

This policy is due to the SBOE/SDE in December. Changes to Rule which will guide the changes to this policy have not yet been approved, but should be during the legislative session. The submitted policy will be evaluated by the not yet adopted rule (yes...that's right). I have revised the policy to reflect the changes in Rule. The attorneys will make the changes at a later date.

Effective evaluation systems recognize, promote and help develop effective and successful educators. Therefore, Soda Springs School District No. 150 adopts this policy for certificated staff performance evaluations to ensure that all certificated personnel are evaluated fairly and consistently. Multiple measures are utilized in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction.

DEFINITIONS

For the purposes of this policy, the following definitions apply:

“Certificated instructional employees,” also referred to as teachers, are those employees who are currently teaching in an Idaho K-12 classroom/school and hold a valid Idaho certificate.

“Certificated non-instructional employees” are those individuals who are required to hold a certificate, but do not meet the definition of instructional employees. Certificated non-instructional employees include those individuals who hold pupil personnel certificates.

“Measurable student achievement” means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test;
- (b) Student learning objectives;
- (c) Formative assessments;
- (d) Teacher-constructed assessments of student growth;
- (e) Pre- and post-tests;
- (f) Performance-based assessments;
- (g) Idaho reading indicator;
- (h) College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- (i) District-adopted assessment;
- (j) End-of-course exams;
- (k) Advanced placement exams; and
- (l) Career technical exams.

“Pupil personnel certificate holders” are those individuals who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists.

“Nonrenewable contract personnel,” also referred to as annual contract employees, are those individuals who have been hired on a Category 1, Category 2 or Category 3 contract.

“Renewable contract personnel” are those certificated individuals who have been employed by this district for four (4) or more continuous years.

PURPOSE OF EVALUATIONS

The purpose for conducting employee evaluations is to support ~~the~~ teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

EVALUATOR

The Superintendent or designee will be responsible for evaluating or observing certificated instructional staff and pupil service staff. All individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations with the immediate previous five (5) years of conducting any evaluations.

EVALUATION CRITERIA

Staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are researched based, will be used to evaluate certified staff. For pupil service staff, those standards shall be aligned with the profession’s national standards. For instructional staff, those standards shall be aligned with minimum State standards and to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction which will be used to determined professional practice. For all certificated personnel, domain and component ratings may be weighted based on the individual’s individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement and will include:

1. Domain 1: Planning and Preparation
 - a. Demonstrating knowledge of content and pedagogy.
 - b. Demonstrating knowledge of students.
 - c. Setting instructional outcomes.
 - d. Demonstrating knowledge of resources.
 - e. Designing coherent instruction.
 - f. Designing student assessments.

2. Domain 2: The Classroom Environment
 - a. Creating an environment of respect and rapport.
 - b. Establishing a culture for learning.
 - c. Managing classroom procedures.
 - d. Managing student behavior.
 - e. Organizing physical space.
3. Domain 3: Instruction and Use of Assessment
 - a. Communicating with students.
 - b. Using questions and discussion techniques.
 - c. Engaging students in learning.
 - d. Using assessment in instruction.
 - e. Demonstrating flexibility and responsiveness.
4. Domain 4: Professional Responsibilities
 - a. Reflecting on teaching.
 - b. Maintaining accurate records.
 - c. Communicating with families.
 - d. Participating in a professional community.
 - e. Growing and developing professionally.
 - f. Showing professionalism.

MEASURES/SOURCES OF DATA Though code changed to Professional Practice = majority and student achievement to be determined by the district, we kept our percentages at 67% and 33% respectively in order to maintain some standard for more than one year.

Professional Practice – Majority of the Evaluation Ratings (District 67%)

At least a majority of the evaluation rating in the evaluation for all certificated instructional employees will consist of evaluation results based on Professional Practice standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. The Professional Practice portion for instructional staff will also include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. [At least one documented observation must include a rating for all 22 components of the applicable professional standards used for evaluation of certificated personnel.](#) *In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable.* At least one of the following measures will be

included to inform the Professional Practice portion of all certificated instructional employee evaluations:

1. Parent/guardian input;
2. Student input; and/or
3. Portfolios.

Student Achievement – Part of the Evaluation Ratings (District 33%)

Instructional staff evaluations will include “measurable student achievement,” as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the position. This portion of the evaluation may be calculated using current and/or past years’ data and may use one (1) year or multiple years’ data.

EVALUATION PROCEDURES

At a time designated by the evaluator, the certificated instructional employee will fill out a self-assessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the employee’s self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian input. The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation *and provide feedback on the employee’s performance for the year thus far.*

At the end of the year, the evaluator and employee will review and discuss the employee’s professional growth plan and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the employee’s performance for the year and assign a final effectiveness rating.

No contract shall be issued for the next ensuing year until such time as the employee’s formal written performance evaluation has been completed.

COMMUNICATION OF RESULTS

A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation. The certified employee will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to SDE as required for state and federal reporting purposes.

PERSONNEL ACTIONS

The following actions may result from the evaluation process if determined to be appropriate:

1. *A letter of reprimand;*
2. *Renewal of employment contract;*
3. *A period of probation;*
4. *Reassignment;*
5. *Immediate discharge;*
6. *Renewal of the employment contract under a continued probationary status; and/or*
7. *Non-renewal of employment contract.*

A letter of reprimand may be issued at any time, with or without a formal evaluation. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.

Nothing in this policy shall be read to impact the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory performance.

PROBATION

The district is not required to establish a period of probation for Category 1 or Category 2 employees whose performance is unsatisfactory.

When any Category 3 employee's work is found to be unsatisfactory, a defined period of probation of not less than eight (8) weeks will be established by the board.

For renewable contract employees, the board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the employee's renewable contract status.

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be

named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

REMEDIATION

Employees placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, employees who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the employee to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

APPEAL

When disagreement exists regarding the results of the evaluation, the affected employee is entitled to attach a rebuttal to his or her evaluation. The employee may also request an informal review of the evaluation and rebuttal statement by the superintendent.

An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as provided by Idaho Code Sections 33-513 through 33-515.

MONITORING AND EVALUATION

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the board of trustees and submitted to the SDE for approval.

PROFESSIONAL DEVELOPMENT AND TRAINING

The district will provide ongoing training for evaluators/administrators and teachers regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

FUNDING

Funding will be allotted *in the annual budget* for the ongoing training and professional development.

COLLECTING AND USING DATA

Aggregate data will be considered part of this district’s and its individual schools’ needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

INDIVIDUALIZED TEACHER EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of three (3) rankings (The District uses four (4))used to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. *Distinguished* = 4



LEGAL REFERENCE:

Idaho Code Sections

- 9-340, *et seq.* – Records Exempt from Disclosure
- 33-514 – Issuance of Annual Contracts
- 33-515 – Issuance of Renewable Contracts
- 33-518 – Employee Personnel Files
- 33-1001(12) – Definitions: “Measurable Student Achievement”

IDAPA – Rules Governing Uniformity

- 08.02.02.007 – Definitions
- 08.02.02.026 – Administrator Certificate
- 08.02.02.027 – Pupil Personnel Services Certificate
- 08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil Personnel

Idaho Department of Education Guidelines found at: <http://www.sde.idaho.gov/site/teacherEval/>

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