other evaluation areas can be found on the forms that have been developed for those groups. Required components are identified on the various evaluation forms as either bold font or grey shading. For all other evaluation groups, the required components can be found in the Appendix at the end of this handbook.

Domain 1. Planning and Preparation

- 1b. Knowledge of students
- 1e. Designing coherent instruction
- 1f. Designing student assessments

Domain 2. The Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2c. Managing classroom procedures
- 2d. Managing student behavior

Domain 3. Instruction

- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction

Domain 4. Professional Responsibilites

- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4f. Showing professionalism

CULTURAL STANDARDS

In evaluating staff, administrators will also consider the cultural standards listed below. Rather than develop a secondary tool for measuring performance on the cultural standards alone, each of the required standards was aligned with the Danielson Framework. This allows for assessment and consideration of the cultural standards by directly embedding the expectations within the framework. Each of the four cultural standards has one or two required framework components which adequately describe the intended behavior or expectation. The alignment for the teacher evaluation group is listed below. For all other evaluation groups the cultural standards alignment can be found in the Appendix at the end of this handbook.

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and teaching in the educator's works;	1b. Demonstrating knowledge of students
Uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students;	1e. Designing coherent instruction 3c. Engaging students in learning
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with families 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1e. Designing coherent instruction 4f. Showing professionalism

STANDARDS FOR STUDENT LEARNING

Effective July 1, 2016 the District is required to adopt for all teachers, excluding related service providers, standards for performance based on student learning data. These standards will be required to be included in an educator's overall rating determination. Student Learning Data ratings will be determined based on the rubric below.



Districts are further required to pilot the use of student learning data during the 2015-2016 school year. MSBSD will be incorporating student learning data through the development of Student Learning Objectives (SLOs). AN SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for a subgroup of students. For the 2015-2016 school year, SLOs will be submitted as artifacts and reviewed as part of the evaluation process. SLOs will not be used to determine the overall rating during this pilot year. Committees of teachers have developed

sample and draft SLOs for most functional teaching areas to assist teachers and administrators. SLOs should be collaboratively written with input from teachers and administrators, however, administrators have final authority to approve and determine the SLO specifics.

Training

An effective evaluation system must include proper training for both professional practitioners and evaluating administrators. Understanding procedures, evaluation requirements, criteria, and expectations for which all shall be evaluated is required for the evaluation system to be effectively implemented. Training provided to administrators must also incorporate a mechanism which assures consistency in the ratings as applied by various evaluating administrator or inter-rater reliability. For example, professional practice rated as exemplary by one evaluator should be rated as exemplary by all other evaluators.

NEW HIRES

All new hires will receive training on the evaluation process and receive an electronic copy of the evaluation handbook as part of new employee orientation. Training will include a review of the procedural steps which are required to be completed, the 12 or 10 required components, and the Frontline professional growth evaluation system. All training templates will be available on the district's website for review and reference.

ALL STAFF

Annual evaluation training will be provided to all staff at their school site. Training will focus on a detailed review of the procedures of the evaluation process. To ensure consistent training is provided and available training resources will be available on the district website for review and reference.

NEW ADMINISTRATORS

New administrators will be required to complete and pass the inter-rater reliability training using ELEOT through Cognia training modules prior to beginning any work on the evaluation process with staff. All new administrative hires will also receive training on the evaluation process and receive an electronic copy of the evaluation handbook.

RETURNING ADMINISTRATORS

All returning administrators will be required to attend annual evaluation training which will minimally consist of a review of the procedural steps and rating calibration to strengthen inter-rater reliability. In addition, all evaluation ratings will be reviewed and assessed annually to monitor individual principal ratings consistent with their peer group.

RESOURCE FOR ADDITIONAL INFORMATION

The following supplemental materials are available for check out from the office of Teaching and Learning for any individual interested in learning more about the District's evaluation system fundamentals:

- Danielson, C (2007). *Enhancing professional practice ： a framework for teaching*. Alexandria, VA ：Association for Supervision and Curriculum Development, 2007.
- Danielson, C (2008). *The handbook for enhancing professional practice ： using the framework for teaching in your school.* Alexandria, VA ： Association for Supervision and Curriculum Development, 2008.
- (2009). Enhancing professional practice: a framework for teaching. Association for Supervision and Curriculum Development.

Focused Learning Team curriculum has been developed and is available for supplemental professional development on the framework for teaching. Additional training regarding the procedural evaluation requirements can be requested from the Human Resources Department.

Employee Evaluation Groups

Though a large majority of MSBSD certified staff are classroom teachers there are a variety of positions which directly support the education process and student learning but whose job responsibilities and professional expectations differ greatly from those of a classroom teacher. It is important that alternative components and rubrics exist to drive the evaluations for those other categories of staff. Seven separate categories were identified to appropriately categorize our current position types. The components and rubrics for the groups were developed by a cross section of staff and service providers in the identified areas. As mentioned previously, these seven groups will be evaluated on ten required components and the remaining 12 will provide insight and more appropriate descriptors in certain situations.

