



Southeast Island School District Certified Staff Evaluation Instrument

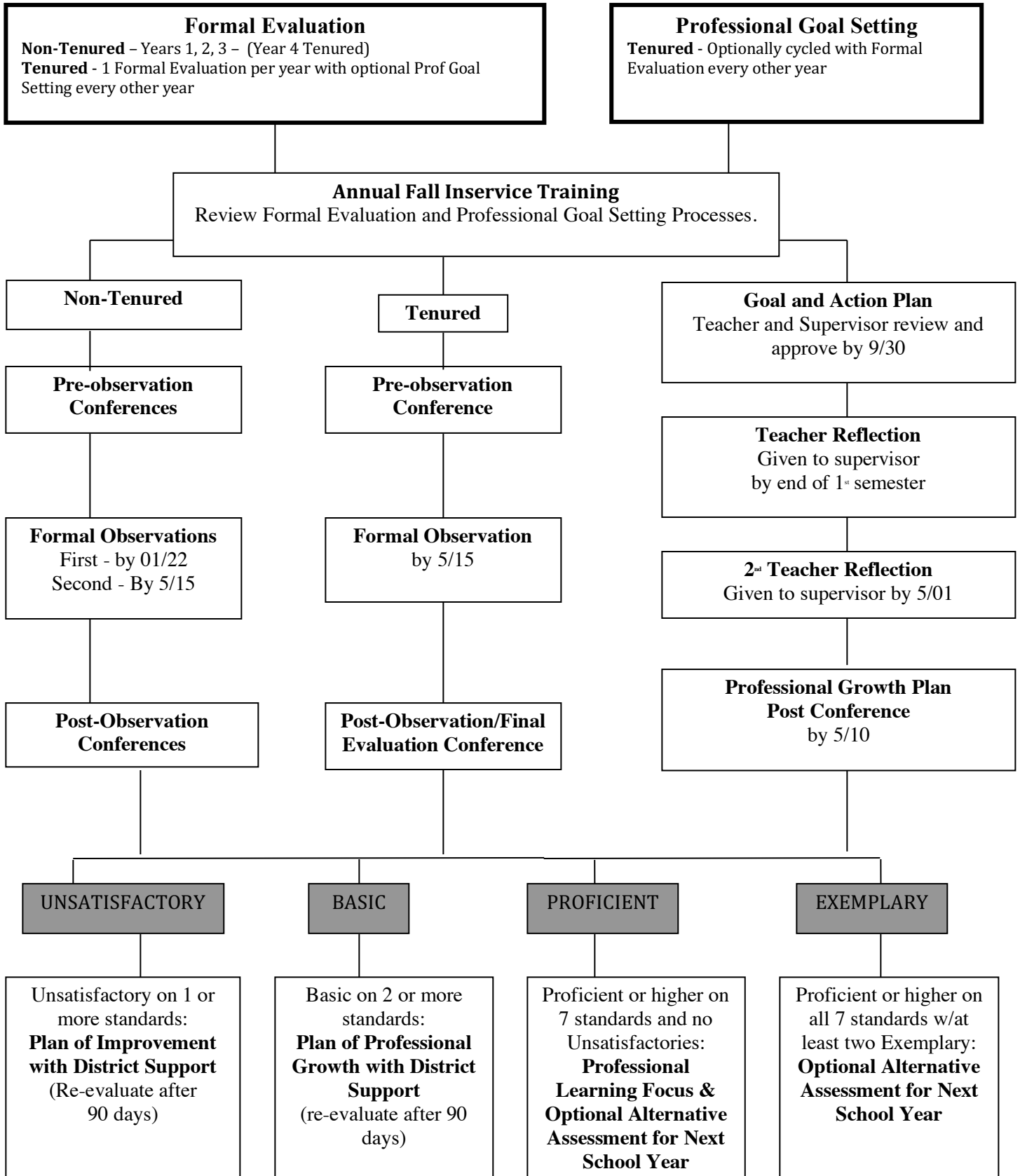


Mission Statement

"All groups within Southeast Island School District (students, parents, community and staff) will work together to foster the development of positive, personal, social and academic skills, which will enable students to become productive, service-minded, global citizens. Our students will possess the skills necessary to excel in a rapidly changing world and become life-long learners."

