

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 ~~and~~ in achieving District goals, ~~and to assist with decisions regarding personnel actions.~~ ~~(Choose one: Option 1:~~ This policy applies to all certificated personnel, both pupil instructional personnel and non-instruction personnel).

~~There shall be a minimum of one written evaluation in each of the annual contract years of employment including Category 1, 2, 3 and renewable contracts. The evaluation shall be completed and is due no later than May 1 June 1 of each year.~~

Each certificated staff member shall receive at least one (1) written evaluation to be completed by no later than ~~May June 1st~~ May 15 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 1st. 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).

~~Teacher evaluation should be a positive and ongoing process requiring considerable time, effort, and openness of both teachers and their administrators. The process should focus on student achievement by helping teachers become more effective in the application of high probability instructional strategies derived from contemporary educational research. Positive outcomes from teacher evaluation processes are highly dependent upon building an environment characterized by open, honest, and respectful communication among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they must be expressed with an appropriate rationale and suggestions for improvement.~~

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. ~~The district's teacher evaluation system was revised to be congruent with contemporary research on teacher effectiveness and redesigned to ensure that processes are consistent with expectations delineated by Idaho statutes and SDE guidance.~~

Evaluation Process

~~It is important to recognize that the district's teacher evaluation system is evolutionary in nature and will be revised as necessary to meet Idaho Statutes and Administrative Rule. The system will be monitored to ensure that results in both outcome and impact on employees and student learning are fair, valid, and reliable. Monitoring and evaluation will be conducted at least annually by a team of educators. The evaluation team will include stakeholders including, but not limited to, teachers, board members, administrators and parents in the development and ongoing review of the certificated employees evaluation system. The system will be reviewed annually for possible changes, additions and/or deletions that might be needed based on program evaluations pertaining to its fidelity of implementation, impact on teacher and administrator practices, and its impact on student performance. The State required development of a teacher evaluation system, aligned with the Danielson Framework, which is focused on increasing student learning growth by improving the quality of instructional service. The integration of processes for school improvement, teacher evaluation, professional learning experiences, and data as evidence of student learning is more important than ever before. Emphasis is now being placed on collecting data pertaining to gains in student learning and data derived from demonstrated attributes and strategies related to evidence-based instructional practices. Focused communication between teachers and administrators that places an emphasis on student learning growth and the teacher's role in applying interventions based on their participation in professional learning activities that are directly related to contemporary research linking high probability strategies to student learning will be required.~~

~~This system places emphasis on teacher professional learning as it relates to student learning. System components include processes for:~~

- ~~1. Providing a closer linkage between teacher evaluation, student learning and school improvement.~~
- ~~2. Collecting student achievement and other data relevant to teacher effectiveness.~~
- ~~3. Creating a system that is based on what we learn from contemporary research about effective teaching strategies.~~
- ~~• Planning for professional development and learning for all teachers.~~

Objectives

The formal performance evaluation system is designed to:

- 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.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- 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:

- Distributing proper forms in a timely manner.
- Ensuring completed forms are returned for filing.
- Reviewing forms for completeness.
- Identifying discrepancies.
- Ensuring proper safeguard and filing of completed forms.
- ~~Provide for ongoing training and remediation regarding evaluation of certificated employees~~
- 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; -
- 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;
- Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be appropriate course of actions; and
- 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.

The **Immediate Supervisor** (~~Evaluator~~) is the employee's evaluator and ~~has the~~ is responsibility for:

- 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 1st of each year.-
- Holding periodic counseling sessions with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.
- Completing training on the District's Performance Evaluation Program.

Evaluation Process~~Procedures~~

Evaluation Forms

Evaluation forms (~~_____~~) are aligned to Charlotte Danielson's Framework for Teaching Second Edition and ~~Forms~~ 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:

- Rubrics of Components of Professional Practice
- 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. Revisions in evaluation forms will be submitted for approval by the board of trustees.

Observations ~~Sixty seven percent (67%) of the summative performance evaluation will be based on professional practice. The evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The evaluation must include a minimum of two documented observations annually, with at least one observation being completed by **January 1** of each year. 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. .~~

Multiple Measures of Professional Practice

The evaluation of certificated personnel shall include:

- Parent/Guardian input (must be included)
- Student input (for secondary schools);
- Multiple measures may also be included such as
- ~~(1.) Student input (for secondary schools) (2.)~~
- -Teacher professional portfolios that demonstrate proficiency in Domains 1-4,5.

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 webpage. The parent input survey will be available to parents during Parent Teacher Conferences/Student Led Conferences each **January**. 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 online survey when they attend Parent Teacher Conferences/Student Led Conferences. These results will then be compiled and used in the completion of each certified staff members 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

~~Thirty three percent (33%) of the evaluation for instructional certificated personnel is based on multiple objective measures of growth in student achievement and/or as measured by Idaho's statewide assessment for federal accountability purposes~~

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 past year's data and may use one of the multiple years of data.

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.

~~Growth in student achievement as measured by the ISAT must be included when available.~~

~~Evaluations for certificated non-instructional personnel will be based on Charlotte Danielson's Framework for Teaching Second Edition, Specialist Positions Domains 1 through 4. Performance measures on Domain 5 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.~~

Teacher Evaluation Framework

The evaluation form (Summative Performance Evaluation) will be based upon Charlotte Danielson's Framework for Teaching 2nd Addition. The general criteria upon which the performance evaluation system will be based are as follows:

- **Domain 1: Planning & Preparation (15%)**
 - Deomonstrating 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 (15%)**
 - Creating an Evnironment 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 (27%)**
 - Communicating with Students;
 - Using Questioning and Discussion Techniques;
 - Engaging Students in Learning;
 - Using Assessment in Instruction; and
 - Demonostrating 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
- ~~**Domain 5: Growth in Student Achievement (33%)**~~

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. ~~The average scores for Domains 1-4 will be averaged with the score for Domain 5 to generate the final score and rating for each Evaluation. The data for Domain 5 will be generated from ISEE, Schoolnet, or building data reports regarding academic achievement.~~

~~The Summative Performance Evaluation Form will be completed for each certificated employee by ~~May 1~~ ~~June 1~~ of each year. Documentation on the form will refer to the two dated observations as required for each employee. A copy of the final Summative Performance Evaluation will be given to the employee. The original will be retained by the immediate supervisor and submitted to the district office to be maintained in the personnel file.~~

Meetings with the Employee

Self-Assessment

Individual Professional Learning Plan

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

Performance measures on Domain 45 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 employees personnel file.

~~Meeting with the Employee~~ Communication of Results

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

- 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.
- 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.

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.

Training

~~The individual assigned to evaluating certified staff must receive training in evaluation. They must demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a one-time recertification requirement prior to September 1, 2018.~~

~~All new and current certificated personnel in the Minidoka County Joint School District, including administrators, will participate in training in the use of the Danielson model and the process of evaluation of certificated employees. The main resource will be “Components of Professional Practice for Teachers” as adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.~~

Funding

~~District general funds allocated for professional development, Title I, and Title II-A funds can be used to provide professional development in effective evaluation practices for all certificated employees of the District.~~

Collection and Use of Data

~~The District’s administrators will collect evaluation data at the end of each school year. Data gathered from evaluations district-wide will be used to inform district professional development, particularly in the use of the Danielson framework in the Minidoka County Joint School District. Areas of weakness within individual schools or within the district as a whole will be identified and targeted for additional training.~~

Personnel Records

~~Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in the federal and state regulations regarding the right to privacy.~~

~~The District shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for the State and Federal reporting purposes.~~



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**

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

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