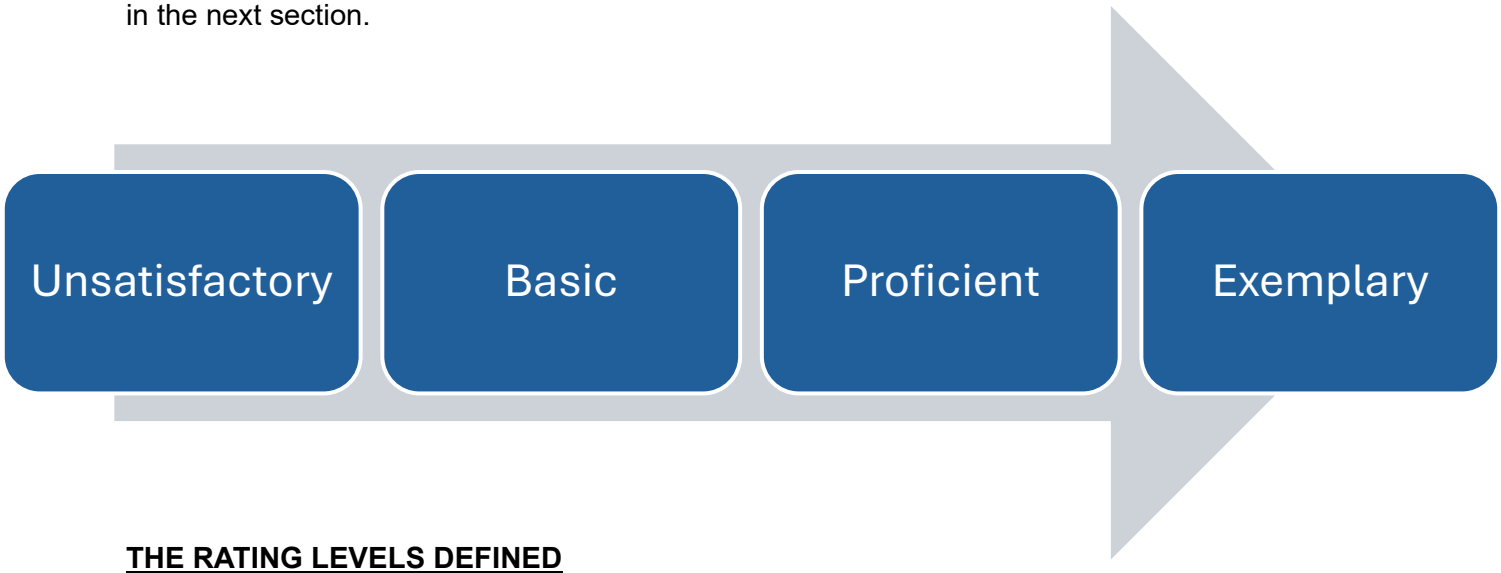
The core principals, rating system and evaluation procedures are the same for all groups. The only difference is found in the specific performance expectations as defined by the domains and components. Working groups comprised of current staff working in the functional areas identified below were formed to review the components and rubrics for each.

Evaluation Category Group	MSBSD Current Position Examples
Teacher	Teachers in regular education, special education, music, art, physical ed. Etc.
Instructional Specialist	Instructional coaches, ELL Teachers, TOSAs, Resource Specialists, Athletic Directors, Correspondence Teachers
Library Media Specialist	School Librarians and Media Specialists
School Counselors	School Counselors
School Nurse	School Nurse
School Psychologist	School Psychologist
Therapeutic Specialist	Occupational therapists, Physical therapists, Speech/Language Pathologists, Audiologist

Rating System

Each component to be evaluated will be rated consistent with the levels below. Component

ratings will determine the Domain Rating and Domain Ratings will determine the Overall Rating. Component Rating will also drive the level of support determination as described in more detail in the next section.



THE RATING LEVELS DEFINED

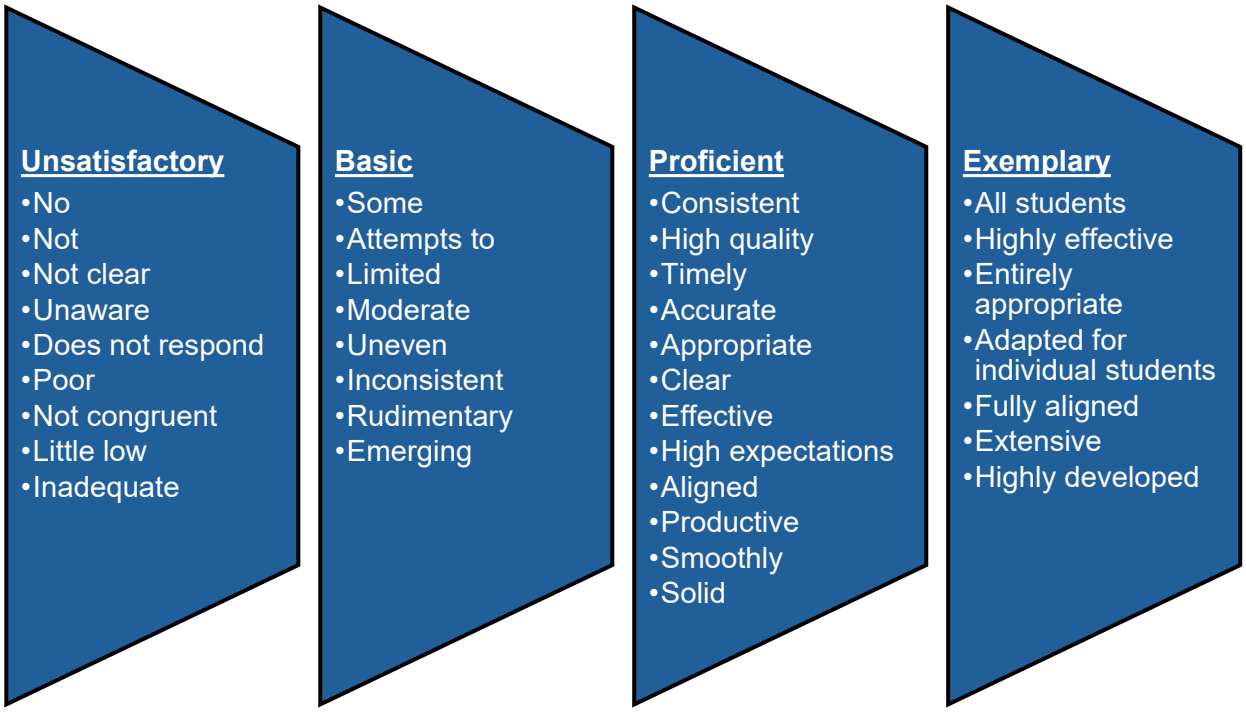
Unsatisfactory: Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying individual components of the framework. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, the professional learning environment or individual teaching practice. *This level requires immediate intervention.*

