

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to all certificated personnel, both pupil instructional personnel and non-instruction personnel.

Each certificated staff member shall receive at least one (1) written evaluation to be completed by no later than June 1 for each annual contract year of employment and shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition. The evaluation of instructional certificated personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Evaluation Philosophy

The primary purposes of teacher evaluation system processes are quality assurance (increasing student learning/growth) and professional learning (improving the quality of instruction). It is essential that both teachers and administrators (operating from the perception of building collaborative relationships) view performance evaluation as a supportive process that will result in enhanced student growth and improved professional learning, performance, and morale. Teacher evaluation is best viewed as a highly individualized experience - a personal journey, in which educators view themselves as professionals committed to continuous improvement.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
2. Serve as a systematic guide for supervisors in planning each employee's further training.
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
6. Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The **Superintendent**, or the Superintendent's designee, shall have the overall responsibility for the administration and monitoring of the District Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper forms in a timely manner.
 2. Ensuring completed forms are returned for filing.
 3. Reviewing forms for completeness.
 4. Identifying discrepancies.
 5. Ensuring proper safeguard and filing of completed forms.
 6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
 7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder, input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
 8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be appropriate course of actions; and
 9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3. A fourth rating of distinguished being equal to 4 may also be used.
- 9.10. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

The **Immediate Supervisor** is the employee's evaluator and has responsibility for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1 of each year.
2. Holding periodic counseling sessions with each employee to discuss job performance.
3. Completing Performance Evaluation Forms as required.
4. Completing training on the District's Performance Evaluation Program.

Evaluation Process**Evaluation Forms**

Evaluation forms are aligned to Charlotte Danielson's Framework for Teaching Second Edition and will be used for teachers and specialist positions including school counselors, library/media specialists, school psychologists, therapeutic specialists, and school nurses. Forms will consist of the following:

1. Rubrics of Components of Professional Practice
2. Summative Performance Evaluation

Evaluation forms should be reviewed annually and revised as necessary to indicate any significant changes in duties and/or responsibilities. The form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards. Revisions in evaluation forms will be submitted for approval by the board of trustees.

Observations

Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1. Observation documentation shall be shared with the employee. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Multiple Measures of Professional Practice

A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation of certificated personnel shall include:

1. Parent/Guardian input (must be included)
2. Student input (for secondary schools);
3. Multiple measures may also include:
 - a. Teacher professional portfolios that demonstrate proficiency in Domains
 - b. Parent/guardian and student input shall account for ten (10) percent of the evaluation.

The measure will be selected in collaboration with the teacher and principal by **October 1** of each year. If not in agreement, the principal will make the final selection.

Parental or guardian input forms will be made available (in English and Spanish) on the main District website. The parent input survey will be available to parents during Parent Teacher /Student Led Conferences when held in the spring. This parent input survey will be used to gather input regarding certificated staff and their interactions with parents and students. Approximately 20% of each certificated staff member's parents will be randomly selected to complete the survey when they attend Parent Teacher /Student Led Conferences. These results will then be compiled and used in the completion of each certified staff member's summative evaluation under Domain 4 (Communicating with Families). The results of the survey will be shared with the staff member after the results have been compiled prior to **March 1** of each year. As data is gathered, careful attention will be paid to trends developing over time.

Student Achievement

Instructional staff evaluations must include measureable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measureable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. ~~This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data.~~ Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.

Plans will be developed or reviewed each year to specify which measures of student achievement data will be used. Plans must be submitted by building principals and approved by the board of trustees by **August 1** of each year. Student achievement will account for ten (10) percent of the overall rating score for the employee.