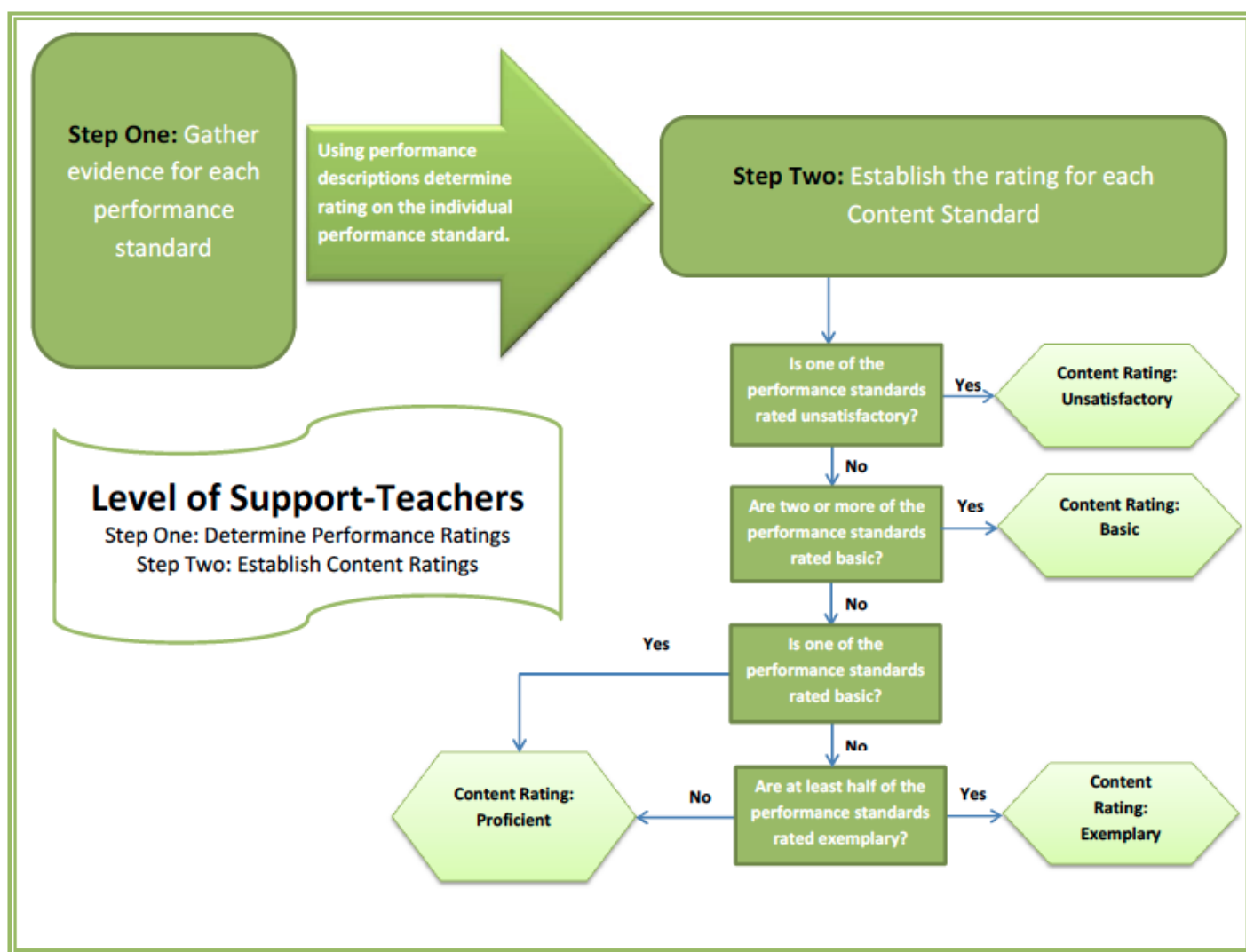
2021 - 2022

TEACHER EVALUATION PROCESS



DETERMINING LEVEL OF SUPPORT

- 1. Evaluation Alternative:** A teacher may select an Evaluation Alternative *for the next school year* if at least two of the standards are rated as *Exemplary*, with the remaining standards rated no lower than *Proficient*.
- 2. Professional Focus:** In collaboration with the evaluator, a teacher should select a professional focus for the following school year if at least seven of the standards are rated as *Proficient* or *Exemplary*, with the remaining standard rated no lower than *Basic*.
- 3. District Support/Plan of Professional Growth:** A teacher must receive District Support or collaborate with district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
- 4. Plan of Improvement:** An educator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.