Basic: Professional practice at the Basic Level shows evidence of knowledge and skills of the Framework required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for staff early in their careers but insufficient for more experienced teachers. *This level requires specific support at both the non-tenured and tenured level of teaching.*

Proficient: Professional practice at the Proficient Level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective design/development knowledge of their students, and have a wide range of professional practices and approaches. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. *At this level, teaching is strengthened and expanded through purposeful, collaborative sharing, learning with colleagues, ongoing self-reflection and ongoing professional improvement.*

Exemplary: Professional practice at the Exemplary Level is that of a master professional whose practices operate at a qualitatively different level from those of the other professional peers. Teaching practice at this level shows evidence of learning that is student directed, where students assume responsibility for their learning by making substantial contributions throughout the instructional process. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, professional growth, and collaborative leadership.

COMMMON DESCRIPTIONS FOR RATING LEVELS



LEVEL OF SUPPORT DETERMINATION

Structured support for the improvement of professional practices is a key component of the evaluation process. However, it is understood that the level and type of support is different for educators based on their rating. The following guidelines and requirements are in place to provide structured support consistently across the district and all professional areas. Level of support determinations are made at the discretion of the unit administrator or evaluator consistent with the guidelines provided in this handbook. For details regarding the Plan for Professional Growth/Plan of Improvement requirements see the sections with those headers later in this handbook.

Plan for Professional Growth – an educator should be placed on a Plan for Professional Growth when two or more components are rated “basic” and no component is rated as “unsatisfactory”. An educator may be placed on a Plan for Professional Growth if no component is rated “unsatisfactory” and at least one component is rated “basic”.

Plan of Improvement - an educator will be placed on a Plan of Improvement if any required component is rated “unsatisfactory”, or if at the conclusion of a plan for professional growth the educator continues to be rated as “basic” in any component.

EVALUATION WAIVER

A tenured employee who after their fifth year of employment receives a rating of “exemplary” in at least one component with no components rated below proficient will be considered to have exceeded the District’s performance standards and will be eligible to be evaluated once every 2 two years. To continue to be eligible the employee must have achieved a rating of “exemplary”

on at least one component with no components rated below proficient on their most recent evaluation. No later than October 30th of the skip year, the employee must complete and submit the Evaluation Waiver Form. The decision to use the evaluation waiver requires the mutual consent of both the educator and the evaluating administrator, upon the request of either party an annual evaluation must be completed.