Teacher Evaluation Framework

The general criteria upon which the performance evaluation system will be based are as follows:

- **Domain 1: Planning & Preparation (25%)**
 - **Demonstrating Knowledge of Content and Pedagogy;**
 - **Demonstrating Knowledge of Students;**
 - **Setting Instructional Outcomes;**
 - **Demonstrating Knowledge of Resources;**
 - **Designing Coherent Instruction; and**
 - **Designing Student Assessments**
- **Domain 2: The Classroom Environment (20%)**
 - **Creating an Environment of Respect and Rapport;**
 - **Establishing a Culture for Learning;**
 - **Managing Classroom Procedures;**
 - **Managing Student Behavior; and**
 - **Organizing Physical Space**
- **Domain 3: Instruction and Use of Assessment (25%)**
 - **Communicating with Students;**
 - **Using Questioning and Discussion Techniques;**
 - **Engaging Students in Learning;**

- **Using Assessment in Instruction; and**
- **Demonstrating Flexibility and Responsiveness**
- **Domain 4: Professional Responsibilities (10%)**
 - **Reflecting on Teaching;**
 - **Maintaining Accurate Records;**
 - **Communicating with Families;**
 - **Participating in a Professional Community;**
 - **Growing and Developing Professionally; and**
 - **Showing Professionalism**

An overall rating score will be calculated for each employee using the attached rubric with scale. Evaluations are scored as follows: The scores for each component within a domain will be averaged together to provide an average score for each domain

Meetings with the Employee

Self-Assessment

Individual Professional Learning Plan

Employees may be asked to complete a self-assessment and rate their job performance on Domains 1- 5 using the same evaluation framework. Self-assessments are due to the immediate supervisor (evaluator) on or before **May 1**.

Performance measures on Domain 4 will measure growth in individualized measures of performance directly related to the employee's job responsibilities. Performance measures will be established by the immediate supervisor (evaluator) and employee by **October 1** of each year.

Employees will complete an Individual Professional Learning Plan (IPLP) identifying goals in three domains as outlined in the IPLP Form. IPLPs are due to the immediate supervisor (evaluator) on or before October 1.

Counseling Sessions

Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he/she has performed to date. In the case of derogatory comments, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for record will be prepared following each counseling session and placed in the employee's personnel file.

Communication of Results

Each evaluation shall include an evaluation conference with the affected employee. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he/she has been given a copy and initial after supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original evaluation form to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form. The evaluation will then be forwarded to the Business Office and placed in the employee's personnel file.

Rebuttals

Within seven (7) working days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal of any portion of the evaluation form. The written rebuttal shall state the specific content of the evaluation form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation form requested.

If a written rebuttal is received by the supervisor within seven (7) working days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation form as requested by the employee then the amended copy of the evaluation form will be provided to, and signed by, the employee. The original amended evaluation form will then be forwarded to the Superintendent, or the designee, for review. It will then be forwarded to the District Service Center and placed in the employee's personnel file. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation form as requested by the employee then the evaluation form along with the written rebuttal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review. It will then be forwarded to the Business Office and placed in the employee's personnel file. The supervisor will also retain a copy of the completed form including any rebuttals and responses.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional

learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

Action

Should any action be taken as a result of an evaluation to not renew an individual’s contract the District will comply with the requirements and procedures established by State law.



LEGAL REFERENCE: IDAPA 08.02.02.120 Local District Evaluation Policy
I.C. § 33-514A Issuance of Limited Contract
I.C. § 33-515 Issuance of Renewable Contracts
I.C. § 33-518 Employee Personnel Files
I.C. § 33-514 Issuance of Annual Contracts- Support Programs- Categories of Contracts – Optional Placement;
I.C. § 33-1001 Section 16
I.C. § 33-1001 Definitions

ADOPTED:
March 11, 2010

AMENDED/REVISED:
April 19, 2010; August 16, 2010; June 18, 2012; September 17, 2012; June 17, 2013; June 16, 2014; September 15, 2014; December 15, 2014; November 20, 2017; January 15, 2018

ATTACHMENTS:
Summative Performance Evaluation Form
Parent Input Form (English & Spanish Versions)
Components of Professional Practice for Teachers Rubric with Scale
Teacher Evaluation Scoring Rubric
Certificated Employee Self-Assessment