Certified Teacher Evaluation Tool

Teacher:				School Year:	
School:				Grade or Subjects Taught:	
Mentor:				<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-Tenured
				<input type="checkbox"/> 1st Evaluation <input type="checkbox"/> 2nd Evaluation	
Evaluator:				Date:	
Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)		

Standard 1: Understanding Student Needs

				Demonstrates knowledge of students, their skills, learning process, special needs and culture
				Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence
				Identifies and teaches to the developmental ability of students
				Applies learning theory in practice to accommodate differences in how students learn.
				Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs.
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall Rating for Standard 1 = Total Points ÷ 5 =</i> </div>				

Standard 2: Differentiation of Instruction

				Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence
				Sets instructional outcomes with sequence, clarity, and suitable for diverse learners
				Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
				Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall rating for Standard 2 = Total Points ÷ 4 =</i> </div>				

Standard 3: Content Knowledge and Instruction

				Communicates with student's expectations for learning, directions and procedures, explanation of content
				Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure.
				Teacher's plans and practices reflect extensive knowledge.
				Incorporates characteristics of the student's and local community's culture into instructional strategies.
				Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.
				Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations.
				Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall rating for Standard 3 = Total Points ÷ 7 =</i> </div>				

Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)	
-----------------------	--------------	-------------------	------------------	--

Standard 4: Assessment of Student Learning

				Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment
				Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment.
				Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.
				Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.

Average Overall rating for Standard 4 = Total Points ÷ 4 =

Standard 5: Creates a Positive Learning Environment

				Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively.
				Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.
				Communicates high standards for student performance and clear expectations of what students will learn.
				Assists students in understanding their role in sharing responsibility for their learning.

Average Overall rating for Standard 5 = Total Points ÷ 4 =

Standard 6: Family and Community

				Promotes and maintains regular and meaningful communication between the classroom and students' families.
				Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.
				Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community.
				Involves parents and families in setting and monitoring student learning goals.

Average Overall rating for Standard 6 = Total Points ÷ 4 =

Standard 7: Professional Practice

				Maintains Knowledge of the teacher's content area or areas and best teaching practice.
				Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills.
				Maintains accurate records, student progress, completion of assignments and non-instructional records.
				Engages in instructional development activities to improve or update classroom, or district programs.
				Communicates, works cooperatively, and develops professional relationships with colleagues.

Average Overall rating for Standard 7 = Total Points ÷ 5 =

Evaluation Narrative Summary

Standards	One	Two	Three	Four	Five	Six	Seven	Overall Average Rating
Average								
*Rating								

***Professional Performance Standards Rating Scale**

3.5 ≤ Exemplary ≤ 4.0	1.5 ≤ Basic < 2.5
2.5 ≤ Proficient < 3.5	1.0 ≤ Unsatisfactory < 1.5

Overall Rating Determination (CIRCLE ONE)

Proficient or higher on all 7 standards with at least 2 Exemplaries	Exemplary	Basic on 2 or more standards	Basic
Proficient or higher on 7 standards with no Unsatisfactories	Proficient	Unsatisfactory on 1 or more standards	Unsatisfactory

LEVEL OF SUPPORT (CHECK ONE BOX)

- Plan of Improvement (Unsatisfactory rating)**
 District Support (Basic rating) *(or Plan for Professional Growth)*
 Professional Focus (Proficient rating)
 Evaluation Alternative (Exemplary rating)

After completion of the evaluation process, the teacher may retain the evaluation for a period of 72 hours prior to signing it for the purpose of reviewing and commenting upon it. The following signatures indicate that the teacher and supervisor have met, but may or may not indicate agreement with the contents of the evaluation. The teacher is invited to add a written copy of comments or concerns.

Please check here if any additional documents have been attached.

Teacher Signature

Date

Evaluator Signature

Date

STANDARDS

FOR ALASKA'S TEACHERS

1 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 teaching 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.

2 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.

3 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 applications 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.

4 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 student 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.

5 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.

6 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 school-wide 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
- e. community; and involving parents and families in setting and monitoring student learning goals.

7 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.



SOUTHEAST ISLAND SCHOOL DISTRICT

Evaluation Alternative

Rationale

- **Evaluation Alternative:** A tenured teacher may select an Evaluation Alternative if at least two of the standards were rated as *Exemplary*, with the remaining standards rated no lower than *Proficient* in the previous year's evaluation.

Evaluation Alternative Process

- Unless directed by the supervisor, the teacher may choose a goal representing any of the seven teaching domains. This goal may be based on a prior performance evaluation, replicate a district wide or school improvement goal, and/or be an individual or group goal.
- Example goal statements include the following:
 - Improve my fifth grade classroom reading scores by 20 percentile points on the Spring MAPS testing by using guided reading components and strategies on a daily basis.
 - Improve middle school social students instruction by replacing one traditional assignment with a performance task each nine weeks.
 - Redesign at least four science assignments by adding a writing component that incorporates at least some of the six writing traits.
- Once developed, the teacher and supervisor will review and approve the goal and action plan by the end of September, as indicated by both signatures of approval.