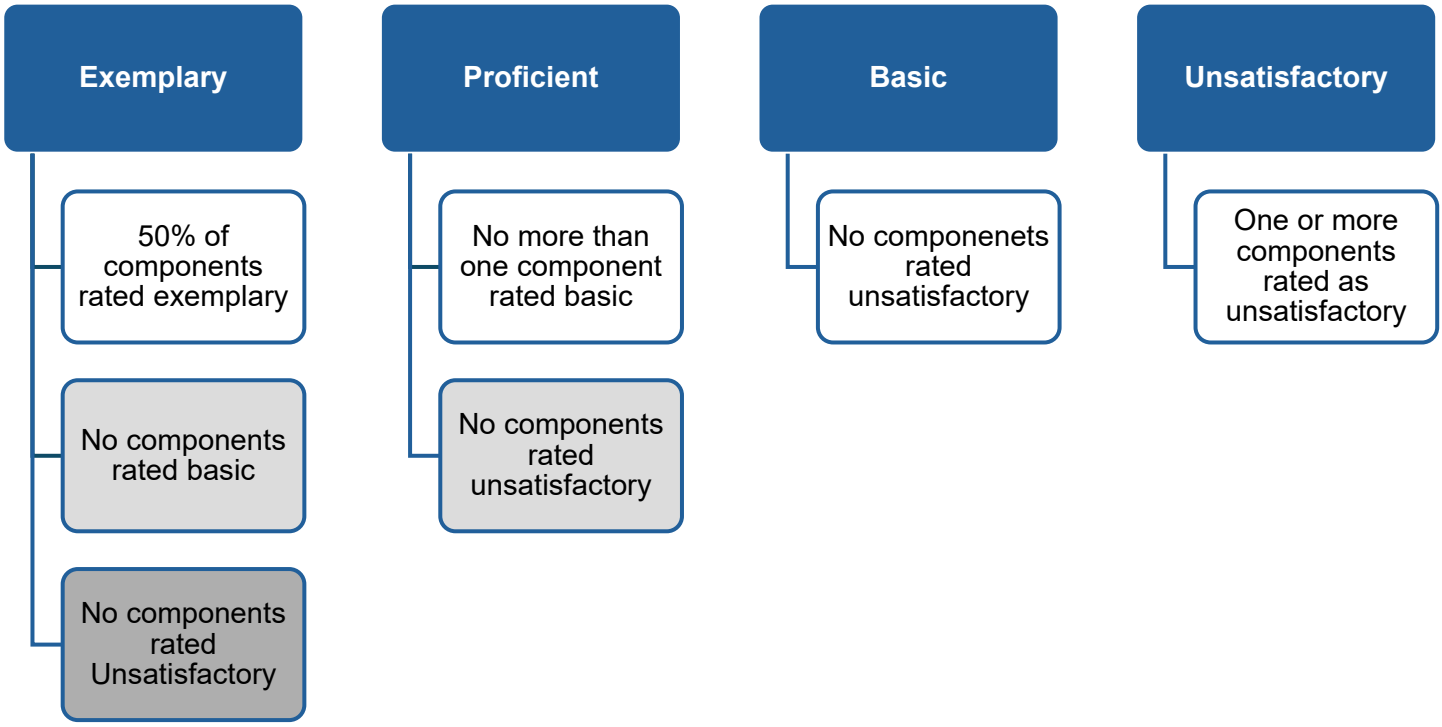
Rating Determinations

In addition to the individual component rating which is required under regulation, an employee will also receive an overall rating which summarizes overall performance.

The overall rating for the 2015-2016 school year will use the domain ratings to establish the overall rating. The following operating principles will apply when determining the domain and overall ratings.

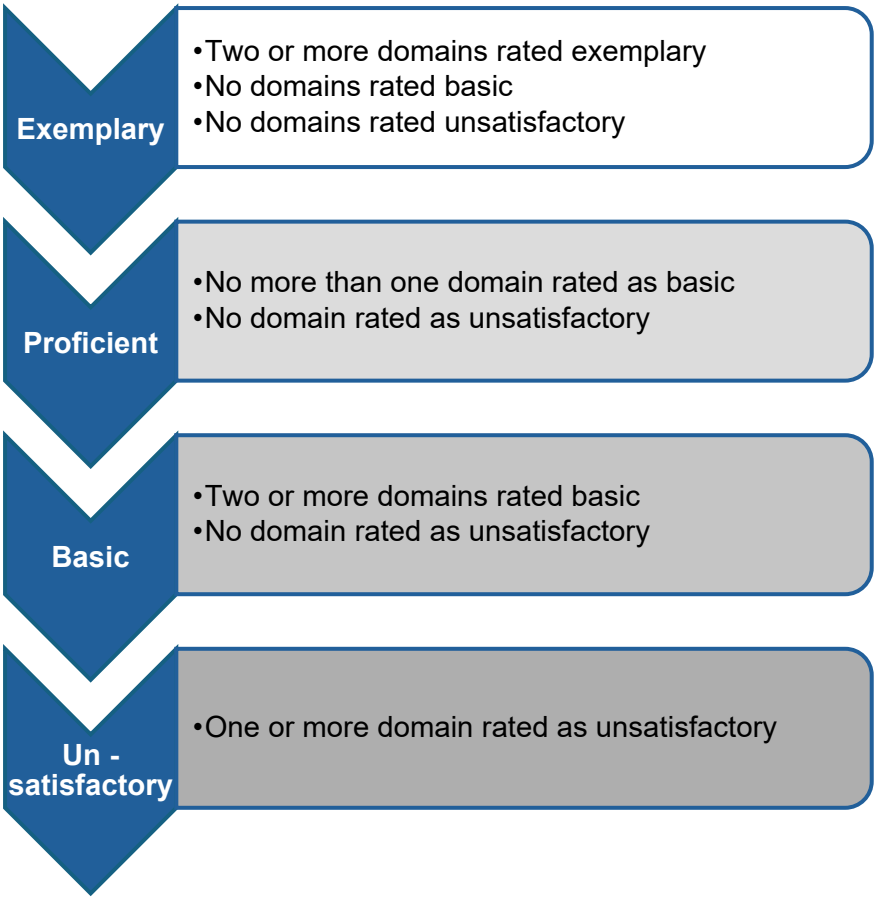
Domain ratings are determined based on each component rating within the domain. Non-required components which are rated should be included when compiling the domain rating.

DOMAIN RATING GUIDELINES



OVERALL RATING GUIDELINES

The overall rating is determined using each of the previously determined domain ratings. Overall ratings will be made consistent with the criteria below.



Stakeholder Input

Opportunities shall be provided for community members, parents, students, and staff to give information about teachers' performance.

Information needs to relate to the established performance components. The following forms are available for this purpose:

1. Community/Staff Survey of Teacher Performance
2. Community/Parent Survey of Principal/Administrator Performance
3. Parent Survey of Teacher Performance
4. Staff Survey of Teachers – Grades 6-12
5. Staff Survey of Teachers – Grades 4-6
6. Staff Survey of Teachers – Grades K-4
7. Student Survey of Administrator Performance

If the information is to be considered as input into the current year's evaluation, these forms must be signed and received in the office of the supervisor no later than February 1st. Student forms will not require a signature and may still be considered as part of the evaluation. All student forms which are used as part of the evaluation will be provided to the teacher. These forms will be available at each school and at the Administrative Building.

Forms shall be returned to the appropriate party as specified on each form. Unsigned forms shall be used for feedback only. They will be given to the employee and not retained or used as input into the evaluation by the principal/administrator. Signed forms will be considered as input into the employee's current year evaluation, if received by February 1 otherwise the information

will be considered as input into the next year's evaluation. Unsigned forms should be returned to the employee's supervisor. Surveys of performance, which are signed are to be maintained by the immediate supervisor at the school for a minimum of two years, after which the form(s) may be destroyed. These forms will not become part of the employee's personnel file, unless the feedback is used as input into a plan of improvement or non-retention.

Building administrators will ensure that appropriate notification is made to staff, parents, community, and students about the availability of these forms. There are many different and varied opportunities to notify parents/community members, students, and staff about the survey opportunities. The following list is not exhaustive, but includes suggestions:

1. Notify parents and students through school publications.
2. Notify parents/community members through the school newsletter in October, November, December, and January that the forms are available at the school or at the Administrative Building. These forms should be returned to the building administrative secretary no later than February 1st. The administrative secretary will forward signed forms to the employee's supervisor and unsigned forms to the employee.
3. Notify teachers at staff meetings that the optional principal survey forms are available at the school or at the Administrative Building. These forms should be returned to the building administrative secretary no later than February 1st. The administrative secretary will forward signed forms to the employee's supervisor and unsigned forms to the employee.
4. Notify students through student publications that the teacher and principal survey forms are available at the school or at the administration office. Notify elementary students through the school newsletter October, November, December, and January. Encourage the parents to assist their students with completing the surveys. These forms should be returned to the building administrative secretary no later than February 1st. The administrative secretary will forward signed forms to the employee's supervisor and unsigned forms to the employee.

Plan for Professional Growth/Plan of Improvement

There are two types of the structured assistance plans for certified staff: a Plan for Professional Growth and a plan of Improvement. The purpose of a plan is to document performance concerns and to clearly state what the employee must accomplish to meet the District performance expectations. Though cooperation and recognition that improvement is needed often lead to successful completion, neither party is present to negotiate whether or not the staff member is meeting the accepted performance level for the components; this decision is determined by the evaluating administrator. The guidelines for identifying when to implement a structured assistance plan are based on the level of support determination outlined earlier in this handbook. The requirements and procedures required for each type of plan are provided below.

Plan for Professional Growth

- Option provided in Regulation
- Recommended when two or more components are rated as basic

Plan of Improvement

- Required under Statute
- Required after one or more components rated as unsatisfactory
- After PPG if components contnue to be rated as basic

PLAN FOR PROFESSIONAL GROWTH

A plan of professional growth is recommended for any staff member, tenured or non-tenured, who receives two or more components rated as “basic” but may be implemented for any employee, who receives a rating of “basic” in one or more components when no components are rated as “unsatisfactory,” unless the District will be recommending non-retention of the teacher.

To initiate a plan for professional growth the administrator shall schedule a conference with the teacher to collaboratively develop a plan. The employee may be accompanied by a representative of the Association or a person of his or her choice. The purpose of this conference is to collaboratively develop a plan for professional growth which shall set clear and specific performance expectations and ways in which the staff member’s performance can be improved. The plan shall also provide the timeline to be followed to include scheduled meetings to review progress and specific assistance and support/resources to be provided to the employee. The building administrator retains final authority to determine the various components to be included in the plan.

For tenured staff, the plan for professional growth must last no less than 60 workdays and no more than 120 workdays, unless shortened by mutual agreement between the administrator and employee. For non-tenured staff, the plan professional growth must last no less than 30 workdays. The duration of the plan for professional growth shall be determined by the evaluator.

PLAN OF IMPROVEMENT

A plan of improvement is required to be implemented for any staff member, tenured or non-tenured who received at least one component rating of “unsatisfactory.” However, an administrator may recommend non-retention according to state statute or board policy.

To initiate a plan of improvement, the administrator shall schedule a conference with the staff members 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 of improvement which shall set clear and specific performance expectations and ways in which the teacher’s performance can be improved. The plan shall also provide the timeline to be followed and include scheduled meetings to review progress and specific assistance and support/resources to be provided to the teacher. The building administrator retains final authority to determine the various components to be included in the plan.

For tenured teachers, the plan of improvement must last no less than 90 workdays and no more than 180 workdays, unless shortened by mutual agreement between the administrator and teacher. For non-tenured teachers, the plan of improvement must last no less than 30 workdays. The duration of the plan of improvement shall be determined by the evaluator.

Plan for Professional Growth/Plan of Improvement

The evaluation Process consists of separate steps which culminate in the final summative evaluation.

Self-Assessment: The Self-Assessment Rubric is designed to support staff self-assessment and reflection on professional practice beyond the general global judgments that may occur without intentional and diligent review and analysis. This document will be used as a foundation during the beginning of the year conference and assist both the teacher and administrator in establishing appropriate evaluative focus throughout the year.

Beginning of the Year Conference: The Beginning of The Year Conference is the evaluation planning meeting which allows for certified staff and administrators to discuss the expectations through the evaluative cycle. Expectations should reflect the anticipated growth in the classroom and identify goals to maximize educator effectiveness. During this meeting the administrator will establish what, if any, components will be evaluated beyond those required. Any artifacts, along with the expectations for when they must be submitted, are also outlined at this time. Artifacts and additional components must be identified during the beginning of the year conference in order to be required to be submitted by the educator and to be eligible to be evaluated by the administrator as part of the evaluation cycle. Administrative evidence and artifacts collected during an evaluative cycle (evidence and artifacts not required to be supplied or submitted by the educator) are not required to be identified during the beginning of the year conference.

Artifacts: Artifacts provide evidence of performance on various components of the framework and are essential for staff to demonstrate their skill in certain areas. The required artifacts will be identified during the beginning of the year conference. The administrator's assessment of submitted artifacts as well as their impact on the component's rating will be discussed and reviewed during the summative evaluation conference at the end of the evaluative cycle or during the Mid-Year Review as appropriate.