Teacher's Reflections

- The teacher will write a reflection each semester, summarizing their own progress and growth as well as identifying any obstacles or needs.
- The teacher will provide the supervisor with a copy of the first reflection by the end of the first semester, at which time, a personal conference may be requested by either the teacher or supervisor.
- The teacher will provide the supervisor with a copy of the second reflection by May 1st or prior to the scheduled summative evaluation conference.

Supervisor's Evaluation

- Based on the teacher's feedback, observations, and other data, the supervisor will evaluate the goal as fully accomplished, partially accomplished, or not accomplished. When a goal has been evaluated as "partially accomplished, or "not accomplished," the supervisor will communicate in the section "Supervisor's Evaluation and Comments" whether the goal must be continued for the following school year in addition to the teacher's formal evaluation.
- The supervisor and teacher will conference together by May 15 or during the summative evaluation conference, as indicated by their signatures, to review and evaluate the teacher's achievement of the goal. The teacher's signature will indicate the review and receipt of, not necessarily agreement with, the evaluation. The teacher may write additional comments and attach a written response.



SOUTHEAST ISLAND SCHOOL DISTRICT

Plan of Professional Growth

Professional Goal:

Highlight most appropriate Standard(s) that your goal addresses:

Standard 1: Understanding Student Need Planning and Preparation	Standard 2: Differentiation of Instruction	Standard 3: Content Knowledge and Instruction	Standard 4: Assessment and Student Learning
<ul style="list-style-type: none"> - Demonstrates knowledge of students, their skills, learning process, special needs and culture - Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence - Identifies and teaches to the developmental ability of students - Applies learning theory in practice to accommodate differences in how students learn. - Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs. 	<ul style="list-style-type: none"> - Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence - Sets instructional outcomes with sequence, clarity, and suitable for diverse learners - Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. - Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students 	<ul style="list-style-type: none"> - Communicates with student's expectations for learning, directions and procedures, explanation of content - Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure. - Teacher's plans and practices reflect extensive knowledge. - Incorporates characteristics of the student's and local community's culture into instructional strategies. - Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum. - Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations. - Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress. 	<ul style="list-style-type: none"> - Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment - Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment. - Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress. - Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.

Standard 5: Creates a Positive Learning Environment	Standard 6: Family and Community	Standard 7: Professional Practice
<ul style="list-style-type: none"> - Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively. - Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn. - Communicates high standards for student performance and clear expectations of what students will learn. - Assists students in understanding their role in sharing responsibility for their learning. 	<ul style="list-style-type: none"> - Promotes and maintains regular and meaningful communication between the classroom and students' families. - Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences. - Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community. - Involves parents and families in setting and monitoring student learning goals. 	<ul style="list-style-type: none"> - Maintains Knowledge of the teacher's content area or areas and best teaching practice. - Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills. - Maintains accurate records, student progress, completion of assignments and non-instructional records. - Engages in instructional development activities to improve or update classroom, or district programs. - Communicates, works cooperatively, and develops professional relationships with colleagues.

Action Plan

Activities and Strategies	Timelines	Evaluation Indicators

Approval of Goal and Action Plan

Teacher's Name: _____ **Initials:** _____ **Date:** _____

Supervisor's Name: _____ **Initials:** _____ **Date:** _____

Both signatures of approval are due by the end of September



SOUTHEAST ISLAND SCHOOL DISTRICT

Teacher Reflection

Teacher's Reflection (Progress/Growth, Obstacles and Needs):

Teacher's Signature: _____ Date: _____

The teacher will provide the supervisor with a copy of the reflection, at which either the teacher or supervisor may request time for a personal conference.

SOUTHEAST ISLAND SCHOOL DISTRICT

Supervisor's Comments and Professional Goal Setting Results

Supervisor's Comments:

Professional Goal Setting Results

After completion of the evaluation process, the teacher may retain the evaluation for a period of 72 hours prior to signing it for the purpose of reviewing and commenting upon it. The following signatures indicate that the teacher and supervisor have met, but may or may not indicate agreement with the contents of the evaluation. The teacher is invited to add a written copy of comments or concerns.