Informal Observations: Informal observations may include observable behaviors or circumstances outside of the traditional classroom setting (i.e. observing a special education teacher during an IEP meeting.) Informal observations are recommended to last for a duration of between 5 and 15 minutes and may be unannounced. The most common informal observations are classroom walkthroughs. Informal observations must be documented with the dates and times recorded and shared with the educator during the summative conference. It is recommended that written feedback is provided to the educator regarding informal observations as quickly as possible.

Formal Observations: One formal observation is required to be completed during the evaluation. The pre-observation conference form must be completed by the educator and will be reviewed by the evaluating administrator prior to the scheduled observation. The formal observation must be scheduled in advance and must be for a duration of not less than 30 min. Feedback on the formal observation must be provided to the educator within two working days.

Mid-Year Review: The Mid-Year Review Conference will serve as a feedback session for all non-tenured staff. Evaluating administrators will complete the Mid-Year Review Assessment form which will include a compilation of the completed observations and submitted artifacts. The Mid-Year Assessment will be reviewed with the educator during the Mid-Year Review Conference.

Summative Evaluation and Conference: All the above documents are compiled at the end of the evaluative period to inform the final summative evaluation and will be reviewed with the educator at the summative conference. The educator will be provided a copy of the summative evaluation form which will include a rating of "unsatisfactory," "basic," "proficient" or "exemplary" on each of the required components as well as any additional previously identified components. The ratings inform the level of support determination (see Plan for Professional Growth or Plan of Improvement section below for details). Educators are provided with two working days to sign the summative evaluation form (electronically) and a total of five working days (including the two days to sign) to write and submit a written response to the evaluation if desired. If the educator refuses to sign the evaluation, the administrator will note this on the summative form and finalize the evaluation without acknowledgement. Educators who fail to provide a written response within the five-day time limit provided forfeit any right to submit a written response.

The written response will be forwarded to the supervisor and retained with the final summative evaluation form in the employee's personnel file.

NON-TENURED EVALUATION PROCEDURES

All non-tenured employees shall be evaluated at least once each year by May 1st. Type M Certificate holders who have been employed in the district for a minimum of three years and one day and whose last evaluation did not rate as needing structured support will be evaluated consistently with the tenured evaluation procedures. All rehired retirees will also be evaluated consistently with the tenured evaluation procedures.

- A completed evaluation form will be submitted through the Frontline professional growth and incorporated into the employee's personnel file.
- All timelines may be extended by mutual agreement.
- All procedural requirements listed above will be completed in full for each evaluation done for non-tenured personnel.
- A minimum of three observations shall be conducted each semester before completing the mid-year review and final summative evaluation, including one formal observation per semester

NON-TENURED

✓	Completed By:	Evaluation Steps
☐	September 30	**Teacher Self-Assessment Rubric** • Sets focus for evaluative cycle
☐	October 15	**Beginning of the Year Conference** • Discuss Teacher Self-Assessment • Identify additional components to be evaluated • Determine artifacts to be submitted
☐	October 15 / February 28 (Recommended)	**Informal Observation 1** • May be scheduled or unannounced • Should be for a duration of 5 to 15 min • Not required to be a classroom observation
☐	November 15 / March 31 (Recommended)	**Informal Observation 2** • May be scheduled or unannounced • Should be for a duration of 5 to 15 min • Not required to be a classroom observation
☐	December 1 / April 15 (Recommended)	**Formal Observation** • Should be for a duration of 30 min • Must be scheduled in advance • Requires pre-conference form • Feedback must be provided within 2 workdays
☐	December 10	**Mid-Year Review Conference** • Review Mid-Year Assessment Form
☐	May 1	**Formal Observation Post Conference** • Teacher has 2 days to review and sign • Teacher has 5 days (total) to write and submit a relevant response

TENURED EVALUATION PROCEDURES

All Tenured employees shall be evaluated at least once per year on or before February 15th through their fifth consecutive year of employment in the District. Beginning in the sixth year, teachers who are rated as exemplary in at least one component with no components rated below proficient may be evaluated every other year. Upon the request of the supervisor or teacher annual evaluations must be completed.

- A completed evaluation form will be submitted through the Frontline professional growth and incorporated into the employee's personnel file.
- All timelines may be extended by mutual agreement.
- All procedural requirements listed above will be completed in full for each evaluation done for tenured personnel.
- A minimum of two observations shall be conducted before completing the evaluation, including one formal observation.

TENURED

✓	Completed By:	Evaluation Steps
☐	September 30	**Teacher Self-Assessment Rubric** • Sets focus for evaluative cycle
☐	October 15	**Beginning of the Year Conference** • Discuss Teacher Self-Assessment • Identify additional components to be evaluated • Determine artifacts to be submitted
☐	December 15 (Recommended)	**Informal Observation 1** • May be scheduled or unannounced • Should be for a duration of 5 to 15 min • Not required to be a classroom observation
☐	January 31 (Recommended)	**Formal Observation** • Should be for a duration of 30 min • Must be scheduled in advance • Requires pre-conference form • Feedback must be provided within 2 workdays
☐	February 15	**Summative Evaluation Conference** • Teacher has 2 days to review and sign • Teacher has 5 days (total) to write and submit a relevant response

COUNSELOR

DOMAIN 1: Planning and Preparation

- 1a. Knowledge of counseling theory and techniques
- 1b. Knowledge of child and adolescent development
- 1c. Establish goals for the counseling program
- 1d. Knowledge of regluations
- 1e. Planning the counseling program
- 1f. Evaluate the counseling program

DOMAIN 2: Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Establishing a culture for communication
- 2c. Managing routines and procedures
- 2d. Managing standards of conduct
- 2e. Organizing physical space

DOMAIN 3: Delivery of Service

- 3a. Assessing student needs
- 3b. Assist students and teachers in the formulation of acedmic, personal/social and career plans
- 3c. Use counseling techniques in individual and classroom programs
- 3d. Brokering resources to meet needs
- 3e. Demonstrating flexibility and responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on practice
- 4b. Maintaining accurate records
- 4c. Communiating with families
- 4d. Participating in a professional community
- 4e. Growing and developing professionally
- 4f. Demonstrating professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation

- 1b. Knowledge of child and adolescent development
- 1d. Knowledge of regluations

Domain 2. The Environment

- 2b. Establishing a culture for comminuication
- 2c. Managing routines and procedures

Domain 3. Delivery of Service

- 3b. Using counseling techniques in individual and classroom programs
- 3c. Engaging students in learning
- 3d. Demondtrating flexibility and responsiveness

Domain 4. Professional Responsibilites

- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4f. Demonstrating professionalism

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and counseling in the educator's work;	1b. Demonstrating knowledge of child and adolescent development
Uses the local environment and community resources on a regular basis to link what the educator is providing to the everyday lives of the students;	2d. Establishing standards of conduct and contributing to the culture for student behavior 3d. Brokering resources to meet needs
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with families 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	3b. Assist students in formulating academic, personal/social, and career needs 4f. Demonstrating professionalism

SCHOOL NURSE

DOMAIN 1: Planning and Preparation

- 1a. Medical knowledge and skill in nursing techniques
- 1b. Establishing goals for the nursing program
- 1c. Demonstrating knowledge to develop the nursing program for both individuals and groups of students within the school program

DOMAIN 2: Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Establishing a culture for health and wellness
- 2c. Following health protocols and procedures
- 2d. Managing expectations for protocols and practice

DOMAIN 3: Delivery of Service

- 3a. Knowledge of student educational programs and services
- 3b. Knowledge of education impact of prescribed medication
- 3c. Promoting wellness
- 3d. Assessing student needs and managing emergency situations
- 3e. Demonstrating flexibility and responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on practice
- 4b. Maintaining accurate records
- 4c. Communiating with families
- 4d. Participating in a professional community
- 4e. Growing individually and collectively
- 4f. Demonstrating professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation

- 1a. Medical knowledge and skilled in nursing techniques

Domain 2. The Environment

- 2a. Create an environment of respect and rapport
- 2b. Establishing a culture for health and wellness
- 2c. Following health protocols and procedures

Domain 3. Delivery of Service

- 3a. Knowledge of student educational programs and services
- 3b. Knowledge of educational impact of prescribed medication
- 3d. Assessing student needs and managing emergency situations

Domain 4. Professional Responsibilites

- 4b. Maintaining accurate records
- 4c. Communicating with families and communities
- 4f. Demonstrating professionalism

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and counseling in the educator's work;	1b. Establish goals for the nursing program appropriate to the setting and students
Uses the local environment and community resources on a regular basis to link what the nurse is providing to the everyday lives of the students;	3c. Promoting wellness through classes, classroom presentations, and community activities
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with families 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1c. Demonstrate knowledge needed to develop the nursing program for both groups and individuals 4f. Demonstrating professionalism

SCHOOL PSYCHOLOGIST

DOMAIN 1: Planning and Preparation

- 1a. Demonstrating knowledge using psychological instruments
- 1b. Knowledge of child and adolescent development and psychopathology
- 1c. Establish goals
- 1d. Knowledge of regluations
- 1e. Provide and recommend services to meet the needs of students

DOMAIN 2: Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Contributing to a culture of positive mental health
- 2c. Maintain procedures for referrals
- 2d. Establish standards of conduct
- 2e. Organize test space and materials

DOMAIN 3: Delivery of Service

- 3a. Respond to referrals
- 3b. Evaluating students' needs
- 3c. Chair evaluation team
- 3d. Planning interventions to maximize student success
- 3e. Responsiveness in the referral process
- 3f. Communicate results

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on practice
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Participating in a professional community
- 4e. Engaging in professional development
- 4f. Demonstrating professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation

- 1b. Demonstrate knowledge of child and adolescent development and psycholpathology
- 1d. Demonstrate knowledge of regulation

Domain 2. The Environment

- 2a. Establishing a rapport with students
- 2c. Maintain procedures for referrals

Domain 3. Delivery of Service

- 3a. Responding to referrals
- 3b. Evaluating students' needs
- 3d. Planning interventions
- 3f. Commincating results

Domain 4. Professional Responsibilites

- 4b. Communicating with families
- 4d. Participating in a professional community
- 4f. Demonstrating professionalism

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and psychological practice in the educator's work;	1b. Demonstrating knowledge of child and adolescent development and psychopathology
Uses the local environment and community resources on a regular basis to link what the school psychologist is providing to the everyday lives of the students;	2b. Contribute to a culture of positive mental health
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with families 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1e. Provide services to meet the needs of individual students 4f. Demonstrating professionalism

LIBRARY / MEDIA SPECIALIST

DOMAIN 1: Planning and Preparation

- 1a. Knowledge of literature and current library trends
- 1b. Knowledge of the schools program
- 1c. Establish goals for the library/media program
- 1d. Knowledge of regluations
- 1e. Planning the library/media program
- 1f. Evaluate the library/media program