_____ Please check here if any additional documents have been attached.

Teacher's Signature

Date

Supervisor's Signature

Date

SOUTHEAST ISLAND SCHOOL DISTRICT

PLAN OF IMPROVEMENT

When a certified employee is rated with one or more "unsatisfactory" on their teacher evaluation during an evaluation period, the teacher shall be placed on a Plan of Improvement for a period of not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluator and the certified employee.

The evaluating administrator shall consult with the teacher in the development of the Plan of Improvement. The Plan of Improvement shall be based on the SISD and Alaska Standards for Teachers and specify clear, specific performance expectations to be included in the Plan of Improvement.

The performance expectations must be achieved during the period of the Plan of Improvement. The evaluator must observe the teacher at least "twice" during the course of the plan. The employee and supervisor must sign the plan.

The Plan of Improvement shall be submitted to the Superintendent for review and approval prior to implementation.

The result of a Plan of Improvement will be reported to the superintendent in the form of a culminating employee evaluation using the appropriate employee evaluation form.

Failure to achieve the performance indicators stipulated in the Plan of Improvement may result in a recommendation for non-retention from the evaluator to the superintendent.

A recommendation for non-retention will result in a review of the teacher's performance and of the evaluation process by an administrator appointed by the superintendent.

A successful evaluation at the end of a Plan of Improvement period will help in deciding retention of the employee.



SOUTHEAST ISLAND SCHOOL DISTRICT

Plan of Improvement and Action Plan

Teacher's Name:	Date:
School:	Start Date for Plan:
Supervisor:	Targeted End Date (Not less than 90 workdays):

Highlight most appropriate Standard(s) that address your plan:

Standard 1: Understanding Student Need Planning and Preparation	Standard 2: Differentiation of Instruction	Standard 3: Content Knowledge and Instruction	Standard 4: Assessment and Student Learning
<ul style="list-style-type: none"> - Demonstrates knowledge of students, their skills, learning process, special needs and culture - Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence - Identifies and teaches to the developmental ability of students - Applies learning theory in practice to accommodate differences in how students learn. - Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs. 	<ul style="list-style-type: none"> - Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence - Sets instructional outcomes with sequence, clarity, and suitable for diverse learners - Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. - Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students 	<ul style="list-style-type: none"> - Communicates with student's expectations for learning, directions and procedures, explanation of content - Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure. - Teacher's plans and practices reflect extensive knowledge. - Incorporates characteristics of the student's and local community's culture into instructional strategies. - Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum. - Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations. - Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress. 	<ul style="list-style-type: none"> - Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment - Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment. - Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress. - Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.

Standard 5: Creates a Positive Learning Environment	Standard 6: Family and Community	Standard 7: Professional Practice	Standard 8: Student Growth
<ul style="list-style-type: none"> - Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively. - Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn. - Communicates high standards for student performance and clear expectations of what students will learn. - Assists students in understanding their role in sharing responsibility for their learning. 	<ul style="list-style-type: none"> - Promotes and maintains regular and meaningful communication between the classroom and students' families. - Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences. - Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community. - Involves parents and families in setting and monitoring student learning goals. 	<ul style="list-style-type: none"> - Maintains Knowledge of the teacher's content area or areas and best teaching practice. - Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills. - Maintains accurate records, student progress, completion of assignments and non-instructional records. - Engages in instructional development activities to improve or update classroom, or district programs. - Communicates, works cooperatively, and develops professional relationships with colleagues. 	<ul style="list-style-type: none"> - Student Growth needs to be measurable, long-term, and attainable academic growth that the teacher sets at the beginning of the year for all students or for subgroups of students. - Student Learning Objectives help define what is going to be measured and how. - Student Learning Objectives must be aligned to SMART goals - SMART is an acronym for: S = Specific M = Measurable A = Attainable R = Results Based T = Time Bound - A Student Learning Objective needs to pass all 5 SMART goal initiatives in order for it to be a valid SLO

Goal:

Activities and Strategies	Timelines	Evaluation Indicators
---------------------------	-----------	-----------------------

Observation One

<p>Supervisor's Comments:</p> <p>Signature: Date:</p>
--

Observation Two

<p>Supervisor's Comments:</p> <p>Signature: Date:</p>
--

Final Conference Notes:

<p> </p>

___ Teacher has successfully completed performance indicators stipulated in the Plan of Improvement period.

___ Teacher failed to achieve the performance indicators stipulated in the Plan of Improvement.

My signature indicates that I have met with my evaluator and read my plan. My signature may or may not indicate agreement with the contents of the plan.

Teacher's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____