DOMAIN 2: Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Establishing a culture for investigation and love of literature
- 2c. Establish and maintain library procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

DOMAIN 3: Delivery of Service

- 3a. Maintaining/extending library collection
- 3b. Collaborating with teachers
- 3c. Engaging students in enjoying literature
- 3d. Assisting students and teachers
- 3e. Demonstarting flexibility and responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on practice
- 4b. Preparing and submitting reports
- 4c. Communiating with the larger community
- 4d. Participating in a professional community
- 4e. Engaging in professional development
- 4f. Demonstrating professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation

- 1a. Knowledge of literature and current media trends
- 1b. Knowledge of school programs and student information
- 1e. Planning the library/media program

Domain 2. The Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Establishing a culture for investigation and love of literature

Domain 3. Delivery of Service

- 3a. Maintaining and extending library collection
- 3b. Collaborating with teachers
- 3c. Engaging students

Domain 4. Professional Responsibilites

- 4c. Communicating with the larger community
- 4d. Participating in a professional community

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and teaching in the educator's work;	1b. Knowledge of school programs and student information
Uses the local environment and community resources on a regular basis to link what the educator is providing to the everyday lives of the students;	1e. Planning the library/media program 3c. Engaging students in literature
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with the larger community 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1e. Planning the library/media program 4f. Demonstrating professionalism

INSTRUCTIONAL SPECIALIST

DOMAIN 1: Planning and Preparation

- 1a. Knowledge of current trends
- 1b. Knowledge of the programs being delivered
- 1c. Establish goals for the support program
- 1d. Knowledge of resources
- 1e. Planning the support programs
- 1f. Develop a plan to evaluate programs

DOMAIN 2: Environment

- 2a. Creating an enviroment of respect and rapport
- 2b. Establishing a culture for instructional improvement
- 2c. Establish clear procedures
- 2d. Maintaining norms of behavior
- 2e. Organizing physical space

DOMAIN 3: Delivery of Service

- 3a. Collaborating with teachers
- 3b. Engaging teachers in learning
- 3c. Sharing expertise with staff
- 3d. Locating resources for teachers
- 3e. Demonstarting flexibility and responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on practice
- 4b. Preparing and submitting reports
- 4c. Coordinating work with other instructional specialists
- 4d. Participating in a professional community
- 4e. Engaging in professional development
- 4f. Showing professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation

- 1a. Knowledge of current trends in speciality areas
- 1b. Knowledge of school programs and teacher skill
- 1e. Planning support programs

Domain 2. The Environment

- 2b. Supporting a culture of ongoing improvement
- 2d. Maintain norms of behavior

Domain 3. Delivery of Service

- 3c. Sharing expertise with staff

Domain 4. Professional Responsibilites

- 4b. Preparing and submitting reports
- 4c. Coordinating work with other instructional specialists
- 4d. Participating in a professional community
- 4f. Demonstrating professionalism

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and teaching in the educator's work;	1b. Knowledge of programs being delivered
Uses the local environment and community resources on a regular basis to link what the educator is providing to the everyday lives of the students;	1e. Planning instructional support programs 3d. Locating resources for teachers
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	4c. Communicating with larger community 2a. Creating an environment of respect and rapport
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1e. Planning instructional support programs 4f. Demonstrating professionalism

THERAPEUTIC SPECIALIST

DOMAIN 1: Planning and Preparation
- 1a. Demonstrating knowledge and skill
- 1b. Establishing goals
- 1c. Knowledge of regulation
- 1d. Knowledge of resources
- 1e. Planning the therapy program
- 1f. Developing a plan to evaluate

DOMAIN 2: Environment
- 2a. Establishing rapport with students
- 2b. Effectively organize time
- 2c. Establishing and maintaining procedures
- 2d. Establish standards of conduct
- 2e. Organizing physical space

DOMAIN 3: Delivery of Service
- 3a. Respond to referrals
- 3b. Developing and implementing treatment plans
- 3c. Commincate with families
- 3d. Collecting information; writing reports
- 3e. Demonstarting flexibility and responsiveness

DOMAIN 4: Professional Responsibilities
- 4a. Reflecting on practice
- 4b. Collaborating with teachers
- 4c. Maintaining effective data management
- 4d. Participating in a professional community
- 4e. Engaging in professional development
- 4f. Demonstrating professionalism

10 REQUIRED COMPONENTS

Domain 1. Planning and Preparation
- 1b. Establishing goals
- 1e. Planning the therapy program

Domain 2. The Environment
- 2a. Establishing rapport with students
- 2b. Organizing time effectively
- 2c. Maintain procedures for referrals

Domain 3. Delivery of Service
- 3b. Developing and implementing treatment plans
- 3d. Collecting information

Domain 4. Professional Responsibilites
- 4b. Collaborating with teachers and administrators
- 4c. Maintaining an effective data management system
- 4f. Showing professionalism

CULTURAL STANDARDS	CORRESPONDING COMPONENT
A culturally responsive educator:	
Incorporates local ways of knowing and therapeutic practice in the educator's work;	1b. Establish goals for the therapy program appropriate to the setting and students
Uses the local environment and community resources on a regular basis to link what the therapeutic specialist is providing to the everyday lives of the students;	1d. Demonstrating knowledge of resources
Works closely with the parents to achieve a high level of complimentary educational expectations between home and school;	3c. Communicating with families 2a. Establishing rapport with students
Recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.	1e. Provide services to meet the needs of individual students 4f. Showing professionalism